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**A Historical Analysis of Vocational Education in Western  
Nigeria, 1930s-1960s**

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**Abstract**

This paper examined the evolution and development of vocational education in Nigeria. It is explained as a process towards the attainment of industrialization and entrepreneurship in Nigeria. Before the 1930s, there was little focus on the dissemination of vocational education for development in Nigeria. The findings revealed that training schemes were basically instituted to train manpower to facilitate exportation and generate revenue for the colonial government in Nigeria. The areas of vocational education covered are; agricultural education, textile training, domestic science education, secretarial and management education and so on. The conception of vocational education here is concerned about the types of training given to Nigerians and its impact on sustainable self-employment and industrialization in the postcolonial era. The work adopted a historical approach by using primary and secondary sources.

The primary sources were archival materials from the National Archives Ibadan (NAI). The secondary sources are texts related to education and development in Nigeria. It was concluded that modernization is important to improve vocational education for development in Nigeria.

**Key words:** Vocational education, Development, Training, Education, Entrepreneurship

### Introduction

The promotion of vocational education was aided by the colonial government departments from the 1930s to 1950s. (NAI PX/B5 Nigeria Trade Journal vol 2. 1954.) Through the Lagos Trade and Industrial Advisory Committee, local trade associations were encouraged to organize training programmes to provide manpower for the industrial development of Nigeria. The Department of Commerce and Industries had offices in each regions and sequel to this, the Western Region Production Development Board proposed a Partnership policy scheme. (NAI OX/D40, Western Region Production Development Board.) Statutorily, the board was expected to operate as a state agency, but the partnership policy implied collaboration between the state and the private sector and community welfare initiatives.

Partnership with community associations and cooperative societies were planned in collaboration and cooperation with divisional agricultural departments. This arrangement necessitated the expansion of the curriculum of agricultural education. Hence, the board was responsible for training agricultural officers. Each Divisional farms provided land for cultivation while the manpower was made available by the regional government. The scheme favoured plantation farming which was a path to enhance industrialization. Community farming centres and registered cooperative societies became active participant on the scheme. Cooperative organizations in western Nigeria were empowered by this arrangement and the manpower of various farming institutes were employed, more so, the farming enterprises were aided by loans financed by the Western Region government.

To advance the industrial plans of the Department of Commerce and Industries as identified in the 1950s, the Western Region's Industrial Promotion Commission reviewed its activities and proposed for the establishment of an industrial estate in Ibadan. Therefore, this work has a broad objective in which there is an analysis of the events and circumstances that led to the establishment of each form of vocation. It has the following specific objectives:

- To examine the teaching methods used in the training of Nigerians;
- To analyse indigenous participation and involvement in the establishment of vocational schools
- To examine the status of technical education in the decolonization era and;

- To explain factors that reduced the relevance of vocational education for sustainable development in Nigeria.

### **Definition of Terms**

The following concepts were defined as used in this study.

- **Technical Education:** This is a form of specialized training which is influenced by an attempt to meet technical or vocational needs. It is the study of underlying scientific principles of a trade or vocation.
- **Secretarial and Management Education:** This is a form of vocational training in the arts and science of commerce for managerial purposes such as for office management, leadership and administration.
- **Technical Institute:** This is an organization meant to train in vocational courses with the prospect of grooming manpower for industrial needs. These technical institutes are programmed to offer practical and theoretical training in within a structured curriculum and period.
- **Trade Centre or Handicraft Centre:** This is an establishment meant to produce craftsmen and artisans to work as technical or practical service providers in industrial conditions. In this category are: carpenter, auto mechanics, painters, plumbers, machinists, electricians, bricklayers and so on.

