Research Article

Recrafting Self-Reliance Policy Through Technology and Business/Trade/Entrepreneurship Education: A Study of the Federal Capital Territory's (FCT's) Public Secondary Schools

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This research focuses on recrafting self-reliance policy through technology and business/trade/entrepreneurship education: a study of the Federal Capital Territory's (FCT's) public secondary schools. It looked at the teaching and learning of technology and business/trade/entrepreneurship education by examining the availability of infrastructure and teachers for the subjects in the FCT public secondary schools. The purpose is to establish if Nigeria's capital is leading in imparting self-reliance education as stated in the National Policy on Education. A checklist titled Availability of Infrastructure, Teachers for Technology Business/Trade/Entrepreneurship Subjects (AITforTBTES) was used to collect data for the research. Three (3) research questions were raised to give the research a definite focus. The research found that FCT is leading in the implementation of self-reliant policy through the teaching of technology and business/trade/entrepreneurship education in public secondary schools, as some of the schools have participated and won international competitions eight (8) times, beating first world countries. It is recommended that there is urgency in recrafting self-reliance policy through technology and business/trade/entrepreneurship education as the public secondary schools in FCT have demonstrated in winning several competitions on the Students for the Advancement of Global Entrepreneurship (SAGE) platform. The government must also invest money in public education, especially at the secondary level throughout Nigeria.

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Introduction

Nations of the world rely on education for rapid development, which is reflected in the beliefs on which Nigeria's philosophy of education is based. One such belief is that "education is an instrument for national development and social change" (Federal Republic of Nigeria (FRN), 2013, p. 1). However, an essential aspect of education is its relevance to the needs of society, and the element of relevance was one of the reasons for organising the 1969 National Curriculum Conference. The conference was held to develop educational content relevant to the needs of Nigerians and make them self-reliant, especially the youth. The meeting reviewed the old and identified new national educational goals in Nigeria at all levels (primary, secondary, and tertiary). It also provided guidelines on what the educational system should accomplish concerning:

1. *The needs of youths and adults in our society.*
2. *Our society's socio-economic needs, values, aspirations, and development.*
3. *The curriculum substance is the subject content of the system, which is the means to the goals.* (Adaralegbe, 1972).

Notably, the first indigenous National Policy on Education (NPE), published in 1977 and reviewed in 1981, 1998, 2004, 2008, and 2013, emerged from the conference's outcome and gave another direction to educational practices in Nigeria. It was emphasised that for Nigeria to become a self-reliant nation, Technology and Business/Trade/Entrepreneurship (BTE) education must be given priority in secondary schools. Nigeria keyed into this as presented in the secondary school curriculum in the National Policy of Education (NPE) (Federal Republic of Nigeria (FRN), 2013, pp. 13, 18-21).

The NPE document was produced in Abuja, and the assumption or expectation is that FCT should take the lead in implementing policies on self-reliant education. Therefore, the FCT has been chosen to see how far the nation's capital is leading in providing technology and BTE education for self-reliance in Nigeria. Three (3) research questions were raised to achieve this study's purpose. However, other issues that came up during the research were also addressed.

Nigeria's Educational Policy, the Junior and Secondary School: Historical Development

At the inception of Western education, the 6-5-4 (six years of primary education, five years of secondary education, and four years of tertiary education) system was operated. Still, it was adjudged theoretical and irrelevant to societal needs. It was then adjusted to 6-3-3-4 (six years of primary education, three years of junior secondary, three years of senior secondary education, and four years of tertiary education) after independence in 1960.

The 6-3 of the 6-3-3-4 was merged to form the nine (9) years of basic education, that is, six (6) years of primary education and three (3) years of Junior Secondary school for their Basic Education Certificate Examination (BECE) otherwise called Junior School Certificate. The objectives of Junior Secondary education are to:

1. Provide the child with diverse basic knowledge and skills for entrepreneurship and educational advancement;
2. Develop patriotic young people equipped to contribute to social development and the performance of their civic responsibilities;
3. Inculcate values and raise morally upright individuals capable of independent thinking and who appreciate the dignity of labour; and
4. Inspire national consciousness and harmonious coexistence irrespective of differences in endowment, religion, colour, ethnic and socio-economic background. (Federal Republic of Nigeria, 2013, p.12)

Apart from English studies, Mathematics, and one Nigerian language, the curriculum for Junior Secondary school also includes Basic Science and Technology and Prevocational studies - Home Economics and Agriculture - and Business Studies, which are subjects centred on self-reliance education and the point of this study.

