

Technical and Vocational Education Training (TVET) As a Tool for Flattening Unemployment and Insecurity Curve for Enhancing National Growth

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Abstract- *The two main issues - unemployment and insecurity - are related to youths as shown by National Bureau of Statistics (NBS) according to as cited reviewed literatures. The curve of national unemployment and youth unemployment keeps rising in direct proportion which shows that youth unemployment is a great factor. Insecurity is a by-product of the unemployment of the youths. Lack of social and technical skills in the dynamic technological based modern industries are major causes of unemployment and loss of jobs of these youths are caused. Reduction in the youth unemployment will definitely lead to reduction insecurity. This paper discussed the prospects of utilizing Technical and Vocational Education to train and retrain the Nigerian youths in technical and entrepreneurial skills to be employable and sustain their jobs locally and globally. Nigerian Board of Technological Education (NBTE) and other national bodies responsible for national educational policy needs to re-strategize in making TVET to be an all-encompassing educational program to cater for all youths in informal and formal technical education.*

Indexed Terms- *Employment, Vocational Skills, Insecurity, Youths, National Growth*

I. INTRODUCTION

Technical and Vocational Education (TVET) is slow in getting acceptability and interest by major stakeholders in education in Africa relative to Asian and European countries (Akoojee, 2008; Masoabi & Alexander, 2021; Ogbuanya Ofonmbuk Michael, 2015). Partially, the reason might due to the Western

education that was introduced in 1842 which attached less emphasis on learning practical skills to enhance technical knowledge for technological advancement of Nigerians; instead they focus educational skills to support the needs of the missionaries (Fafunwa, 2018). The traditional apprenticeship system for TVET is informal, incompatible with existing educational system and not dynamic in producing technical man-power for modern technological sectors (Asghar et al., 2014; AU, 2015; Fafunwa, 2018; *Technical and Vocational Education and Training (TVET)*, 2020). Furthermore, hands and brains evolved together; hence, TVET and general education must not be separated to avoid violence to the natural process of growth and development in man for positive influence in his environment (Kauka, 2018; Pongo & Obinnim, 2015).

Consequentially, lack of proper required technical skills by youths is cognate with unemployment and job insecurity which is a global challenge (Asghar et al., 2014; Bekana, 2020; C & TF, 2017; Ogbuanya Ofonmbuk Michael, 2015; Sudan, 2021). The challenge of unemployment gather momentum as a great societal problem because of its direct link with insecurity and social unrest (Asghar et al., 2014; C & TF, 2017; Ejo-orusa, 2020; Enakhe & Tamuno, 2021; Nwamaka & Stephen, 2018). Hence, it is a great concern for policy makers, and stakeholders in technology and engineering based educational sectors to strategize in trimming down the growing arm of trace of employment curve (Fai, 2017). This paper should not be underestimated in creating awareness of effectiveness and mightiness of TVET in proffering solutions the dreadful monsters of all variants of insecurity on every plane of Nigerian territorial space, like any other countries. TVET is a

multifaceted tool or armour device that can be used to fortify youths against unemployment, engaging in criminal activities and social unrest as affirmed by some related research works (Asghar et al., 2014; Fai, 2017; Jiboku et al., 2021).

II. TECHNICAL AND VOCATIONAL EDUCATION TRAINING

Vocational training could be described as a means of providing structured instruction to gain the knowledge, facts, and necessary skills for a certain specialized job (Asghar et al., 2014; Paryono, 2017). Furthermore, vocational education could be affirmed as a sort of education established to impart pragmatic technical knowledge and required job skills for students to be qualified experts and employable applicants in a chosen profession (Akoojee, 2008; *Technical and Vocational Education and Training (TVET)*, 2020). Introduction of TVET into educational system has been asserted as a tool for boosting national economic growth and unemployment. The Federal Republic of Nigeria should not underestimate vocational education as an all-encompassing term referring to those elements of the educational process that include, in addition to general education, the study of technological and related sciences as well as the acquisition of practical skills, attitude, understanding, and knowledge relating to occupation in various spheres of the economic and social life. Nigerian Board for Technical Education (NBTE) is saddled with responsibility TVET programmes in Nigeria. NBTE has a regulatory body for TVET should ensure that TVET programmes in various educational institutions are aimed at providing competency which contributes to an individual's specific skill necessary for employment and entrepreneurship (Akanbi, 2017; Bekana, 2020; Mubanga et al., 2019).