### **Literature Review**

The quest for development has been a recurring subject of deliberations in Africa. Nigeria remains an alliance of ethnic groups, whose consent rarely mattered when it was amalgamated in the early twentieth century. This forceful alliance as Nduka (2006) notes it was aimed to favour British colonial enterprises in Nigeria. In essence the policies, then, was to ensure imperialists conveniences. It was explained that even after Nigeria's independence, the resources for meaningful development was so wide that the status of underdevelopment in contemporary times should not have been. In line with Nduka's discourse this work takes a cue to engage a historical revision of the vocational education in Nigeria.

The process of development planning in Nigeria and the underlying factors that led to such plans was explained in Falola (1996). Development plans in the decolonization process in Nigeria was actually in two dimensions. The plans were meant to develop the colonies to facilitate colonial administration. Pan-africanism and pressures from other colonies against British exploitation made the British government to forcefully rethink its activities. This set the pace for the Colonial Development and Welfare Act (CDWA) in 1940. The CDWA was worked out to set aside funds for the development of colonial economies. This led to a focus on the development of vocational education in the colonial era. In a contemporary discourse on education for self-employment, Falola (2012) posits that for meaningful development to be achieved

in light of unemployment there is need to have a rethink of vocational education in Nigeria.

Fafunwa (1974) provided a holistic explanation on the trends in educational development in Nigeria, this served as a basis for understanding the pattern of expansion of education system in Nigeria. Beyond this, it is the focus of this work vocational education occurred in western Nigeria. Furthermore, Osokoya (1987) and Osokoya (1988) also engaged in a strategic analysis of issues and policies in Nigeria's education system. The analysis there in identified the flaws in the methods of implementation of the education policies and recommended that it should be tailored towards training manpower suitable for the labour market. In considering this viewpoint, this work revises the pedagogy of vocational education as it were in Western Nigeria.

### **Agricultural Education**

In 1938, the trustees of Leverhulme Trust engaged the services of four members of the British Parliament under the designation of West Africa Commission. (NAI, CE/A6, Technical Reports of the West Africa Commission, 1938-1939). The Commission studied the socio-economic conditions in West Africa and it was asserted that for any meaningful development, agriculture needed revival. It was stated that:

The Governments of the West African colonies have, in fact accepted some of these conclusions to a very large extent. The communal system of land tenure is being passively maintained. African rule by Africans according to African law and custom is being maintained, strengthened and extended by the system of indirect rule. But the acceptance of these conclusions needs to be more far reaching and more far-seeing... What is now needed is to carry our acceptance of these conclusions further and to build up an improved economic system, allowing for a greater degree of cooperation between the African and European and American economic systems. This will bring about an improved standard of life for Africa and give Africans the opportunity ... We Europeans came to Africa first as slave dealers and later as traders and conquerors. Our administration in West Africa has been an enlightened one, but we cannot escape from our history, and there are barriers of misunderstanding on both sides between us and the African peoples... (West Africa Commission Report, 1938)

The commission identified the fact that the relationship between Africans and Europeans were unequal and the former was ravaged with uneven development. This being the perception of Europeans on which Colonial and Welfare Development Act of 1940 was based. Agriculture was taken as the focal point to revive African economic

development. Thus, a relation was instituted between the Agriculture and Education Department. By implementation of the report, the colonial agricultural departments established agricultural training schools to provide agricultural education useful for the colonial administration and for the development of Africans. As practiced in Britain; rural areas were integrated into the agricultural education scheme. This led to a patterned collaborative relationship between community based associations and the colonial government on the delivery of adequate agricultural skills.

The Agricultural Bill was introduced to Nigeria to repeal and replace the Agriculture ordinance, 1926 and the importation of Plants Regulation Ordinance, 1935. This bill was meant to standard agricultural policy in Nigeria to improve economic conditions and standard of living of the people. This was the claim of Europeans, but in practice, the bill was meant to foster the production of cash crops to maintain high quality export produce and protect crops from infestation and disease. To achieve these aims on the part of the colonial administration, agricultural education became imperative at all levels from production to marketing.

