

Sustainable Economic Development, Poverty Reduction, Wealth Creation and Global Security through Technical and Vocational Education and Training (TVET)

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Abstract-Technical and Vocational Education and Training (TVET) have been universally recognized as tools for empowering people especially youths for sustainable livelihood and socio-economic development. This paper examined the contributions of TVET to sustainable economic development in workforce development, poverty reduction/wealth creation and to societal peace and security in Enugu State of Nigeria. The survey design was used and the population consists of 112 technical teachers and 75 senior staff of the State Technical Board of Education, (STBE), Enugu State. A questionnaire was developed and administered on a sample of 150 respondents, made up of 100 technical teachers and 50 senior staff of STBE. The data collected was analyzed with the mean and standard deviation. Analysis of the data revealed 31 contributions of TVET to economic development with respect to workforce development, poverty reduction/wealth creation and global security. It was recommended among others that proper administration of TVET is needed in Enugu State in order to facilitate the achievement of the objectives that are set for the programmes and that more effort should be made toward planning, organizing, controlling, directing, implementing and evaluation of TVET programmes for the realization of sustainable economic development and global peace and security.

Keywords: *Technical and Vocational Education and Training (TVET), Poverty Reduction, Sustainable Economic Development and Wealth Creation.*

Introduction

Human capital developments have been identified as a variable tool for the wealth creation, employment generation, national security and rural transformation agenda of any society. Unfortunately, in the last decade, the nation (Nigeria) has witnessed epileptic economic growth, high incidence of poverty, conflict and minimal wealth creation for worthwhile stability, (Ochu, 2012). Perhaps these among other factors exacerbated youth's unemployment, restiveness, hooliganism, cultism and unprecedented security challenges, occasioned by the insurgency caused by the Boko Haram religious sect, armed bandits, kidnapping etc. Nonetheless, the solution to these challenges is predicated on the National Education system, vis-à-vis, the relevance of Technical and Vocational Education and Training (TVET) programme of the country in the twenty first century for sustainable economic development.

Sustainable economic development is a national initiative built on local economic unique assets to address their individual challenges and provide quantifiable real-world benefits. It is a practical implementable toolkit that tailors strategies to work for local people, businesses and institutions that is elements of an anti-poverty programme and may be common from place to place, but solutions must be grounded in the political, social and economic reality of a location if they are to create real change (Bernstein, 2020). It is also underlying economic conditions for a growth that is inclusive, environmentally sustainable and conducive to employment creation is basic prerequisite for generating income and brings about a permanent reduction in poverty.

Poverty reduction deals with numerous measures, policies and strategies, aimed at ameliorating the state of being poor. It is focused on the identification and deduction from available information, or the process of finding out from the information that is available for the purpose

of creating wealth, the mechanism for the provision of the basic needs of members of the society (Ochu, 2012). Furthermore, wealth is concerned with the abundance of valuable resources or national possession by an individual, community, region or country. Wealth creation is the combination of materials, labour, land and technology in such a way as to capture a profit-excess above the production cost, (Smith, 2017). Wealth creation can be achieved through a careful implementation of technical and vocational education and training (TVET). TVET has been recognized by the world over as tools for empowering people, especially the youth for sustainable livelihood and socio-economic development. TVET is understood as comprising education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods, (UNESCO, 2015). UNESCO (2015) posited that policy attention to technical and vocational education and training (TVET) is increasing worldwide in recognition of the fact that skills are very vital for poverty reduction, wealth creation, global security and sustainable economic development.

Technical and Vocational Education and Training (TVET) is vital to sustainable economic development and social development in many ways. First, it provides youth with technical and vocational skills that are needed for enterprise productivity and profitability, national growth as well as economic development and wealth creation. Secondly, skills enable the individuals to increase their productivity and income (Yusuf and Soyemi, 2012). Technical and Vocational Education and Training (TVET) also contribute to economic development of the nation in several other ways such as work force development, poverty reduction and increased standard of living/wealth creation among others (Aniedi and Namekere, 2012).

