

Vocational Education: an entrepreneurial, strategic tool for empowering Nigerian women: An analysis of two training academies.

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Abstract: A Century ago, about 92% of our ancestors were entrepreneurs. Now the number is between 12 and 22%. As we lost our entrepreneurial skills, a new paradigm emerged globally.

The world has shifted from centralized authority, through downsizing, companies' splits etc, and the realization that being an employee is riskier than being an employer of labor fueled the incredible home-based business revolution in the 1990's.

In recent years, entrepreneurship has achieved significance as a driver of economic growth and poverty alleviation in Nigeria. This paper focuses on various entities that promote capacity building and entrepreneurship development through vocational education among women in Nigeria, paying special attention to ways in which these entities can better coordinate their efforts by examining two case studies.

Reviews of literature on vocational training, entrepreneurship empowerment, poverty eradication followed by a conceptual framework modeling efforts of the Nigerian government, the private sector, and the citizens' sector in promoting entrepreneurship empowerment is documented and appropriate research statistical tools were adopted to measure these efforts. The paper's conclusions emphasize that neither markets nor governments are enough to eradicate poverty, especially in the Nigerian context. Instead, a trisectoral approach recognizing the complementarities between the government, private, and citizens' sector may be the solution to successful capacity building among Nigerian Women.

Keywords: Entrepreneurship, Empowerment, Capacity building, Vocational education, Trisectoral, Poverty.

Introduction

According to the World Bank definition; Poverty is hunger, it is lack of shelter, poverty is being sick and not able to see a doctor, and it is not being able to go to school, not knowing how to read, and not being able to speak properly. Poverty is not having a job and the fear for the future, living one day at a time. It is losing a child to illness, brought about by unclean water, and lastly, it is powerlessness, lack of representation and freedom (World bank, 1996). In basic economic terms, Poverty is living on less than \$1 a day.

Poverty has many causes, all of which reinforce one another. One source of poverty is the lack of basic services, such as clean water, education, and health care. Another is lack of assets, such as land, tools, credit, and supportive networks of friends and family. A third is lack of income, including food, shelter, clothing, and empowerment (political power, confidence, dignity).

Poverty is dehumanizing. Nothing erodes human dignity like poverty. Today, African nations have little input in world affairs because of her poverty. Notwithstanding Africa's large population of 600 million people, with a size twice that of United States of America, it's of no consequence to the world at large. Why? Like the Bible says. 'The voice of a poor man is not heard and his words are despised'. (KJV, Eccl. 9: 14-17). No matter what we say as Africans, until we recover our economic dignity, we will remain the foot mat of the world. That is why economic recovery is a must. Our human dignity as a people must be recovered (Oyedepo, 2007).

Entrepreneurship on the other hand is the act of being enterprising in pursuit of a specific opportunity by setting up a new venture. The new venture could be a company, partnership or setting up as a sole trader.

Adekeye & Ajayi (2005) define entrepreneurship in Nigeria as the creation of jobs by an individual or a group of individuals through self-innovating efforts motivated either by opportunity or need.

They held the view that entrepreneurship is a vibrant assertion of the facts that an individual can be developed, then outlook can be changed and their ideas can be converted into action through an organized and systematic program for entrepreneurs. It was also felt that systematic training can be given a better output and attracting people for taking up business venture can change economic scenario.

According to Allen (2005), by moving from farms to factories, we delegated our freedom to large, centralized organizations. We got soft. We lost our entrepreneurial skills. And now that the new paradigm of the world is changing, we've been forced back to the farm, so to speak-back to individual responsibility. The whole world is moving away from centralized authority of every kind. With downsizing, companies are splitting into profit teams: smaller PT boats instead of lumbering battleships. Many of those who have been downsized are realizing that being an employee is even riskier than being in business for themselves. According to Atchoarena (2004), in recent years, the debate on the knowledge economy has drawn more attention of governments to vocational and technical education. This, of course, has made the governments of South Africa and Philippines to reshape their vocational institutions in order to make them more efficient and effective (Holmes 2004). This was done by merging technical and vocational education together as a means of rationalizing resources and concentrating management capacity with the intention of improving institutional efficiency and effectiveness. This was also done in the spirit of developing appropriate skills and competencies to combat youth unemployment, poverty and further contribute to social transformation.