The following 3-year of schooling after Junior Secondary school is three (3) years of senior secondary education, done purposely to accommodate differences in students' academic prowess. This is followed by four (4) years of tertiary education, and all of these were incorporated in the NPE 2013 edition and were done purposely to accommodate differences in students' academic prowess. The '3'

in the 9-3-4 system is referred to as Post-Basic Education and Career Development (PECD), and the objectives of PECD are to:

a. Provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with an opportunity for education of a higher level irrespective of gender, social status, religious or ethnic background;
b. Offer a diversified curriculum to cater for the differences in talents, disposition, opportunities, and future roles;
c. Provide a trained workforce in the applied sciences, technology, and commerce at sub-professional grades;
d. Provide entrepreneurial, technical, and vocational job-specific skills for self-reliance and agricultural, industrial, commercial, and economic development;
e. Develop and promote Nigerian language, art, and culture in the context of the world's cultural heritage;
f. Inspire students to desire self-improvement and achieve excellence;
g. foster patriotism, national unity, and security education with an emphasis on common ties despite our diversity; and
h. Raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others, and appreciate the dignity of labour. (FRN, 2013, pp. 17-18)

In line with the objectives above, the PECD offers education at the following levels:

i. Senior secondary schools,
ii. Technical colleges,
iii. Trade centres,
iv. Innovation Enterprise Institutions (IEI), and,
v. Vocational Enterprise Institutions (VEI).

In all the options above, there are opportunities for students to acquire skills of their choices for self-reliance to avoid joblessness.

The senior secondary school education level forms part of the PECD stated earlier, and apart from the academic courses, to enable the students to gain admission to higher institutions of their choice, it also offers technology and BTE education like the junior secondary school. This is stipulated in the

NPE section 3. 38.2.2 and 38.2.4 (Federal Republic of Nigeria (FRN), 2013, pp. 19 – 21 and listed in Table 1 below.

Technology Subjects	Trade/Entrepreneurship
-Technical Drawing, -General metalwork, -Woodwork, -Basic Electricity, -Electronics, -Auto-Mechanics, -Building Construction, -Home Management, -Food and Nutrition.	-Auto Body Repair and Spray Painting, -Auto Electrical Work, -Auto Mechanical Work, -Auto Parts Merchandising, -Clothing and Textile, -Air Conditioning and Refrigeration, -Garment making, -Welding and Fabrication Engineering Craft Practice, -Electrical Installation and Maintenance work -Marketing, -Radio, TV, and Electronic Servicing -Salesmanship, -Block laying, Brick laying, and Concrete work, -Painting and Decorating, -Plumbing and Pipefitting, -Machine Woodworking, -Carpentry and Joinery, -Furniture Making, -Upholstery, -Catering craft practice, -Dyeing and Bleaching, -Printing Craft Practice, -Cosmetology -Photography, -Mining, -Tourism, -Fishery -Animal husbandry, -GSM Maintenance and Repairs, -Leather Goods Manufacturing and Repair, -Stenography, -Data Processing, -Store Keeping, -Book Keeping,

Table 1. Technology Trade/Entrepreneurship Subjects for Senior Secondary Schools

Source: *FRN, 2013, pp. 19 - 21*

Rafindadi (2023), submitted that "entrepreneurship is essential for youth development as it provides the necessary skills and mindset that enable young people to identify and create economic opportunities" (p. 333). Also, Rafindadi (2023) identified five (5) key areas where entrepreneurship

contributes to youth development, namely, (i) Employment generation. (ii) Economic development. (iii) Skill development. (iv) Social development, and (v) Personal development. This aligns with Obanya's (2004) observation that for any society to move, its members must create and try ideas out. The efforts, the risk, the preference, and the learning experience involved in trying out novel ideas are what entrepreneurship is all about. This, together with creativity, will need to become part and parcel of teaching and learning if productive work through education is to flourish in African countries. Therefore, the subjects listed in Table 1 will go a long way to empowering the youth and making them self-reliant.

Statement of the Problem

Education should affect all aspects of a child's development – cognitive, affective, and psycho-motor – in other words, the education of the head, the heart, and the hand (3Hs). When it was introduced, Western education catered for the cognitive and the affective; it did not emphasise much on the psycho-motor, which is the education of the hand, hence the need for technology and BTE education. Education of the hands and job creation are inseparable; it follows that when secondary school students are well grounded in technology and BTE education, they already have a positive orientation toward job creation in the future. This type of education can even redirect their thinking towards contributing to the development of Nigeria. It will help them to inculcate the desire to build their businesses and not wait to get employed after university if they want to further their education (BusinessDay, 2014).

