

Rethinking Vocational and Technical Education Strategy through Community – Based Approach for Actualization of the Millennium Development Goal of Poverty Eradication in Nigeria

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Abstract

In developing countries like Nigeria, every citizen has the right to learn in order to contribute effectively towards the growth of the society. In meeting the demand of the United Nations' millennium declaration, Nigeria has embarked on many programmes to ascertain the task of reducing poverty in the country but yet poverty among the populace is still constraining the socio-economic development of the country. This paper examines the various governmental efforts to reduce poverty as well as draws attention to the possible ways of rethinking vocational and technical education strategy through Community – Based Approach (CBA) for actualization of the Millennium Development Goal of poverty eradication in the country. It recommends among others that more emphasis should be given to Community- Based Vocational and Technical Education (CBVTE) as a strategy for poverty eradication and as well, adequate motivation should be provided regularly in terms of credit loans and free incentives to graduate trainees of CBVTE programmes. This would encourage massive participation among trainees in the programmes and skills utilization after receiving training by the trainees and in turn, enable them to contribute their own quota towards the attainment of poverty eradication goal of MDG in the country.

Introduction

Nigeria is blessed with abundant human and natural resources, which are enough to develop the country and make its populace to live in a comfortable life. In spite of this, majority of the people more especially the adult group who are the pillars of development, are living in abject poverty having neither adequate clothing nor good shelter (Sanda and Abba, 2015). They are denied good medical care, education, sanitation, employment, e.t.c. Mbaka (2013) noted that the rate of poverty in Nigeria remain high particularly in rural areas. National Bureau of Statistics (NBS, 2013) reported that 70 million adults Nigerians are poor. Out of which, Lagos State had the lowest poverty rate of 22.9 % while Jigawa had the highest at 77.5 %. In addition to this, the NBS estimated Nigeria's adult population at 87.9 million. It further divided

this total between four million adults earning above ₦70,000 (\$ 440) monthly, 38 million adults earning between ₦18,000 and ₦70,000 and the remaining balance 45.9 million adults (52 %) earning below the national minimum wage of ₦18,000. Today, adults' unemployment appears to be increasing due to lack of "employability" and skills to be acquired from vocational centres. In line with this, Wikipedia (2013) reported that adults' unemployment moved from 4.3 % in 1985 to 5.3 % in 1986 to 7.0 % in 1987 and jumped to 60 % in 1997. Abba and Mbagwu (2014) noted that Vocational and Technical Education (VTE) programme has been an integral part of national development strategies in many communities because of the impact on human and economic growth.

In view of this, Wikipedia (2013) posited that in the United States of America (USA), VTE programme delivery varies from state to state. The majority of post-secondary technical and vocational training are provided by proprietary (Privately Owned) career schools. Other programmes are offered through military technical training and government operated adult education centres but reverse is the case in Nigeria. Dike (2013) believed that despite its proven contribution, Nigeria does not seem to give effective planning in vocational and technical education the attention it deserves; and that appears one of the reasons for the rising unemployment and poverty especially among the majority adults Nigerians. This paper therefore, argues that effective planning in vocational and technical education is the missing link in Nigeria's poverty reduction efforts especially among the adults group.

With the above delineation, further evidence in Nigeria continues to reveal that the rate of poverty among adults has relatively been on the increase. For example, Khalid (2011) revealed that the number of those in poverty has increased from 27% in 1980 to 46% in 1985, declined slightly to 42% in 1992, and shot up to 67% in 1996 while in 1999 the estimates has reached to more than 70% of poverty rate. It was against this increased in poverty, the then Government declared in November 1999 that ₦10 billion out of the ₦470 billion budgeted for the year 2000 was meant to eradicate poverty among adults Nigerians. In the 2001 Budget, the Government has increased the allocation on Poverty Alleviation Programme (PAP) to 15%. This idea of poverty alleviation was received with high hopes especially given the speed with which the administration tackled the fuel problem the moment it came into power. During the period, poverty alleviation was seen as a means by which the Government could rectify battered economy and rebuild confidence in the minds of the majority Nigerians who experienced a lot of deprivations through past military regimes (Ogumikem, 2013).

