

Undermining Factors and Strategies for Strengthening Technical and Vocational Education Policy Implementation at Colleges of Education in Bayelsa and Delta State

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Abstract

The study investigated undermining factors and strategies for strengthening Technical and Vocational Education (TVE) policy implementation at colleges of education using South-South Nigeria as case study. Three research questions were answered while three null hypotheses were tested by the study. The study adopted descriptive survey research design. The study was carried out in Bayelsa and Delta States. The population of the study comprised 380 TVE educators from the five colleges of education sampled from the two states. Through simple random technique 226 TVE educators constituted the sample for the study. The instrument for data collection was a 31-item structured close-ended questionnaire. The reliability of the instrument was ascertained using Cronbach Alpha reliability technique which yielded a coefficient of 0.834. Data for the study were collected by the researcher with the help of seven research assistants. Out of the 226 copies of the questionnaire administered for the study, 200 copies were duly filled and retrieved representing 88.5% return rate. Data collected were analyzed using mean for answering the research questions while t-test was employed in testing the hypothesis at 0.05 level of significance. The result of the study identified 15 undermining factors against successful TVE policy implementation, 6 impact of ineffective TVE policy implementation and 10 strategies for strengthening TVE policy implementation at colleges of education in South-South Nigeria. Based on the findings, the study among others recommended that there should be adequate monitoring of technical and vocational education policy implementation and there should be effective and continuous capacity building and in-service training of key actors in technical and vocational education policies implementation for effectiveness.

Keywords: *Strategies, technical and vocational education, policy implementation, colleges of education.*

Introduction

Technical and Vocational Education is the kind of education that prepares individuals as skilled or semi-skilled workers for profitable job in a particular career. United Nations Education, Science and Cultural Organization (2015) described Technical and Vocational Education (TVE) as all forms of education that involves, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic life.

Nwosu and Micah (2017) noted that the type of education that leads to acquisition of vocational and technical skills, industrial and technological development had been a major tool for national development, economic enlightenment and self-reliance and citizenship empowerment. TVE is that aspect of education which provides its recipients with the basic cognitive and practical skills necessary for entrance into the labour market as employees or as self-employed. The goals of Technical and Vocational Education (TVE) according to Federal Republic of Nigeria, (2014) are to: Provide trained manpower in applied sciences, technology and

business, Provide technical knowledge and vocational skill necessary for economic development and Give training and impart necessary skill for self-reliance economically. The above stated goals can only be realized on sustainable basis through proactive technical and vocational education policies.

Policies are formulated to achieve quality. Policies according to Saba (2019) are statements, principles or rules made by government or institutions that guide decisions to achieve rational outcomes. Owi (2017) described policy as a system of laws, regulatory measures, courses of action, and funding priorities concerning a given topic promulgated by a governmental entity or its representatives. Policy is the guide to action and it connotes a broader framework to operationalise a philosophy, principle, vision, decision or mandates which are translated into various programmes, projects and actions (Khan, 2016). Policies are usually designed or formulated to provide remedies to some social problems. Brinkerhoff and Crosby (2002) stated that successful policy outcomes depend not only upon designing good policies but upon managing the policy implementation process. Policy implementation according to Ajaegbu and Eze (2010) is the process of translating a policy into actions and presumptions into results through various projects and programmes. In the opinion of Khan (2016), policy implementation means the execution of the law in which various stakeholders, organisations, procedures, and techniques work together to put policies into effect with a view to attaining policy goals.

Policy implementation is viewed as an important process that involves a number of actors, organisations and techniques of control in any public domain such as education sector. In affirmation, Ugwuanyi and Chukwuemeka (2013) noted that one of the most crucial stages in education policy is its implementation. For instance, the achievement of stated objectives of education at primary, secondary and tertiary institutions level is driven by not only formulation of policies but importantly the implementation of the policies. Tertiary institution is the final stage of education where learners are trained in a chosen discipline or

vocation for work on graduation. Jaja (2013) described tertiary institution as organised form of learning activities at the higher education level. Tertiary institutions are established and charged with the mandate of providing knowledge, skills and training to students who have successfully completed their secondary education and desirous of pursuing a chosen discipline for future career through education of higher learning. The three major categories of tertiary institution in Nigeria education system are Colleges of Education, Polytechnics and Universities where various technical and vocational education programmes are taught to learners. Successful implementations of formulated technical and vocational education policies are propelled through strategies to achieve the desired outcome.