From a sociological point of view, the importance of Vocational education cannot be undermined. Juvenile delinquency, unemployment, adult crime, unstable and unsatisfactory homes have been attributed to lack of vocational education and training. Some social reformers, professional sociologists, educators and writers have been so convinced of the broad social value of vocational education that they ascribe most social ills to vocational incompetence and therefore conclude that vocational education is the answer to many of the ills in the society; for example, unemployment- the alienation of youth and lack of respect for social institutions. Indeed, they perceived vocational education as anything less than the salvation of civilization.

This paper therefore brings to the fore some salient contributions this neglected education sector can make in Nigeria economic development by producing labor market ready graduates.

Vocational Education: the concept

According to Danko (2006), Vocational education, is an education program that prepares students mainly for occupations requiring manipulative skills or non-technical occupations in such fields as Agriculture, Business Education, Home Economics, Painting, Decorating and others, organized to secure confidence and experience by the individual students. It is also designed to develop skills, abilities, understanding, attitudes, work habits and appreciation encompassing knowledge and information needed by a worker to enter and make progress in employment on a useful and productive basis.

Practical's in vocational technical training are found in many subject areas such as woodwork, metal work, building construction, tailoring and dress making, dyeing, plumbing, electrical installation, block laying and concreting, carpentry and joinery, furniture making, motor vehicle mechanic works, electronics, radio and television servicing and technical drawing. Studies have revealed that the degree of the contributions made by educated people on the job is dependent upon the degree of the appropriateness of the vocational training Nneji (1997). The emphasis laid on the appropriateness of vocational training in the developed countries emanates from the fact that such training is said to have on job performance (Nneji, *ibid*)

Vocational Technical Education (VTE) in Nigeria.

In Nigeria, enrolment rate in vocational technical education programs are low. People prefer courses in general education that will prepare them for professions like law, medicine, pharmacy, nursing, engineering etc with apathy to vocational technical education. Parents are not far from blame in this awesome discrimination against vocational technical education. They encourage their children, wards to read glamorous courses that do not involve practical skills. They prefer working in air-conditioned offices. The impact of general education from the colonial masters is still in vogue today. The reasons that the Nigerian value system and orientation is tilted towards general education. Most people choose occupation because of social status and prestige in their community as well as opting to satisfy their friends and associates undermining their aptitude for the course enrolment Okorie (2001). The reasons are not farfetched. Vocational technical education right from its

inception has been tagged 'education for the handicapped, for the drop-out and for the never do well Odu (2003). Student's loss of interest and apathy towards manual work can be attributed to society's apathy towards manual work. Therefore, the findings support Olaitan (1996) assertion that the Nigerian society of our time regards vocational technical education as a form of education meant for people who are backward academically and as such, there is a general apathy towards manual work, even though the current high rate of unemployment should teach otherwise.

According to Usioboh (2007), successive governments have over-emphasized other university education program above the equally important technical and vocational education. The society, which would have been on the neck of the government to finance the planning and implementation of vocational and technical education program in Nigerian universities, according to Amoor (2009) has a misconception that vocational and technical education is an education that is meant for the dropout, unintelligent and under-achievers. This misconception has in no small measure frustrated the enrolment of candidates into the vocational and technical education program in Nigeria.

The education reforms/policies of 1970s and 1980s which focused more on the acquisition of certificates instead of the needed vocational skills have caused many Nigerian youths and adults to move into the education industry in pursuit of certificates. As a result of this, the education industries grew rapidly in size in late 1970s and 80s. The growth, according to Teboho (2000), was mainly in size and not in quality. Teboho further stated that the education system of Nigeria and some other development countries are still far from being ready for the challenges of preparing students for the contemporary global world.