Unfortunately, youths are everywhere on the streets in Nigeria, hawking for survival; no state is exempted. This study is carried out to see whether technology and business/trade/entrepreneurship education are handled effectively in FCT public secondary schools to integrate youths in job creation effectively. If otherwise, discover the challenges and proffer solutions to make the teaching and learning of technology and trade/entrepreneurship education worthwhile.

Purpose of Study

This study is undertaken because it has almost become a norm to have gaps between policies and implementation, and it is necessary to establish whether the implementation of this policy on Technology and BTE studies will be different. This research also aims to determine if FCT, as Nigeria's capital, is leading other states to use technology and BTE education to craft self-reliant education in

Nigeria. This study will, therefore, focus on these two courses as stipulated in the NPE, with the various subjects listed under each course.

Self-reliant Education

Self-reliant education, the hub for individual development, job creation, and a source of sustainable development for any nation, is the education that develops skills, initiatives, and students' character, focusing on relevance and needs. According to Sanga (2016), Nyerere viewed education for self-reliance as a practical-oriented education meant to provide real solutions to societal needs, a kind of education about work by everyone and exploitation by none; it is about sharing the resources that fellow humans produce. Therefore, self-reliance education must free citizens from relying on others, encouraging them to rely upon their developments and realise their full potential to serve the masses with the mind of being part of society (Biradar, 2023).

To the Self-reliant Living (2023), self-reliant **education is to depend on** yourself (capabilities, judgment, and resources) to meet personal needs and serve those around you better. Therefore,

> Self-Reliance Education is focused on building knowledge, understanding, and wisdom that empower greater independence and satisfaction in daily living. It also focuses on building the confidence and power to pivot at will when faced with challenging and uncertain times. This means being aware, alert, and in tune with the world around us and being prepared to respond, adapt, and improvise, knowing what to do, when, and how to do it. (Self-reliant Living, 2023, para. 4).

Rangith (2023) defines self-reliance skills as "abilities and knowledge that allow individuals to care for themselves and their needs without relying heavily on external assistance" (p. 1). He identified some examples of self-reliance skills, they are:

- Basic survival skills include building a fire, finding and purifying water, and setting up shelter.
- Gardening and food preservation skills include planting and harvesting crops, canning, drying, and pickling foods.
- Cooking and baking skills, including preparing meals from scratch and substituting when ingredients are unavailable.
- Sewing and mending skills like repairing clothing and other household items.

- Basic first aid skills include cleaning and dressing wounds, managing minor illnesses, and performing CPR.
- Financial management skills include budgeting, saving money, and investing wisely.
- Basic home repair and maintenance skills include fixing leaks, changing light bulbs, and painting.
- DIY skills, such as woodworking, metalworking, and welding.
- Outdoor skills, such as fishing, hunting, and camping.
- Emotional and psychological self-reliance, including self-awareness, coping strategies, and stress management.

It is good to note that some of the skills itemised above are also part of the subjects for business/trade/entrepreneurship subjects for self-reliance as listed in the NPE.

Lowe (2022) submitted that to be self-reliant, you must be connected to your cultural roots and be truthful to yourself in all three concepts of responsibility, discipline, and confidence. This implies that self-reliance is demanding. Unfortunately, youths in Nigeria want to be independent and self-reliant in so many ways without being responsible and disciplined, leading to evil practices.

Obanya (2004) rightly observed that, for any society to move, its members must create and try ideas out. The efforts, the risk, the preference, and the learning experience involved in trying out novel ideas are what entrepreneurship is all about. This, together with creativity, will need to become part and parcel of teaching and learning if productive work through education is to flourish in African countries.

Odugbemi (2023) stresses the importance of education that emphasises self-reliance, not just at the secondary school level but for everyone in the time of the post-COVID-19 era, where we now have a different kind of workplace. This era is forcing people "to prioritise productivity, not just process efficiency ... to actually be productive and have an end product to our role in a system," noting that "the arc of productivity in the new context bends towards innovation, new thinking, and fresh ideas" (Odugbemi, 2023, p.34). Innovation, new thinking, and fresh ideas are therefore imperative in making secondary school students self-reliant. The implication is that the school environment must be conducive to learning, the government must provide all the relevant facilities, and, where necessary, improvisation should be encouraged.

