

Trade and Entrepreneurship Skill Subjects for Senior Secondary School Curriculum: Challenges of Knowledge Economy

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Abstract

This paper discusses challenges of knowledge economy affecting trade and entrepreneurship skill subjects for senior secondary school curriculum in Nigeria. The paper also discusses senior secondary education in Nigeria, history of entrepreneurship programmes in Nigeria, knowledge economy; pillars of knowledge economy, quality education: an essential component of knowledge economy, state of communities in Nigeria and global poverty index comparisons, Nigeria vision 2020, global competitiveness of Nigerian education system, and challenges of trade/entrepreneurship skills subjects.

Introduction

According to the Federal Republic of Nigeria FRN (2004), education advances the value and development of the individual for their sake, and for the general growth of strengthening society. Education which leads to empowerment is a process of strengthening the people to exercise control over their own situations and environments. Therefore, education becomes the machinery with which the society transfers its own culture and values. Education is seen as the basis for every development, forming the basis for literacy, skill acquisition, technological development as well as the ability to exploit the natural resources of the state (Uwameiye, 2019a). Ibelema (2011) stated that education contributes significantly to human capital development since it has the capacity to give its beneficiaries a greater sense of confidence and self-esteem, as well as the power to create sustainable wealth and economic empowerment. Technical, Vocational Education and Training (TVET) is a type of education, which operates in the school system in Nigeria.

According to UNESCO (2015), TVET is education, training and skills development involving a wide range of occupational fields, production, services and livelihoods. TVET as part of lifelong learning can take place at secondary, post secondary and tertiary levels and embraces work-based learning and continuing training and professional development, which may lead to qualifications. TVET also include a wide range of skill development opportunities adjusted to national and local

settings. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are fundamental components of TVET (UNESCO, 2015). Okwelle (2013) reported that TVET broadly refers to deliberate interventions to bring about learning, which would make people more productive in designated areas of economic activity as in economic sector, occupations and specific work tasks. Vocational education, which is part of the education at the senior secondary school level in Nigeria, is a type of TVET (FRN, 2004).

Senior Secondary Education in Nigeria

The Nigerian Senior Secondary Education (SSE) has duration of three years and covers Senior Secondary one (SS1) to Senior Secondary three (SS3). In 2010, Nigeria reportedly had a total of 7,104 public secondary schools with 4,448,981 students and a teacher to pupil ratio of about 32:1 (WES, 2017). Nigeria witnessed reforms in the senior secondary curriculum in 2014, which brought in the Trade/Entrepreneurship Skill subjects. Students for SSE are required to study four compulsory “cross-cutting” core subjects, and to choose additional electives in four available areas of concentration. The compulsory subjects include English Language, Mathematics, Civic Education, and one Trade/Entrepreneurship subject. The available concentration of subjects is located in the: Humanities, Science and Mathematics, Technology, and Business Studies (Obioma, 2013). The new curriculum has a stronger focus on vocational training than previous curricula, and is intended to increase employability of high school graduates in the light of the high youth unemployment in Nigeria. The Nigerian senior secondary education has three main goals, which are:

- To offer a diversified curriculum applicable for people with different abilities and opportunities;
- To provide trained manpower in applied sciences, technology and commerce at the sub-professional grade; and
- To prepare potential middle level manpower for higher education and relevant professions and specialization in line with national needs.

According to Holsinger and Cowell (2000), Secondary Education has increasingly become a central disquietedness for developing countries (including Nigeria) labelled by high rate of youth under/unemployment, and are wrestling with the issue of how to either provide skills and knowledge enabling adolescents to progress to tertiary education, or ensure a smooth shift to work for students whose secondary schooling will be terminated. Holsinger and Cowell (2000) added that without requisite education to channel the development of the adolescents, not only would they be poorly prepared for tertiary education, or for the workplace, but also most importantly, they would be disposed to juvenile delinquency, which include militancy, cultism, and robbery, teenage pregnancy/prostitution

that demands high social cost on nations.