The rapid technological changes in the 21st century poses challenges to education and employment sectors. The new labor market demands have caused many graduates with various certificates to be unemployed. The massive rate of unemployment and the changing face of the economic, social, political, labor market worldwide have led to new education reforms/policies with emphasis on vocational technical education (VTE) geared towards helping the youths and adults to be self-dependent. Cinterfor/Ilo (2006) stated that VTE can be a tool to counteract at least in part, the harmful effect of unemployment by promoting greater job turnover and guarding against the risks of obsolescence.

Dr. Obiageli Ezekwesili, former Vice President World Bank and former Education Minister in Nigeria created the Innovation and Vocational enterprise Institutions initiatives focusing on the development of skills for economic competitiveness and in conjunction with the NSE launched the 'adopt a school program', an initiative to foster philanthropy by corporations, community groups and individuals. She was so concerned about the high rate of unemployment in the country, and the idleness and restiveness of Nigerian youths, especially young school leavers from the Secondary school, and unemployed Nigerian graduates.

According to Van Ark (1992) the Dutch school system is said to pay attention to "high standards in mathematics and the provision of technical education at ages 14-16 for a third of all pupils, and widespread vocational education at 16 +.

Unfortunately, Nigeria does not seem to give technical and vocational education the attention they deserve and this appears to be one of the reasons for rising unemployment and poverty in the society. May (2006) also posits that the neglect of technical education in the area of adequate personnel, financial support and facilities to encourage technical and vocational education are robbing the nation of the contribution their graduates would make in the economy. Furthermore, Asogwa and Diogu (2007) maintained that there is an urgent need for the peoples' attention to be redirected towards self-reliant and sustainable means of livelihood which technical education provides.

History of Vocational Technical Education (VTE)

In the course of history, most education came about through participation, preparation for work and adult life happened by interaction, not through training in separate specific institutions. This was because young people took on the tasks of their parents when production remained stable over generations. All they needed to know was what their parents knew i.e. how to till and irrigate the soil, how to stitch a dress, where to fish and hunt, how to feed the herd. In every society, knowledge is power, but as long as the knowledge needed remained local and specific, it could be transferred directly from parent to child. In many countries, the so called "on the job" training is still predominant method for educating the young. Hernes (2004).

The fundamental change in mode of education has come about as a result of fundamental changes in modes of production. As population diversity increased further, division of labour became beneficial. Rather than inheriting skills, it became more valuable to specialize and learn a particular trade. Such skills could only be learned from masters of that trade, who were not always parents. Craftsmen and artisans gained professional

control through the mastery of their trade, which they could then translate into a form of social control. Hernes (2004) stated that in Europe, guilds were the results of such re-organization. They also provide the modes for academic institutions – schools and later university. In this process, training for work became increasingly separated from work and often took place in institutions specialized in vocational and technical education. The instruction began to take the form of preparation rather than of participation.

Current trends on Vocational Education

Today, the innovative system of the current time is shifting towards skill acquisition courses, which are capable of making the youths and adults self-dependent. The major educational reforms according to Daniel (2001) have, however, been on vocationalization. It is in line with this, that different countries have come up with different framework towards repositioning their VTE programs. Michael (2002) outlined some of efforts of European Union member states in reforming and repositioning VTE in their countries.

According to Michael (2002) the French National Assembly approved the law on social modernization which contains important measures concerning vocational education and the right to employment. The French Minister for Vocational Education officially launched the “craft high school” program, which is aimed at reinforcing the synergy between different vocationally oriented education pathways, particularly the vocational and technological ones.

In Denmark, efforts are made by the government to increase the number of training places and strengthening their practical element (Michael, 2002). The reform implies substantial changes in structure and content such as emphasis on social and personal skills (Khan & Ghouri, 2012).

