

## **Inclusive Technical Vocational Education and Training (Tvet) For Sustainable National Security**

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### **Abstract**

This article examined inclusive technical, vocational education and training (TVET) for sustainable national security. It identifies insecurity as a big problem in Nigeria caused by the government's inability to handle the problems of unemployment, poverty, and unequal wealth distribution. The violation of peace and security often results in violence and the loss of life and property. Diseases, violent crime, political assassinations, kidnapping, civil war, ethnic and religious disputes, terrorism, and environmental degradation all constitute insecurity in the nation. Inclusive TVET is a crucial tool to equip individuals with the necessary self-reliance skills to help reduce social vices and insecurity. Therefore, inclusive TVET aims to empower unemployed youths, school dropouts, physically challenged and marginalized groups, and rural dwellers and retirees with the necessary skills for self-reliance. By adopting and consistently practising the inclusive TVET approach; poverty, inequality, and insecurity can be reduced thereby engendering national security. Hence, it was recommended that inclusive TVET delivery options be accessible to every Nigerian, equipping them with the necessary skills for self-reliance, enhancing wealth creation, and reducing poverty, inequality, and insecurity.

**Keywords: Insecurity, Youth, Unemployment, Vocation, Entrepreneurship, Security.**

## **Introduction**

Nigeria is presently dealing with a wide range of issues, including insecurity, social and cultural issues, economic issues, and developmental issues. In Nigeria, one of the biggest problems is insecurity. This might be the outcome of the government's inability to handle the problems of unemployment, poverty, and unequal wealth distribution. Insecurity is the people's relative perception of the existence of dread related to economic, political, social, cultural, and psychological aspects (Adegbam, 2013). The author claims that economic insecurity is the most prevalent type of insecurity that causes people to become aware of other types of insecurity. He defined economic insecurity as the lack of employment, opportunity for life-improving experiences, access to clean drinking water, basic healthcare, education, and innovative policies that address the short-, medium--, and long-term requirements of various population segments. Ali (2013) defines insecurity as a condition of worry or anxiety brought on by a lack of security. Two approaches were taken to characterize insecurity by Achumba et al., (2013). The first definition of insecurity is the state of being vulnerable to danger or the potential of danger, with danger being the state of being prone to damage or injury. Secondly, insecurity is the condition of being open to danger or anxiety, where anxiety is a vaguely uncomfortable feeling that is felt in the hope of something bad happening.

In the context of this article, insecurity is a violation of peace and security that results in violence and the loss of life and property. Diseases, violent crime, political assassinations, kidnapping, civil war, ethnic and religious disputes, terrorism, and environmental degradation are all included. The current state of insecurity is concerning and unacceptable because it impedes socio-economic growth and leads to a variety of negative effects, including dehumanization, population displacement, mistrust, anxiety, and fear. It also discourages investment and drives people away from areas where insecurity is more prevalent (Obarisiagbon & Akintoye, 2019). However, raising the productive ability of young people without jobs, dropouts, people with physical disabilities, marginalized groups, those living in rural areas, and retirees continues to be a struggle in Nigeria. To reduce the detrimental socioeconomic effects of youth poverty and unemployment, as well as that of marginalized groups and the physically challenged, inclusive TVET must be used.

## **Concept of National Security**

The concept of national security is a complex and evolving concept that encompasses various aspects of a nation's well-being and survival. It has evolved from focusing on independence from political and military coercion to encompassing conditions of peace, stability, order, and

progress. National security is best described as a capacity to control domestic and foreign conditions necessary for a community's self-determination, prosperity, and well-being. It is an aggressive blend of political resilience, human resources, economic structure, technological competence, industrial base, natural resource availability, and military might. Over time, national security has expanded to include international economics, long-term national development goals, and reconciliation. Asad (2007) emphasizes that national security should consider socio-economic and cultural aspects, development and modernization problems, and national integration. It encompasses various issues, including food security, environmental degradation, health matters, psychological security, and arms security (Paleri & Prabhakaran, 2008).

### **Relationship between National Development and National Security**

The relationship between national development and security is complex, with the Nigerian nation-state's security largely influenced by its rulers and supporters (Egwu, 2000). Both are essential for maintaining national security, but the Nigerian state's security calculus has failed to incorporate essential aspects of social and national development. This leads to a decline in the economy, inadequate health services, lack of good water, transportation, fuel concerns, unemployment, and other issues (Nwakpa, 2000). Security is anchored on national development, while development can also be anchored on security, as violence such as ethnic crises, vandalism, armed robberies, and kidnapping hinder infrastructure development and foreign investment.

### **Technical vocational education and training (TVET) in Nigeria**

Technical vocational education and training (TVET) refers to a variety of learning opportunities that apply to the workplace. The main goal of all TVET curricula is acquiring relevant knowledge, practical skills, and attitudes for profitable employment in a particular trade or occupational field. TVET programs play a pivotal role in equipping individuals with the requisite skills and knowledge to thrive in the contemporary economy by bridging the divide between education and employment in Nigeria. This type of education's primary goal is to help individuals gain the knowledge, abilities, and practical skills required for employment in a given trade, occupation, or group of related occupations (Atchoarena & Delluc, 2002). TVET provides individuals with a wide range of competencies and knowledge, abilities, and attitudes that are today deemed necessary for meaningful engagement in both the workforce and society (Okwelle, 2013).

Therefore, we cannot overemphasize the importance of having a broad, current, and high-quality TVET program in Nigeria. This can lead to creating jobs, improving personal and

income levels, lowering poverty, boosting productivity, and enhancing national security. Thereby accelerate the creation of wealth, reduce poverty, and transform the country through technological advancements, all of which can lessen insecurity in the country.

