

# World Wide Comparism of Technical and Vocational Education: Lessons for Nigerian Technical and Vocational Education Sector (I)

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## Abstract

This paper compared technical/vocational education in: Germany, Australia, Finland, Hong Kong, Hungary, India, Japan, South Korea, Mexico, and Nigeria, and found that technical/vocational education was given proper attention in countries considered except Nigeria, where it was handled with laissez faire attitude. Set-Up of Technical /Vocational Schooling, Curriculum, Mode of Training and Conduct of Final Examination, Financing and Motivating Factor was the basis for comparism, and Nigeria lagged behind in these. Amongst the lessons for Nigeria's technical/vocational education sector are that her technical/ vocational education sector be dual, while students should be appropriately motivated. Schools should collaborate with registered organizations (work-integrated learning) to train the students. The paper recommended that there should be national conference strictly on the status of technical/vocational education in Nigeria, so that necessary solutions could be proffered to the problems facing this part of the education sector. Finally, manufacturing organizations e.t.c. should be involved in the drafting of curriculum of the technical/vocational education in the country, while taking into consideration peculiarities of Nigeria as a sovereign nation.

**Keywords:** Technical/Vocational Education, World Wide Comparism, Work-Integrated learning, Nigeria

## Introduction

Vocational education is otherwise known as career and technical education (CTE) or technical and vocational education and training (TVET) which is education based on both learning and employment. It should be noted that worldwide, the problem of unemployment is noticeable in many continents and various countries and has continued to pose challenge to various governments faced with finding solutions to the re-curring problem. Though, in recent years, the debate on the knowledge economy has drawn more attention of governments to vocational and technical education (Atchoarena, 2004). It has made the governments of South Africa and Philippines to reshape their vocational institutions in order to make them more efficient and effective (Amoor,2011). 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 strength of mind of developing appropriate skills and competencies to combat the great problem of youth unemployment, poverty and in fact further contribute to social transformation. Amoor (2011) echoed that technical/vocational education is the core of both the individual's and the society's economy. He further stressed that in the course of acquisition of skills, individuals could discover their environment or surroundings and harness the resources within it, which could serve them and the society since the wealth of the society determines to a large extent, the development of such a society. Nigeria is confronted with this problem of her citizens non-discovery of and poor harness of resources within her environment, and which makes her not to be shielded from the problem of unemployment, poverty and poor transformation of the society. Though, Nigeria has the technical/vocational arm of the education sector, this arm is not embraced as done by other countries that are considered in this paper. It is against this background that this paper conducts the first part of worldwide comparism of technical and vocational education in various parts of the world while bringing to lime light, the lessons that Nigeria can learn from the comparism so as to improve her technical/vocational education arm of the education sector.

## Vocational Education Programme in Germany

Germany's vocational education program does not focus completely on factory work, and as a result of this system, few Germans find themselves unemployable. Sirkin (2013) noted that the youth unemployment rate, for example, was just 7.7 percent in February, and it is well below that of the United States (16.2 percent excluding those who have dropped out of the labor market) and the 23.9 percent of the Euro zone as a whole. Overall, unemployment in Germany was just 5.4 percent in February. Germany's vocational education program is a dual system such that students learn in the classroom, and also learn by doing. Typically, the trainees attend vocational school for one or two days per week, and they study the theory and practice of their occupation, economics, social studies, foreign languages, and other general subjects. They further do a working apprenticeship in their chosen field. During this period, trainees received about one-third of the salary of a trained skilled worker, while some 51.5percent of German students choose this path. To this end, Annette

Schavan, the German Federal Minister of Education as at 9<sup>th</sup> May, 2012 made known that the combination of theoretical courses and practical application in the workplace (work-integrated learning) has made vocational training a successful model of the German education system. Vocational school in Germany ends with a final examination, which is held by the relevant competent body, and examining bodies such as: Chamber of Trades and Handicrafts, the Chamber of Industry and the Chamber of Commerce, the Bar Association and the Schools of Administration. Sirkin (2013) further informed that about 60 percent of school leavers opt for vocational training, and currently, there are half a million people in an apprenticeship.

### **Vocational Education in Australia**

In Australia, vocational education and training is mostly post-secondary and provided through the vocational education and training (VET) system by registered training organisations. However, some senior schools do offer school-based apprenticeships and traineeships for students in years 10, 11 and 12. This system encompasses public, Technical and Further Education (TAFE) Institutes, and private providers in a national training framework consisting of the Australian Quality Training Framework, Australian Qualifications Framework and Industry Training Packages that is responsible for the definition of the assessment standards for the different vocational qualifications.