In Germany, a report according to Michael (2002) showed that one of the objectives of the German program is to promote the vocational education of gifted young people and to raise the standard of vocational education and training.

In Kenya, the 8-4-4 system was introduced with emphasis on technical and vocational education which ensured that the graduate students at every level have some scientific and practical knowledge that can be utilized for self employments, salaried employment or further training. (Republic of Kenya, 1984)

Israel generates a lot of money and creates a lot of employment opportunities for her citizens through agriculture and tourism.

Nigeria, as a nation is far better blessed in agriculture, tourism and other vocational jobs and has a lot of places where she can habilitate, make money and create employment opportunities. What Nigeria requires are technical and managerial skills which can be achieved through vocational Education. Nigeria therefore has joined her world counterparts in revamping and repositioning VTE program geared towards ensuring a national system of vocational education. A system that ensures that, young people see vocational education as challenging and worthwhile. To achieve the objective of revamping of repositioning VTE in Nigeria, the Federal Government according to Olakunri (2006) came up with the strategy of using the Education Trust Fund (ETF) which was set up by law in 1993 to fund and upgrade the quality of VTE in Nigeria. The federal government recently mapped out a three-year action plan to revamp TVE through ETF. The sum of N5 billion annual allocations (Olakunri, 2006) was mapped out for three-year action plan as follows: 2005 - N1.5 billion; 2006 - N 2.0 billion; 2007 - N2.5 billion.

In 2011, President Goodluck Jonathans in conjunction with the Dr. Ikonje Iweala (Minister of Finance) launched the YouWin 1 program. This program is geared towards empowering Nigerian youths between the ages of 18-40. Its major aim is to create jobs through Vocational/Technical endeavors. Youths from various parts of the country are given a time frame to present a prospective viable Business plan in areas of agriculture, Crop farming, Food & Restaurant, Building and Construction materials, Chemicals, industrial materials, Clothing, shoes and other personal items, Equipment, Machinery, Metal Food and Drinks, Furniture, Wood Products, Retail, Accounting, Finance and Management, Auto, electronics, Cleaning, Education, Engineering, Building and Construction, IT and Telecommunication, Legal, Media and Entertainment, Medical, Other Professional, Personal/Beauty, Transport.

The Winners are awarded the sum of N10m to start or expand their businesses. The Nigerian government has realized the importance of Vocational skills in job creation and youth empowerment, and seeks to encourage this through the YOUwin program. This shows that Nigeria recognizes the importance of the VTE in the world economic order. Despite the importance of the VTE in Nigeria, the program still seems to be far from receiving massive acceptance, and full implementation. There are however, a lot of other challenges.

Challenges to Vocational and technical Education program (VTE) in Nigerian

Vocational technical education has been seen as a key element in the changing economic world but VTE in Nigeria like in many other countries still face a lot of challenges (Manfred and Jennifer; 2004). For VTE in Nigeria to compete with their world counterparts in the changing economic order, the following key challenges must be addressed:

a) The society's perception towards Vocational and Technical Education: The society does not accord respect or recognition to the graduates of Vocational and Technical Education. The impression is that this type of education is meant for the unintelligent and under-achievers. According to Amoor (2009), most parents do not encourage or guide their wards to take a course in Vocational and Technical Education program in Nigerian universities; this is because the society does not place any significant value or dignity on the program.

b) Federal Government lukewarm attitudes towards Vocational and Technical Education program in Nigeria: Federal Government of Nigerian is yet to fully appreciate the contribution of Vocational and Technical Education program to national economic development even though it is a tool to combat unemployment and poverty in our societies. This is because successful governments have not found it necessary to adequately finance both the planning and implementation of standard and sustainable vocational and technical education program in Nigerian universities. In support of this statement, Okorie (2001) said that insufficient finance is a realistic and practical factor inhibiting the implementation of vocational and technical education program in Nigeria.

c) Candidate's lack of interest: Many candidates aspiring to acquire university education do not have interest in vocational and technical education program.

