Challenges of Technical and Vocational Education and Training in Nigerian History

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Abstract. Technical and Vocational Education (TVE) is a chequered aspect of education in contemporary Africa. This paper examines the complicated realities of TVE in Nigeria. In practice, indigenous education systems embedded a standard learning procedure which British colonial administration keyed into and standardised in non-formal arrangements through government departments. Therefore, the paper tracks the (dis)oriented education-industry relationship that existed after 1960. TVE in Nigerian societies has rarely improved to revolve modern technology attuned to global development and still grapple with inadequate technical applications which implies an educational gap. It unravels the governmental and non-governmental interventions. Recently, entrepreneurs and industrialists in Nigeria identified technical education as a panacea by planning to fill the learning gap through the establishment of technical universities that reflect modernisation. Accumulation and circulation of skills in TVE learning feature a process of continuity and change which explains how old and new learning systems reflect. The methodology adopted is historical and it is intertwined with the context of education systems, politics and economy.

Keywords: TVET; Curriculum innovation; Reform.

1 Introduction

This paper analyses the invention and re-invention of Technical and Vocational Education (TVE) in Nigeria. It argues that the learning system in TVE was in a phase of disorientation before its re-invention in the 21st century. The methodology adopted a historical interface between education and industry following Nigeria's economic and political trends. The primary sources used are of the National

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Archives Ibadan (NAI). From the 1930s, the colonial government in Nigeria had introduced its form of vocational education, similar to the precolonial apprenticeship system. Through colonial government departments, especially by the aid of the Department of Commerce and Industries, training programmes were organised to develop skills useful for colonial interest in industrial development. Specifically, there were collaborations between government, community associations and the private sector to organise vocational and technical education schemes. Then, the vocations of interest were agricultural education, domestic science education, textile training, secretarial and management education, medical auxiliary training, among others. The multiple partnerships and involvement in TVE training in Nigeria was initiated by the colonial government. It was meant to ease the burden of administration and also train Nigerians in technical applications, through the Public Works Department (PWD).

Technical Education and Vocational Education are used interchangeably, but there is a difference. Vocational Education is a skill-based programme, aimed at specialization in a vocation or profession. On the other hand, Technical Education is the acquisition of knowledge for practical applications. Therefore, knowledge lies in the technical education obtained to satisfy and qualify to practice a specific vocation. Mostly, vocational practice involves technical update of knowledge, but not all technical learning is vocational. Within the framework of the National Policy on Education (NPE, 1998) the objectives of TVE is to provide:

- trained manpower in applied science, technology and commerce particularly at sub-professional grades;
- technical knowledge and vocational skills necessary for agriculture, industrial, commercial and economic development; and
- people who can apply scientific knowledge to the improvement and solution of environmental problems for the use and convenience of man.

2 Invention of Technical Education in Nigeria

Production and exchange system of pre-colonial Nigerian societies was a kind of development where vocations were built through a cooperative guild system. Several craftsmen and women produced household and industrial crafts. Craft guilds concentrated in towns and their products was a nexus of agriculture and industry (Smith, 1979). Because the vocations of the precolonial societies in Nigeria were rudimentary, indigenous systems of education targeted the fulfilment of seven lifelong objectives, as defined by Fafunwa (1974). Of relevance here, is the fifth objective which states thus: "to acquire specific vocational training and to develop an honest attitude towards honest labour". In practice, this objective manifested in the vocations practised, while apprenticeship was a virile learning system. Apprenticeship took the form of learning by living and working with a master professional. Lawal (1987) noted that Nigerians were skilled before colonialism

dawned, commendable were vocations of iron work (metallurgy), wood work, cutlass, naturalistic and geometric door posts, wooden trays and spoons, pottery, basket weaving, bead making, bronze casting, leather work, threading and so on. However, the indigenous pace of industrial development in the Nigerian societies was rarely taken into consideration in designing education-industry relationship in the colonial era.