It has been noted that vocational and technical education is designed to offer training to improve individual's general proficiency, especially in relation to their present or future occupation. The provision of vocational and technical school has a long history. Daso (2012) reported that before the industrial revolution (between 1750 & 1830) the home and the "apprenticeship system were the principal sources of vocational education. Societies were however forced by the decline of handwork and specialization of occupational functions to develop institutions of vocational education. However, a vocational and technical education has continued to thrive in many societies. Unfortunately, Nigeria is not taking the issue of VTE seriously. Although VTE seem deficient in citizenship and leadership training, they could provide student the skills to become productive entrepreneurs and engender creative and innovative ideas that would enlarge the nation's economic pie, and increase personal freedom. Abba and Mbagwu (2014) believe that educational institutions in Nigeria may support community-based vocational and technical education programme through outreach work within communities. The community schools movement has been a strong proponent of this since the nineteen sixties. Some Universities and Colleges have run outreach adult education programmes within local communities for decades. Since the nineteen seventies the prefix word "community" has also been adopted by several other occupations from youth workers and health workers to planners and architects, who work with more disadvantaged groups and communities and have been influenced by community education and community development approaches but today in Nigeria, in adequate attention is given to vocational and technical education programmes in the education sector.

However, National Bureau of Statistics (NBS, 2013) reported that Millennium Development Goals (MDGs) are 8 international goals that were officially established following the millennium summit of the United Nations in 2000, as well as the adoption of the UN Millennium Declaration. The MDGs caught the world's imagination from the very day they were agreed by a record of 189 countries, including 147 Heads of State, and 23 international organizations at the UN General Assembly in September, 2000, agreed to achieve those targets. Nigeria was an enthusiastic signatory to the MDGs and has claimed to pursue them vigorously since then, though with varying degrees of success. While MDGs are for all mankind, they are primarily about children, because children are the most vulnerable when essentials like food, water, and healthcare are scarce (Sanda and Abba, 2015). Children are always the victims, six of the eight goals relates directly to children.

Millennium Development Goals (MDGs)	
Goals and Targets (from the Millennium Declaration)	Indicators for monitoring progress
Goal 1: Eradication of Extreme poverty and Hunger	
Target 1: Halve, between 1990 and 2015, the proportion of people whose income is less than one dollar a day	1. Proportion of Population below \$1 (PPP) Per day 2. Poverty gap ratio [incidence x depth of poverty] 3. Share of protest quintile in national consumption
Target 2: Halve, between 1990 and 2015, the proportion of people who suffer from hunger	4. Prevalence of underweight children under-five years of age 5. Proportion of population below minimum level of dietary energy consumption
Goal 2: Achieve Universal Primary Education	
Target 3: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary Schooling	6. Net enrolment ratio in primary education 7. Proportion of pupils starting grade 1 who reach grade 5 8. Literacy rate of 15-24 year-olds
Goal 3: Promote Gender equality and Empower women	
Target 4: Eliminate gender disparity in primary and secondary education preferably by 2015 and to all levels of education no later than 2015	9. Ratios of girls to boys in primary, secondary and tertiary education 10. Ratio of literate females of 15-24 year-olds 11. Share of women in wage employment in the non-agricultural sector 12. Proportion of seats held by women in national parliament
Goals 4: Reduce Child Mortality	
Target 5: Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate	13. Under-five mortality rate 14. Infant mortality rate 15. Proportion of 1 year-old children immunized against measles
Goals 5: Improve Maternal Health	
Target 6: Reduce by three-quarters, between 1990 and 2015, the under-five mortality ratio	16. Maternal mortality ratio 17. Proportion of births attended by skilled health Personnel