Poverty reduction is another way through which TVET contributes to sustainable economic development. Poverty reduction is any process, which seeks to reduce the level of poverty on the individuals in a community or amongst groups of people in a country (Wikipedia, 2018). It further pointed out that some of the popular methods of poverty alleviation include education, economic development and income redistribution. In recognition of the importance of TVET in poverty reduction, UNEVOC, (2015) posited that since education is considered the key to effective development strategies, technical and vocational education and training (TVET) must be the master key that can alleviate poverty, promote peace/security, conserve the environment, improve the quality of life for all and help to alleviate poverty, promote peace/security, improve the quality of life for all and help to achieve sustainable economic development. Similarly, Onyegbuli, (2018) agreed that since TVET is concerned with the preparation of learners for employment through the provision of knowledge, skills and attitudes desirable in the world of work, it contributes directly in eradicating poverty, creating wealth in the country and ensuring global security. With respect to the enhancement of the standard of living, TVET enhances individual creativity, improved participation in economic and social roles and improvement in the quality of life. Moreover, UNEVOC, (2019) enumerated some of the conditions of TVET to sustainable economic developments, poverty reduction/wealth creation to include the following:

- a. TVET prepares people for the world of work
- b. Through TVET, people acquire knowledge, attitude and values needed in the world of work.
- c. Skills, knowledge, attitudes and values help people participate in production of goods and services and
- d. Through TVET, people can acquire skills, knowledge and attitudes that can help them to use and utilize their natural resources optimally.

Most importantly, it has been acknowledged that practical skills for paid or self-employment achieved through properly grounded technical and vocational education and training (TVET)

could be the best weapon for fighting poverty and the numerous vices plaguing the whole world, African continent of which Nigeria is a part and as well as to ensure global peace/security.

However, despite the increased recognition of the potential contribution of TVET to sustainable economic development and global security in several parts of the world, the potentials of TVET in Enugu State appear not to be fully recognized. This therefore calls for a research to empirically ascertain the impact of Technical and Vocational Education and Training (TVET) on sustainable economic development, poverty reduction, wealth creation and security of Enugu State.

Statement of the Problem

There are so many challenges facing the entire world, African nations, including Nigeria today. These include slow economic development, prevalence of poverty, insurgency, terrorism, diseases and ignorance. Different continent is searching for how best to engage the teeming population of youth in technical and vocational skills; an effort which many researchers (Yusuf and Soyemi, 2012) agree is a panacea for many of the ills plaguing the region.

Specifically, Enugu State of Nigeria presently has many societal and economic problems to handle, the most intractable of which are youth's unemployment, kidnapping, insecurity, farmers/herders crises, un-industrialization, incompetent and undedicated workforce and neglect of technical and vocational education and training (Udoh, 2019). It is worth mentioning that these problems could be drastically reduced to a very large extent through relevant technical and vocational education and training programmes. Unfortunately, it appears that the potentials of Technical and Vocational Education and Training (TVET) sector are not fully recognized in Nigeria, especially in Enugu State. Therefore, there is need to ascertain the impact of TVET for sustainable economic development, poverty reduction/wealth creation and security of the populace.

Purpose of the Study

The purpose of the study was to examine the contribution of technical and vocational education and training (TVET) to sustainable economic development, poverty reduction/wealth creation and global security. Specifically, the study was aimed at examining the contributions of technical and vocational education and training (TVET) to sustainable economic development in Enugu State with respect to

- a. Workforce development,
- b. Poverty reduction/wealth creation and
- c. Global security.

Research Questions

The study sought to provide answers to the following research questions;

1. How does technical and vocational education and training (TVET) contribute to sustainable economic development in Enugu State of Nigeria with respect to Workforce development?
2. How does technical and vocational education and training (TVET) contribute to sustainable economic development in Enugu State of Nigeria with respect to poverty reduction/wealth creation?
3. How does technical and vocational education and training (TVET) contribute to security of the populace in Enugu State of Nigeria in respect to global security?