National Policy on Education should be implemented to encourage youths to get equipped for self-dependence and crime free. The policy is expected to include the following objectives:

- (i) To encourage self-reliance and independence among the trained youths;
- (ii) To increase worth, social equality, and greatest potential for physical, mental, and financial utility;

- (iii) Acquisition of occupational skills and maximization of potentials;
- (iv) Vocational training ought to promote self-respect, enhance personality and social skills, remove hopelessness, frustration, and grief, and provide respite from financial strain and humiliation;

The difficulty is in giving pupils the practical knowledge and tools they need to make goods for both domestic and international markets, helping the economy grow and empowering individuals to become self-sufficient. In vocational education, a method should be employed that lays the groundwork for the development of the adequate and practical skills required for the selected field (Ochieng & Ngware, 2021; TamBari, 2019). An examination of the national education policy for vocational education thus reveals a commendable endeavour, whose thorough implementation has the potential to yield the human resources needed for a sound national growth (Bekana, 2020; Fai, 2017; Osidipe, 2017). Some researchers and policy makers emphasize that vocational education should be strictly applied in schools, particularly at vocational centres and other pertinent non-formal institutions, and should be targeted at everyone who has never had the opportunity to attend formal school (Asghar et al., 2014; Bekana, 2020; Mohammad & Ismail, 2019; Mubanga et al., 2019; Pongo & Obinnim, 2015). Furthermore, there should be institutions for educating individuals without access to formal education, dropouts, and everyone who is physically strong but has never had the opportunity to attend school should exist (Akanbi, 2017; Fai, 2017; Osidipe, 2017).

III. INSECURITY AND UNEMPLOYMENT

Insecurity can be describe as the quality or state of being insecure such as a state or feeling of anxiety, fear, or self-doubt troubled by (feelings of) insecurity. Nigerians are tremendously concerned about the insecurity that has bred much fear and uncertainty among the population (Aghaulor, 2021; Falana, 2015). Every region of the nation is struggling with different forms of insecurity, such as Boko Haram's activities, which have resulted in the loss of millions of lives, and the rising number of

kidnapping incidents (Falana, 2015). In the July 17, 2015 Premium Times newspaper, Mr Femi Falana (SAN) asserted that the Federal Government has allocated at least N10 trillion over the past 18 years for the defense of the country's internal security and territorial integrity (Falana, 2015). Hundreds of billions of Naira were equitably divided among the state governments for maintaining peace and order. In truth, towns and individual inhabitants pay taxes and salaries to young people hired to protect them and their properties. It is well known that the nation is now struggling with the threat of kidnapping, hostage taking, terrorism, and armed robbery despite the enormous sums of money spent on security. The insecurity status of this nation is simply due to the high level of unemployment among our able youths, as a result of lack of reasonable vocational and technical education which the citizens are not taking serious. Onah N. G. & Okwuosa L. N. (2016) reported a graph that related youth unemployment contributed a significantly to rise in unemployment (Onah & Okwuosa, 2016). This curve that depicts direct proportional relationship between the net national unemployment rate and Nigerian youth unemployment rate in Nigeria as presented by National Bureau of Statistics (NBS) as cited in (Onah & Okwuosa, 2016) is shown in Figure 1.

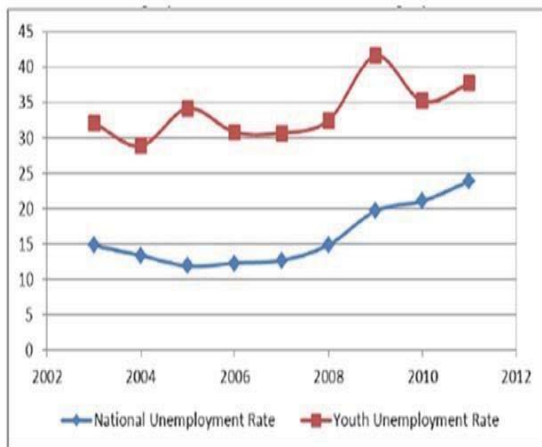


Figure 1: National Unemployment and Youths Demography Relationship

Source: Onah N. G. & Okwuosa L. N. (2016) adapted from National Bureau of Statistics, 2012 (Onah & Okwuosa, 2016).

