



TVET and Social Entrepreneurship for Advancing Innovation, Creativity and Sustainability in the Polytechnic Education in Oyo State of Nigeria: Problems and Prospects

Owojori Oluwaseun Christopher

Director, Centre for Skill Acquisition and entrepreneurship Development
Federal Polytechnic Ayede
PMB 4001, Ogbomosho, Oyo, Nigeria.
owojorioc@federalpolyayede.edu.ng

Bolaji Wakeel Abiodun

Director, Skills Development Centre
The Polytechnic, Ibadan.
PMB 22 UI Post Office, Ibadan, Nigeria.
biodunbolaji@polyibadan.edu.ng

Abstract

The focus of the education sector is now Technical and Vocational Education and Training (TVET), which are skill-based programmes. especially in the polytechnic education. It is expected that beneficiaries of these skills acquired social, commercial and marketable skills with TVET and be able to offer solution to social, economic and environment challenges without compromising the abilities of the future generation of meeting their own needs. One of the most appropriate concepts of meeting the need of humanity is TVET, hence the desire to pursue it for attaining SDGs 4 and 8. This paper discusses TVET and social Entrepreneurship embedded with innovation and creativity and argues that for TVET and Social Entrepreneurship to effectively support Quality Education, Decent Work and Economic Growth. It must be included in the curriculum and factored with Entrepreneurial, Innovation and Creativity relevant to needs of emerging Micro, Small and Medium Enterprises, MSMEs. The paper suggest that these objectives are achievable within National Skill Qualification Framework promoted by the National Board for Technical Education through Polytechnic and Monotechnic for all levels of industrialization and employment in Nigeria, and that graduates through this framework will be in a better position to contribute to optimal economics growth of the nation.

Keyword: Creativity, entrepreneurship, innovation, NSQF, Sustainability, TVET,
Corresponding author



1.0 Introduction

Technical and Vocational Education and Training has become vital aspect of our educational system in this part of Sub-Sahara in the African continent and is an element of foundation for sustainable development among the youthful workforce for addressing unemployment and underemployment. Though, skills acquisition and entrepreneurship development strive for success in enterprises through the effort being made, then it has been widely acknowledged that these areas with special interest on Technical and Vocational and Education and Training (TVET) and Social Entrepreneurship (SE) have been greatly and relevant tool for empowerment that leads to self-employment, jobs and wealth creation.

This article is an evaluation of National Skill Qualification Framework [NSQF] of the National Board for Technical Education as it relates to TEVT and social Entrepreneurship in Oyo State, to TVET and social Entrepreneurship in Oyo State with particular focus on the aims and objectives of the Board as follow :to improve the faculty of TVET, use TVET and social Entrepreneurship as a tool to improve the quality of life through skills acquisition and empowerment that will leads to generation of employment and wealth ,and ensure periodic reviews and implementation of policy and curriculum at all levels to meet the needs of the nation's youth and enlist them into the world of work and wealth. It is important to review the

extent the board's aims and objectives has progressed to influences the nation's youth through NSQF talking into cognizance the roles of TVET and Social Entrepreneurship in Advancing Innovation, Creativity and Sustainable Development Goals in Oyo State.

The concept of Social Entrepreneurship is view as applicable only for the non-profit sector, but technical and vocational skills are being developed to harness potential therein to addressed social issues and challenges entrepreneurs based on the premises that social entrepreneurship based on the premises that social entrepreneur can be economically and socially viable. Sharing same proof of concept with TVET, social entrepreneur has been classified as identifying opportunities, creating systematic social change, developing sustainable solution to social problem, and generating economics return.

We will review the available literatures, state the roles of technical and vocational and educational and training [TVET] and social entrepreneurship in advancing innovation, creativity and sustainability and expose the identified challenges fronting technical and vocational and Education and Training (TVET) and Social Entrepreneurship before making recommendations and conclusion of the article.

2.0 Literature Review

Throughout history, humans have explored many methods of surviving in their environment, including obtaining food and



engaging in other human activities. periodically, males' transition from being hustlers to adopting new survival methods centered around farming, arts and culture. The pragmatic inclinations of men have led to the exploration of enterprising and inventive methods for capitalizing on the aspiration and potential of men to achieve maximum well-being and economic progress. The significance of TVET is widely acknowledged both at an individual level and on a national scale, even in traditional societies, Prior to the establishment of colonial administration, there were already exist jobs in the fields of Technology and Vocational Education. They have determined that one of the most effective solutions is to continuously enhance the professional competency of the technical educators and trainers. This resolution is based on the idea that educators and trainers play a crucial role in the instructional delivery system of TVET.