The method of vocational training in Nigeria is classroom oriented. The UNESCO mission to Nigeria discovered that vocational training in Nigeria lacks practical orientation and questioned the structure and content of vocational training in Nigeria. While Okorie (2001) attributed the poor vocational training in Nigeria to the lack of industrial base; hence much of the vocational training is theoretical. In the areas of tool and machines, it is a different ball game entirely. The tools in the school workshops are at variance with the tools in the industries where the graduates will work. Tools and machines in school workshop are short in supply, obsolescent and non functional and cannot meet the facility requirements of the schools and colleges. The impact of inadequate educational facilities is that training of the students becomes impeded and they end up not acquiring skills to go into labour market. The minimum level of preparation for vocational education is not satisfactory that is why vocational education could not benefit the trainee or the Nigerian society. This is the reason why the country is backward in technology breakthrough and emancipation. Amoor (2009).

A similar picture can be observed at the tertiary level. There are approximately four times as many students enrolled at universities as at polytechnics and monotechnics (725,000 against 160,000; National Bureau of Statistics 2005).

Table 1. Enrollment in Senior Secondary Education

Type of education	Enrollment	Data year	Data sources
Enrollment, senior secondary education	2,773,418	2005	Federal Ministry of Education
Total enrollment, technical colleges	72,978	2004-05	NBTE
Total annual output, technical colleges	15,144	2004-05	NBTE
Total enrollment polytechnics	139,070	2004-05	NBTE
Total enrollment monotechnics	20,853	2004-05	NBTE
Total enrollment at universities	724,856	2005	National Universities Commission

Sources: Federal Ministry of Education; National Board of Technical Education; National Universities Commission.

Table 1 shows the strong preference for University degrees to Vocational and Technical training amongst Nigerians. This is a further confirmation of the strong preference for academic education and the low esteem in which Nigerian youth hold blue collar occupations—resulting in the mismatch between the output of the education system and the employment opportunities of the labor market.

Prospects of Vocational and Technical Education

There is a positive linkage between economic growth and investment in human capital. The establishment of National Business and Technical Education Board and a resultant coherent national policy for technical education and vocational training is expected to be a key driver of Nigeria's economic growth. Nigeria's global competitiveness depends on ability of our VTE system to adapt and innovate. The acceptance/equivalence of national qualifications to international ones will assist in improving the employment prospects of Nigeria's labour force abroad, which is an important source of foreign exchange for the country. Through industrial linkages, employment generation and growth supporting interventions for skill development, the VTE will contribute towards poverty alleviation in the country. It aims to provide adequate access to VTE facilities and cater for deficient areas and target groups such as women, workers of the informal sector and the destitute sections of society. It has an important role to play for economic development, industrial growth, employment generation and poverty alleviation. Okafor, (2011).

LegsApparel Nigeria Limited: A vocational centre for women empowerment in Design and Fashion Skills.

One prominent social crisis staring every Nigerian in the face today is poverty. Graduates are churned out of various higher institutions yearly without any provision of employment either by the private or public sector. The resultant crisis, which includes increase in crime rate, prostitution, among others is too glaring. It is no gainsaying that the level of poverty in Nigeria today with its concomitants social crisis is quite disturbing, as it has assumed an alarming rate. Hundreds of thousands of graduates are churned out on yearly basis from tertiary institutions in the country without any assurance that the economy has corresponding expansion to accommodate these youths who search in vain for elusive jobs. That is why LegsApparel Vocational Training centre was incorporated, to retrain the trained and encourage skills development in Nigeria, especially amongst our numerous unemployed graduates. The programs are tailored towards making trainees become self-sufficient and then move on to become employers of labour themselves.

