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**EFFECTIVE IMPLEMENTATION OF TECHNICAL  
VOCATIONAL EDUCATION: AS AN INSTRUMENT  
FOR SUSTAINABLE POVERTY ALLEVIATION IN  
NIGERIA**

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**Abstract**

The rising profile of poverty in Nigeria is assuming an alarming dimension. It is amazing to note that various poverty alleviation programs has been launched by the government, but the impact of such initiatives leaves much to be desired. The paper highlights on the concepts of Technical Vocational Education (TVE), poverty and the level of poverty in Nigeria. Various poverty alleviation initiative programs and best practices of TVE in the world were discussed. Conclusions were drawn and recommendations made amongst which are: that the government should provide power and other infrastructural facilities so as to encourage the growth and development of small and medium scale enterprises who more often than not are the employer of graduates of TVE institutions thereby creating jobs and reducing poverty in the society and the graduates of the programs should be encouraged to be self-employed by assisting them with soft loans and/or micro credit, in order to achieve the expected outcome of employment creation and poverty eradication in Nigeria.

**Keywords:** Technical Vocational Education, Poverty, Poverty Alleviation, Nigeria

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## Introduction

Nigeria got her independence in 1960, alongside other countries like India, Malaysia, Singapore, Ghana, Camaroon and Pakistan mention but a few, who formed the third world countries; but today there is a wide gap in terms of development between these countries and Nigeria. Most of the products that are consumed these days in Nigeria were imported from overseas; which usually comes from the countries we got independence alongside or ahead of. The spring board that our country started on has deteriorated as in the case of the power sector due to inadequate skilled personnels and poor maintenance culture of both leaders and users of the facilities (Abdulkarim & Ali, 2012)

However, in Nigeria, the educational policy as at independence was most concerned with using schools to develop manpower for economic development and Africanization of the civil service Wolman (Imam, 2012). Similarly, the educational policy was limited in scope and did not meet the expectations and aspirations of Nigerians. Criticisms of the educational policy comprise of irrelevant curricula, obsolete methods, high rate of dropout and the fact that most graduates were dependent, and low in initiative (Imam, 2012).

The poor development of the Nigeria could be attributed to the type of education inherited from our British colonial masters which does not lay emphasis on skills acquisition. The inhabitants were given such education by the colonial rulers that enable them to get white collar jobs upon graduation. Today, most of those that have gone through such schools, graduated and are living without jobs; which results in the current high level of unemployment that subsequently affect community development. People living in the society lack the economic ability to support the community development or to have the skills to carry out identified community development projects. This situation contradicts the tenet of community development projects such as self-help, citizen participation as well as self-reliance.

Nigeria is a developing country and is in the process of developing her socioeconomic base after decades of colonization, Nigeria needed skilled and semi-skilled intermediate level manpower for the industrial sector. Unfortunately, the educational system did not provide such empowerment for the people and hence did not enhance socioeconomic development. It is against this background that the 1969 National Curriculum Conference with the National Seminar on Nigerian Education in 1973 came out a new system of education, which brought

about the National policy on Education known as 6-3-3-4 system. This system of education embraces both vocational and pre-vocational subjects in the curriculum in order to develop in the students the aptitude for technical and manipulative skills, inventiveness, self-reliance and dignity of labor (Osokoya, 2003; Dada & Arikpo, 2003); Abe (Okoro, 2011).

### **Conceptual Definition of Technical Vocational Education**

Technical and Vocational education (TVE) could be described as that aspect of education which provides the recipients with the basic knowledge and practical skills necessary for entry into the world of work as employees or as self-employed. Oni(2007)defined TVE as that type of education which fits the individual for gainful employment in recognized career as semi-skilled workers or technicians or sub-professionals. According to Maclean & Wilson(2009)TVE is concerned with the acquisition of skills and knowledge for employment and sustainable livelihood. Abassah (2011)expressedthat technical education involves training in the process of relating both science and technical education to practical problems right from primary to higher level of education; this is because it aims at developing practical skills as well as the creative and innovative abilities and enable decision making skills and problem solving abilities.