Methodology

The survey research design was used in the study and it was carried out in Enugu State of Nigeria. There are three geopolitical zones in Enugu State with technical colleges of education situated in them. The population of the study consists of the teachers of technical colleges from two technical colleges' selected using simple random technique from the three geo-political zones as well as senior staff from the Enugu State Ministry of Education. Available records show that there are 112 technical teachers in the six selected technical colleges (State Technical Board, Enugu STBE, 2018) and 75 senior staff in the state ministry of Education, Enugu. A sample of 150 respondents made up of 100 technical teachers and 50 senior staff of the state ministry of education was selected through simple random sampling method. The instrument for the data collection was structured questionnaire on the 5-point likert scale response mode of Strongly Agreed, Agreed, Undecided, Disagreed and Strongly Disagreed. The data collected was analysed with mean and standard deviation.

Results

Table 1: Mean responses on the contributions of technical and vocational education and training (TVET) to sustainable economic development with respect to Workforce development in Enugu State.

N=150

S/N	Contributions of TVET to Workforce development	X	SD	Remarks
1	It enable people to develop qualities like creativity, initiative and adaptability for entrepreneurship	3.57	0.81	A
2	It exposes students to learning experiences which are relevant for workforce development	3.75	1.36	A
3	It generates decent work opportunities through wage earning	3.36	1.52	A
4	It helps individuals to develop self efficacy that enhances entrepreneurship	3.58	0.70	A
5	It enables its recipients to be better, more useful and more productive citizens	4.05	1.15	A
6	It equips individuals with abilities to prospect business opportunities and utilize them thus contributing to economic growth	3.88	0.83	A
7	It equips individuals for active participation in stimulating a vibrant economy thereby increasing the country's Gross National Product.	3.76	0.91	A
8	It empowers people to participate in production of goods and services	3.83	0.85	A
9	It enables people to develop skills for paid employment in all sectors of the economy	4.35	0.83	A
10	It supplies skilled manpower for the economy	3.78	1.05	A
Grand mean		3.79		

The result on Table 1 showed that the mean respondent of all the ten items exceed the cut off point of 3.00. This means that majority of the respondents used in the study agreed on the listed

items as being contributions of technical and vocational education and training (TVET) to sustainable economic development with respect to Workforce development in Enugu State.

Table 2: Mean responses on the contribution of technical and vocational education and training (TVET) to sustainable economic development with respect to poverty reduction/wealth creation in Enugu State.

N=150

S/N	Contributions of TVET to Poverty reduction	X	SD	Remarks
11	It empowers people with skills for self employment thus alleviating poverty	3.56	1.32	A
12	It enables individuals with saleable skills to earn more than those without skills, thus improving their standard of living	3.86	0.95	A
13	It empowers people with skills for maximal utilization of natural resources thus enhancing better living	3.80	1.02	A
14	It is a vital tool for socio-economic development	3.60	0.85	A
15	It enable people to have a means of livelihood thereby improving their standard of living	3.77	0.95	A
16	It empowers people with skills, knowledge and attitude for improving their quality of life	3.80	1.20	A
17	It develops green technology to meet the needs of green economy for improved livelihood	3.75	0.91	A
18	It offers opportunities for competitiveness in export oriented industries among the participants.	3.59	1.13	A
19	It provides a platform for technological innovations, thereby resulting in profit making ventures which in turn reduces poverty in the society	4.05	0.9	A
20	It provides participants with laudable skills to come together and form a joint co-operative venture that yields income thereby reducing the poverty level of the society.	3.85	0.83	A
21	It equips mean and women for labour market, promote human resource development to combat the ever increasing poverty problem.	4.01	1.00	A
22	It prepares people for employment and the chance to advance in a professional hierarchy	3.65	0.95	A
Grand mean		3.77		

The result of Table 2 showed that the mean responses of all the twelve items exceed the cut off point of 3.00. This implies that majority of the respondents used in the study agreed on all the listed items as being contributions of technical and vocational education and training (TVET) to sustainable economic development with respect to poverty reduction/wealth creation in Enugu State.