Youth unemployment is a great factor in insecurity status of a nation. Figure 2 depicts an alarming increase in unemployment rate which can be attributed to unemployment states of Nigerian youths (Falana, 2015; Olorunfemi, 2021; Onah & Okwuosa, 2016). Base on some reviewed literatures, this period is so challenging in our nation development in the area of pre-occupying the youths with economic viable endeavours for their economic independence and survival without going to crimes (Aghaulor, 2021; C & TF, 2017; Enakhe & Tamuno, 2021; Falana, 2015; Jiboku et al., 2021; Ogbuanya Ofonmbuk Michael, 2015).

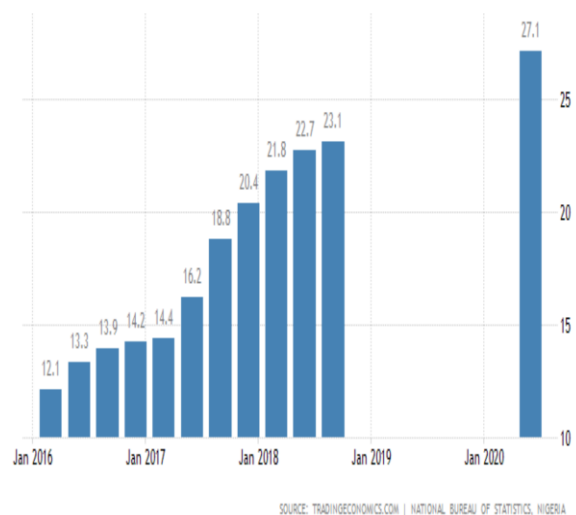


Figure 2: Unemployment Rate in Nigeria (2016-2020)

Source: Olorunfemi G. C. (2021) adapted from National Bureau of Statistics, 2020 (Olorunfemi, n.d.).

IV. DISCUSSION: PROSPECTS OF TVET FOR TRIMMING DOWN UNEMPLOYMENT AND INSECURITY CURVE

Review literatures had shown the growing nature of unemployment curve which has directly relationship with youth unemployment rate and states of insecurity in the country. The youth needs to acquire required technical knowledge and entrepreneurial skills to be self-employed, innovative in contributing to national economic growth and provide required man power in various industries globally. Skill is the capacity to do an action properly and is typically

acquired through training or experience that is required. While acquisition refers to the process of acquiring new knowledge, skill, etc., this ability can be acquired by education, training, or experience that will teach the person how to carry out or fulfil his or her duties with the new knowledge very well. In contrast to tasks carried out by unskilled workers, those conducted by skilled workers cannot be completed by just anyone. The knowledge and skills of an organization's workforce are its only really irreplaceable capital and organizational processes. The efficiency with which people transfer their knowledge to those who can benefit from it determines how productive that capital is. In any discipline, it is thought that the gains that would come from acquiring a skill in the future are more significant in terms of production.

4.1. The Need for Acquiring Skills

The impacts of an economic catastrophe on nations vary depending on their level of production and development (Bekana, 2020; Enakhe & Tamuno, 2021; Fai, 2017). People require specific skills to handle business, governmental, and industrial operations. Due to dynamic nature of modern public and private sectors, more skilled individuals are required in the area office administration, bookkeeping, typing, and computer desktop publishing are required in Nigeria in order to maintain accurate records and administrative effectiveness. Nigerians in employable ages should be trained to be conversant with modern technology in running activities in various workspaces. For example, social media and internet in general have brought dynamism in so many industries that new job positions are being created every day. Even such knowledge of internet social entrepreneurial skills can be used to fight insecurity by reducing spread of fake news and civil unrest in addition to the advantage of proving employment opportunities to the beholders of such internet knowledge and skills.