The major objective of all TVE is the acquisition of skills and attitudes for gainful employment in a particular occupation or professional area. The need to relate training to employment either self or paid employment is at the base of all the best practices and approaches observed throughout the world. One of the most important aspects of TVE is its inclination towards the world of work and the emphasis of the curriculum on the acquisition of employable skills. TVE delivery systems are therefore, well placed to train the skilled workforces that the nation needs to create wealth and come out of poverty.

### **Concept of Poverty**

There are several definitions of poverty depending on the context of the situation and the views of the individual defining the concept. Poverty is commonly referred to as the state of human beings who are poor. That is, they have little or no material means of survival – little or no food, shelter, clothes, healthcare, education, and other source of livelihood in order to be able to

improve their standard of living. A poor person is considered as an individual without a job, someone who cannot help himself or cater for his family, who has no money, farm, business or means of livelihood (Oseni, Ehikioya, & Ali-Momoh, 2011). A poor person is termed as somebody who is malnourished and ageing fast, one without self confidence, looks unclean and lives in a filthy environment (Elumilade, Asaolu, & Adereti, 2006).

Poverty is marked deprivation in well-being, and comprise of many dimensions. It includes low incomes and the lack of ability to procure the basic goods and services essential for survival with dignity. It also comprises of low levels of health and education, lack of access to clean water and sanitation, poor physical security, lack of voice, and inadequate capacity and opportunity to better one's life.

According to Klebanov (Oseni, *eta'l.*, 2011) the effect of poverty was seen among children as young as two years of age. People living in poverty, especially women and children, suffer most from different forms of social and economic deprivation, which include hunger and malnutrition, insufficient health care, lack of access to quality education, and low self-esteem. Unemployed youths without any productive usage of their time are easily resort to crime and violence. The risk is greatest with unemployed youth in conflict or post-conflict areas. Poverty is therefore a risk to national stability and good governance.

However, Payne (2005) acknowledged that people normally make decisions based on the roles and values of the class to which the individuals belong. For a low income class whose lives are based on the present and meeting their immediate needs, are based on survival, relationships and entertainment. For the middle class, decisions are made based on work and achievement, planning and preparing for the future. The rich group makes decisions based on social, financial and political connections that consider traditions and past history. Poverty may also be understood as an aspect of unequal social status and inequitable social relationships, experienced as social exclusion, dependency, and diminished capacity to participate, or to develop meaningful connections with other people in society Silver (Oseni, *eta'l.*, 2011).

Differences in values are illustrated in attitudes towards food. For example, for the low income earners, having enough to food satisfy hunger is most important, while for middle income group, enjoying the quality of the food is important, but for the rich or wealthy, the presentation of aesthetically pleasing food is the most important.

### **Poverty Level in Nigeria**

The rising level of poverty in Nigeria is assuming a worrisome dimension as shown by empirical studies. Nigeria, a sub-Saharan African country, has at least half of its population living in poverty (Ojo, 2008). Similarly, the publication of the Federal Office of Statistics (Oshewolo, 2010) indicated that poverty has been enormous, pervasive, and consumes a large percentage of the Nigerian society. Abiola & Olaopa (2008) expressed that the scourge of poverty in Nigeria is an undisputable fact, which results in hunger, ignorance, malnutrition, disease, unemployment, poor access to credit facilities, and low life expectancy as well as a general level of human hopelessness.

Nwaobi (2003) affirmed that Nigeria presents a paradox. The country is rich, but the people are poor. As noted by Omotola (2008) Nigeria is richly endowed and the country's wealth potentials are noticeable in the forms of natural, geographical, and socioeconomic factors. With this condition, Nigeria should rank among the richest countries in the world that should have no business with poverty. However, Okpe & Abu (2009) clearly remarked that Nigeria has witnessed a massive increase in the level of poverty. According to them, the poverty level stood at 74.2 percent in the year 2000.