Trade Skills Subjects in the Senior Secondary School Curriculum

Trade skills are those skills that permit a person to master a specific subject or practice that is appropriate to a career. Quality and relevant vocational training can provide recipients (mostly youths and adults) with knowledge, skills and competencies vital for a job of today or tomorrow. Provision of pertinent job skills is a healthy means of empowering recipients to seize employment opportunities or equip them for self-employment (International Cooperation and Development, 2014). Students in senior secondary schools can develop trade skills through exposure to such skills from workshop facilities in the area of interest that is available in the neighbourhood. It may be possible for technical colleges to provide such exposure to students of secondary schools around them. But they are very few in comparison to the large number of secondary schools and their population in Nigeria. The provision of vocational or trade training for secondary school students can be an engine for economic growth in the country. This is true to the extent that skilled graduates of the senior secondary schools in Nigeria will be empowered to compete for jobs globally, or establish businesses and become employers of labour. Recognizing the pivotal role of skill training, especially for young people, to increase their chances for employment, the 2030 Agenda for Sustainable Development has set a number of grand targets under Sustainable Development Goal (SDG) 4 on quality education and SDG 8 on decent work and economic growth. As Vocational Education and Training (VAT) does not create employment, the close involvement of the private sector is necessary to ensure that training is in line with labour market needs and opportunities. The new Senior Secondary School curriculum has made provision for 34 trade/entrepreneurship subjects. In order to make the programme a success, Senior Secondary Schools must partner with the private sector in the vocational training process. Such partnership will spell out the modus of training for the secondary school students.

According to Obioma (2013), the existing Senior Secondary Education Curriculum (SSEC) was reviewed, which led to the development of a new SSEC in 2010. The Senior Secondary Education Curriculum (SSEC), incorporates 34 trade/entrepreneurship subjects, and seeks to provide appropriate learning opportunities for JSS graduates from the 9-year Basic Education Curriculum as well provide strong support for higher education. The opportunities provided by the inclusion of the 34 trade/entrepreneurship subjects seeks to provide graduates of the senior secondary school who are not able to proceed to higher education will have acquired relevant life-long functional skills for their world of work (Obioma, 2013). The 34 Trade subjects include: Auto Body Repair and Spray Painting; Auto Electrical Work; Auto Mechanical Work; Auto parts Merchandising; Air

Conditioning/Refrigerator, Welding and Fabrication/Engineering Craft Practice; Electrical Installation and Maintenance Work; Radio/TV and Electrical Work; Brick Laying and Concrete Work; Painting and Decoration; Plumbing and Pipe Fitting; Machine Wood Working; Carpentry and Joinery; Furniture Making; Upholstery; Catering Craft Practice; Garment Making; Textile Trade; Book Keeping; Tourism; GSM Maintenance; Mining; Photography; Animal Husbandry; Fisheries; Marketing; Salesmanship; Keyboarding; Data Processing; Shorthand; Cosmetology; Printing; Dyeing and bleaching; and Leather Goods Manufacturing and Repair. The inclusion of these trade/entrepreneurship skill subjects will also help to avert a near danger loophole situation in the Nigeria economy since most of all the city artisans who were providing services like auto mechanics, electrical installation, plumbing, tailoring, hairdo styling and so on have gone abroad for greener pastures, and the older ones are retiring.

Since most secondary schools do not have workshops in the various towns and cities, the private sector may have to be involved in this training process. In all towns and cities and even villages, these workshops and shops are visible. Schools can utilize these private sector workshops in training students in the available skills within the communities. What is needed is the accreditation of such workshops and provision of training for the craftsmen to be utilized for the training.

Entrepreneurship Skills in the Senior Secondary School Curriculum

Entrepreneurship education is that kind of education put together towards imparting and instructing entrepreneurial spirit, self-reliant mindset, and deepening students' awareness of limitless business ideas and opportunities within and around their environment. In line with this explanation, Izquierdo and Buelens (2008) stated that entrepreneurship education could essentially bequeath learners with the required skills and knowledge, consistent with operationally tackling challenging situations and complexities in decision-making, associated with a career in entrepreneurship. Adebayo and Kolawole (2013) established a premise for relationship between entrepreneurship education and attitude towards entrepreneurship and entrepreneurship intention. Also Aja-Okorie and Adali (2013) argued that involvement in entrepreneurship education positively impacts on students' attitude towards entrepreneurship due to the fact that students are more furnished with the technical know-how and real life skills necessary for a successful outcome in the quest for entrepreneurial career. Jahanshahi, Nawaser, Khaksar and kamalian (2011) reported that entrepreneurship contributes to a nations' wealth by creating employment opportunities, opening new markets, compelling industrialization, as well as increase productivity leading to equitable distribution of income and higher standard of living for the populace.