The Australia's apprenticeship system includes both traditional apprenticeships in traditional trades and "traineeships" in other more service-oriented occupations. It needs be realized that both (apprenticeships and traineeships) involve a legal contract between the employer and the apprentice which provides a combination of school-based and workplace training (work-integrated learning). With respect to apprenticeships, it typically last three to four years, while traineeships last only one to two years. Both apprentices and trainees receive a wage which increases as they progress (Hoeckel and Schwartz, 2010). There is a national recognition for the vocational training in Australia because the assessments and awards of any one registered training organisation must be recognised by all others and the decisions of any state or territory training authority must be recognised by other states and territories, which gave room for national portability of qualifications and units of competency.

One fundamental and crucial attribute of the training package (which accounts for about 60% of publicly funded training and almost all apprenticeship training) is that the content of the vocational qualifications is theoretically defined by industry and not by government or training providers. To this end, a training package is "owned" by one of the 11 (eleven) Industry Skills Councils that are responsible for developing and reviewing of the qualifications.

The National Centre for Vocational Education Research (NCVER) (Hoeckel, and Schwartz, 2010) is known as a not-for-profit company that is owned by the federal, state and territory ministers responsible for training. It is responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET). In Australia, the boundaries between vocational education and tertiary education are in fact becoming more blurred because a number of vocational training providers offer specialised Bachelor degrees in specific areas that are not being adequately provided for by the Universities. Among the applied courses are: Equine studies, Winemaking and Viticulture, Aquaculture, Information Technology, Music, Illustration, Culinary Management and many more (Scott, 2002).

### **Vocational Education in Finland**

In Finland, vocational education belongs to secondary education. Comprehensive schooling is compulsory for all students and it is of nine years. Most students have the option of attending either a high school otherwise called "lukio" or the vocational school. The high school is an institution that prepares students for tertiary education. Both forms of secondary education last three years, and give a formal qualification to get admitted into the university or the Finnish polytechnics (otherwise called ammattikorkeakoulu). In certain fields such as the police school, air traffic control personnel training, the entrance requirements of vocational schools include completion of the *lukio*, thus causing the students to complete their secondary education twice.

In Finland, the education in vocational school is free, while students from low-income families are qualified for a state student grant. Further, the curriculum is principally vocational, and the academic part of the curriculum is adapted to the needs of a given course. The vocational schools are mostly maintained by metropolis/city. Upon completion of the secondary education, a student can be admitted into the higher vocational schools (*ammattikorkeakoulu*, or *AMK*) or universities. Further, it is also possible for a student to choose both *lukio* and vocational schooling, which lasts usually from 3 to 4 years.

### **Vocational Education in Hong Kong**

Vocational education in Hong Kong, is usually for post-secondary 3, 5 and 7 students, and the Hong Kong Institute of Vocational Education (IVE) provides training in nine different vocational fields namely: Applied Science; Business Administration; Child Education and Community Services; Construction; Design; Printing, Textiles and Clothing; Hotel, Service and Tourism Studies; Information Technology; Electrical and Electronic

Engineering; and Mechanical, Manufacturing and Industrial Engineering(Abdulkareem and Ali,2012).

### **Vocational Education in Hungary**

In Hungary, it is expected that at age fourteen, students would have completed their elementary education and then directed to one of the two types of upper secondary education, which can be (i) academic track (gymnasium) and (ii) vocational tracks. The vocational secondary schools (otherwise known as szakközépiskola) provide four years of general education and also prepare students for the maturata. These schools run curriculum that combine general education with some specific subjects, referred to as pre-vocational education and career orientation. At that point, many students enroll in a post-secondary VET programme often at the same institution and this makes such students to obtain a vocational qualification, while they may also seek entry to tertiary education.

In Hungary, vocational training schools (szakiskola) at the on-set provide two years of general education, which is combined with some pre-vocational education and career orientation. This leads students to choose an occupation, that is ran for two or three years, and they end up with a focus on occupation such as bricklaying. Students do not obtain the maturata but a vocational qualification at the end of a successfully completed programme. Demand for vocational training schools, both from the labour market and among students, has declined while it has increased for upper secondary schools delivering the maturata.