Goals 6: Combat HIV/AIDS, Malaria and other Diseases	
Target 7: Have halted by 2015 and begun to reverse the spread of HIV/AIDS	18. HIV prevalence among 15-24 year old pregnant women 19. Condom use rate of the contraceptive prevalence rate 20. Number of children orphaned by HIV/AIDS
Target 8: Halted by 2015 and begun to reverse the incidence of malaria and other major diseases	21. Prevalence and death rates associated with malaria 22. Proportion of population in malaria risk areas using effective malaria prevention and treatment measures 23. Prevalence and death rates associated with tuberculosis 24. Proportion of tuberculosis cases detected and cured under directly observed treatment short course (DOTS)
Goals 7: Ensure Environmental Sustainability	
Target 9: Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources	25. Proportion of land area covered by forest 26. Ratio of area protected to maintain biological diversity to surface area 27. Energy use (kg oil equivalent) per \$1 GDP (PPP) 28. Carbon dioxide emissions (per capita) and consumption of ozone-depleting CFCs (ODP tons) 29. Proportion of population using solid fuels
Target 10: Halve, by 2015, the proportion of people without sustainable access to safe drinking water	30. Proportion of population with sustainable access to an improved water source, urban and rural
Target 11: By 2020, to have achieved a significant improvement in the lives of at least 100 million slum dwellers	31. Proportion of urban population with access to improved Sanitation 32. Proportion of households with access to secure tenure (owned or rented)
Goals 8: Develop Global Partnership for Development	
Target 12: Develop further an open, rule-based, predictable,	Some of the indicators listed below are monitored separately for the least developed

<p>non-discriminatory trading and financial system</p> <p>Includes a commitment to good governance, development, and poverty reduction –both national and internationally</p> <p>Target 13: Address the special needs of the least developed countries</p> <p>Includes: tariff and quota free access for least developed countries’ exports; enhanced programme of debt relief for HIPC and cancellation of official bilateral debt; and more generous ODA for countries committed to poverty reduction</p> <p>Target 14: Address the special needs of landlocked countries and small island developing States (through the programme of Action for the Sustainable Development of Small island Developing States and the outcome of the twenty-second special session of the General Assembly)</p> <p>Target 15: Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term</p>	<p>countries (LDCs), Africa, landlocked countries and small island developing States.</p> <p><u>Official development assistance</u></p> <p>33. Net ODA total and to LDCs, as percentage of OECD/DAC donors’ gross national income</p> <p>34. Proportion of total bilateral, sector-allocable ODA of OECD/DAC donors to basic social services (basic education, primary health care, nutrition, safe water and sanitation)</p> <p>35. Proportion of bilateral ODA of OECD/DAC donors that is united</p> <p>36. ODA received in landlocked countries as proportion of their GNIs</p> <p>37. ODA received in small island developing States as proportion of their GNIs</p> <p><u>Market access</u></p> <p>38. Proportion of total developed country imports (by value and excluding arms) from developing countries and LDCs, admitted free of duties</p> <p>39. Average tariffs imposed by developed countries on agricultural products and textiles and clothing from developing countries</p> <p>40. Agricultural support estimate for OECD countries as percentage of their GDP</p> <p>41. Proportion of ODA provided to help build trade capacity</p> <p><u>Debt sustainability</u></p> <p>Total number of countries that have reached their HIPC decision points and number that have reached their HIPC completion points (cumulative)</p> <p>43. Debt relief committed under HIPC initiative, US\$</p>
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	44. Debt service as a percentage of exports of goods and services
Target 16: In co-operation with developing countries, develop and implement strategies for decent and productive work for youth	45. Unemployment rate of 15-24 year-olds, each sex and total ^f
Target 17: In co-operation with pharmaceutical companies, provide access to affordable. Essential drugs in developing countries	46. Proportion of population with access to affordable essential drugs on a sustainable basis
Target 18: In co-operation with the private sector, make available the benefits of new technologies, especially information and communication	47. Telephone lines and cellular subscribers per 100 population 48. Personal computers in use per 100 population and internet users per 100 population

Source: Mbaka (2013), Millennium Development Goals: A Performance review for Nigeria.