History of Entrepreneurship Skills Training in Nigeria

Governments in Nigeria over time realized the contributions of entrepreneurship and had embarked upon establishing entrepreneurship development programmes as follows:

National Directorate for Employment (NDE): NDE was established in 1986 to develop and put into operation programmes to tackle unemployment through vocational skills training, employment counselling, and job linkages. The programme also included entrepreneurial training and enterprise creation. Mno (2007) stated that NDE did not quite succeed due to the fact that the programme could not provide post-training resources for job creation leading to low survival rate of businesses established.

National Poverty Eradication Programme (NAPEP): NAPEP was established in 2001. Maduagwu (2000) reported that the programme aimed at poverty reduction through vocational training programmes for youths and creation of employment opportunities in the automobile industry.

Subsidy Reinvestment and Empowerment Programme (SURE P): Asaju, Arome and Anyio, (2014) opined that SURE P was developed in 2012 with a component such as Graduate Internship Scheme (GIS) which was saddled with the task of creating opportunity for graduates unemployed. Those graduates that were involved were attached to reputable public and private firms or organizations for training and mentorship for a period of one year on a monthly Federal Government stipend of N18000.00.

Youth Enterprise with Innovation (YOU WIN): YOU WIN was established in 2014. Odeh and Okoye (2014) reported that YOU WIN was an intervention programme of government of Nigeria to curtail unemployment by encouraging youths to develop and implement business ideas that will lead to creation of employment opportunities. The programme mainly motivated graduates of universities to acquire entrepreneurial skills, knowledge, and technical know-how. Agbim, Oriarewo and Owocho (2013) stated that the intent of the programme was geared towards making them become self-employed and own venture creation capabilities. Sunday (2012) stated that regardless of the creditable initiatives of the Federal Government of Nigeria at different dispensations, these programmes have not fashioned positive results due to inadequate funding, incompetence of personnel and poor implementation. The question stakeholders are asking is: will the grandiose programme with this attended planned Trade/Entrepreneurship skill subjects follow the same outcome of attended failure? This question is important to the extent that since the take off of the Trade/Entrepreneurship skill subjects in 2018, nothing has been seen or heard from governments by way of action plan of government towards

executing the programme. Also, there has not been any awareness programme coming from governments to educate the populace on the viability of the trade/entrepreneurship skills subjects in the senior secondary school curriculum.

Knowledge Economy

According to Okafor (2017), Knowledge Economy was developed in the 1960s to depict a shift from the conventional economies which majorly focused on land, labour, and capital as factors of production to ones which are based on information and innovation (intellectual assets). Okafor (2017) explicated also that exploitation of natural resources and adequate manpower were the primary mechanisms of economic growth. However, information is now widely understood to be the forthcoming basis of prosperity and notably indicating raw materials, which are transformed using human capital intelligence, into economic growth. The knowledge economy is a process of consumption and production that is based on intellectual capital. It classically signifies a large section of all economic activity in developed countries. In a knowledge economy, a striking part of a company's value may comprise of intangible assets such as the value of its workers' knowledge or intellectual capital. Havidt (2016) stated that knowledge economy is based on economic success or structure that is deep-seated on effective exploitation of knowledge, skills and innovation potentials as the key resources for competitive advantage. However, commonly accepted accounting principles do not allow companies to include these resources on their balance sheets. According to Grimsby (2019), knowledge economy is an economy which comprises the production of goods and services, rooted mostly upon knowledge intensive performance in which a large quantity of economic growth and employment is as a result of knowledge-intensive activities, and it involves the compilation, analysis, and synthesis of information. Success in a knowledge economy requires assurance of both workers and firms to persistently learn and to enlarge their skills and expertise, which will promote innovation. Knowledge-based organizations comprise educational institutions; media; professional firms providing information-based services like medicine, accounting, finance, engineering, law and so on.

The increasing growth of the knowledge economy has resulted in a move away from production of tangible goods in developed countries towards intangible or informational goods as well as services. The app in your smart phone or new video game is a case in point of an informational good (Grimsby, 2019).

Investopedia (2019) stated that whereas less developed countries have a tendency to have agriculture and manufacturing-based economies, a developing country has manufacturing and service-based economy, while developed countries tend to have service-based and knowledge economies. Most countries' economies are comprised of each of these three major categories of economic activity but in different proportions in relation to their wealth. Examples of knowledge economy activities comprise

research, technical support, and consulting.

In the Information Age, the global economy has advanced toward the knowledge economy, bringing with it the best practices from each country's economy. Also, knowledge-based factors generate an interconnected and global economy where sources of knowledge, such as human expertise and trade secrets, are crucial factors in economic growth, and are considered important economic resources (Investopedia, 2019).