Strategies are plans of action designed to achieve a particular goal. It is an important feature that can be adopted to promote effectiveness and attempt to bring solution to any area of difficulties in organizations (Pandey and Srivastava, 2000). Strategies are means by which objectives of an organization or institution are consciously and systematically pursued and obtained over time. Ekele (2015) described strategy as a course of action including the specification of resources required to achieve a specific objective, a planned course of action undertaken to achieve the goals and objectives of an organization. Strategies are actually needed in Nigerian education policy implementation to avert the continuous challenges or failure of the carefully formulated policies. Ugwuanyi and Chukwuemeka (2013) affirmed that the pattern and nature of policy implementation is the major explanation for the failure or success of any given policy. Dialoke, Ukah and Maduagwuna (2017) also observed that policy implementation has been described as one major problem confronting developing countries. This is the exact case of repeated failure of technical and vocational education policies in Nigeria. Makinde (2017) identified some factors undermining policy implementation in Nigeria to include corruption, lack of continuity in government policies, inadequate human and material resources, all of which often lead to implementation gap, i.e. the widening of the

distance between stated policy goals and the realization of such planned goals.

The challenges faced and failure of most Nigerian education policy implementation is to a great extent responsible for the increase in unemployment rate among the graduates most especially technical and vocational education graduates due to lack of saleable skills for self and paid work on graduation. The National Bureau of Statistics (2010) noted that the general unemployment rates among Nigerian youths were between 13.6% in 2001, 12.6% in 2002, 13.4% in 2004, 13.7% in 2006, 14.9% in 2008 and 19.7% in 2009. In addition, Awo (2016) reported that the Federal government recently acknowledged that about 60 percent of Nigerian youths are unemployed while 10 percent are underemployed. The overall objective of technical and vocational education policies are geared towards improving the level of skills acquisition of the graduates for self and paid jobs in the world of work. Unfortunately, the reverse has been the case in Nigeria due to poor implementation of educational policies. This instigated the researchers to empirically investigate the undermining factors and strategies for strengthening Technical and Vocational Education policy implementation at colleges of education using South-South Nigeria as case study.

Purpose of the Study

The general purpose of the study was to investigate undermining factors and strategies for strengthening Technical and Vocational Education (TVE) policy implementation at colleges of education in South-South Nigeria. Specifically, the study identified:

1. Undermining factors against successful Technical and Vocational Education (TVE) policy implementation at colleges of education in South-South Nigeria.
2. Impact of ineffective Technical and Vocational Education (TVE) policy implementation at colleges of education in South-South Nigeria.
3. Strategies for strengthening Technical and Vocational Education (TVE) policy implementation at colleges of education in South-South Nigeria.

Research Questions

The following research questions guided the study:

1. What are the undermining factors against successful Technical and Vocational Education (TVE) policy implementation at colleges of education in South-South Nigeria?
2. What are the impacts of ineffective Technical and Vocational Education (TVE) policy implementation at colleges of education in South-South Nigeria?
3. What are the strategies for strengthening Technical and Vocational Education (TVE) policy implementation at colleges of education in South-South Nigeria?

Hypothesis

The following hypotheses were tested at 0.05 level of significance:

- H0₁:** There is no significant difference in the mean ratings of experienced and less experienced Technical and Vocational educators on the undermining factors against successful Technical and Vocational Education (TVE) policy implementation at colleges of education in South-South Nigeria.
- H0₂:** There is no significant difference in the mean ratings of experienced and less experienced Technical and Vocational educators on the impact of ineffective Technical and Vocational Education (TVE) policy implementation at colleges of education in South-South Nigeria.
- H0₃:** There is no significant difference in the mean ratings of experienced and less experienced Technical and Vocational educators on the strategies for strengthening Technical and Vocational Education (TVE) policy implementation at colleges of education in South-South Nigeria.

Methodology

The study investigated undermining factors and strategies for strengthening Technical and Vocational Education (TVE) policy implementation at colleges of education.