At the initial stage of colonialism (after the First World War), the approach to technical education was not necessarily standardized. It was a non-formal arrangement made to train Nigerians to apply basic techniques. The low level of education-industry relationship, then localised the knowledge economy not for industrial production but for administrative consumption to enhance development of infrastructure that favoured the evolution of colonial development plans. Thus, the levels of technical education were restructured by regional governments. That kind of technical education failed to industrialise local initiatives, which led to dearth of local crafts. Figure 1 shows the indigenous technology of drying hides and skin for leather work. As it were, indigenous technologies were clearly submerged and disregarded in the first four decades of the colonial era when Fredrick Lugard stated that:

> I foresee with great regret the decline of Kano as a commercial centre when European goods supersede her manufactures, and the export of other provinces are diverted by more direct routes to the factories of British merchants, instead of passing through the hands of her middlemen and brokers. The cotton of Zaria will then cease to come to the looms of Kano or the skins and hides to her tanneries (Lugard, 1904; Falola & Ihonvbere, 1989).

Before the 1940s, education-industry relationship was oriented along technology for administrative consumption. The educational inventions, then were practised through the PWD training schools. To a certain extent PWD technical schools were non-formal systems which shaped the paradigms of vocational practice in the society. Especially, after the Second World War, the kind of rhetoric emphasised by Lugard became unviable because the old system, style of colonial administration was prone to initiate socialist encroachment in the colonies. In essence, the 1945 Colonial Development and Welfare Plan was a ten-year plan, within which Nigerians got acquainted with new ideas as vocations, which they took for modernisation. Thus, regional governments accepted the plan to structure technical education. A rethink in the paradigms of colonial activities led to the initiation of the plan (Falola, 1996). The PWD, by virtue of its function was an agency in need of technical personnel to carry out its activities, found it imperative to develop an educational system to match development plans. Also, after the Second World War, ex-servicemen were incorporated into the PWD education schemes. The returned soldiers were trained as tailors, carpenters, bricklayers, and so on (NAI Abe Prof 1 660).

The PWD Technical School therefore developed an education system in three phases:

- men in their last year of service were selected to attend training classes in various government departments for a period of six months prior to discharge;
- short courses were held for a period of three months in selected centres of Native Administration workshops; and men to be trained in farming were taken to Farm Demonstration Schools (NAI Abe Prof 1 666).

In view of the success in the operations of PWD Technical School at Ijora, Lagos, various native administration authorities, in conjunction with Education Department nominated candidates to attend the school. TVE were thus organised for apprentices via evening classes. The syllabus stipulated an initial two-year curriculum to train in the handling of simple tools and trade principles. In the third year, elementary application was taught and the remaining three years reflected an education-industry relationship. At independence in 1960, the kind of TVE forwarded from the colonial era were put into perspective of a Nigerian system. A trade testing syllabus was oriented to professionalise vocations and test competencies that made specialists employable. Mr J. M. Johnson, the then Federal Minister of Labour, noted that the syllabus was meant to serve as a manual to underpin specific skills in each vocation, especially at a time when foreign partnerships and Nigerian government needed skilled artisans for manufacturing and social services. The syllabus was planned to orientate with its main objective and quality assurance statements stated thus:

> The objective of trade testing is intended to enable a proper classification to be maintained of persons claiming to possess technical skills when they are seeking the aid of the Employment Exchanges to obtain work. The service facilitates the placement of work of the Employment Exchanges for the benefit of both employers and workers. Workers passing any of the tests are given certificates of competency and employers are assured that any applicant for employment possessing these certificates has reached the standard of skill on the certificate (Federal Government of Nigeria, 1961).

This step was important because the PWD Training School had been producing skilled artisans, but without a consolidated curriculum to test their competencies. The testing centres were situated in four major cities of Lagos, Ibadan, Enugu and Kaduna for a favourable geo-political access. The Trade Testing services were categorized into three classes. The educational features of class III are stated below:

- It involved the use of hand tools or basic machine
- It involved oral questions
- The test is completed in a day.
- The candidate must be able to read to the limits laid down.
- Metric system was adopted to assess

Generally, in the three stages, finishing, accuracy and time taken are considered in assessment. The composition of the curriculum as expressed from the behavioural objectives of pipe fitting and plumbing works is shown below:

Table 1: Behavioural Objectives for Pipe Fitting and Plumbing Works

Class III
Every candidate must: 1. be able to use and read a rule to 1/16th of an inch; 2. be able to use and maintain the tools in common use in the trade, including callipers, square, dividers and spirit level; 3. be able to use and maintain blow lamp. Be able to solder, sweat and braze ferrous to non-ferrous metals; 4. be able to make the following joints and know the appropriate water proof luting or cement to use for: (a) ordinary coupling joints in mild steel and wrought iron piping; (b) long thread coupling joints in – M.S. and W. I. piping; (c) soldered or sweated joints in copper tubing, with brass fittings; (d) cast iron to stoneware joints as found in sanitary fittings; 5. be able to recognise pipe sizes and items of pipe fitting and their uses, such as elbows, bends, tees, reducers and back nuts; 6. be able to install under supervision simple items of plumbing and pipe fitting with connected pipe work, involving attachment to timber and brickwork; 7. be able to repair and adjust valve siphon and displacer siphon water closet; 8. be able to adjust defective screw down, gate and lever valves and taps; 9. be able to make bends in copper and W. I. piping; 10. be able to use tank and fly cutters; and 11. be able to make installation in plastic tubing.

Source: Federal Republic of Nigeria (1961).

The dynamics of education expansion that led to the establishment of polytechnics based the curriculum only on training that could not be practiced. Thus, the high rise of unemployment in contemporary times.

3 British Standards, Nigerian Reforms and TVE Planning

From the section that analysed the emergence of vocations induced by colonialism, it is no doubt that the non-formal system of technical education became distressed after the colonial era. The British curriculum was organised by the objectives of the Royal Society of Arts (RSA) and City and Guilds of London Institute (CGLI). Both bodies regulated examinations in commercial and technical subjects. From the 1940s, technical manpower was drawn among candidates qualified in the RSA/ CGLI programme. By the education reforms that occurred in Nigeria after 1960,

especially the 1969 National Curriculum Conference, it became imperative that the British standards be incorporated into Nigerian education system.

As a concrete step towards effecting the reforms, its absorption in the work of West African Examinations Council (WAEC) started in 1972. The relevant technical and commercial subjects were put in WAEC syllabuses for proper control and also the government issued Federal Craft Certificate (FCC). To foster the objectives of TVE as stated in the 1981 edition of the National Policy on Education, technical education ought to be practical and efficiently skilled. The Nigerian government grappled with this because the education facilities were unnecessarily expanding without focus on grooming a skilled population. Nigeria, being a multi-ethnic and religious society, developed the educational facilities to suit primary, secondary and tertiary education, without much focus on TVE. By the 1990s, the lag in TVE was conspicuous considering the effect of Structural Adjustment Programme. The imminent challenges of sustaining an educated but unskilled population moved the Nigerian government to organise reforms which led to the establishment of the National Business and Technical Examination Board (NABTEB) in 1995. Having recognised the problem of subsuming technical education as an aspect of senior secondary education, the roles of RSA, CGLI and WAEC were entrusted to NABTEB to ensure standard curriculum dissemination of technical and commercial subjects. Henceforth NABTEB grouped its assignment into categories namely: engineering trades; construction trades; and business studies. Much as NABTEB exists as an alternative to give autonomy to TVE, its pertinence to groom a skilled population remains an illusion because its setup fails to assure TVE as a path to economic self-reliance. The relevance of NABTEB is hinged on its ability to raise the esteem of learners in TVE to avoid deskilling which has been usual since the beginning of the century. In spite of this, NABTEB continues to function by combining curriculum systems obtainable based on National Board for Technical Education (NBTE) and WAEC syllabuses.

4 Public Infrastructure and TVE Needs

On the verge of Nigeria's independence, foreign partnerships were engaged for economic modernisation attached with the zeal for self-rule. The then Federal Minister of Trade and Industry, Hon. R.A. Njoku, analysed skills acquisition as a possibility if foreign capital were allowed to invest. He said:

> Future industrial and commercial development will emphasise the spirit of partnership between foreign capital and skill, and the rapidly increasing skill and capital of Nigerians (Department of Commerce and Industry, 1955).