According to Earth Trends (2003) 70.2 percent of the Nigerian population lives on less than \$1 a day, while 90.8 percent lives on less than \$2 a day. The total income grossed by the richest 20 percent of the population is 55.7 percent, while the total income earned by the poorest 20 percent is 4.4 percent. This explains the frightening increase in poverty and the clear inequality between the rich and the poor. Looking at the area with the highest measure of welfare per capita, the leading area in Nigeria, which is Bayelsa with a poverty incidence of 26.2 percent between 1995 and 2006, is still below the leading areas in Ghana (Greater Accra-2.4 percent), Cameroon (Douala, Capital of Littoral-10.9 percent) and South Africa (Baoteng-19.0 percent) (World Bank, 2008)

From the records at the Federal Office of Statistics, Garba (2006) reveals that about 15 percent of the population was poor in 1960; the figure rose to 28 percent in 1980 and, by 1996, the incidence of poverty in Nigeria was 66 percent or 76.6 million people. Garba (2006) also remarked that the United Nations Human Poverty Index, in 1999, placed Nigeria among the 25 poorest nations in the world. According to the United Nations Development Program (UNDP, 2010) the population of people living in poverty in Nigeria is given as 68.7 million, as of 2004. This is a very terrible situation when one considers the fact that Nigeria has had over \$300 billion in oil and gas

revenues since independence and that almost 95 percent of this great wealth is controlled by about .01 percent of the population in Nigeria Awa (Oshewolo, 2010).

Nigeria is the eighth largest oil producing country in the world, but it has the largest population of poor people in sub-Saharan Africa and is ranked 158<sup>th</sup> on the human development index. There is pervasive high-income inequality, which has perpetuated the concentration of wealth in the hands of a few persons (Action Aid Nigeria, 2009). This is an unjust practice, which the Nigerian state must rectify. It is remarkable to note that various poverty alleviation strategies have been implemented by successive governments in Nigeria, but their level of social impact leaves much to be desired. Observers have generally agreed that these programs have failed to achieve the desired objectives for which they were established (Ovwasa, 2000; Adesopo, 2008; Omotola, 2008).

### **Poverty Alleviation Initiative Programs in Nigeria**

In Nigeria, the problem of poverty has, for a very long time been a cause of concern to the government (Nwaobi, 2003). As a result, the efforts of the government's at combating the menace actually started immediately after the attainment of independence in 1960 (Ovwasa, 2000; Omotola, 2008). Nwaobi (2003) noted that the initial attention of the government was focused on rural development and country planning as a practical mean of dealing with the problem. He further expressed that the failure to effectively implement these programs can be seen as the antecedent to most of the present causes of poverty in Nigeria.

Garba (2006) submits that the past efforts to alleviate poverty in Nigeria, which dismally failed, can be categorized into two distinct periods or eras: pre-Structural Adjustment Program (SAP) and /post-SAP. Obadan (2001) remarks that anti-poverty initiatives of the pre-SAP period were essentially ad hoc. The procedures focused more on growth, basic needs, and rural development approaches. During the same era, the government wanted to fight poverty through certain institutional mechanisms, such as Operation Feed the Nation (OFN), Free and Compulsory Primary Education (FCPE), Green Revolution, Low Cost Housing, River Basin Development Authorities (RBDA), National Agricultural Land Development Authority (NALDA), Agricultural Development Programs (ADP), Agricultural Credit Guarantee Scheme (ACGS), Strategic Grains Reserves Program (SGRP), Rural Electrification Scheme (RES), and Rural Banking Program (RBP) (Garba, 2006; Omotola, 2008).