In line with the general development of education in Nigeria, agricultural education focused on the promotion of farm schools. This involved collaboration between the Agriculture and Education departments. Furthermore, the establishment of the Farm schools was in alliance with the host communities. For examples, the farm Schools in Oyo, Ogbomoso and Osogbo were supported by indigenous entrepreneurs and the traditional ruling council. This support enhanced the establishment of Young Farmers Club and Junior Cooperative Societies, organisation of agricultural shows and school farm competitions.

### **1. Young Farmers Club in the Agricultural Education Scheme**

As an integration plan to involve young boys in rural areas, the Young Farmers Club was introduced into the agricultural education scheme in Nigeria. To devise a system of integrating rural areas in the process of agricultural education, the report of the West Africa Commission advocated for an initiative to include young boys in farming scheme. It may be argued that it was meant to provide cheap labour to work on farms, but it led to the acquisition of skills on modern farming methods. The Young Farmers' Club (YFC) was initiated to serve as a non-formal means of education by demonstration for young boys in rural areas. This initiative was initially practiced in Lagos to teach modern methods of farming. (Seven Clubs covering Isheri, Ipaja, Isolo, Ikotun, Egan Akowonjo and Agbado operated in 1950.) By the inclusion of young boys, the YFC activities enhanced the emergence of communal farms. Invariably, the community provided land for farming; and the colonial government provided the training especially on production and management operations in the farms.

At the Kuramo waters, one of such trainings was leadership courses to prepare the boys for self-reliance and entrepreneurship. (The Training was from the Welfare Officers of the Department of Agriculture at Agege.) A pedagogic strategy adopted was the use of agricultural shows and exhibition to network all the YFCs' and the communities of residence. (NAI Comcol I 248/164.) The YFCs became a strategy to entrench mass agricultural education because the communities observed the productive effect on youth empowerment thereby increasing enrolment.

## **2. Incentives for Agricultural Education in the 1930s**

The Colonial Agricultural Scholarship Scheme (CASS) was proposed in the 1920s for the development of the colonies by experimentation for a period of ten years. (NAI, *Colonial Agricultural Scholarship Scheme*, Sessional paper No. 19 of 1933.) The funds were financed by the Imperial Exchequer and two-thirds by the colonial government. This arrangement was actually meant to develop the colonies to facilitate cashew production for the colonial economy, but it indirectly created the knowledge of modern farm methods that could aid indigenous knowledge for development. While the scheme declined in the 1930s, the Leverhulme trust came up with a means of reviving the status of agricultural education.

The collaboration between the Agricultural and Education Department metamorphosed into the introduction of courses on Agricultural Training. [NAI Comcol I902 Agricultural Scholarship Scheme]. To facilitate the programme, an Agricultural scholarship scheme was introduced at Moor Plantation in Ibadan. The training lasted for three years at a scholarship of £48 per annum. (The course of training involved practical work on the farm, elementary chemistry botany and surveying, practical nature in English, knowledge of plant diseases and insect pests, manual carpentry.) The aim of the training programme was to groom manpower that served as Farm Instructors. Prior to the Colonial Welfare and Development Act, the Scholarship scheme provided employment opportunities within and outside government departments. In fact, the graduates from the Agricultural school in Ibadan served as manpower for the development of farm enterprises in Western Nigeria.

## **3. Farm Institutes and Agricultural Education**

The operation of agricultural training schools or institutes was collaboration between the colonial government and indigenous efforts from community associations and cooperative business organisations. The institutes operated as a business enterprise registered under the Business Names Ordinance of 1962. For instance, the Osogbo Experimental Farming and Industrial Institute were established by the efforts of the Ataoja of Osogbo. The functions of the institutes were to implement large scale farming such as poultry and livestock farming and cash crop plantation farming. One of such private farm institutes was the Experimental Farming and Industrial Institute

established by the cooperation of Ataoja & Council, The District Officer, the Osogbo Progressive Union, The Agricultural Officers were trained in Ibadan and the land for the establishment of the Institute was donated by Chief Abodunrin, the Alagba of Osogbo. The Institute enhanced Agribusiness by creating a network between the Farm and Sales store. In the process, the institute engaged in the training of prospective farmers to ensure organisation and efficacy.