Methodology - Research Design

This research adopted the descriptive research design, "an exploratory research method that enables researchers to precisely and methodically describe a population, circumstance, or phenomenon" (Heath, 2023, para. 1). This research employs the survey method as it aims to describe the observed situation on the availability of teachers, and infrastructure facilities for the teaching of technology and BTE education in the public secondary schools in FCT. This aligns with Skidmore's (2022) submission that observations, case studies, and surveys are three distinct methods of collecting data for a descriptive research study.

Method of Data Analysis

The research adopts simple percentages for data analysis as it is sufficient for everyone to understand.

Research questions:

To guide this research in a specific direction, the underlisted questions were answered, namely:

1. Are technology and BTE education laboratories/practical rooms and teachers available in the public secondary schools in FCT for self-reliant education?
2. Are the public secondary schools in Abuja offering all the prescribed subjects under technology and BTE education in the NPE?
3. Is FCT, as Nigeria's capital, taking the lead for other states to use technology and BTE education in recrafting self-reliant education in Nigeria?

The Population of the Study

The study population included all 88 public secondary schools in the six Area Councils in the FCT. Ten (10) in Abaji, 13 in Bwari, 13 in Gwagwalada, 13 in Kuje, nine (9) in Kwali and 30 in Municipal Area Councils.

Method of Data Collection

A checklist titled Availability of Infrastructure and Teachers for Technology Business/Trade/Entrepreneurship Subjects (AITforTBTES) was used to collect data for the research. The checklist focuses on the availability of laboratories/practical rooms for the courses, teachers and

the various courses being offered in each school since the NPE recommended nine (9) courses for technology and 39 for BTE education in the secondary schools.

Sample and Sampling Technique

All the 88 public secondary schools in FCT were given a chance to be part of the sample by giving out the checklist. However, only 60 returned the checklist and were used as samples. The 60 respondents represent 68%, considered representative enough for the study.

AREA COUNCILS	NUMBER OF SCHOOLS	NUMBER OF RESPONDENTS	PERCENTAGE
Abaji	10	05	50
Bwari	13	12	92
Gwagwalada	13	12	92
Kuje	13	04	31
Kwali	09	06	67
Municipal	30	21	70
Total	**88**	**60**	**68**

Table 2. Number of Schools, Respondents, and Percentage

***Source**: Raw data collected*

Research Question One: Are technology and business/trade/entrepreneurship education laboratories/practical rooms and teachers available in the public secondary schools in FCT for self-reliant education?

This question is answered explicitly in Table 3 below as the data shows the level of availability of the laboratory/practical rooms and the teachers in the sampled schools.

AREA COUNCIL	NO OF THE SAMPLED SCHOOLS	LABORATORY/ PRACTICAL ROOMS		TEACHERS	
		Technology	BTE	Technology	BTE
Abaji	05	01	02	04	05
Bwari	12	02	02	12	12
Gwagwalada	12	02	04	12	12
Kuje	04	0	01	02	04
Kwali	06	0	0	05	06
Municipal	21	02	04	18	20
Total Availability	**60**	**07**	**13**	**53**	**59**
Not specified/ Unavailable		**53**	**47**	**07**	**01**
Percentage of Availability		**11.7%**	**21.7%**	**88.3%**	**98.3%**

Table 3. Availability of laboratory/practical rooms and the teachers in the sampled schools

***Source**: Raw Data Collected*

From Table 3, most schools do not have laboratories and practical rooms; only 6.7% have technology laboratories, while 21.7% have business/trade/entrepreneurship practical rooms. Interestingly, almost all the schools have teachers for technology and business/trade/entrepreneurship education, as 88.3% have technology teachers and 98.3% have business/trade/entrepreneurship teachers. Also, few schools did not specify the availability/unavailability of the practical rooms or laboratory, ditto for the teachers.

Research Question 2: Are the public secondary schools in Abuja offering all the prescribed subjects under technology and BTE education in the NPE?

The NPE prescribed nine (9) subjects to be offered in the junior secondary school, including basic technology, business studies and any of Home Economics and Agriculture as prevocational studies. In the curriculum for the senior secondary school, nine (9) subjects were listed as options for technology, and 34 (thirty-four) subjects were listed as options from which the students can offer anyone of their choice. The respondents were requested to list the subjects that the students in their schools offer under technology and BTE education, and their responses are presented in Table 4 below.