Table 3: Mean responses on the contributions of technical and vocational education and training (TVET) to security of the populace in Enugu State of Nigeria in respect to global security.

N=150

S/N	Contributions of TVET to Global Security	X	SD	Remarks
23	It provides youths with profitable activities that keep them busy thereby eliminating idleness which tend to make them engage in criminal activities and in turn bring about national/global security.	3.90	1.01	A
24	It provides the youths with programmes to enable them to discover and channel their abilities into profitable ventures thereby discouraging them in involving in activities that threaten national/global security.	4.05	0.70	A
25	It inculcates in the individual as sense of responsible living thereby shunning social vices that could bring about challenge to security of the nation	4.11	1.01	A
26	It provides employment opportunities to youths thereby reducing the rate of unemployment among them and reducing also the tendency of engaging in criminal activities as alternatives, which could be a threat to the society.	3.80	0.85	A
27	It exposes and equips youths with skills of several trades, which makes them employable in various industries thereby improving their standard of living, which is the major reason for engaging in criminal activities that affect the society's security.	3.75	0.69	A
28	It empowers the individual with the ability to create job opportunities for themselves and others thereby providing them with a reasonable life thus shunning social vices.	4.08	1.03	A
29	It fights national security globally by preparing individuals for skills acquisition and development of competencies that prepares individuals for the world of work.	3.99	0.78	A
30	It has the capacity to train large number of youths in a variety of trades occupations and vocations with varying certificates as this helps to pull out many jobless youths out of the streets.	3.58	0.95	A
31	It promotes peace by reducing youth restiveness	3.89	0.81	A
Grand mean		3.90		

The result on Table 3 showed that the mean responses of all the eight items exceeded the cut off point of 300. This implies that the majority of the respondents used in the study agreed on all the

listed items as being the contributions of technical and vocational education and training (TVET) to security of the populace in Enugu State of Nigeria in respect to global security.

Discussion of the Findings

The study found ten contributions of technical and vocational education and training (TVET) to sustainable economic development with respect to workforce development. These includes; supplying skilled manpower for the economy, empowering people to participate in the production of goods and services as well as increasing a country's Gross National Products thus contributing to the economic growth of the nation, enabling its recipients to be better, more useful and more productive citizens among others. The findings with respect to supply of skilled manpower and enabling people to develop skills for employment support the views of Yusuf and Soyemi, (2012).

The study also found twelve contributions of technical and vocational education and training (TVET) to sustainable economic development with respect to poverty reduction/wealth creation. This includes, among others, enabling people to have means of livelihood, it is a vital tool for socio-economic development, and it empowers people with skills for maximal utilization of natural resources and offers opportunities for competitiveness in export-oriented industries. The findings are in line with the views of Oyegbuli, (2018). UNEVOC, (2019) identified similar facts as the contributions of technical and vocational education and training (TVET) to sustainable economic development with respect to poverty reduction/wealth creation in Nigeria.

The study also found nine contributions of technical and vocational education and training (TVET) to security of the populace in respect to global security. These includes, providing youths with profitable activities that keep them busy thereby eliminating idleness, it empowers individuals with the ability to create job and also inculcate in individual a sense of responsible living thereby shunning social vices that could bring about challenge to the security and peace of the society. The findings also lend support to the view of UNEVOC, (2019) who stated that although education is considered the key to effective development strategies, TVET is the master key that can alleviate the quality of life and conserve the environment.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The Enugu State Ministry of Education through the State Technical Board should ensure that there is proper administration of TVET in the state to facilitate the achievement of the objective that are set for the programme.
2. Adequate facilities and infrastructure such as technical workshop and equipment should be provided in all technical colleges in the state.
3. Regular seminar, symposia and conferences and other retraining programmes should be organized regularly for TVET teachers in the state to enable them update their skills and knowledge.
4. The administration of TVET in Enugu State should be a deliberate effort towards controlling and directing the programmes as well as its planning, organizing, implementing and evaluation.

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