With reference to the establishment of a Cement Company in Eastern Nigeria, it was expected that skills were transferred to boost the knowledge base of Nigerians. In a developing economy like Nigeria, knowledge transfer is a feature of learning

which leads to diffusion of knowledge. In the distribution and application of skills, this is crucial because innovations are absorbed and adapted to apply technology, and afterwards ensure optimum production levels. The above conceptualization of knowledge transfer was in tandem with how Nigeria's adopted foreign technologies through innovations which was an avenue to develop and practice vocations. From the colonial era, Nigerian governments had been in partnership with processes of skills transfer. The case study taken as an example is Escravos Bar Project in the Niger-Delta. The excerpts below are narratives of their mode of operations, which bring to fore the learning gaps. The existence of the projects meant that skilled people were involved. It shows the relationship between government plans for TVE then as found in the Trade Test Syllabuses and the competencies expected to function in completion of the project. The excerpts are summarised thus:

5 The Escravos Bar Project

The Prospects: The dredging of the entrance to the Escravos river and the construction of two moles, five-and-a-half miles and 3,000 feet long, which were completed at a cost of 13 million, have opened a third gateway into Nigeria. Already, the completion of the dredging of the channel through the bar has enabled ships going to the river ports to increase their cargo by 1,000 tons or more. Negotiations for dredging the river approaches, namely, the sections between the bar and the river ports have been opened by the Government.

The Project: This project which involved the dredging of the estuary of the Escravos river and the construction of one mole five-and-a-half miles long and a shorter one 3,000 feet long to keep the mouth of the river from silting again is a keystone to the overall development of Nigeria. Three ports (i.e. Sapele, Warri and Burutu) have now been opened to ocean shipping and will serve not only Midwestern Nigeria but all the other Regions of the Federation. These ports will also form transhipment points for the increasing traffic on the Niger and Benue rivers.

The Problems: Getting adequate supply of granite was not easy. After considering three sources, the contractors opened a quarry at Otu, which is between Okitipupa and Ondo in Western Nigeria. A railway, 17 1/2 miles long, had to be built between the quarry and Oluagbo, a creek port in the Niger Delta. From here the rocks were loaded on barges and carried 125 miles through various creeks to the Escravos bar. At the bar the granite rocks were again removed from the barge and placed in position by a 'Cormorant' crane. Escravos is an island occupied by a small fishing village 58 miles from Warri, the nearest mainland town. Labour had to be brought in from elsewhere and a town built on the island for the engineers, technicians and general labour force and their families. At the peak of operations the contractors employed 2,150 Nigerian and 80 expatriates.

The categorization of the example into the 3Ps, that is, Prospects, Project and Problems explains the perspective in which TVE was put into practice in the 1950s and 1960s. Definitely, thousands of technicians were employed in actualising the purpose of the project. As above, over 2,000 Nigerians who were technicians were put to work to resolve the engineering problems identified. The educational needs of TVE as shown in the above accounted for the structuring of a sustainable learning system.

6 Disorientation of TVE

Between 1960s and 1970s, the manpower needs of Nigeria were of a technical nature. Skills from the existing TVE were insufficient to meet up the requisites of development (Federal Government of Nigeria, 1964). Technical Institutes operating according to British standards provided manpower but failed to promote TVE for industrial development. Instead, the idea of education expansion from primary to university education was utmost. From 1960, the idea of TVE was defined under secondary education. Therein, the educational arrangements for TVE were placed as Secondary Technical Schools. At this point the purpose and relevance of TVE for industrial growth was jeopardised, through the National Policy on Education. The 1981 edition (section 50 under technical education) provided a long list of subjects. Plumbing, electrical installation, brick-laying and concreting, painting and decorating, carpentry and joinery, furniture making, bakery, shoe repairing and making printing, signwriting, metal fabrication, motor vehicle mechanics work, electronics, radio and TV servicing, tailoring, typing, book keeping, weaving, mechanical engineering, boat building and so on were programmed into the curriculum. As at then, the planners had expressed that there were difficulties in integrating education systems for the teaching and learning of the subjects. According to Samuel Tunde Bajah, incorporation of TVE into the general school system was difficult to handle. He expressed that:

> There remained the well-known problem of costs in introducing five technical subjects into the school system. Since 1984, attempts have been made to cost and find funds for the establishment of technical workshops in the schools (Bajah, 1989).