### **Vocational Education in India**

Vocational educational training in India is provided on both the full-time as well as part-time basis. The Full-time programs are generally offered through the Industrial Training Institutes (I.T.Is). The nodal agency for granting the recognition to the I.T.I.s is NCVT, which is under the Ministry of Labour, under the Government of India. The part-time programs are offered through State Technical Education Boards or Universities that also offer full-time courses. Vocational training has been found successful in India only in Industrial Training Institutes and especially in engineering trades. There are many private institutes in India which offer courses in vocational training and finishing, though, most of them have not been recognized by the Indian government. India has taken the lead in vocational training in Film and Television, and Information Technology, Audio Production and Recording. Maharashtra State Government also offers Vocational Diplomas in various trades. It should be noted that all the state governments in India run vocational schools. For example, in Kerala, there are 389 vocational schools and there are 42 different courses that are ran among which are: Commerce and Business, Tourism, Agriculture, Automobile, Air conditioning, Live stock management, Laboratory Technician, Agriculture and so on.

### **Vocational Education in Japan**

The Japanese vocational schools are also known as *senmon gakkō* (専門学校). They are component of Japan's higher education system. They are two-year schools that many students study at after completion of high school (although it is not always required that students graduate from the high school). Some have a wide range of majors, others only a few majors and some examples are Computer Technology, Fashion and English.

### **Vocational Education in South Korea**

In South Korea, there are five fields that programmes are offered and these are: agriculture, technology/engineering, commerce/business, maritime/fishery, and home economics. In principle, all students in the first year of high school (otherwise known as 10th grade) follow a common national curriculum. In the second and third years (11th and 12th grades) students offered courses relevant to their specialisation. In some programmes, students may participate in workplace training through co-operation between schools and the local employers (work-integrated learning). Currently, the South Korean government now pilots Vocational Schools in which workplace training is an important part of the programme and approximately half of all vocational high schools are private. Private and public schools operate according to similar rules because for example, they charge the same fees for high school education, with an exemption for poorer families.

It needs be reiterated that the number of students in vocational high schools has decreased, from about half of students in 1995 down to about one-quarter in 2006. In order to make vocational high schools more attractive, by April 2007, the Korean government changed the name of vocational high schools into professional high schools. With the change of the name, the government also facilitated the entry of vocational high school graduates to colleges and universities, and this motivated the beneficiaries to still embrace technical /vocational education.

By 2007, most vocational high school students proceeded into tertiary education and 43% transferred to junior colleges while 25% were admitted into the university. At tertiary level, vocational education and training is provided in junior colleges (two and three year programmes) and at polytechnic colleges. Education at junior colleges and in two-year programmes in polytechnic colleges leads to an award of the Industrial Associate Degree (IAD). Polytechnics also provide one-year programme for craftsmen and master craftsmen and short

programmes for employed workers. The requirements for admission to these institutions are in principle the same as those in the rest of tertiary sector (on the basis of the College Scholastic Aptitude Test) but candidates with vocational qualifications are given priority in the admission process. Junior colleges have expanded rapidly in response to demand and in 2006 enrolled around 27% of all tertiary students.

95% of junior college students are in private institutions. Fees charged by private colleges are approximately twice those of public institutions. Polytechnic colleges are state-run institutions under the responsibility of the Ministry of Labour and government funding keeps student fees much lower than those charged by other tertiary institutions. Around 5% of students are enrolled in polytechnic colleges.

### **Vocational Education in Mexico**

In Mexico, both federal and state governments are responsible for the administration of vocational education. Federal schools are funded by the federal budget, in addition to their own funding sources. The state governments are responsible for the management of decentralised institutions, such as the State Centres for Scientific and Technological Studies (CECyTE) and Institutes of Training for Work (ICAT). These institutions are funded 50% from the federal budget and 50% from the state budget. The state governments also manage and fund "decentralised institutions of the federation", such as CONALEP schools.

Compulsory education (including primary and lower secondary education) is completed at the age of 15 and about half of those aged 15-to-19 are enrolled into full-time or part-time in education. All programmes at upper secondary level require the payment of a tuition fee.

The upper secondary vocational education system in Mexico includes more than a dozen subsystems (administrative units within the Upper Secondary Education Under-secretariat of the Ministry of Public Education, responsible for vocational programmes) which differ from each other to varying degrees in content, administration, and target group. The large number of school types and corresponding administrative units within the Ministry of Public Education makes the institutional landscape of vocational education and training complex by international standards.