Three research questions were answered while three null hypotheses were tested by the study. The study adopted descriptive survey research design. Nworgu (2006) defined descriptive survey research design as the one in which a group of people or items are studied by collecting and analyzing data from a few people or items considered to be the representative of the entire group. In survey research design, the researchers obtain vital information and facts about people, their beliefs, opinions, attitudes and behaviours using structured questionnaire (Osuala, 2005). Hence, descriptive survey design was found appropriate for this study because structured questionnaire was used to collect data from the respondents (Technical and Vocational Educators) to answer the research questions.

The study was carried out in South-South Nigeria. South-South geo-political zone is made up of six States which include: Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers States. Out of the six South-South States, two States (Bayelsa and Delta) were randomly selected where the sample for the study was drawn. From the two randomly selected states, purposive sampling was used to select five functional colleges of education which are offering vocational education programmes out of the seven colleges of education; they are one from Bayelsa and four from Delta State. The population of the study comprised 380 TVE educators from the five colleges of education sampled from the two states. Through simple random technique 226 TVE educators constituted the sample for the study. The instrument for data collection was a 31-item structured close-ended questionnaire. The instrument was face-validated by three senior technical and vocational education lecturers from Rivers State University of Science and Technology Port-Harcourt (now Rivers State University) and Ignatius Ajuru University of Education, Port-Harcourt. All suggestions and

corrections noted by the experts were appropriately incorporated into the final draft of the questionnaire used for data collection. The reliability of the instrument was ascertained by trial testing 15 copies of the questionnaire on 15 technical and vocational educators in Rivers State University of Science and Technology, Port-Harcourt. Data collected from the trial testing were analysed using Cronbach Alpha reliability technique which yielded a coefficient of 0.834. The reliability result indicates that the instrument was about 83% reliable for data collection for the study. Hamed (2016) affirmed that reliability coefficients range from 0.00 to 1.00, with higher coefficients indicating higher levels of reliability.

Data for the study were collected by the researcher with the help of seven research assistants. Out of the 226 copies of the questionnaire administered for the study, 200 copies were duly filled and retrieved representing 93.4% return rate. Data collected were analyzed using Mean for answering the research questions while t-test was employed in testing the hypotheses at 0.05 level of significance. In taking decision on the research questions, cut-off point value of 2.50 on 4-point rating scale was used to interpret the results as "Agreed" or "Disagreed". Therefore, items with mean values of 2.50 or above were interpreted as "Agreed" while items with mean values less than 2.50 were interpreted "Disagree". On the hypotheses tested, the null hypothesis of no significant difference was accepted when the p-values were greater than 0.05 level of significance while hypothesis of no significant difference was rejected when the p-values were less than 0.05 level of significance.

Results

The data for answering research question 1-3 and testing hypothesis 1-3 are presented in Table 1-3 below:

Table 1: Mean Ratings and t-test statistics of the Responses of Experienced and Less Experienced Technical and Vocational (TVE) Educators on the Undermining Factors against Successful TVE Policy Implementation at Colleges of Education

S N	Item Statements	$\bar{X}_E$	$\bar{X}_L$	$\bar{X}_G$	SD _G	P- valu e	Rmks RQ	H0
1	Bureaucracy bottleneck is a major challenge	3.67	3.66	3.67	0.69	0.77	A	NS

	undermining the success of Nigerian education policies							
2	Ineffective political leadership in Nigerian education sector	3.74	3.73	3.73	0.67	0.91	A	NS
3	Over ambitious nature of some public policies in Nigeria	3.81	3.56	3.69	0.80	0.01	A	S*
4	Inadequate requisite manpower for effective TVE policy implementation	3.62	3.59	3.61	0.54	0.33	A	NS
5	Inadequate funding and financial resources to effectively implement TVE policies	3.60	3.38	3.50	0.61	0.03	A	S*
6	Corruption in public offices is a major bane against successful TVE policies implementation	3.69	3.64	3.66	0.57	0.23	A	NS
7	Political instability in Nigerian system	3.28	3.31	3.30	0.85	0.58	A	NS
8	Lack of continuity in most TVE policies and programmes	3.63	3.57	3.60	0.72	0.96	A	NS
9	Inadequate need analysis to understand what TVE policies that are needed	3.67	3.41	3.54	0.69	0.02	A	S*
10	Improper channeling of human and material resources for actualization of TVE policy aims and objectives	3.76	3.73	3.75	0.77	0.54	A	NS
11	Too many policies and points of agenda resulting in loss of focus	3.78	3.45	3.61	0.76	0.01	A	S*
12	Inadequate involvement of the target beneficiaries during policy formulation.	3.53	3.55	3.54	0.74	0.37	A	NS
13	Inadequate technologies constitute major challenges against TVE policies in Nigeria.	3.61	3.60	3.61	0.64	0.24	A	NS
14	Poor attitude of most Nigerian against Technical and vocational education in Nigeria	3.29	3.30	3.30	0.53	0.43	A	NS
15	Inadequate in-service training for skills update of key implementers of TVE policies.	3.57	3.51	3.54	0.61	0.25	A	NS