Pillars of knowledge Economy

According to World Bank (2013) the following pillars are four crucial requirements for a country to be able to fully participate in the knowledge economy:

Education and Training: A highly and flexible human capital is fundamental to compete effectively in today's world and is a key building block of a knowledge based economy. This entails access to quality basic education, adequate number of years of schooling, and exposure to quality tertiary level of education, which determines the proportion of the economy that is literate. An educated and skilled population is necessary to create, share and use knowledge. The Nigerian Senior Secondary Education Trade/Entrepreneurship Skills subjects' Curricular is rooted under this platform to equip graduates of senior secondary schools in Nigeria with quality saleable skills that will empower them for not only, to become owners of business, also become employers of labour or continue into higher education;

Information Infrastructure: A dynamic information infrastructure ranging from radio to the internet is imperative to assist the effective communication, dissemination and processing of information;

Economic Incentive and Institutional Regime: A regulatory and economic setting that allows the free flow of knowledge, supports investment in Information and Communications Technology (ICT), and motivates entrepreneurship development is crucial to the knowledge economy; and

Innovation Systems: A network of research centres, universities, think tanks, private enterprises and community groups is essential to tap into the increasing standard of global knowledge, incorporate and adapt it to local needs, and produce new knowledge (World Bank, 2013).

The mechanism that drives the knowledge economy is education. Growth Engineering (2018) stated that education is an investment in knowledge. Governments all over the world are investing in education. But if businesses are to succeed, education cannot be constrained to schools and universities alone. Every area of life should provide opportunities for intellectual growth. The world

of work should afford workers opportunities to keep on learning. The implication of this is that Learning and Development should be the focus, even in the world of work (Growth Engineering, 2018).

Quality Education: An Essential Component of Knowledge Economy

According to Asiyai (2013) cited in Uwameiye (2019b), quality education entails that the products of educational institutions should be able to attain according to expected standards (global) and compete favourably with their peers in other countries of the world. He argued that quality education is the education that produces the whole person; the person is intellectually, morally, physically, emotionally and socially developed. Education without quality seems to be more dangerous than no education at all, since such education will have no value. Majassan (1998) added that quality education is value-loaded; arguing that quality education should turn out disciplined behaviour, hard work, improved cultural heritage and mutual respect within and outside the school community. A good quality education is one that provides all learners with capabilities they require to develop into economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and augment individual well-being. The input factors into the education of a nation can determine the level of quality of that education. For example, such factor as Quality teachers, quality instructional facilities, and quality evaluation technique that translates into the output (Asiyai, 2013) has great potential to transform the attainment of students. Ibelema (2011) added that until the younger generation receives all round quality education, there could not be a sustainable societal transformation, or significant reduction in poverty in the nations. Education has become globally competitive. For education to be globally competitive means that that education has to provide competencies and skills that are globally sought for. To be globally competent will imply that the education students acquired in their country is better than what any other country can provide at any time (Asuru, 2019). When a student receives quality education, he/she is placed in a position where he/she can compete better than any other candidate competing with him in the world. Thus Nigerian governments should seek to provide quality education that is globally competitive. This calls for outright upgrading in education infrastructure and facilities from the primary schools to the Universities. There is the need to determine the competitiveness of the Nigerian education.

State of Communities in Nigeria and Global Poverty Index Comparisons

Nigerian communities are today bedevilled by different criminalities; to the North of Nigeria is terrorism, to the South of Nigeria is militarism and banditry. Added to these criminalities and

common within the various communities is armed robbery, ritual killings, herdsmen killings, prostitution and cybercrime. Another ailment that has bedeviled the Nigerian communities is the exodus of the Nigerian youths to greener pastures abroad on road through Libya and Morocco. Many of these youths who embarked on these trips have lost their lives in the sea and the desert. Poverty levels have continued to be on the rise in Nigeria.