S/N	TECHNOLOGY SUBJECTS	NO OF SCHOOLS	BTE SUBJECTS	NO OF SCHOOLS
1	Basic Electricity	14	Animal Husbandry	16
2	Technical Drawing	11	Catering	09
3	Metal Work	07	Fishery	09
4	Electrical Installation	07	Garment making	07
5	Food and Nutrition	05	Carpentry	03
6			Marketing	03
7			Painting & Decorating	03
8	Not specified	16		10

Table 4. The Common Subjects offered in the Sampled Schools in

From the data collected, as shown in Table 4, the most popular subject under technology is basic electricity, which is offered in 14 schools; this is followed by technical drawing in 11 schools, while metal works and electrical installations were offered in seven schools and food and nutrition in five (5) schools. However, it should be noted that only seven (7) schools have practical rooms, implying that most of the technology subjects are taught theoretically. BTE subjects seem to be more popular in the sampled schools, and Animal Husbandry has 16 schools offering it, which is the highest. This is followed by catering and fishery with nine (9) schools each, garment making in seven (7) schools, and carpentry, marketing, and painting and decoration in three (3) schools each.

Research Question 3: Is FCT, as Nigeria's capital, taking the lead for other states to use technology and BTE education in recrafting self-reliant education in Nigeria?

It is gratifying to note that public secondary school students in Abuja are being groomed to be self-reliant through technology and BTE education, and indeed, they have showcased the education they received nationally and internationally through the Students for the Advancement of Global Entrepreneurship (SAGE) competitions. The criteria for participating in the SAGE competition are "new commercial enterprise; continue commercial enterprise, new social enterprise, global component, civic engagement, environmental stewardship, use of resources." (Jonah 2009, para. 8); all these were effectively incorporated in the technology and BTE education in FCT. Therefore, FCT is leading other states to follow, hinging on what Lawrence (2021) noted "Nigeria has won the SAGE World Cup Ten times in the last 15 years - Ukraine 2007, Abuja 2008, Brazil 2009, New York 2011, San Francisco USA 2012, Abuja 2013, Russia 2014, South Korea 2015, Philippines 2016 and 1st Runner -up World Virtual Edition 2020" (para. 13), and public secondary schools in FCT have represented Nigeria and won the cup eight (8) times. Four (4) public secondary schools have represented Nigeria in these SAGE competitions involving the world's developed countries, with their presentation focusing on socially responsible business (SRB) and socially engaging business (SEB).

Interestingly, three (3) of the schools are located in the rural FCT - Government Secondary School, Jikwoyi, Government Secondary School, Jibi, and Government Girls Secondary School, Abaji, while the fourth school, Junior Secondary School, Garki, is in the urban centre. The feat attained by these schools is sending messages that there is hope in public schools in Nigeria as they can perform better in technology and BTE education to recraft self-reliant education if properly educated. The location should not affect teaching and learning if a conducive environment is available. The harvested results of the SAGE competition are presented in Table 5 below.

S/N	NAME OF SCHOOL	YEAR	HOST COUNTRY	POSITION
1	JSS Jikwoyi	2007	Ukraine	1st
2	JSS Jikwoyi	2008	Abuja	1st
3	i.Government Secondary School, Jikwoyi ii Government Secondary School, Jibi,	2009	Brazil	1st 2nd
4	Junior Secondary School, Jikwoyi	2011	USA	1st
5	i.Junior Secondary School, Jikwoyi Government Secondary School, Jibi	2012	USA	1st
6	Junior Secondary School Jikwoyi	2013	Abuja	1st
7	i. Junior Secondary School, Jikwoyi i. Junior Secondary School, Garki	2014	Russia	1st
8	Government Girls Secondary School, Abaji	2016	Philippines	1st

Table 5. SAGE Competition and FCT Public Secondary Schools

Source: FCT Secondary Education Board, Jonah, N. (2009). Thetidenewsonline (2012), National Mirror Newspaper (2013), BusinessDay (2014), Tribune Online (2016)

One of the students who participated in the SAGE competition, Edem Etim Ruth, said,

> I want to become an entrepreneur because SAGE aims to teach youths to be self-reliant, and I have learned how to be self-reliant. I want to become a businessperson so I will not have to depend on the government for employment. I also want to be an employer of labour" (Jonah, 2009, para. 17).