As reported by Garba (2006), the pre-SAP initiatives were mostly planned to take care of objectives, such as employment generation, enhancing agricultural output and income, and reducing the tide of rural-urban migration, which has greatly contributed to rising the level of poverty in Nigeria. While the Green Revolution and OFN were geared towards improved urban settings of Nigeria. Iroegbu (2009) asserts that these programs yielded minimal result. Reacting to OFN, he claims that the poor were wrongly targeted and this kept on being a problem up to today. On the Green revolution, he maintains that rather than the program reward the poor, the wealthy people kept on acquiring lands for the purposes of obtaining grants and loans to do green farming.

During the SAP era, which witnessed the deterioration of the socioeconomic and political situation of the Nigeria, the government also made some attempts to fight the menace of poverty (Omotola, 2008). The programs that were initiated include the Directorate for Food, Roads and Rural Infrastructure (DFRRI), National Directorate of Employment (NDE), Better Life Program (BLP), the People's Bank of Nigeria (PBN), Community Banks Program, Family Support Programs (FSP), and the Family Economic Advancement Program (FEAP) (Garba, 2006).

In spite of all these anti-poverty measures, poverty have consistently been on the increase in Nigeria, showing the unsuccessfulness of the various strategies and programs initiated by the government. The failure of these programs has been attributed to lack of targeting mechanisms for the poor; political and policy instability; inadequate coordination of the various programs; several budgetary, management, and governance problems; lack of probity, accountability transparency; and lack of mechanisms for the sustainability of the programs (Obadan, 2001).

However, the government of Chief Olusegun Obasanjo introduced the Poverty Alleviation Program (PAP) when it came to power in 1999 as an interim anti-poverty measure (Nwaobi, 2003). According to Obadan (2001) PAP specifically seeks to provide jobs for 200,000 unemployed people; create a credit delivery system from which farmers would have access to credit facilities; increase the adult literacy rate from 51% to 70% by the year 2003; shoot up the health care delivery system from 40% to 70% by the year 2003; increase the immunization of children from 40% to 100%; raise the rural water supply and rural electrification from 30% to 60%; embark on training and settlement of at least 60% of tertiary institution's graduates; and develop simple processes and small-scale industries. This interventionist program,



notwithstanding poverty, incidence remained unprecedented in Nigeria.

As a result of the ineffectiveness of the PAP, as well as the central question it elicits as to why the government should be interested in only alleviating poverty instead of eradicating it, the government came up with the National Poverty Eradication Program (NAPEP) in 2001 (Omotola, 2008). According to Elumilade, *eta'l* (2006) the program has been structured to integrate four sectoral schemes, namely:

- Youth Empowerment Scheme (YES), which deals with providing unemployed youth opportunities in skills acquisition, employment, and wealth creation. To achieve this, the scheme was further subdivided into the Capacity Acquisition Program, Mandatory Attachment Program, and Credit Delivery Program;
- Rural Infrastructure Development Scheme (RIDS), which is concerned with the provision and development of infrastructure needs in the areas of transport, energy, water, and communication, especially in rural areas;
- Social Welfare Service Scheme (SOWESS), which is targeted at ensuring the provision of basic social services, including quality primary and special education, strengthening the economic power of farmers, providing primary health care, and so on;
- Natural Resource Development and Conservation Scheme (NRDCS), which aims at promoting participatory and sustainable development of agriculture, mineral, and water resources.

The target of NAPEP is to completely eradicate poverty from Nigeria by the year 2010. This noble objective was not achieved. Three stages to the attainment of this target have been identified as: the restoration of hope in the mass of poor people in Nigeria, which involves providing basic necessities to hitherto neglected people, particularly in the rural areas; the restoration of economic independence and confidence; and wealth creation (Elumilade, *eta'l.*, 2006). Although NAPEP seems to be well crafted, the prevalence of poverty in Nigeria and the numerous dimensions it has taken, place the programs of NAPEP in the realm of prospective analysis (Omotola, 2008).

The civilian administration took over in 2007 proposed a Seven-Point Agenda of development.