The above table indicates that there are 8 goals with 21 targets and a series of measurable health indicators and economic indicators for each target. The MDGs and targets are inter-related and should be seen as a whole. They represent a partnership between the developed countries and the developing countries determined as the declaration states, “to create an environment –at the national and global levels alike- which is conducive to development and the elimination of poverty”. The major aims of these goals are to encourage development by improving social and economic conditions in the world’s poorest countries. The millennium declaration produced by the United Nations, which asserts that every individual has the right to dignity, freedom, equality, a basic standard of living that includes freedom from hunger and violence, and encourages tolerance and solidarity. The goals were made to operationalize these ideas by setting targets and indicators for poverty reduction in order to achieve the right set forth in the declaration on a set fifteen- years timeline. The performance appraisal of Nigeria’s fourteen years journey to achieving the set Millennium Development Goals is mixed. Progress towards five MDGs among others has been below average while progress towards the three other goals has been less satisfactory.

In the light of the above experiences inconspicuous changing global economy and the millennium declaration produced by the United Nations, it becomes imperative on Nigeria to now pull a significant production of her resources to meet the challenges of determining poverty reduction with a view to revamp to material well-being of the majority citizenry using Community-Based Vocational and Technical Education programme for actualization of the poverty eradication goal of the MDGs in the country.

Conceptual Framework

Community

Community refers to the focus of the interest at questions. In fact, community of interest is a useful characterization of the terms, Greg (1998) noted that community implies more than merely a physical place, although it can, and often does include a geographic element. It may however, reference a discrete collection of persons about which a common interest is shared, yet they may be collected from far different places, not necessarily even corresponding about their shared interest. The community of interest need not be made up of similar perspectives. Indeed, it is often made up of diverse perspectives surrounding a common issue.

Community-Based Vocational and Technical Education (CBVTE)

Community Based Vocational and Technical Education (CBVTE) to this paper implies all those occupations and approaches that are concerned with running Vocational and Technical Education and other related development programmes within local communities rather than within education institutions such as Schools, Colleges and Universities via a range of formal and informal methods. According to Vuyiswa (2000) community - based education refers to an organization's programme to promote learning and social development work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programmes and activities are developed in dialogue with communities and participants. The purpose of community-based education is to develop the capacity of individuals and groups of all ages through their actions, the capacity of communities to improve their quality of life.

Principles of Community – Based Vocational and Technical Education

There are so many guiding principles of Community –Based Vocational and Technical Education (CBVTE):

- i. Relates directly to local topics, problems of issues.
- ii. Provides practical actions which relate to individuals or group identified needs.
- iii. Results in poverty alleviation actions which stem from the community rather than from requirements directed at the community.

McConnell (2002) introduced the following set of principles of which CBVTE related activities should be based on:

- i. Empowerment- increasing the ability of individuals and groups to influence economic development issues that affect them and their communities;
- ii. Participation – Supporting people to take part in decision making;
- iii. Inclusion, equality of opportunity and anti- discrimination – recognizing that some people may need additional support to overcome the barriers they face;
- iv. Self-determination- supporting the freedom and right of people in a community to make their own choices; and
- v. Partnership – recognizing that many agencies of both governmental and non-governmental can contribute to CBVTE to ensure resources are used effectively.

Vocational and Technical Education

The term “vocational education” can be seen as a form of education whose primary purpose is to prepare person for employment in recognised occupations. Okorie (2001) viewed vocational education as a precursor of skills, knowledge and attitude necessary for effective employment in specific occupations. Oranu (1992) viewed vocational education as a programme designed by educational institutions to include into their curriculum those practical subjects which are likely to generate among the students some basic knowledge, skills and dispositions that might prepare them to think of becoming skilled workers or to other manual occupations. However, vocational education equips an individual with physical, manual or technical work skills. It adopts training, which in most cases, constitutes an out- of-class activity and mostly carried out in work places as its main medium of imparting skills into an individual. While technical education can therefore be seen as the formal training of

persons to become technicians in different occupations. Thus any education that is geared towards teaching technical skills and attitudes suitable to such skills can be regarded as technical education.

In his own view, Daso (2012) posited that technical education is the training of technically oriented personnel who are to be the initiators, facilitators and implementers of technological development of a nation. He opines that this training of its citizenry on the need to be technologically literate, would lead to self-reliance and sustainability. He stressed that technical education more than any other profession has direct impact on national welfare. In the word of Umoru and Okeke (2015), technical education is further understood to be:

- a. An integral part of general education;
- b. A means for preparing for occupational fields and for effective participation in the world of work;
- c. An aspect of lifelong learning and a preparation for a responsive citizenship;
- d. An instrument for promoting environmentally sound sustainable development;
- e. A method of facilitating poverty alleviation.