Vocational education and training provided under the Upper Secondary Education Under secretariat includes three main types of programme:

(a) "Training for work" (formación para el trabajo) courses at ISCED 2 level are short training programmes, that lasts between 3 to 6 months. The curriculum run here includes 50% of theory and 50% of practice. After completing the programme, students may go into the labour market. This programme however does not provide direct access to tertiary education. Those who complete lower secondary education may choose between two broad options of vocational upper secondary education at ISCED 3 level. Both programmes normally take three years to complete and offer a vocational degree as well as the baccalaureate, which is required for entry into tertiary education.

(b) The title "technical professional – baccalaureate" (profesional técnico — bachiller) is offered by various subsystems though one subsystem (CONALEP) and it includes two thirds of the students. The programme runs curriculum that involves 35% of general subjects and 65% of vocational subjects. Students are required to complete 360 hours of practical training.

(c) The programme awarding the "technological baccalaureate" (bachillerato tecnológico) with the title "professional technician" (técnico profesional) is offered by various subsystems. It includes curriculum comprised of more of general education and less of vocational education. In that wise, it has 60% of general subjects and 40% of vocational subjects.

### **Vocational Education in Nigeria**

Before the advent of formal education, technical and vocational education thrived in the areas of fishing, leatherwork, weaving, carving and so on. In fact, the apprenticeship was used to enable children understudy some occupations, so Abiri (2003) concluded that traditional education among the various ethnic groups in Nigeria was training along technical and vocational lines. The introduction of western education did not give enough attention to the originally ran technical and vocational education, rather embraced of the skills of reading, writing and arithmetic which were the skills needed by the colonial masters. Owolabi (2003) informed that an education ordinance enacted in 1882 totally neglected technical and vocational education and this affected the supply of needed technical manpower for the country.

The Nigerian government in her bid to encourage technical education established Technical colleges that offered practical education for the acquisition of skills as well as basic scientific knowledge. Pre-vocational are at the post-primary, while vocational schools are at the Technical colleges and the Technical Teacher Colleges at the post-secondary are some technical institutions. In Nigeria, the provision exists for students that are interested in technical education to either leave for the technical school after the primary school education, after the Junior Secondary School (JSS) level or after the Senior Secondary School (SSS) level of secondary education. Though, it is the responsibility of the government to take care of provision of technical education,

while every state is required to have at least one institution running advanced crafts courses with an emphasis on the training of technical teachers. Every local government too in the country is expected to have a functional technical school. But in reality, not all local governments have technical schools in Nigeria (<http://nigeria.thebeehive.org/content/931/2152>). Dike (n.d.) noted that while technical and vocational education has continued to thrive in many societies, Nigeria has neglected this aspect of education. Consequently, the society lacks skilled technicians: bricklayers, carpenters, painters and auto mechanics; laboratory and pharmacy technicians, electrical/electronic technicians and skilled vocational nurses, etc) and in fact, every facet of the economy has been affected by lack of skilled technicians.

### **Comparism of Technical and Vocational Education World Wide**

The paper is in two parts. This is the first part which compares technical/vocational education in: Germany, Australia, Finland, Hong Kong, Hungary, India, Japan, South Korea, Mexico, and Nigeria. The technical/vocational education of these countries was compared with that of Nigeria so that some lessons can be drawn out for Nigeria to learn from these countries. The comparism /analytical processes were done with these: (i) Set-Up of Technical /Vocational Schooling (ii) Curriculum(iii) Mode of School Training and Conduct of Final Examination (iv) National Recognition of Vocational Schooling Award (v) School Financing (vi) Motivating Factor as guide and are discussed below:

#### **(i)Set-Up of Technical /Vocational Schooling**

The Germany's vocational education is "dual" in nature because students (i) learn in the class and (ii) also by doing. So, students attend vocational schools for one to two days per week and they perform working apprenticeship in various chosen fields. In Australia, vocational/technical education is mostly post secondary and the senior schools offer school-based apprenticeship in traditional trades and traineeships in service-oriented occupations for students. In Finland however, vocational/technical education belongs to the secondary education, where students have options of either attend a high school or vocational school which are both of 3years duration and whose certificate can be used for admission into either the university or polytechnic. It is the responsibility of the metropolis/city to maintain the vocational schools in Finland. In Hong Kong, the vocational education is for the post secondary 3, 5, and 7 students. Whereas in Hungary, vocational/technical education is one of the tracks of the 2 types of upper secondary school, which provides 4 years of general education, though, the vocational /technical education received little attention before the communist educational reform (<http://countrystudies.us/hungary/64.htm>). By 1989, Hungary has made significant efforts to reorganize its vocational education and training system so as to face the challenges of the market economy (Viktória Kis, Maria Luisa Ferreira, Simon Field and Thomas Zwick, 2008). In India, vocational /technical education is provided on both full time and part time basis. The full time programme is offered through the Industrial Training Institute, while the part time programme is offered through the State Technical Education Boards or the universities. Further, all State government run vocational schools. In Japan, technical/vocational education is component of Japan's higher education system and lasts for 2 years, while many students study after their completion of high school.