Furthermore, the education sector demands skill development. It essential to prepare students for prevalent jobs and increase the country's human capital for local and global employments. It is possible for ideas to develop, science to advance, technology to advance, the economy to advance, politics to remain stable, and security to be provided

thanks to educational theories and practices. For instance, development innovational thinking skills of TVET student could be developed to solve electrical power supply in Nigeria in the direction of innovation in Renewable Energy.

In addition, to oversee the use of cutting-edge equipment and cutting-edge practices for seed sowing, land cultivation, harvesting, and storage, Nigeria needs expertise in modern agriculture. These people will ensure that there is sufficient food production to feed Nigeria's rising population. Also, Nigeria is rapidly increasing its road network infrastructure to make it easier to carry products and services. Such construction tasks call for not just informed and dedicated workers, but also skilled professionals who can operate and maintain the massive equipment used in road construction.

Any skill, disposition, aptitude, information, or understanding one acquires will aid in the development of both the individual and the nation. The developments of mental, physical, and social qualities and competencies are tools for the individual to live and contribute to the development of his community. This is one of the purposes that education must serve. Hence, for all employable citizens to be involved in the National development, TVET programmes must capture those that passes through formal and informal education. The national educational policy must create avenue for pre-employment certificate and post-employment certificate training to impart required skills for innovation and emerging jobs opportunities in global pedestals. This will create for Nigerians to work in and outside Nigeria and thereby, shun crimes.

4.2. Importance of Acquiring TVET

The general stories in public domain is that in twenty years after Nigeria's independence, job opportunities for graduates were in abundance. There were at least three jobs available for each fresh graduate. In addition, there was almost automatic to swing from schooling to working states. However, there is a remarkable difference due to the growing population, decay in infrastructure and dynamic technology in industries. The unfortunate youths that lack the core skills and knowledge dwindling employment alternatives. The unemployment rate will inevitably

increase due to unrealized potential or idle skills, which is bad for society and slows down the rate of advancement. It is crucial that unemployed people learn new skills that will enable them to start their own enterprises and work for themselves, which will also lead to the creation of jobs for others. In some cases, the chosen few must first finish training to acquire specialized skills before starting the new role.

The value of skill development to the growth of a country is not insignificant. Many of these manufacturing, production, and construction companies constantly require qualified workers, technicians, engineers, and other professionals to do various tasks. Entrepreneurship and businesses require qualified and knowledgeable people to ensure that items produced in Nigeria are on par with those produced elsewhere in the globe (Asghar et al., 2014; Bekana, 2020; Mubanga et al., 2019; *Technical and Vocational Education and Training (TVET)*, 2020).

Trained participants in TVET will improve in mental, physical and financial well-being significantly. Therefore, such TVET's graduates will favourably focus their energy in activities that boost the gross domestic products (GDP), national economic growth and peace of the country. Government in all strata, Non-Government Organizations (NGOs) and community development associations will also need to divert their funds on fighting the insecurity to vocational and technical educational trainings of the youth based on prevalent technology and social skills in world standard industries. Those that undergone informal training should be captured in the retraining through the TVET program to make employable in modern global industrial set-up.

CONCLUSION

Civil unrest and insecurity are by-products of growing unemployment curve. In order to flatten or trim down the unemployment curve, there is a need to strategize the national educational policy to cater for acquisition of required skills and knowledge required by local and global industries. Base on the dynamic natures of the skills and rigidity of knowledge in our informal and formal vocational and technical education sectors, there is a need to establish TVET institutions that will cater for pre-

employment, on-job and post-employment training for training and re-training of Nigerians to cater for present industrial man-power, increase Nigeria GDP, boost Nigerian technological advancement in solving economic, food and social security. Such huge amount of money being expended on insecurity annually as mentioned by Mr Femi Falana (SAN) (Falana, 2015) could be diverted to TVET, monotronics and polytechnics to make the youths be national economic problem solvers, reduced unemployment and insecurity.

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