2.2 Roles of Technical and Vocational Education and Training and Social Entrepreneurship in Advancing Innovation, Creativity and Sustainability.

Technical education according to Akpokodie et al (2011) is a means to national development having prospects, plans and strategies for productivity and economic development when properly directed. Furthermore, technical education is the major tool that empowers the citizen releasing them from the bondage and shackles of poverty. Entrepreneurship Development Education (EDE) has a

general education component. The regulator stipulates that the goals of EDE as offered to students in tertiary education, institutions. polytechnics include the adoption by the trainee student's ability.

Entrepreneurship Education therefore is the activities involving the pursuit of new ways of done things in the real context. a new entry, turning ideas into action in entrepreneurship education, technical education and skills acquisition comparatively also, skill acquisition is defined by Bolt-Lee et al (2013) as the means of processing the capability to control, ability or proficiency and activate the task that is necessary of a person on the job. According Okoro et al (2012) there are two issues paramount to skill acquisition. The first is the condition which promote acquired skill and the secondly to effect the change that will ensue when the skills acquisition take place.

The development and growth of every nation is measured on its productive output, for revenue generation not. minding the existence of natural resources like oil, solid minerals, its rich agricultural produce and many others. The need to transform these for both export and local

consumption is one of the main sources of revenue generation of a nation. This becomes a good trend for the socio-economic development of nation, enhanced by educational policies and standards of every nation, Nigeria is presently faced with the challenge of developing Entrepreneurship education to enhance the socio-economic standards of Nigerians. As



a result of lack of continuity in government policies, corruption due to poverty, terrorism, kidnapping, tremendous increase in unemployment of youths who are graduates. In this vain, there are lots of secondary school's dropouts in this present situation in Nigeria where Entrepreneurship Education Development needs to be highly encouraged in order to enhance socio-economic standards by looking at line 0production capacity of every Nigerian in the production section of both services and numerous products. That will enhance revenue generation of Nigeria. It is clear that the government of Nigeria and other stake holders are stepping up to the task of addressing this issue: The socio-economic problem, as this can only be done when there is an adjustment in the educational policy and system of Nigeria. It is obvious that education is one of the success factors of life.

2.3 Challenges facing Technical and Vocational Education and Training (TVET) and Social Entrepreneurship in Nigeria.

A significant obstacle faced in Nigeria is the cultivation of a skilled workforce and sustained economic expansion on a global scale. Strategic education and raining initiatives in personnel development can significantly promote the interests of individuals, enterprises, the economy, and society. within the country (Egwu 2009). TVET can have a significant impact as emphasized below:

i. Physically detached Project Teams.

ii. Tradition of using obsolete tools and consumables.

iii. Maladministration of material and monetary resources

iv. Status meeting

v. Indeterminate goals and objectives.

vi. Variations in the scope of the education and training.,

vii. Poor skills and technicalities.

viii. Safety management,

ix. Erroneous deadliness,

x. Bendable right of entry to TVET throughout life.

2.4 Prospects of Technical and Vocational Education and Training and Social Entrepreneurship in Nigeria.

The current trends in Technical & Vocational Education and Training (TVET) have facilitated the development of countries like Canada, Australia, Germany, Singapore, and Japan, enabling them to leverage its advantages and rapidly emerge as economic and political global leaders in various sectors. These governments are implementing substantial initiatives for personnel development in different nations. Nigeria, a developing country grappling with economic challenges, aims to be ranked among the top twenty countries by 2020. To achieve this, it is imperative for Nigeria to emulate and implement strategies and policies that promote entrepreneurship and wealth generation.



i. Training (TVET) as a valuable alternative to traditional methods of educational advancement. This can be achieved by fostering collaboration between academia and competency-based training programmes at both the secondary and tertiary levels.

ii. Implementation of a comprehensive National Qualification Framework for education and training, encompassing all educational levels from pre-primary to post-graduate.