In South Korea, the government pilots the vocational schools whose more than half are mostly privately owned. Also, both the private and public schools operate according to similar rules. The government of South Korea due to reduced enrolment in technical/vocational schools changed the name from Vocational High School (VHS) to Profession High School (PHS), and this motivated students to embrace technical/vocational education at the tertiary level. Vocational education is provided at Junior colleges which last for 2 years and in the Polytechnics for 1 year. In Mexico, the responsibility of administration of technical/vocational education rests on both the Federal and State government.

From above, it could be seen that various governments have shown interest in existence of technical/vocational schools, but Nigerian government have expressed *laissez faire* attitude in the provision of technical/vocational education. This is because there is the provision for students that are "interested" clause in technical/vocational education in Nigeria. Further, the government is said to have responsibility for providing technical/vocational education, while each State "should" have at least one institution that runs advanced crafts courses with emphasis on the training of technical/vocational teachers. Additionally, in Nigeria, "all local governments" is expected to have functional technical school, but in reality, it is not so, because there are many local governments without a technical/vocational schools, not to even mention a "functional technical/vocational school". This shows Nigerian government's *laissez faire* attitude towards the provision of technical/vocational education for her citizens, and the nation is also paying for this poor attitude expressed towards the technical/vocational education.

#### **(ii)Curriculum**

In Germany, the students study both the theory and practice of various occupations and so a combination of theoretical and practical application in workplace made vocational training successful model in German education system. In Australia, the theoretical content is defined by industry and not by the government or

training providers. In Finland however, curriculum is principally vocational while the academic part is adapted to the needs of a given course. Further, in Hong Kong, Institute of Vocational Education provides training in different fields which include: Applied Science; Business Administration; Child Education and Community Services; Construction; Design; Printing, Textiles and Clothing; Hotel, Service and Tourism Studies; Information Technology; Electrical and Electronic Engineering; and Mechanical, Manufacturing and Industrial Engineering. Hungary runs a curriculum that combines general education, pre-vocational education and career orientation. Where as in India, the technical/vocational education curriculum include: commerce and business, agriculture. But in Japan, her curriculum coverage includes: Computer Technology, Fashion and English. Further, in South Korea, her curriculum covers agriculture, technology/engineering, commerce/business, maritime/fishery and home-economics. In fact, the South Korean curriculum is related to the Indian curriculum.

In Mexico, the technical/vocational education is provided at the upper secondary education and its curriculum includes (i) training for work which enables the beneficiaries to be employed in the labour market and its curriculum consists of 50% theory and 50% of practical (ii) Technical Professional Baccalaureate that have 35% of general subjects and 65% of vocational subjects. Students at this stage must complete 360 hours of practical training (iii) Technological Baccalaureate whose curriculum is composed of more of (60%) general education and less of (40%) of vocational education. But in Nigeria, the government established technical colleges that offered practical education for acquisition of skills and basic scientific knowledge.

#### **(iii) Mode of School Training and Conduct of Final Examination**

In Germany, relevant competent body such as Chamber of Trades and Handicrafts, the Chamber of Industry and the Chamber of Commerce, the Bar Association and the Schools of Administration conducts final examination for vocational students and schools. Also in Australia, registered training organizations provide training, while there is a legal contract between the employer and the apprentice. In South Korea, and in some technical/vocational programmes, students participate in workplace training in which there is cooperation between the schools and the local employer.

#### **(iv) National Recognition of Vocational Schooling Award**

In Australia, there is national recognition for vocational training because the assessment and awards carried out by one registered training organization is countrywide recognised in the country by both the states and the territories. There is also blurred boundaries between vocational and university education in Australia. This is because technical education providers provide training in the area that universities are not providing their own training.

#### **(v) School Financing**

In Finland, technical/vocational schooling is provided free of charge, while students from low-income families receive State student grant. In South Korea, the fees that are charged by private colleges are twice that of the publicly owned institutions. In Mexico, the federal and state government administered vocational institutions. The federal government funds the institutions to the tune of 50% from the federal budget, while the states also finance the technical institutions from their budget to the tune of 50% from their own budget too. In Nigeria, the federal government provides funds for her own institutions, while the states are also responsible for the funding of their own institutions. Private school owners are also responsible for the funding of their respective technical/vocational schools/colleges.