Key: $\bar{X}_E$ = Mean of Experienced; $\bar{X}_L$ = Mean of Less Experienced; $\bar{X}_G$ = Grand Mean; SD = Standard Deviation; n = Number of respondents; A = Agreed; S^* = Significant; NS = Not Significant; **Level of Significant.** = 0.05

Data in Table 1 reveal that the grand mean values of the 15 items in the table ranged from 3.30 to 3.75 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicates that the respondents agreed that all the 15 identified items are undermining factors against successful Technical and Vocational Education (TVE) policy implementation at colleges of education in South-South Nigeria.

Data on hypothesis one reveal that 11 out of the 15 items had their p-values ranged from 0.23 to 0.91 which are all greater than 0.05 level of significance. This indicates that there are no significant ($p < 0.05$) differences in the mean

ratings of the responses of experienced and less experienced Technical and Vocational educators on the 11 undermining factors against successful TVE policy implementation at colleges of education in South-South Nigeria. Consequently, the hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of experienced and less experienced TVE educators is accepted on the 11 items. The p-values of the remaining four items, specifically items 3, 5, 9 and 11 were 0.01, 0.03, 0.02 and 0.01 respectively which are in each case less than 0.05 level of significance. This signified that there were significant ($p < 0.05$) differences in the mean ratings of the responses of experienced and less experienced TVE educators on the remaining 4 undermining factors. Hence, the hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of experienced and less experienced TVE educators is rejected on the 4 undermining factors.

Table 2: Mean Ratings and t-test statistics of the Responses of Experienced and Less Experienced Technical and Vocational (TVE) Educators on the Impact of Ineffective TVE Policy Implementation at Colleges of Education

SN	Item Statements	$\bar{X}_E$	$\bar{X}_L$	$\bar{X}_G$	SD_G	P-value	Rmks	
							RQ	H0
1	Under-development in the country due to failed TVE education system and policies	3.77	3.50	3.63	0.68	0.03	A	S*
2	Poor quality of Nigerian TVE graduates	3.57	3.55	3.56	0.70	0.59	A	NS
3	Less patriotism by Nigerian citizens most especially the TVE graduates	3.65	3.60	3.62	0.68	0.57	A	NS
4	Non-improvement on human capital due to failed TVE policies	3.39	3.35	3.37	0.82	0.51	A	NS
5	Continuous waste of government resources without commensurate results	3.67	3.34	3.50	0.69	0.02	A	S*
6	Poor image and recognition of TVE in Nigeria.	3.48	3.43	3.45	0.66	0.28	A	NS

Key: $\bar{X}_E$ = Mean of Experienced; $\bar{X}_L$ = Mean of Less Experienced; $\bar{X}_G$ = Grand Mean; SD = Standard Deviation; n = Number of respondents; A = Agreed; S^* = Significant; NS = Not Significant; **Level of Significant.** = 0.05

Data in Table 2 show that the grand mean values of the six items ranged from 3.37 to 3.63 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicates that the respondents agreed that all the six identified items are impacts of ineffective Technical and Vocational Education (TVE) policy implementation at colleges of education in South-South Nigeria.

Data in the Table on hypotheses two shows that the p-values of items 2, 3, 4 and 6 are 0.59, 0.57, 0.51 and 0.28 which are all greater than 0.05 level of significance. This indicates that there are no significant ($p < 0.05$)

differences in the mean ratings of the responses of experienced and less experienced Technical and Vocational educators on the four impact of ineffective TVE policy implementation at colleges of education in South-South Nigeria. Therefore, the hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of experienced and less experienced TVE educators is accepted on the four items. On the other hand, the p-values of items 1 and 5 are 0.03 and 0.02 respectively which are in each case less than 0.05 level of significance. This indicates that there were significant ($p < 0.05$) differences in the mean ratings of the responses of experienced and less experienced TVE educators on the remaining two impact of ineffective TVE policy implementation at colleges of education in South-South Nigeria. Hence, the hypotheses of no significant ($p < 0.05$) difference in the mean ratings of the responses of experienced and less experienced TVE educators is rejected on the two items.