The student's submission aligns with the aims of technology and BTE education as encapsulated in the NPE. It is also important to note that the four pillars of education, *learning to know*, *learning to do*, *learning to live together*, and *learning to be,* proposed by Delors' (1996) Commission, remain relevant in

the process of recrafting self-reliant education in Nigeria. Therefore, reworking the four pillars becomes necessary "to design meaningful learning experiences that develop the skills and competencies most needed in the present, for the futures we want to create" (Sobe 2021, para.1), which is the emphasis of self-reliant education.

Findings on the Public Secondary Schools in the FCT

While interacting with an Education Officer in the FCT, the researcher was made to understand that the FCT public secondary schools are using Broadfield/Integrated curriculum as stipulated in NPE effectively. The Basic Science and Technology has four subjects, they are:

i. Basic science
ii. Basic Technology
iii. Physical and Health Education (PHE and
iv. Computer Science

This research also discovered that public senior secondary schools in the FCT are in three categories, namely:

A. School for the gifted, Gwagwalada: Admission into this school is highly competitive and open to all students nationwide. Students are shortlisted using the Basic Education Certificate Examination (BECE) or Junior School Certificate results. The candidate must have 7As, which must include English and Mathematics. The shortlisted candidates will then write a qualifying entrance examination before being admitted.

B. Special Science/Technical secondary schools: This category has six schools, namely;

i. Government Girls Secondary School, Kuje (Girls only).
ii. Government Science Secondary School, Pyakasa.
iii. Government Science and Technical College, Abaji.
iv. Government Science and Technical College, Kwali.
v. Government Science and Technical College, Garki
vi. Government Science and Technical College, Bwari.

Admission into these schools is based on the student's performance in the BECE; a student must have at least a credit pass in English, Mathematics, and Basic Science and Technology (BST). Those with the

highest scores in the entrance examination are taken to Government Science Secondary School, Pyakasa, followed by Government Science and Technical College, Garki Area 3; the remaining candidates who passed the entrance examination with the stipulated scores are then distributed to the remaining four (4) science schools.

C. The remaining 81 public senior secondary schools: There is no placement examination; students are posted using their BECE results.

This system of streamlining pupils' placement into secondary schools should also be emulated by other States in Nigeria to create space for exceptional children and encourage self-reliance through entrepreneurial subjects.

Conclusion: Prospects of Recrafting Self-Reliance Policy

Training pupils to become self-reliant at the secondary school level is not out of place; the earlier children are trained, the better for their future and that of the country. That is why there is a need for recrafting self-reliant education in all our schools, especially the secondary schools. From this research, it is obvious that public secondary schools in Abuja have taken a lead in the training for self-reliance as encapsulated in their winning several international competitions. Interestingly, most of the winning schools were not located in urban centres, nor were they private schools, which is a pointer to the fact that public schools can also lead the process of recrafting self-reliant education in Nigeria. Abiodun, quoting Iyorwuese Hagher (n. d.), noted that:

Whenever the economic importance of Nigeria is recounted, oil, gas, and abundant solid minerals are presented as signifying Nigeria’s wealth. Yet, the true wealth of Nigeria resides elsewhere. It is the youth of Nigeria that abundantly puts it at a strategic resource advantage. If this resource is carefully nourished and developed in a globalised world, where knowledge and skills determine the competitive edge, then Nigeria will achieve a quantum leap into modernity (Abiodun, 2022, p. 5).

In line with the above submission, “the relevance of practical and traditional vocational skills cannot be overemphasised, especially when theoretical education is no longer fashionable in the face of dwindling white-collar jobs and rising unemployment.” (Akanbi, 2012, p. 186).

Recommendations

It is recommended that in recrafting a self-reliance policy using Technology and BTE education as an important and relevant source, there must be a partnership between the school and local craftsmen/women. The partnership is recognised in the NPE as clearly stated in:

Para. 40 government welcomes the participation of voluntary agencies, communities, and private individuals in the establishment and management of post-basic education, provided the set standards are met.

Para 45 Informal artisanship industry shall be used to provide training opportunities for students at the post-basic level.

Para. 47 In recognition of the fundamental importance and cost-intensive nature of science, technology, and business/trade/entrepreneurship, the Government shall provide adequate funds for science, technology, and business/trade/entrepreneurship education (FRN, 2013. pp. 22–23)

Nigerian youth is vibrant, and their ingenuity regarding creativity and novel ideas is unparalleled, but they need encouragement and a reward system that will spur them to be more creative. Social media is filled with innovations that are worthwhile, but the government has not done anything to support their ideas. Technology and BTE education should be on the government's priority list to encourage self-reliant education among secondary school students.

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