The United Nations Sustainable Development Goal (SDG) to put to end extreme poverty by the year 2030 may not be certain to be met in Nigeria. World Poverty Clock (2018) shows Nigeria has overtaken India as the country with most extreme poor people in the world. This has shown how incompetence and corruption has betrayed successive government in Nigeria which has mismanaged the country's huge oil riches. Quartz (2019) reported that Nigeria has the largest extreme poverty population of 86.9 million people (46.7%) compared to India's 71.5 million people. This represents 50 percent of Nigeria's estimated 180 million population. World Poverty Clock (2018) stated also that of the top 10 countries only Ethiopia is on track to meet United Nation's SDG of ending extreme poverty by 2030. Outside the top 10 countries, only Ghana and Mauritania are on track to meet the SDG target. In addition, World Poverty Clock stated that of the 15 countries across the world where there is extreme poverty, 13 are in Africa. Also, in the second ever Commitment to Reducing Inequality (CRI) index compiled by Development Finance International (DFI) and Oxfam, Nigeria took bottom position in the ranking of 157 countries in the world. The CRI index ranks the commitment of national government to reducing the gap between the rich and poor citizens by measuring three factors considered critical to reducing the gap which include social spending, tax policies and labour rights. Nigeria was placed on the bottom of the index for the second consecutive year. With the recent increase in the Value Added Tax (VAT) from 2.5 to 7.5 percent and general tax increases, it becomes doubtful how soon, Nigeria will move upwards from the bottom position. World Bank Human Capital Index (HCI) for Nigeria is 0.34 which is lower than the global average of 0.57 (countries are scored between zero and one) is a prediction of the future expectations, and ranks Nigeria 152nd out of 157 countries. This index which is based on five indication chances of a child reaching age five, healthy growth, expected years of schooling, quality of learning available and the adult survival rate, measures the amount of human capital that a child born today can expect to attain by age 18 years. The report indicated that "a child born in Nigeria today will be 34 percent as productive when she grows up as she enjoyed complete education and full health (Quartz Africa, 2019).

Nigeria Vision 2020

The Nigerian vision 2020, which represents the economic transformation agenda for Nigeria, stated the course for the current industrial policy. The aim of the industrialization strategy in Nigeria highlighted attainment of greater global competitiveness in the production of processed and manufactured goods. This was in turn to seek to connect industrial activity with primary sector activities, domestic and foreign trade, and service activity. The ‘Nigeria Vision 2020’ strategy summarized the bold vision of Nigeria becoming one of the top 20 economies in the world by year 2020. By population standing, Nigeria is eighth in the world, but ranks 41st in terms of GDP per capita. Nigeria is the powerhouse in the Africa continent, but it stands as one of the poorest countries in the world. The year 2020 is here now. How much success has Nigeria achieved by the vision is yet to be determined? What a good vision on paper, but zero implementation. The question stakeholders are asking is: Is Nigeria now one of the top 20 economies in the world now that the year 2020 has come? Has the country moved up in the ladder of indices of world economies? Your guess is as good as mine.

Nigeria has a monolithic economy whose main economic activity is more than 90% oil. Nigeria actually started with agriculture and manufacturing. When oil was discovered in the first republic, agriculture and manufacturing were abandoned. When the Vision 2020 came into being, it was hoped that Nigeria would use proceeds from oil to not only achieve the Vision 2020, but also transit into the knowledge economy. But here Nigeria remains monolithic in economic activity, and may not be close to attaining the service or knowledge economy.

Global Competitiveness of Nigerian Education System

According to Asuru (2019) cited in Uwameiye (2019b), the knowledge economy has some essential tools for measurement of inputs and outputs and knowledge as a factor of production which include the following: Monitoring of Learning Achievement (MLA) Reports, Performance in Senior Secondary School Certificate Examination, University Ranking, Human Development Index (HDI), Adult Literacy Rate, Education Funding, and Global Competitiveness Index. Okpala (2009) cited in Uwameiye (2019) reported that various monitoring Learning Achievement in primary and secondary schools in Nigeria showed low performance. Asuru (2019) showed in addition the percentage of candidates who attained credits in five subjects and above in WASSCE including English and Mathematics as follows: 31.28% each in 2014 and 2015, 52.97% in 2016, 59.22% in 2017, and

49.98% in 2018. Times Higher Education University World Ranking (2020) has ranked Nigeria's Covenant University as 401st in the world. The ranking system evaluated 1,400 universities across 92 countries. University of Ibadan ranked the 501, while University of Lagos ranked 801. In Human Development Index HDI for 2018, Nigeria ranked 0.532 points leaving it in 157th place in the table of 189 countries. In the Adult Literacy Rating, Nigeria ranked 62% in 2018, of people aged 15 years and above who can both read and write with understanding a short simple statement about their everyday life in Adult Literacy, which gave Nigeria the 59th position among 70 countries. On the education funding, measured by percentage of annual budgetary allocation to education sector, Nigeria has the following percentage in the last five years: 9% in 2015, 6.01% in 2016, 6.0% in 2017, 7% in 2018, and 7.05 in 2019 (Asuru, 2019b). This stood against Ghana whose budgetary allocation to education in 2018 is 32%. In the Global Competitiveness Index, Nigeria's rating for 2019 is 48.3% engaging a rank of 116th out of 141 countries, as against 47.5% engaging 115th out of 140 countries in 2018. The above shows that Nigeria is rated low on key indices of Global Competitiveness and Knowledge (Asuru, 2019). Asuru (2019b) stated that there is primary dysfunction in Nigeria education system that impedes it from competing with other education systems and being unable to key in the knowledge economy.