In the word of Okorieocha and Duru (2013), technical education should not be seen only as that education acquired from traditional technical colleges. Similar education and training is obtainable from departmental schools, workshops, planned on-the –job training, seminars, industrial attachments and various part-time and sandwich technical courses. In the same vein, Okorie, (2001) stated that some of the features of technical and vocational education include:

- i. Providing skills, knowledge and attitudes to prepare individuals for employment in occupations or career for national development,
- ii. Helping people to develop occupational competencies for industrial work.
- iii. Aiding or making individuals to uphold the dignity of labour and right attitudes to real work situations. .

Poverty

A glance at the relevant literature rapidly shows that there is no general consensus on any meaningful definition of poverty; Omada and Boh (2006) noted that poverty is said to be multifarious and defining it may make one to negate some salient features of poverty, as it is better experienced and described. It is multifaceted and

characterized by lack of purchasing power, exposure to risk, insufficient access to social and economic services and limited opportunities for income generations.

Mbagwu and Ekwelum (2006, : 100) viewed poverty as “no having enough to eat, a high rate of infant mortality, a low life expectancy, low educational opportunities, poor drinking water, inadequate health care, unsafe housing and lack of active participation in decision making policies”. However, taking into consideration the above mentioned criteria, a poor individual is one who fails to measure in the standard values in one or more of the variables named. While Double-Gist (2013) viewed poverty as a situation in an economy where there is inadequate level of income and consumption resulting in insufficient basic necessities of life such as healthcare, housing, adequate nutrition, adequate clothing etc.

Therefore, the concept of poverty can be seen as in nature. However, the working definition of this paper is in terms of low income, low access to good education, medical care, sanitation, in ability to provide basic needs of life such as food, shelter and other social amenities. Therefore, poverty could be “absolute” or relative”. Not infrequently, distinction is made between “absolute” and “relative poverty.” Any discussion about poverty eradication needs to begin with agreement on the definitions of discourse, being used. This is very crucial to establishing criteria of success or failure of any poverty-eradication strategy. Yet, definitions of poverty vary widely and are often used inter-changeable.

Poverty Eradication

The term “Poverty” is a social problem hindering economic growth of most under developed and developing nations which one cannot completely overcome overnight but can reduce it gradually up to the level of eradication. Oreh and Nwakaireh (2008) opines that poverty can manifest itself in low income, lack of access to quality services such as education, health care, information, credit, water supply and sanitation: lack of political power, participation, dignity and respect, and high dependency among others. However, Abba (2012) viewed poverty as a situation which may be peculiar to certain people. There is also material poverty which one has no single access to the ownership of physical assets. The removal of these factors which contribute to poverty among people is poverty eradication.

Table 1: Anti – Poverty Programmes by the Government of Nigeria

S/No	Programme	Initiator	Year Established
1.	a. National Accelerated Food Production	General Yakubu, Gawon	
	b. Nigerian Agricultural Cooperative Bank		1972
2.	Operation Feed the Nation	General, Olusegun Obsanjo	1976
3.	Green Revolution Programme	Alhaji Shehu Usman Aliyu Shagari	1979
4.	Family Support Programme	Mrs. Maryam, Sani Abacha	1994
5.	National Poverty Eradication Programme	President Olusegun Obsanjo	2001
6	Subsidy Re-Investment Programme	President Goodluck, Ebele Jonathan	2012

Source: Abba & Mbagwu. (2014).

From the above table, we can see that past Nigerian governments have made a lot of frantic efforts to alleviate poverty in Nigeria. How effective these efforts have been, and the sincerity in implementing them, remain a recurring question. Agbo (2013) reported that like everything that is done in Nigeria, poverty alleviation programmes have been largely handled with so much noise that they have yielded little or no result.