Founded in 2004, LegsApparel Academy offers the best alternative to vocational education and is one, among few, of the only design school in Nigeria to close the full circle from design conceptualization through readymade product to marketing. The students are provided with the necessary knowledge to develop and master their skills in learning, understanding and practicing design as a profession and as a business. All learners graduate as properly trained professional designers ready to build a career in the creative industry or launch labels.

The academy is focused on one-on-one training service following each student's characteristics and skills. Students develop specified skills depending on the program chosen. At the end of the course, students will prepare materials for their own portfolio.

LegsApparel Academy is also a Corporate Member of Nigerian Institute of training and Development (NITAD), accredited to teach Vocational courses. This is the guarantee that the programs have been assessed to ensure quality sound educational standards and that the school maintains ethical business practices. LegsApparel Academy has trained mainly University graduate students since its inception.

Company's Comprehensive Profile

LegsApparel Nigeria limited is a limited liability company. It is a subsidiary of Legacy integrations Nigeria limited which owns a 70% majority share of the company. LegsApparel is a family owned company with its Chairman, Dr. Ifeyinwa Oloto at the helm of affairs. LegsApparel runs a garment factory and a Fashion School at its Abuja head office. Established in 2004, LegsApparel managed an operational workspace of over 6,000 ft, in two buildings with 30 machines and 10 employees, the factory's monthly production capacity of 30,000 pieces (December, 2013) with annual sales in 2013 of N4.5m. The Academy which was a necessity to the need for quality Vocational education training in Design in Nigeria was established in 2012.

Over three years, 100 students have been successfully trained and an annual sales of N4.5m (December, 2013). Although the academy attracts mainly females, 7 males have been successfully trained since inception.

Approximately N12m has been invested in both the Factory and Academy since its establishment to purchase the workspace, machine and expand the plant. LegsApparel Academy offers training in a diverse range of apparel including knitting and basic woven fabrics. Products include shirts, trousers, skirts, trousers, skirts,

pinafore and shorts. Children garments, men's and female wear etc. LegsApparel focuses on its Nigerian market and buyers that require execution of large quantity orders. LegsApparel is an Awardee of the Nigerians Government YOUWin Program and a corporate member of NITAD.

LegsApparel Academy offers students training for the professional world of Design and Fashion. From beginner level students to Advanced level students. The academy is focused on one-on-one training service following each student's characteristics and skills. Students will develop specified skills depending on the program chosen. At the end of the course, students will prepare materials for their own portfolio. Also students will receive the certificate of study issued by the private school of LegsApparel Academy after completion of the course.

Nanny Nigeria Integrated Limited: A vocational centre for women empowerment in Domestic Skills.

Research has proven that the best environment for young children is their own home, and the best substitute care provider is a trained and knowledgeable professional. For this reason, Nanny Nigeria was created.

Nannies trained at Nanny Nigeria Academy are employed nationwide in some of the most sought after and prestigious positions in the early childhood field. At the Academy, Nannies are trained after which they are placed with Families, Embassies and Diplomats, Corporate offices and Institutions, Hotels, Day care centers, nursery schools, The elderly homes etc.

The Academy/Vocational centre was established to; Remove the general fears associated with service rendering business, change the concept and wrong ideology of how help workers, popularly known as 'housemaids' are seen. Through the academy, care givers are seen as professionals in pursuit of a career that is worth encouraging. Students who have a ministry towards children are empowered and encouraged, giving them self-esteem and self worth. The Academy sets out to encourage the growth and development of children in a morally sound and stable environment through the training of Professional Caregivers and Domestic workers.