Enhancing and promoting Technical and Vocational Education and

iii. Establishment of industry-led skills sector standard establishing organizations in all industries.

iv. Creation of a National Occupational Standard that is in line with worldwide standards and endorsed by the Skills Sectors,

v. The objective is to establish systems that will ensure consistency in defining, categorizing, instructing, and officially recognizing individuals in the informal sector.

vi. The Technical Colleges, Polytechnic, and Technology University will provide training opportunities to enhance entrepreneurship and innovation.

vii. Enhancing the employability and engagement of underprivileged demographics.

viii. Creation of a National Training Fund by donations from the Government and business sector to finance the framework.

ix. Enactment of laws to establish finance, accredit, establish standards, and ensure quality, assurance for the National Qualification Framework.

x. Creation of an advanced Masters-Apprenticeship and Traineeship Programmes.

2.5 National Skills Qualification Framework and benefits of its Implementation

Bugaje (2023) noted that there should proper policy formulation, coordination, stability and meaningful implementation of National Skills Qualification Framework (NSQF) which is the recent attempts of National Board for Technical Education to promote Technical and Vocational Education and Training in our Polytechnic. NSQF is a welcome reform in the educational curriculum that comes with the National Occupational Standard (NOS) to prepare learners or trainees toward qualifications and certification using the standards desired by the industries and formulated by the Sector Skills Council. It is believed that qualification evidenced by the certification by the Awarding bodies will make the leaners or trainees self-reliance and productive.

The emerging flourishing Micro, Small and Medium Enterprises (MSMEs), be it profit-oriented or socially-focused, will lead to gainful employment, wealth creation and



sustainable economy. As encouraging as the concept of TVET and Social Entrepreneurship driven by National Skills Qualification Framework (NSQF) portrayed, there is inherent functionalities in.

2.5.1 The National Skills Qualifications Framework Programme, known as NSQF, is a comprehensive and competency-based education framework that enables individuals to attain their preferred level of expertise. Qualifications in NSQF are categorized into levels depending on skills, knowledge, and aptitude.

2.5.2 Key Elements of National Skills Qualification Framework (NSQF): There are key elements that are fundamental to the operations of NSQF.

2.5.3 The objectives of the National Skills Qualification Framework (NSQF) are: The primary goals of the NSQF are to provide the necessary provisions and establish a quality assurance system.

i. Inclusivity of Education System: The NSQF aims to ensure that the wide range of educational approaches and subjects in the current Indian education system are incorporated into the skill-based framework. The focus is on cultivating distinct competencies at different levels and clearly articulating the anticipated learning goals for students.

ii. Development Structure & Roadmap: NSQF intends to establish a systematic framework for the creation and upkeep of a roadmap that will assist learners. Its main function is to provide

students with both academic information and practical knowledge from the industry, which helps to develop and refine their abilities. NSQF has established Qualification Packs (QPs) and National Occupational Standards (NOS) as guidelines for industry-specific skill development across different employment categories and levels.

iii. Industrial Training & Experiences: A learner can't grasp the essence of industrial procedures without undergoing practical training in various industries. Hence, NSQF incorporates vocational training inside the education system to alleviate students' uncertainties. They acquire practical industry experience before finishing their study and obtain up-to-date expertise.

iv. The NSQF provides a platform for students to access excellent education and get access to both national and international opportunities. Therefore, it enhances the importance of education, eliminating any obstacles posed by geographical limits.

vi. Skillset for Life: NSQF aims to instill abilities that are not only beneficial for professional purposes but also for the entirety of one's life. Therefore, their primary objective is to provide the most advanced and specialized education that equips students with the cognitive abilities necessary to navigate and overcome challenging circumstances throughout their lifetime.



2.5.4 The National Skills Qualifications Framework (NSQF) consists of ten levels that are classified based on the learning outcomes that learners must achieve through formal, informal, or non-formal means. The following item are:

Level 1: The primary objective of the first level of the National Skill Qualification Framework (NSQF) is to equip learners with the necessary skills to efficiently and effortlessly do repeated tasks, hence optimizing their time and effort. They do not necessitate any previous experience.

Level 2: Level 2 of the National Skill Qualification Framework The National Skill Qualification Framework seeks to equip learners with the necessary skills to do repetitive activities by applying their learning. It would enhance their comprehension and execution of the job, thereby fostering logical reasoning.