Table 3: Mean Ratings and t-test statistics of the Responses of Experienced and Less Experienced Technical and Vocational (TVE) Educators on the Strategies for Strengthening Technical and Vocational Education (TVE) Policy Implementation at Colleges of Education.

SN	Item Statements	$\bar{X}_E$	$\bar{X}_L$	$\bar{X}_G$	SD_G	P-value	Rmks	
							RQ	H0
1	Targeting specific policy beneficiaries in formulating and implementing TVE policies.	3.56	3.51	3.54	0.84	0.10	A	NS
2	Providing adequate monitoring in the TVE policy implementation process.	3.76	3.51	3.63	0.80	0.04	A	S*
3	Ensure capacity building of key actors in TVE policies implementation for effectiveness.	3.43	3.44	3.43	0.76	0.78	A	NS
4	Provision of adequate technologies and human resources needed for effective TVE policy implementation.	3.49	3.41	3.45	0.71	0.11	A	NS

5	There must be effective communication between major stakeholders in TVE policy implementation.	3.46	3.33	3.40	0.80	0.09	A	NS
6	Adopt bottom top approach in TVE policies implementation	3.63	3.66	3.63	0.68	0.53	A	NS
7	Encourage the culture of continuity in TVE policies irrespective of change in political administration.	3.71	3.40	3.56	0.70	0.00	A	S*
8	The national and state assemblies should enact favourable laws that will guarantee continuity of TVE policies.	3.63	3.60	3.61	0.62	0.82	A	NS
9	Partnership between TVE academic institutions and industries in implementation TVE policies	3.78	3.43	3.60	0.65	0.00	A	S*
10	Improved funding of TVE and its policies implantation.	3.58	3.51	3.54	0.63	0.29	A	NS

Key: $\bar{X}_E$ = Mean of Experienced; $\bar{X}_L$ = Mean of Less Experienced; $\bar{X}_G$ = Grand Mean; SD = Standard Deviation; n = Number of respondents; A = Agreed; S^* = Significant; NS = Not Significant; $Level\ of\ Significant.$ = 0.05

Data in Table 3 above reveals that the grand mean values of the 10 items ranged from 3.40 to 3.63 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This implies that the respondents agreed that all the 10 identified items are strategies for strengthening Technical and Vocational Education (TVE) policy implementation at colleges of education in South-South Nigeria. Data in the Table on hypotheses three shows that 7 out of the 10 items had their p-values ranged from 0.09 to 0.82 which are all greater than 0.05 level of significance. This indicates that there are no significant ($p < 0.05$) differences in the mean ratings of the responses of experienced and less experienced Technical and Vocational educators on the seven strategies for strengthening TVE policy implementation at colleges of education in South-South Nigeria. Therefore, the hypotheses of no significant ($p < 0.05$) difference in the mean ratings of the responses of experienced and less experienced TVE educators is accepted on the seven items. The p-values of the remaining three items 2, 7 and 9 were 0.04, 0.00 and 0.00 respectively which are in each case less than 0.05 level of significance. This indicates that there were significant ($p < 0.05$) differences in the mean ratings of the responses of experienced and less experienced TVE educators on the three strategies for strengthening TVE policy implementation at colleges of education in South-South Nigeria. Hence, the hypotheses of

no significant ($p < 0.05$) difference in the mean ratings of the responses of experienced and less experienced TVE educators is rejected on the three strategies.