Over a period of three decades since the 1980s, the burden of funding technical education remains an illusion. It remains as such because technical laboratories built over the years in Secondary School are yet to be completed. This view stretched national resources for provision of education facilities and access, as enlisted by the Ashby recommendations of 1960 and the all-embracing National Curriculum Conference of 1969. Technical Institutes were upgraded to Polytechnics and specialised Universities. Hence, the problems of distribution of resources to manage expanded educational institution became a bane to contend with since the 1980s.

There have been challenges of funding to upgrade technical institutes in order to acquire relevant equipment to aid learning.

As at 1962, it had been discovered that Nigeria's manpower development was inadequate because there was no knowledge economy insight (Federal Ministry of Information, 1963). TVE was mainstreamed as a subset of education. However, it was not given much priority. Rather, it was taken as an alternative route. This made the informal sector more viable for a non-formal means of acquiring knowledge.

7 Reinvention of Technical and Vocational Education

The quest for reinvention of TVE was profound in the activities of NBTE. In 2010, the National Vocational Qualification Framework was used to organise a curriculum to decentralize and privatise training platforms for TVE. Private educational institutions were given the mandate to exist as Vocational Enterprise Institutions (VEI) and Innovation Enterprise Institutions (IEI) (NBTE Bulletin, 2010). The work of NBTE has been that of regulation, with the expectation that programmes of TVE are accredited.

Table 2: Training Institutions in the Review of NBTE as at 2010

Type of Educational Institution	Number of Institutions
Polytechnics	66
Colleges of Agriculture	28
Colleges of Health	10
Specialised Institutions [1]	16

[1] These are monotechnics offering vocational training in Business, Management, Maritime, Transport, Tourism and Hospitality, Journalism, Survey and Cooperative Studies.

Source: NBTE (2010).

The level of educational development for technical applications was rarely feasible within the 6-3-3-4 education system. The IEIs were created to serve as an alternative means to higher education. With much emphasis on acquisition of skills the new TVE learning system focused on the following category:

- school leavers who wish to acquire demonstrable practical skills;
- persons seeking career paths that do not need university degrees;
- persons without time for full time study but want to enhance their skills;
- persons wishing to go into self-employment
- university graduates seeking employable skills; and
- adults seeking opportunity to re-skill themselves.

The VEI graduates were awarded the National Vocational Certificate, while IEI graduates had diploma. Much as the IEIs and VEIs were new initiatives, it could be a reflection of the old system as evidenced in the Trade Test Syllabus (NAI

PR/D25). However, with private intervention of reinvention, the new system reflects the relevance of global features of technical applications to facilitate learning.

Educational partnerships projected the platforms for the development of TVE. In the whole of West Africa, Covenant University (a private university in Ogun State) signed a memorandum of understanding to teach and learn telecommunications through Huawei Telecoms Academy in the University campus. Hence, internationalisation of knowledge is a perspective to understand the reinvented learning systems. Chinese technology, with its global landmark was of relevance to the educational exchange for Nigeria because over a long time Nigerian-China relations had sustained infrastructural development.

Printing technology is least embedded in the TVE curriculum, yet, according to a 2001 report of Innovation and Business Skills Australia, it was observed that:

> The printing and graphic arts industry is passing through a phase of transformation driven by digital technologies. There has been emergence of new business models as well as opportunities created through an expansion of the traditional printing industry into a wide range of related fields like management, design, marketing and multimedia (Afolabi & Jimoh, 2014).

In order to keep abreast of development in technical and vocational practice, Nigeria's artisanal printing embraced the digital technologies through informal education systems. However, in the national education system, and even in the IEIs and VEIs, very few institutions offer printing technology. Mainly in Southwest Nigeria, Yaba College of Technology by virtue of its historical metamorphosis from Yaba Technical Institute, solely offers programme in printing technology, in spite of the fact that the missionaries had been printing since the nineteenth century. Probably, the failure to include printing technology in the TVE curriculum platforms is related to cost, lack of reading culture and fundamentally, UNESCO's International Standard Classification of Education- that classified printing and publishing as an aspect of the humanities. This assertion considered the context of print products and not the technology involved, and thus its interchangeable definition as printing and publishing in the curriculum of tertiary institutions submerged the technology. Obviously, there is a problem of consensus in placing printing education to a specific area of study, because it is multidisciplinary. But in the informal sector, it remains a vocation. Artisanal printing, though very prevalent in Nigeria, the process of training operation-technicians of printing machines is based on the apprenticeship system inherited from the precolonial era (Oladejo, 2016). Chartered Institute of Professional Printers of Nigeria adopted TVE in its objectives that it exists to promote education in the science and arts of book binding, printing, graphic design and communication and to encourage students to pursue practical training to the highest standard (Afolabi 2011).