The earliest efforts at poverty alleviation were made in 1972 by General Yakubu Gawon, the then Head of State when he established the National Accelerated Food Production Programme (NAFPP), and the Nigerian Agricultural Cooperative Bank (NACB) which was devoted to funding agriculture.

In 1976, Gen. Olusegun Obsanjo as the then military president of Nigeria, introduced the Operation Feed the Nation (OFN) programme which like the Gen. Gowon's programme, was designed to encourage food production and food security in an economy that had been increasingly dependent on crude oil. A major highlight of the

programme was the encouragement given to ill-prepared under graduates of our universities to go to the rural areas to teach peasant farmers modern farming techniques. Many saw and still see the OFN as an operation meant to fool Nigerians rather than to feed them because it never yielded the anticipated food security.

On assumption of office as civilian president in 1979, Alhaji Shehu Usman Aliyu Shagari established the Green Revolution Programme (GRP). The aim of this programme, like the one before it, was primarily to provide more food for the teeming Nigerian population. The hallmark of the programme was to curtail food importation and boost crop and fibre production. As the notable writer and social critic “Chinua Achebe” summed up the Green Revolution Programme “it gave us more food for thought than food for the stomach”.

However, Khalid (2011) reported that the Shagari regime shared almost the same poverty reduction with the preceding military regime. Rather than empower the poor by providing them with the facilities they needed to boost agricultural production, the programme made the rich richer, and the poor, poorer. Agbo (2013) noted that the Green Revolution Project of Shagari produced over night enlist ‘farmers’ who had no business with farming and in fact knew nothing about it.

Of all the military leaders who have ruled Nigeria. General Ibrahim Badamasi Babangida would arguably remain the only one who introduced the highest number of poverty reduction programmes. To this one may add People’s Bank (PB) established by the government. The bank was empowered to offer soft loans to prospective entrepreneurs without collaterals. Community Banks were encouraged to exist as adjuncts to the people’s Bank and the PB regulated their activities. Mayanchi (2013) stated that establishment of Directorate of Food, Roads and Rural Infrastructure (DFFRI) in 1986 is certainly another indirect measure taken by the IBB administration to attack poverty in Nigeria. DFFRI was mandated to open up rural areas and provision of basic amenities which would transform them into production centers for the national economy.

On assumption of office as civilian president in 1999, Olusegun Obasanjo formulated a good number of development policies to attack poverty in Nigeria, Agbo (2013) noted that paramount among the war is National Poverty Eradication Programme (NAPEP). Other poverty eradication efforts includes the Better Life for Rural Women (BLRW) by the late Mrs. Maryam Babangida and the Family Support Programme (FSP) spear headed by Mrs. Maryam Abacha established in 1987 and 1994

respectively were like other programmes before them, initiated and designed to bail out Nigerians from debilitating poverty.

On assumption of office as civilian president in 1999, Olusegun Obasanjo formulated a good number of development policies to attack poverty in Nigeria. Paramount among the other poverty reduction efforts in the country was the National Poverty Eradication Programme (NAPEP) which came into being in 2001. Khalid (2013) noted that the goal of NAPEP was to eliminate “core” poverty from Nigeria by the year 2010. Agbo (2013) stated that NAPEP was aimed at assuring Nigerians that unemployment, poor educational system, lack of portable water, poor power generation and supply, poor health care system, inadequate infrastructure and insecurity of lives and properties will be things of the past. With all these promises after about nine years of implementation, it appears that the situation is not better than what it was before the advent of democracy in 1999.

On assumption of office as civilian president in 2011, Goodluck, Ebele Jonathan formulated a good number of development policies to attack poverty in Nigeria. Paramount among the policies was the Subsidy Re-investment Programme (SURE-P) which came into being in 2012. One of the pillars of the Transformation agenda of this government is the progressive deregulation of the petroleum industry. In January, 2012, the decision to remove the subsidy on Premium Motor Spirit (PMS) was announced by the government. The reduction of the fuel subsidy was as a deliberate policy aimed at conserving and maximizing the oil wealth of Nigeria, generated cries of discontent, fear and worry amongst Nigerians, the President announced the Subsidy Re-investment and Empowerment Programme (SURE-P) to re-invest the Federal Government’s share of the savings arising from the reduction of subsidies on petroleum products into programmes and initiatives that would go a long way to ease the pain of subsidy removal and create a better life for Nigerians. Federal Government’s part of the savings from fuel subsidy removal or reduction is applied on critical infrastructure projects and social safety net programmes that will directly ameliorate the sufferings of Nigerians and mitigate the impact of subsidy removal. With all these promises after about four years of implementation, it appears that the situation is not better than what it was before the advent of this programme in 2012. SURE-P programme turned to be unfavorable policy that led to suffering of many Nigerians due to high increased in fuel prices that led to difficulties in transportation and buying goods and services. The policy is indirectly not in favor of common man but rather in favor of the Government.