Level 3. The Level 3 of the National Skill Qualification Framework is designed to equip learners with the necessary skills to do a specific job or task that is not physically demanding and can be easily predicted.

Level 4. National Skill Qualification Framework: Level 4 The National Skill Qualification Framework is designed to equip learners with the necessary skills to effectively perform tasks in a familiar work setting that is not novel or unfamiliar, but rather routine and well-known.

Level 5. The Level 5 National Skill Qualification Framework is designed to equip learners with the necessary skills to

excel in their chosen profession and thrive in a familiar work setting.

Level 6. The National Skill Qualification Frame work (NSQF) at Level 6 requires a diverse range of skills, particularly technical skills. Learners must possess a thorough understanding and be proficient in both standard and non-standard practices that are necessary for the job.

Level 7. The National Skill Qualification Framework at Level 7 mandates a skilled individual who possesses both theoretical and practical expertise and is proficient in doing both routine is essential. and non-routine tasks. Proficiency in multitasking is essential.

Level 8. The National Skill Qualification Framework (NSQF) designates Level 8. The National an individual who possesses a broad range of Skill Qualification Framework requires an comprehensive. theoretical. practical, and cognitive skills. Proficiency in communication and

the ability to work autonomously are essential.

Level 9. The National Skill Qualification Frame work is categorized into different levels, with Level 9 being the highest level. The National Skill Qualification Framework is highly sophisticated in terms of its demands for knowledge and skills. It equips a learner with the ability to critically comprehend any subject and cultivate inventive thinking.

Level 10. The National Skill Qualification Framework at Level 10 necessitates



expertise in all aspects, encompassing knowledge, problem-solving, and the capacity to provide innovative contributions.

2.5.5 The National Skills Qualifications Framework (NSQF) offers several advantages and can greatly benefit educational institutions. By providing several levels of skills development, the NSQF enables students and institutions to acquire a diverse range of abilities that will be advantageous in the future. The subsequent enumeration illustrates the foremost advantages of implementing NSQF. The following items are International equivalency could be achieved

- i. Identification and improvement of skill competency
- ii. Training programme that allows participants to enter and exit at various points while developing their skills, the user's text is already straightforward and precise.
- iii. Implementing vocational education programmes to enhance the employment rate.
- iv. Development of a progressive educational system
- v. Promotes continuous learning and high-quality education throughout one's life
- vi. Establishing partnerships with companies to enhance comprehension of market requirements.

It is widely recognized that educational institutions impose significant fees on students for access to educational resources. Nevertheless, despite their diligent efforts in studying for numerous years, the students are unable to fulfill the professional criteria and hence fail to secure employment. The NSQF framework facilitates students in securing lucrative employment opportunities in reputable companies with competitive remuneration. The inclusion of industrial training in the syllabus through NSQF can streamline the responsibilities of faculty" members. The implementation of NSQF in institutions can lead to several outcomes. In order to adopt the NSQF, educational institutions must fulfill the following eligibility requirements;

- i. The college or university needs to get approval from the National Board for Technical Education (NBTE)
- ii. The AICTE approval needs to be pertinent to the areas where the anticipated vocational education courses are expected.
- iii. Typical specializations include printing & packaging, software development, production technology, vehicle repair, and much more.

3.0 Conclusion

In summary, this article has demonstrated how the National Skills Qualification Framework will support Technical Vocational Education and Training (TVET) and have a significant impact on Nigeria as well as the African continent. Thus, to guarantee that skills are ingrained in young people's minds, a plan that targets to offer



TVET led by the National Skills Qualification Framework to the entire youth population should be the first step. To start, education systems should be changed to attest to the delivery of TVET and to principles that encourage the growth of entrepreneurial abilities and self-reliance. To prevent more cases of youth unemployment, it is essential to specifically target young people. Enhancing employability and encouraging self-employment can be achieved through the provision of entrepreneurial, technical, and vocational skills through training and skills upgrading. The survival and expansion of the TVET Sector in Nigeria is contingent upon the strength of the Industry and Commerce sectors in luring graduates from the TVET system.