Skills shortage in Nigeria's Oil and Gas sector is a pointer of the fact that TVE training is yet to be holistic and fully effective. Skills inadequacy has been due to the

problem of curriculum content in educational institutions (Ayonmike, 2012). From the historical trajectories of Nigeria's oil and gas, or the petroleum industry, the production process is long and it involves wider technical applications. In this regard, Peek, Fenard, Gantes and Theiler (2008) analysed the robust growth of Nigeria's oil and gas industry and found that it was affected by the lack of skilled personnel. The inadequacy of skills in oil and gas economy is not devoid of government intervention. As at the early twenty-first century, Federal Government of Nigeria established the Federal University of Petroleum Resources in Effurun, Delta State. Of the technological needs were the maritime based skills. This led to the establishment of Nautical College of Nigeria in 1979 at Oron, Akwa Ibom State (Airahuobhor, 2011). The academy was subsequently changed to The Maritime Academy of Nigeria. According to Peretomode (2014), 4,300 Merchant Navy Officers had been trained while about 65,000 for maritime operations. By implication, the training of maritime based technicians for industrial growth brought into fore the relevance of TVE which further emphasised that maritime based TVE are of importance, and in response, Federal Government of Nigeria through Nigerian Maritime Administration and Safety Agency is planning to establish a Maritime University (Peretomode, 2014).

Whitt in the study of Journalism education analysed the fact that there is a difference between the teaching and practice of journalism. There is disconnect between actions in the newsroom and the principles taught in the classroom (Whitt, 1995). From Nigeria's history, the invention of TVE in journalism practice had been foresighted by Dr Nnamdi Azikwe in 1961 when he introduced the curriculum of Jackson College of Journalism at University of Nigeria, Nsukka. In the words of Odunlami, Journalism and technology are combined in contemporary times, thus it is posited that:

> Like other developing nations, Journalism/Mass Communication educators grapple with the challenge of ever increasing innovations and try to incorporate such realities into [the] curriculum. After over one hundred and fifty two years of journalism practice in Nigeria, the concern of journalism and mass educators remains how to ensure an effective blend of journalism curriculum with the constantly changing needs of the media industry (Odunlami, 2014).

8 The Perspective of Dangote Academy

In Africa, various entrepreneurs and industrialists identified the technology lag as the basis of an inefficient knowledge system. Basically, TVE remains a focal point of intervention in the industrialisation procedures. Therefore, it is trite to reiterate Falola's assertion that:

> In the US, they realize that Universities are not for everyone and that what is necessary is to create a large middle class to sustain the economy. Community colleges make it possible with vocational education, they know how to communicate the opportunities of entrepreneurship. We need to create technical

institutions and community colleges that will provide education on what we need in cities and nation, such things as how to convert refuse into energies and manure, irrigate Ogunpa river, repair machines, invent basic technologies etc. (Falola, 2012).

Hence, Dangote Academy (DA), an educational arm of Dangote Group programmed a technical education system to improve human capital for growth. Hence, understanding the DA perspective to the re-invention of TVE could be described as an effort to structure learning systems that puts into use modern technologies to develop skills suitable for a labour force that ultimately enhances industrial growth.