The main objectives and principles of the agenda include improving the general well-being of Nigerians and making the country become one of the largest economies in the world by the year 2020. The agenda has critical infrastructures as the first key area of attention. This contains power, transportation, national gas distribution, and telecommunications. The second emphasis is to address the existing issues in the Niger Delta through the Niger Delta ministry. Food security forms the third key area. The fourth area is human capital development and the land tenure reform is the fifth main area. While the sixth vital area is national security, the seventh area of attention is poverty alleviation through wealth creation. As laudable as these programs seem, poverty still remains prevalent and widespread in Nigeria (Oshewolo, 2010).

### **Best Practices in Technical Vocational Education in the World**

The introduction of TVE in the school curriculum has a checkered history, which shapes modern provisions of access and quality. In the developed world, it has been a long effort along class lines to persuade the wider society that TVE could be both academically demanding and more so, rewarding, in an individual's life.

In Germany the level of educational accomplishment is comparatively high and the level of youth unemployment is low as a result of the dual training system. The German Dual System of Vocational Education and Training for skilled workers, sometimes also referred to as the "German System of Cooperative Vocational Education and Training" or "System of Dual Training", features almost 70% learning in the industries and 30% learning in vocational institutions (Dittrich, 2010). The real training takes place in industries while the vocational schools offer theoretical and background knowledge as well as replication of the learning experiences at the workplace (Dittrich, 2010). The industries are responsible for the training youths in one vocational skill or the other. It is reported that, in 2001 two-third (2/3) of young people aged under 22 began an apprenticeship. 78% of same completed it; meaning 51% of all youth under 22 have completed an apprenticeship. One in three companies offered apprenticeships in 2003; in 2004 the government signed a pledge with industrial unions that all companies except very small ones must take on apprentices (Abdulkarim & Ali, 2012).

In Australia, TVE is mostly post-secondary and offered through the vocational education and training systems normally carried out by registered training organizations. This system involved both public and private providers in a national training framework, comprising of the Australian

Quality Training Framework, Australian Qualifications Framework and Industry Training Packages. Their responsibility is to assess standards for the different vocational qualification. It is commendable to note that, 60% of the funding for apprenticeship in Australia is done by industries and not the government (Australian Qualifications Framework, 2007).

In Hong Kong, the Hong Kong Institute of Vocational Education (IVE) provides training in nine different vocational fields, namely applied science, business administration, child education and community services, construction; design, printing, textiles and clothing. Hotel service and tourism studies, information technology; electronic engineering are being offered to post secondary 3, 5 and 7 students which prepares them for the world of work, hence creating employment opportunities for the youths. In a nutshell, most if not all of the developed countries grew up to where they are today due to the unanimous efforts for acquiring skills to the youths for tackling unemployment in their country (Abdulkarim & Ali, 2012).

However, Singapore has thus sought to improve its technical training substantially over the last two decades and is successful in doing so. In Singapore (20.3%) graduated from the National University of Singapore or the Nanyang Technological University. More than (35%) graduated from the polytechnics and 16.2% graduated from the Institute of Technical Education Kirchberger (Kingombe, 2011). It was also recognized that there was a need to further upgrade Singapore's work force. Proposed initiatives included a three-tiered system of universities to offer a broader tertiary education base as well as provide to specialized places. It was recommended to set up a core of quality commercial schools for on-the-job advancement. Attracting multinational corporations to set up regional training amenities in Singapore is an established approach that is seen as encouraging a greater distribution of organizational and technological knowledge (Song Seng, 2007)

In the US, the Office of Vocational and Adult Education (OVAE) is created under the United States department of education to provide Adults and youths with vocational skills to live on instead of being dependant and unproductive. On the other side a post secondary education training is to enable graduates of secondary schools to learn skills that will enable them to get means of becoming productive members of the society, hence curbing unemployment among its populace. The strategy went on to establish community colleges to supply workforce and economic development. The program falls into four general areas which are:

- Adult education and literacy represented within OVAE by the Division of Adult Education and Literacy (DAEL).
- Rural education represented by the center for rural education.
- Career and technical education.
- Community colleges (Abdulkarim & Ali, 2012).