#### **(vi) Motivating Factor**

In Germany, the students receive one-third salary of a trained skilled worker in the course of his/her training, while in Australia too, the apprentices and trainees receive a wage which increases as the student progress on the training. Nigeria does not have this sort of incentive for the beneficiaries of the technical/vocational institutions.

### **Lessons for Nigerian Technical and Vocational Education Sector**

Nigeria can make her technical/vocational education sector to be a dual type as done by Germany such that students learn in the classroom, and also they learn by doing. The trainees will attend vocational school one or two days per week and study the theory and practice of their preferred occupation. Trainees also do a working apprenticeship in their chosen field, and they should receive about one-third of the salary (or as determined appropriate by the government) of a trained skilled worker. Nigeria can collaborate with some registered organizations and there should be a legal contract between the employer and the apprentice and provide a combination of school-based and workplace training. There should be financial reward that should progress as the training progresses for the trainees, while there should also be a national recognition for the vocational training as it is in Australia. This is to ensure that the certificate awarded by any training organization should be recognised by other established organisations and states. In Finland, vocational schooling is free, while students from low-income families are qualified for a state student grant. Nigeria can adopt this method by determining and caring for students from low-income families. Nigeria needs to adopt a workplace training through which there will be co-operation between schools and the local employers (work-integrated learning) as it happens in

South Korea.

### Summary

In summary, this article is the first part of the two parts article on the topic “world wide comparism of technical and vocational education: lessons for Nigerian technical and vocational education sector(l)”. The paper compared the technical /vocational education of the various countries worldwide. Among the countries compared in this first part of the paper are: Germany, Australia, Finland, Hong Kong, Hungary, India, Japan, South Korea, Mexico, and Nigeria. The paper found that incentives were developed and trainees willfully attended the vocational colleges. But Nigeria lagged behind these countries, and the government makes little effort at encouraging youths to take to technical/Vocational schooling.

### Conclusion

In conclusion, Nigeria’s Technical/vocational education has not been properly addressed, compared to other countries of the world considered in this first part of the paper. This is because it is the government that is saddles with the responsibility of setting up technical/vocational institution which even is not embraced by many Nigerian parents. This is because most parents do not want their wards to attend vocational/technical colleges which they viewed as an aberration. Though, these days, there are some individuals that now establish vocational/technical colleges, but it is with the politically done to win the mandates of the masses they expect to vote for them during any election year. Hungary was found to have made significant efforts to reorganize its vocational education and training system so as to face the challenges of the market economy, but Nigeria has not made such an effort. The curriculum run by technical/vocational colleges in Nigeria is strictly determined by the government, whereas in some other countries like Australia, the theoretical content is defined by industry and not by the government or training providers. In Mexico, its curriculum includes training for work which enables the beneficiaries to be employed in the labour market and it consists of 50% theory and 50% of practical. In terms of national recognition, Nigeria has non, while Australia made provision for such. This is to the extent that there is also blurred boundaries between vocational and university education in Australia. Funding of technical/vocational colleges are done in Nigeria by respective school owners. Whereas in Mexico, there is joint funding of such schools by both the federal and state governments. Nigeria has no motivating factors put in place for the beneficiaries of the technical/vocational colleges, while some other countries had. Despite the fact that some countries have put in place proper channel(s) of ensuring that her citizens embrace technical /vocational education, Nigeria is still lagging behind.

### Recommendations

It is hereby recommended that Nigeria should re-visit her technical/vocational education policy so that, it can be re-drafted to incorporate attractive incentive/enticement/inducement/encouragement as it happens in German and Australian settings. This will be an **encouraging enterprise** to great number of Nigerian youths who are expected to embrace it and attend the technical/vocational colleges. Nigerian educational policy should be re-addressed so that technical/vocational education can be entrenched into the policy from the on-set of schooling. There should be a national conference strictly on the state of technical/vocational education in Nigeria. This will give room for proper scrutiny/pore over/analysis/dissect of the current state of this aspect of education, and meaningful solutions will be found. Nigeria should work at making sure that relevant organizations (manufacturing e.t.c.) are highly involved in the drafting of curriculum of the technical/vocational education in the country, while taking into consideration some peculiarities about Nigeria as a sovereign nation. This will ensure a fruitful re-worked on Nigeria’s technical/vocational curriculum to really work for Nigeria and not just copying what other nations are doing.

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