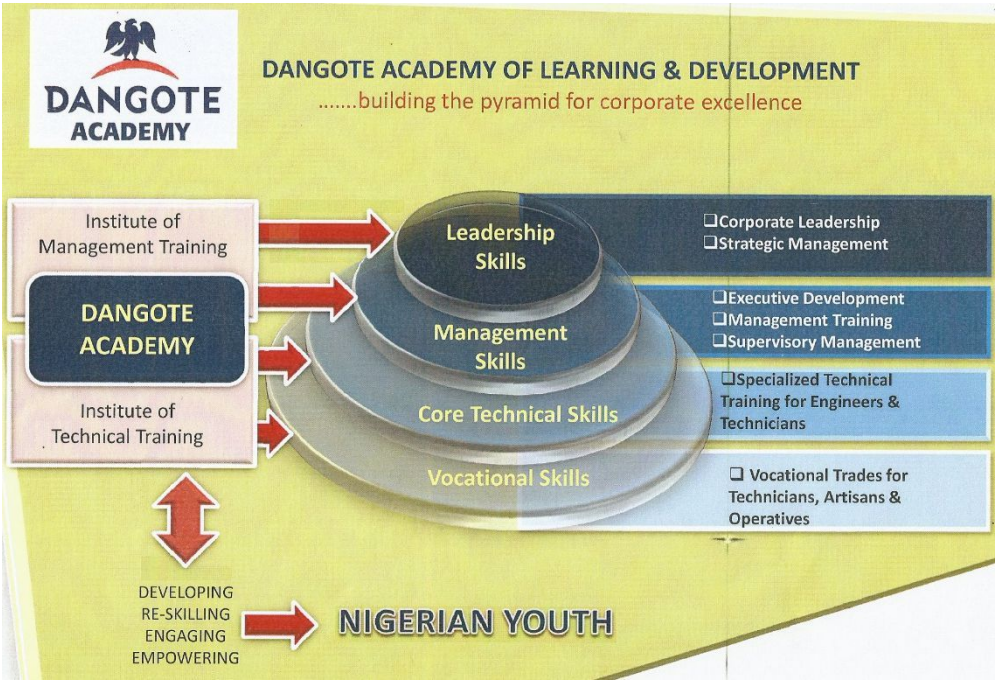

Figure 1: Structure of Dangote Academy
Source: Paramjit (2015).

Figure 2: Dangote Academy Training Schemes
***Source**: Paramjit (2015).*

In other words, students from conventional technical secondary schools are absorbed into the scheme. The structure of DA as explained in Figure 2 explains the learning systems adopted and the educational outcome. In a way, DA is a response to structuring a modernised TVE system. It is obvious that DA is structuring education and training systems to improve competencies and maintain a skilled manpower for industrial development.

9 Conclusion

As of the 1950s, the Nigerian government was abreast of the realities in TVE. Then, precisely 1955, the Federal Advisory Committee on Technical Education and Industrial Training observed that there were multiple TVE schemes, and yet these were not reflected in manpower availability for economic growth. A way out was the upgrade of Yaba Technical Institute to Yaba College of Technology. In spite of all efforts in Nigeria's historical trends to get a solid TVE system, policy related issues move back and forth, but it remains imperative to groom for skills acquisition and relevance. TVE in Nigeria has a wide application considering the human and natural resources abound. Differing educational systems adopted to include or

elaborate it, either made or marred its relevance in historical perspectives. Quite responsibly, Nigerian governments understood its relevance and programmed structures to work it out. But by the 1960s, attempts at overhauling the national education systems streamlined TVE as a part of the school curriculum. This step disoriented TVE to a mere arm of learning necessary for low esteemed and less brilliant students. Career paths along skills acquisition were jettisoned for courses in Law, Medicine, Engineering, Economics, Accounting and so on. Core technical applied courses were rarely taken as a career. It was discovered that all forms of skills work as identified in the Trade Test Syllabuses are learnt through the conventional apprenticeship system in the informal sector (Oladejo, 2015). This level of learning in the informal sector is the most available. The modern technologies required to improve skills remains problematic.

In the process of invention and re-invention of TVE, various initiatives were created in the forms of partnerships and collaboration with educational institutions in Nigeria. Such partnerships influenced interventions in the Telecommunication, Oil and Gas Industry, Maritime, Journalism and so on. In the dissemination of technical education required in journalism, institutions such as Nigerian Institute of Journalism, Nigerian Television Authority TV College, Radio Nigeria Training School, and Pencil, Film and Television Institute among others are quite functional. Therefore, TVE learning system could be efficient and effective by continuous collaboration of the public and private sector, and also, involvement of foreign partnerships.

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