### Technical Vocational Education in Nigeria

In Nigeria, TVE is a type of education or training designed for preparing the individual to earn a living (employable, self employed or an employer of labor). The aims of TVE as stipulated by the National Policy on Education in the Federal Republic of Nigeria (FRN, 2004: 29) shall be:

- to provide trained manpower in the applied science and business particularly at craft, advanced craft and technical levels;
- to provide the technical and vocational skills necessary for agricultural, commercial and economic development;
- to give training and impart necessary skills to individual who shall be self-reliant economically.

A cursory look at the National Policy on Education (NPE) aims of TVE amongst others show the rationale for government attention and assistance to the skill-oriented education. In addition to TVE providing skilled manpower and reducing youth unemployment, it has contributed greatly to economic development by reducing poverty through access to diverse income areas, supporting foreign investment and generally changing attitudes of people to TVE (Adebambo, 2007). Before independence, the system of TVE in Nigeria was the continuation of the colonial system. Much of what goes into TVE was patterned after the apprenticeship system. TVE was first brought into the mainstream of Nigerian education through the establishment of the Yaba Higher College in 1932 and some other trade centers. After independence, the number of technical schools and student enrollment increased, but unfortunately it was not followed by the provision of facilities for workshop practice. At this time, TVE was developed based on creating

a balance between manpower needs for supplying industrial expansion and educational aspiration of the Nigerian nation. Review of the recommendation of the Ashby commission of 1960 shows that TVE was further degraded by putting it below university education, awarding city and guilds certificate as oppose to university certificate and by not providing training for TVE teachers (Onyene, Salisu, Johnson, & Olusanya, 2007).

However, the 6-3-3-4 system of education was launched to correct all the anomalies and emphasis more on skill-oriented education. The NPE recommended that at the end of the three years in junior secondary education, some students will proceed to senior secondary schools and some to technical schools based on their performance. The objective of this is to integrate TVE with the general education. Also the National Board for Technical Education (NBTE) was approved in 1987 to examine and certify the students in technical schools and certificate (NBTEC) is equivalent to the Senior Secondary School Certificate (SSSC). In spite of all these, TVE is still lagging behind (Onyene, *eta'l.*, 2007).

Adebambo (2007) observed that in the past, the effort to promote TVE have neglected the provision of trained teachers. He recalled that the National Teachers Training certification was necessitated to meet the demand for technical teachers in various technical institutions and training schools. The focus then was on how to teach and what not to teach. This led to the introduction of the Nigerian Certificate in Education Technical (NCET) program. This has more content on what to teach and a little about how to teach. Similarly, in the past, technical teachers were sent abroad for training because of the high cost it was stopped. In recent times, they are trained through the Technical Teachers Training Program (TTTP) the resultant effect has been a shortage of teaching personnel in the technical colleges. To compound the problem, the NPE just like the Ashby commission recommendation ignored the issue of production of teachers for TVE. Awakuna (2006) affirms that the problem of production of TVE teachers has resulted in their scarcity which is one of the problems in TVE in Nigeria.

It was also observed by Aina (Agbolade, 2007) that low government support in terms of insufficient funding of the training program has not helped the TVE teachers, hence their inadequacy in the technical colleges. Whilst the problem of insufficient technical teachers exists

in the country generally, a study carried out in one of the Federal Colleges of Education (Technical) by Onyene *eta'l* (2007) revealed that the teachers are qualified but fairly sufficient in the quantity needed. Another study by Kalejaye (2007) indicated that the present day technical teachers are good in theory but poor in practice. In the same vein, Ashaye (2007) countered this in his own study which revealed that technical teachers have practical knowledge but are impeded by lack of appropriate instructional resources.