Discussion of Findings

This study identified undermining factors against successful Technical and Vocational Education (TVE) policy implementation to include: bureaucracy bottleneck is a major challenge undermining the success of Nigerian education policies, ineffective political leadership in Nigerian education sector, over ambitious nature of some public policies in Nigeria, inadequate requisite manpower for effective TVE policy implementation, inadequate funding and financial resources to effectively implement TVE policies, corruption in public offices is a major bane against successful TVE policies implementation, political instability in Nigerian system, lack of continuity in most TVE policies and programmes and inadequate need analysis to understand what TVE policies that are needed. The findings of this study agreed with that of Dialoke, Ukah and Maduagwuna (2017) who found that corruption, poor funding of policies, lack of continuity in government policies, lack of political will, inadequate human and material resources, and lack of clarity of purpose are responsible for policy failures in Nigeria. Ugwuanyi and Chukwuemeka (2013) who identified some factors and circumstances that constitute serious obstacles to effective education policy implementation to include ineffective political leadership, high level of corruption and bureaucracy in education policy implementation activities and processes. Also in agreement with the findings of this study, Anikeze (2011) identified challenges of education policy

implementation to include inadequacy of personnel, lack of expertise and skilled manpower and bureaucracy. Dick (2003) reported that another critical factor inhibiting effective implementation of education policies in Nigeria is that some institutions saddled with the responsibility of implementing education policies do not backed up with the requisite financial and other materials resources to effectively implement policies.

This study identified effects of ineffective Technical and Vocational Education (TVE) policy implementation to include: underdevelopment in the country due to failed TVE education system and policies, poor quality of Nigerian TVE graduates, less patriotism by Nigerian citizens most especially the TVE graduates, non-improvement on human capital due to failed TVE policies, continuous waste of government resources without commensurate results and poor image and recognition of TVE in Nigeria. The findings of this study conformed to that of Samson and Stanley (2014) who identified the consequences of ineffective policy implementation to include: underdevelopment in the nation, less patriotism by citizens, non-improvement on human capital and poor quality of education system and waste of public resources without commensurate results.

As found out by this study, the identified strategies for strengthening Technical and Vocational Education (TVE) policy implementation at colleges of education include: targeting specific policy beneficiaries in formulating and implementing TVE policies, providing adequate monitoring in the TVE policy implementation process, ensuring capacity building of key actors in TVE policies implementation for effectiveness, provision of adequate technologies and human resources needed for effective TVE policy implementation, there must be effective communication between major stakeholders in TVE policy implementation, adoption of bottom top approach in TVE policies implementation and encouraging the culture of continuity in TVE policies irrespective of change in political administration. The findings of this study supported that of Ugwuanyi and Chukwuemeka (2013) who identified ways of enhancing education policy implementation to include:

improving working conditions of the public bureaucrats as this will help to build their morale, dedication and commitment to implementing policies, the need for a conscious effort by government leadership to reduce the extent to which politics infiltrates bureaucratic activities into education system and policy implementation and that the culture of discontinuity of education policies in cases of changes in government or organizational leadership should be discouraged. Dialoke, Ukah and Maduagwuna (2017) found that provision for adequate monitoring of projects, encourage the culture of continuity and effective communication between the target beneficiaries and the implementers of policy programmes are some of the measures to strengthen policy implementation process.

Conclusion

The overall objective of every educational policies of government is to bring about a qualitative improvement in the standard of education and to promote quality of graduates from institutions who are employable in the labour. All technical and vocational education policies are geared towards improving the level of skills acquisition of the graduates for self and paid jobs in the world of work. Unfortunately, the reverse has been the case in Nigeria due to poor implementation of educational policies. This instigated the researchers to empirically investigate the undermining factors and strategies for strengthening Technical and Vocational Education policy implementation at colleges of education using South-South Nigeria as case study. Through the data collected and analyzed, the study identified 15 undermining factors against successful TVE policy implementation, 6 impacts of ineffective TVE policy implementation and 10 strategies for strengthening TVE policy implementation at colleges of education in South-South Nigeria.

Recommendations

Based on the findings, the study therefore recommended that:

1. There should be adequate monitoring of all stages of technical and vocational education policy implementation to

ensure that the target objectives of the policies are achieved at the end of the full implementation. Effective monitoring will also help checks and balances in implementation process.

2. There should be an effective and continuous capacity building and in-service training of key actors in technical and vocational education policies implementation for effectiveness. For instance, technical and vocational educators or lecturers should be subjected to regular training and retraining for improved competence in policy implementation.
3. Technical and vocational education policies being skill-based disciplines, there should be adequate provision of required technologies, facilities and equipment for result-oriented implementation of its policies.
4. Both the state and federal government should encourage the culture of continuity in technical and vocational education policies through proactive political will irrespective of changes in government.
5. Government at all levels should encourage improved funding of technical and vocational education to guarantee successful implementation of its relevant policies.

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