### **Inclusive Technical vocational education and training (TVET)**

Inclusive TVET involves taking into cognizance the unemployed, dropouts, physically challenged, marginalized groups, rural dwellers, and retirees, and equipping them with the necessary skills needed for wealth creation. The focus is centred on the provision of requisite skills to all interested persons without discrimination. Empirical facts have shown that the provision of skills through TVET brings additional benefits to people and thus enhances their employability status. For instance, Edokpolor and Owenvbiugie (2017) conducted research and found that TVET can equip people with skills for job creation and sustainable development of the economy. According to Oladejo (2019) TVET has great prospects for tackling poverty, enhancing employability through skill acquisition, and boosting sustainable development.

The role of inclusive TVET in equipping individuals with requisite skills that could enable them to effectively participate in social, economic, and technology innovation processes cannot be neglected. Inclusive Technical, Vocational Education and Training (TVET) has been observed as one of the ways to achieve participation and inclusion of most Nigerians in legal and meaningful profit-oriented activities to earn their living, eradicate poverty, reduce social vices, and combat insecurity. Igniting avenues for creating jobs, and generating and sustaining wealth in the nation through inclusive TVET could lead many people out of poverty and thereby reduce social vices and insecurity in Nigeria. It, therefore, becomes imperative to discuss feasible options for implementing inclusive TVET to reduce or eliminate insecurity in Nigeria.

### **Implementing inclusive TVET for Sustainable National Security**

To minimize the state of insecurity in the nation, inclusive TVET could be given to the under-listed through the suggested ways:

#### **a. Unemployed youths**

TVET is expected to encourage Nigerian youths to take entrepreneurial positions and reduce poverty and insecurity. Unemployment and poverty among Nigerian youths are major causes of insecurity, leading to increased crime and hindering Nigeria's growth and development (Adagba et al., 2012). To enhance the productive capabilities of these youths, TVET should be utilized. Many unemployed youths experience trauma, anger, frustration, low self-esteem, negative life satisfaction, unhappiness, and mental disorders, including depression and acute

stress (Adebayo, 2013; Obarisiagbon and Omagie, 2018). The Nigerian government should enable youths to acquire skills through TVET and translate these into job-creating ventures. Youth unemployment is a major cause of violent acts threatening national security in Nigeria, leading to revenue loss, hindered development, and breeding insecurity (Eme and Onyishi, 2011; Ewetan & Urhie, 2014; and Ozoigbo, 2019). To address these issues, the Nigerian government should establish more TVET centers, make TVET programs accessible to all interested youths, and provide adequate financing for regular review, upgrade, and monitoring of curricula, materials, and equipment (Obidile, 2018). Funding could come from government, international donors, NGOs, churches, parents, and alumni.

**b. School Dropouts and Attrition in Colleges and Universities**

TVET programs should be utilized as a motivating force for school dropouts, enhancing their capacities and reducing juvenile delinquency and crime in Nigeria. By incorporating TVET options into the basic education curriculum and effectively practising them, dropouts can gain self-reliance and align their low basic school level with necessary skills for the world of work.

TVET should be mandatory and cost-free for school dropouts, considering their characteristics and chosen trade to prevent low-quality outcomes.

It is crucial to plan relevant skills, development systems, and strategies for each learner, considering their value to employers and their positive impact on their future working environment (Anuncibay, 2007).

**c. The physically challenged/oppressed**

The physically challenged should have access to TVET programs to acquire the necessary skills for self-reliance and contribute to the nation's economic development. Hirvonen (2010) and Boeltzig et al., (2009) argue that denying them employment rights is a significant challenge.

In-class physical facilities should be considered to enable disabled individuals to access TVET centres, move around when needed, and use training equipment and accommodation facilities. Malle et al (2015) also emphasize the importance of these facilities to enable the physically challenged to fully participate in TVET programs and contribute to the nation's economic growth.

**d. Marginalized groups**

TVET options should be accessible to all individuals, regardless of gender, level, or location, to equip them with skills for employment through business ventures or gainful employment.

Equal opportunities should be provided to marginalized groups, those disadvantaged by distance or location, and those in poor working conditions. Both male and female TVET options should be provided, with facilities for skill impartation and trade establishment for all marginalized individuals.

**e. Rural dwellers**

TVET programs should be adapted to cater to rural residents to prevent excessive migration to cities for work. According to Tiarniyu and Babalola (2013), persistent rural poverty is a significant challenge to Nigeria's socioeconomic growth.

Providing necessary labor market skills and TVET initiatives can enhance the quality of life for rural residents and facilitate a smooth transition to employment.

The programs should be structured to enhance non-formal activities and increase employment prospects, aligning with the unique characteristics of each location.

**f. Retirees**

TVET programs should be offered to retirees to enhance their skills and contribute to economic growth. These programs should offer various options to help them enter or advance in their chosen skill-related occupation. Combining work experience with skill training can be a motivational activity, engaging retirees and enhancing the nation's economic activities. Access to TVET programs should be minimally cost-effective. Effective implementation of TVET policies can prevent unemployment, poverty, and insecurity (Adebayo, 2013). Nigerian policymakers should revisit TVET Policies to include incentives, employment insertion programs, easy entry criteria, startup capital, adequate instructor training, continuous evaluation, regular upgrades, and easy transition from work placements.

**Conclusion**

National security encompasses environmental, economic, military, and political aspects, crucial for a state's survival, growth, and development. In Nigeria, unemployed and unskilled youths pose a threat to national security. To establish sustainable national security, creating employment opportunities for youths is essential. Nigeria's economic development since 1960 has primarily focused on agriculture, accounting for 71.7% of total employment at independence. Addressing these issues can ensure citizens' safety and well-being. Creating jobs for youths is crucial for political, economic, and social aspects, providing alternatives to violence, income for poor families, and stimulating growth.



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