Company's Comprehensive Profile

Founded in 2013, Nanny Nigeria is a prestige private training Academy that offers an alternative to vocational education in domestic skills. The students are provided with the necessary knowledge to develop and master their skills in learning, understanding and practicing domestication as a profession. All learners graduate as properly trained professional nannies ready to serve in the care givers industry. At the Academy, the finest in the education and placement of professional Nannies are ensured. Nannies are trained to sharpen their skills, turning a love for children into a professional career. The academy is focused on one-on-one training service following each student's characteristics and skills. Students are taught how to care for Children and the home. They are also taught the use of the first aid. At the end of the course, each student is assigned to a Nigerian home as a Professional nanny/caregiver.

Nanny Nigeria limited is a limited liability company. It is a subsidiary of Legacy integrations Nigeria limited which owns a 70% majority share of the company. Nanny Nigeria is a family owned company with its Chairman, Dr. Ifeyinwa Oloto at the helm of affairs. Nanny Nigeria runs its' training centre in Lagos, Nigeria. Established in 2013, Nanny Nigeria managed an operational workspace of over 2,000 ft, in one building with office equipments, training machineries and 5 employees. The Academy's monthly training capacity is 5 students (Dec,2013) with an annual sales in 2013 of N1.7m.

The Academy which was a necessity to the need for qualified Caregivers in Nigeria has successfully trained 52 students in the past one year. Approximately N5m has been invested in both the Training centre since its establishment to purchase the workspace and office equipments. Nanny Nigeria offers a diverse range of training courses and trained Nannies are placed in various institutions that have need for them.

Nanny Nigeria Academy is also a Corporate Members of Nigerian Institute of training and Development (NITAD), accredited to teach Vocational courses. This is the guarantee that the programs have been assessed to ensure quality sound educational standards and that the school maintains ethical business practices. Nanny

Nigeria Academy has trained 52 students since its inception, and 90% of these students are unskilled O' level graduates.

Recommendations

- There should be the creation and sensitizing of the Nigerian populace on the need and vision of vocational technical education
- Vocational Education should encourage learning in authentic and real-world environments
- The Nigerian government should encourage the development and usage of qualified trainers.
- There should be the creating of awareness through image building, vocational attractiveness and participation in vocational technical education in Nigeria
- There should be the Maintenance of approved school age and exit in order to pave way for physical and mental maturity required for the acquisition of vocational skills.
- There should be the encouragement of investment in quality vocational technical education system.
- The issues of insufficient and lack of up-to-date data for assessment of progress in vocational technical education should be tackled.
- Nigerian government should set up ambitious and realistic goals that will enable Nigeria to be the most competitive and knowledge based economy by the year 2020

Conclusion

Vocational technical education should strive to adopt strategies to produce graduates who are innovative and adaptable to changes in the world of work. Vocational technical education graduates should strive to be job creators rather than job seekers who roam around the street of Nigeria with dozens of certificate in endless search for jobs. This implies the production of competent vocational graduates who can adapt to changing economic situation in Nigeria. Vocational technical education should keep its gate open, flexible and learner oriented since one of the factors contributing to poverty in Nigeria is lack of equal access to education, and lack of employment/vocational skills. The Nigeria government should also devise a viable strategy of making its policies on VTE programs a very continuous exercise from the planning, implementation and evaluation stages. Continuity and full implementation of the programs lead to better success while disjointed programs lead to disjointed success and perpetual exit of the programs.

The federal government should create more awareness of the existence of Vocational Education in Nigeria on the television, newspapers, conferences, workshops and seminars to educate the public of the significance and potential role it plays toward national development and provide adequate funds for planning, implementing and coordinating Vocational Education Program in Nigerian institutions.

The paper's conclusions emphasize that neither markets nor governments are enough to eradicate poverty, especially in the Nigerian context. Instead, a trisectoral approach recognizing the complementarities between the government, private, and citizens' sector may be the solution to successful capacity building among Nigerian Women. The private sector including Nongovernmental Organizations (NGO), and Private Proprietors should be involved in Private Public partnership (PPP) with the government in building standardized and well equipped Vocational Training centers that can cater for the Entrepreneurial needs of Nigerian Citizens especially women.

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