Community –Based Vocational and Technical Education for Poverty Reduction

It has been noted that Vocational and Technical Education (VTE) is designed to offer training to improve individual's general proficiency, especially in relation to their present or future occupation. The provision of vocational and technical school has a long history. Daso (2012) reported that before the industrial revolution (between 1750 & 1830) the home and the "apprenticeship system were the principal sources of vocational education. Societies were however forced by the decline of handwork and specialization of occupational functions to develop institutions of vocational education. However, vocational and technical education has continued to thrive in many societies.

Abba and Mbagwu (2014) believe that educational institutions in Nigeria may support Community-Based Vocational and Technical Education (CBVTE) programmes through outreach work within communities. The community schools movement has been a strong proponent of this since the nineteen sixties. Some Universities and Colleges have run outreach adult education programmes within local communities for decades. Since the nineteen seventies the prefix word "community" has also been adopted by several other occupations from youth workers and health workers to planners and architects, who work with more disadvantaged groups and other communities have been influenced by community education and community development approaches but today in Nigeria, in adequate attention is given to VTE programmes in the education sector. In his own views, Daso (2012) opines that under critical examination, vocational and technical education has been an integral part of national development strategy in many societies because of the impact on human resources development, productivity and economic growth. This type of education is not limited to the school environment but must extend its boundaries to community base. This will enable public awareness and mobilization of all available resources.

Conclusion

Poverty in Nigeria remains significant despite high economic growth it first started some times during the British Empire. According to Khalid (2011) Nigeria has one of the world's highest economic growth rates (averaging 7.4% over the last decade), as well-developed economy, and plenty of natural resource such as oil, etc. However, it retains a high level of poverty, with 63% living on below \$1 daily, implying a decline in equity. There have been several attempts at poverty alleviation in Nigeria. With all the attempts after about fourteen years United Nations' millennium declaration, it appears that the situation is not better than what it was before the millennium declaration.

Therefore, Nigeria today, needs more attentions on poverty reduction effort to compete favorably with other countries of the world and improve the living condition of its populace. When adults and youths acquire literacy skills, they are empowered for the future. Again poverty alleviation is not just a matter of income increase or economic development: it is quality raising and capacity building. Findings shows that most of the vocational education programmes designed for Nigerians is formal in nature: inside class room settings where great opportunity is given to children and youths but adults at disadvantage due to their nature and day to day socio-economic activities. In view of these assertions, this paper is strongly making a clarion call for rethinking vocational and technical education strategy through Community – Based Approach (CBA) for actualization of the Millennium Development Goal of poverty eradication in the country.

Recommendations

In a bid to ensure that Vocational and Technical Education (VTE) programme proffer a lasting solution to actualization of the Millennium Development Goal of poverty eradication in Nigeria, the following recommendations are made.

More VTE centres for adults should be established at community level across the country. The method of the programme delivery should be anchored with adult education principles. This will enable adults groups have more chances of attending the programmes across all communities of the country where in turn, men, women should learn, hair dressing, weaving, soap and pomade making, bakery, and bay making etc. for speedy actualization of the poverty eradication goal of MDG in the country. Moreover, adequate motivation should be provided regularly in terms of credit loans and free incentives to graduate trainees of CBVTE programmes. This would encourage massive participation among trainees of the programme and skills utilization after receiving training by the trainees and in turn, enable them to contribute their own quota towards the attainment of poverty alleviation goal of MDG in the country.

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