A thriving industrial and commercial environment will foster the avenues, opportunities, and resources necessary to enable the supply of a skilled, capable, and productive labour force, so

fortifying industry and commerce and fostering greater productivity. Thus, in order to promote the growth and reinforcement of TVET and the National Skills Qualification Framework for economic and sociopolitical development, other social entrepreneurs should spare no effort. Social entrepreneurs should focus on this important sector in order to lessen the impact of poverty and unemployment on young people. They should also assist in expanding access to Technical and Vocational Education and Training via the

National Skills Qualification Framework for the youth who are always prepared.

The Technical and Vocational Education and Training (TVET) and National Skills Qualification Framework are the domestic systems used to promote sustainable entrepreneurship, innovation, and skills development in the country. Currently, there is a high level of awareness and active involvement from academic institutions, particularly polytechnics. Both individual and corporate social entrepreneurs should prioritise tackling the issues of inadequate equipment, consumables, infrastructure, and funding. Social entrepreneurs generate and provide innovative products and services to promote development in specific fields of entrepreneurial abilities, hence fostering growth in diverse firms.

The emergence of technological industrial innovation in education programmes will give individuals with possibilities to develop and enhance their skills, enabling them to fully participate in entrepreneurial activities. Funding institutions and organization should be committed to aims and focus on the desire to readdress their missions in Africa and Nigeria in particular. Promoters of the National Skills Qualification Framework widen their scope of publicity and put at the doors of International donors funding Non-Governmental Organizations (NGOs) to help support and fund the programme.

REFERENCES

Akerele, W.O. (2007). Management of technical and vocational education in



Nigeria: the challenges of the country. Journal of Research in Education and Society. I(2&3): 117-124.

Akinseinde, .SI. (2 004). An appraisal of undergraduate curriculum of technical education in Nigerian universities: implications for higher education management. Makerere Journal of Higher Education 4(2).

Arowolo, AA. (2010). Historical factors than influence curriculum development in industrial technical education. Retrieved 10th September, 2012 from <http://www.gOoglecOm ng>.

Ayonmike, CS. (2013). Status of technical and vocational education in rural institutions in Delia State Nigeria. Makerere Journal of Higher Education, 5 (!): 81 -90.

Egai N.A Abdukadire (2010).The teaching Strategies to prove the Teaching in Technical and Secondary School. Unpublished Phd. Thesis

Egwu, S. (2009). Universities and the national education roadmap. A Key-note Address by the Honourable Minister of Education on the Occasion of the 24tht Conference of the Association of Vice-Chancellors of Nigerian Universities, at the University of Ilorin, on Tuesday June. National Board for Business and Technical Education (n.d). State government technical colleges. Retrieved 31st May, 2014 from www.nbregovng/inst_09 Junl Nwogu,

GN. N. Igbo, GA. (2005) Essential Element of Micro Teaching, Owerri. Totan

Publisher LTD. Nweke (2002). Technical Research and Development a Crossing of Tradition Research. Education Publication LTd. NBTE (2004). FRN Technical Education Curriculum and Module Specific in Electronics and Maintenance Practice Kadunna: Obadoah Press Ltd.

Odu, K.O. (2011). Hunan capital developnent in science and technology education.: challenges and new responsibilities for the teacher. Contemporary Educational Technology 2(3): 238-249.

Okafoafor, C. (2010). Hunan capital development and vision 20:10. A perspective on tertiary education. SBMT Nekede Conference Journal. I(2):71-73.

P.O. and Nweanomo, CC (201). Vocational technical education and training for self-reliance: towards national development. Mediterranean Journal of Social Sciences 5(5):55-59.

Udoka, S.J. (2010). The global economic crisis: a challenge to curriculum of implementation in technical and vocational education technology in Nigeria. Retrieved 20th August, 2013 from www.icidr.orgl..2010/The %20Global '% 20Econonmic % 20Crisis% 204So20.

Ughamadu, K.A. (2000). Curriculum: concept of development and implementation. Onitsha, Lincel Publishers

Yusuf, MA. and Soyemi, J. (2012). Achieving sustainable economic development in Nigeria through technical and vocational education and 97 training:



NATIONAL BOARD FOR TECHNICAL EDUCATION
NIGERIAN JOURNAL FOR TECHNICAL EDUCATION
Volume 24 Nos. 2 2025
ISSN No. 2992 - 3522



*the missing link. International Journal of
Academic Research in Business and Social
Sciences. 2(2). 71-77.*