TVE in Nigeria has encountered a lot of problems during its developmental stage. Amongst these is the problem of inadequate provision of instructional materials, tools and equipment. Specialists in the field of TVE have expressed the need for adequate physical, human and financial resources to effectively implement a TVE based curriculum. Akaninwor (2001) in his study traced the technological backwardness in the country to insufficient infrastructure and equipment for technical and vocational education. Puyate (2001) is of the view that instructional facilities should be looked at vis-à-vis the curriculum in order to make TVE effective. He emphasized a TVE curriculum that will meet the present needs and the demands of the society. Supporting his view, Aghenta (Onyene, *eta'l*, 2007) affirms that the TVE curriculum should be based on occupation and manpower needs of the country in order to avoid irrelevant courses and time wastage. There is the need for government to place greater emphasis on TVE for youths to acquire skills and be gainfully employed in industries or other related organizations or become self-employed, so that they become productive which will drastically reduce the level of unemployment as well as poverty in Nigeria.

Another problem of TVE in Nigeria is that of public perception as education for the low status and the unintelligent (Nwokomah, 2005). This stems from the low image of 'blue-collar' jobs which TVE offers. Prior and after independence, the Nigerian education system prepared students for basic 'white collar' jobs. Over time, the scarcity of jobs led to high unemployment rate and also a high level of poverty in the country that proved to be expensive for the nation (Moja, 2000; Ebong & Leigha, 2006). The Nigerian society erroneously believes that those who are not academically inclined study TVE subjects. It is for this reason that most parents are not willing to encourage their wards to study TVE subjects. The fact remains that most parents are apt to want an academic education for their children, whether or not graduates increasingly

finds it difficult to get jobs or not. They do not want their children to go to schools for the purpose of becoming bricklayers, carpenters, mechanics to mention but a few (Nwokomah, 2005).

It is the aspiration of every parent his child makes it to the university. That does not mean that they have anything against bricklayers and mechanics. Far from that, but the intention that their own children get the higher certificates and degrees first, so that they too can be something when the opportunity arise(Nwokomah, 2005). The urge for certificates and degrees in preference to technical vocational skills stems from the fact that when it comes to political appointments, leadership positions and decision making, degree holders in different fields are favored most than their counterparts with technical vocational skills.

### **Conclusion**

There is a high level of poverty in Nigeria according to research findings and statistical data, despite the initiatives of the government in coming up with several poverty alleviation programs which has failed to yield the desired result. In order to eradicate or reduce the level of poverty in Nigeria greater emphasis must be placed on TVE. No meaningful poverty alleviation program can be achieved without efficient and effective TVE program. The promotion of TVE program will lead to wealth creation, employment generation and poverty eradication.

### **Recommendations**

The following recommendations are made in order to mitigate or reduce the level of poverty in Nigeria through TVE:

- The society needs re-orientation in order to change their mind set about TVE. In advanced nations individuals with technical skills and experience in relevant fields are highly respected and thus work in tandem with those with formal education. The worth of every worker should depend on the person's skills and knowledge and not the stack of academic degrees one has
- The task of providing TVE cannot be tackled by government alone. The involvement of major Nigerian stakeholders, complemented by partnerships with international agencies,

NGOs, Foundations, (etc) will be essential if the goals and potentials of Nigerians are to be realized using TVE for job creation and poverty alleviation

- There should be linkage between TVE institutions and industries by using some of the experienced supervisors as teachers. The industry based training should be financed and organized and delivered by public entities which is a private sector driven. The government should only come in when it comes to regulatory aspect of the training, for example to check the indiscriminate acts of some TVE providers.
- The government should come out with a clear-cut policy on what is the role of TVE institutions in terms of human capital development for employment creation and poverty reduction.
- The government should provide power and other infrastructural facilities so as to encourage the growth and development of small and medium scale enterprises who more often than not are the employer of graduates of technical and vocational institutions thereby creating jobs and eradicating poverty in the society.
- Graduates of the programs should be encouraged to be self-employed by assisting them with soft loans and/or micro credit. The quality of technical and vocational educational output must be improved if the expected outcome of employment creation and poverty reduction is to be achieved.

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