Challenges of Trade/Entrepreneurial Skills Subjects

- Okwelle (2017) investigated TVET for the empowerment of youths in Niger Delta, Nigeria and found major problems in TVET implementation, which include inadequate training facilities, and acute shortage of qualified teachers.
- Nigeria has become the capital of the world's extreme poverty population with almost 50 percent of the population extremely poor. The implication of this is that many parents may not be able to see their children through education. It may spell doom for children in the senior secondary school if they have to pay for the training in trade/entrepreneurship skill subject.
- Nigeria is home to the highest number of out-of-school children.
- Nigeria has the largest population of unemployed people in Sub-Saharan Africa and also ranked 158th on the Human Development Index (HDI) (Okoye and Okwelle, 2013). Okoye and Okwelle (2013) cited the Trade Economics/ National Bureau for Statistics TE/NBS (2012) employment rates for Nigeria for 2010 was 21.1%, and 23.9 in 2011. Available Data indicate that from 2006 (5.3%) to 2012 (23.9%) was 14.6%. National Population Commission (2006) reported that with the population of 140 million people, 23% unemployment rate shows that

33.5 million Nigerians who are of employable age are jobless.

- Nigeria Human Capital Index (HCI) which predicts future expectations places Nigeria 152nd out of 157 countries. This index measures the amount of human capital that a child born today can expect to attain by age 18.
- Nwosu (2016) stated that budgetary allocations to the education sector in Nigeria have consistently fallen short of the recommendations of the United Nations Educational, Scientific and Cultural Organization (UNESCO) of 26% of the annual budget. Inadequate funding by federal, State and local governments have placed education in Nigeria in unfavourable situation.
- In 2010, Nigeria reportedly had a total of 7,104 public secondary, schools (outside private secondary schools) with 4,448,981 students (outside private schools). By now, the number of senior secondary schools would have increased atrociously. To meet the standard of the knowledge economy stipulation, Nigeria governments must provide training provided in trade/entrepreneurship skill subjects to all students. Ordinarily, Nigeria has not done well with the task of entrepreneurship skill training she had imposed on herself. Though this may not a good standard for assessment, it calls for governments seriousness with this programme, and provide all the impetus required for success in the implementation of programme.

Way Forward

- Federal, State and Local government should invest in skill training to have a place in the evolving global market. It should be known that no nation could compete effectively in the emerging global market-place with poor education and unskilled workers.
- Federal Government of Nigeria should set up a body to plan the Trade/Entrepreneurship programme for the country. The mission and annual targets of the programme must be stated. The conditions under which State governments that want to participate in the programme must state their state plans that will be acceptable to the Federal Government.
- Federal Government should not leave the implementation of the Trade/Entrepreneurship skill subjects in the Senior Secondary School to State Governments alone. Federal Government should provide financial assistance to State Governments for the implementation of the programme through partnership funding. Trade/Entrepreneurship skills subjects is a laudable programme, since it will ensure that graduates of SSS are

equipped with skills in one trade subject which will enable them create small scale businesses of their own and also become employers of labour. Such assistance to state government should be based on the action plan of the state government on the implementation of the trade/entrepreneurship skills subjects in their respective states;

- To make the trade/entrepreneurship skills subjects at the senior secondary school curriculum a success, local workshops should be involved in the programme to train students. Reputable professionals in Teacher Vocational Education should train master craftsmen and journeymen that will be utilized in the programme.
- All students participating in the Trade/Entrepreneurship skill programme must enter into a contractual agreement with the local firms providing the training. This will ensure seriousness into the programme.
- Government should undertake to motivate students participating in the programme by paying them monthly stipends as a token.
- As a matter of urgency towards actualising the Trade/Entrepreneurship skills subject project in Nigeria senior secondary schools, the Federal Government of Nigeria should undertake to build in each Local Government Area, an Area Vocational Centre fully equipped and fully staffed. The area vocational centres will not have their own students, but will be fed with students from nearby senior secondary schools.
- State should also undertake the building and equipping of workshops and laboratories in each town.

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