**Table: Some Contributors to the establishment of Experimental Farming and Industrial Institute, Osogbo, August, 1947**

S/No	Name	Address	Contributions
1	Chief J.A. Winjobi	Ashipa Ataoja of Osogbo	25.1.2
2	Mr. Z.A. Anibaba	Storekeeper UAC	20.11.0
3	Mr. I.A.Jegede	Storekeeper UAC	20.111.0
4	Mr. N.A.T. Makinde	Manager Nat's Trade Service	20.1.0
5	Mr. T.D. Amoo	Mechanic, Station Road	20.0.11
6	Mr. J.A. Fakunle	Owner Fak's Stores	15.0.9
7	Mr. E.S.O. Sodipo	Clerk Health Office	25.1.7

*Source:* NAI Oshun Div. I. 1040 Osogbo Farm Institute, while indigenous efforts towards contributory funding enhanced the establishment of the institute, the objective of training to develop agribusiness facilitated the acquisition of financial support from the Nigerian Local Development Board (NLDB).

### Domestic Science Education

Women's Business Education was operated by the colonial government in the form of domestic science training. The curriculum of the domestic sciences was designed to groom girls for work in the society. This could be described as women's empowerment as it focused on cooking and sewing. In contemporary times, these vocations have transformed to catering and fashion designing business, common practiced by women. This form of education for girls was initially operated as evening classes. The idea of a vocational training was supported by Ladies League and the curriculum was structured as obtainable in England.] The first domestic science centre was established by the Ladies League in Lagos. Among the first set of instructors was a Woman Education Officer Mrs. E. Cusack who was a Cookery Demonstrator in the Ministry of Food in England. The evening demonstration classes on cookery had in its curriculum-dishes from the West Indies; New way with fish; catering for your tea party and; ideas from America (NAI Com Col I, 960 Domestic Science Centre, Lagos).

The operation of the cookery classes in the domestic science centre was strictly not the colonial government's affair as it involved the private sector. To negotiate and network for the employment of women and girls from the centre, the heads of government departments and managers of European trading companies were involved

in the activities of the centre. (NAI Com Col I, 960.) Subsequently, the colonial government used the graduates of the centres as man power for the establishment of government catering and rest houses to cater for colonial officials. This arrangement no doubt served the interest of the colonial administration.

The Domestic Science Centre was an extension of the Queen's College, situated at No. 3, Idulowo Street, Lagos. (NAI, Com Col I 960.) It was an extension to advance vocational training for women and girls. It was an educo-commercial initiative whereby the students paid a training fee 1/- for each demonstration class. The establishment of the centre was funded by the Lagos Ladies College Fund, though an offshoot of Queen's School. Invariably, the Centre was an initiative of collaboration between European and Nigerian Women. The fund was operated in Lady Clifford's name. The fund was entrusted with the Director of Education, Mr Henry Carr and Mrs. Kofo Abayomi at a sum of £715.18. 1. (NAI Com Col 811 vol. I Lagos Ladies College Fund.]

Training in domestic sciences was largely favoured by the colonial education policy. The largest item included in the estimates for the Southern provinces between 1930 and 1945 was the provision for domestic education. (NAI, MN/X15 Memorandum on Educational Policy in Nigeria, 1947). The purpose was to ensure that women were trained in vocations that enhanced life skills. Domestic science education was also enhanced Missionaries. This cooperation enhanced the role of the missionaries in training female instructors to serve as Domestic Science teachers. This cooperation was aided by the Colonial Development and Welfare Act as funds were provided to establish Domestic Science teachers in the regions. In the 1950s, the Federal Advisory Panel identified courses in domestic science education which were advanced and incorporated into Yaba Technical Institute. (NAI CE/R9 Federal Advisory Panel on Technical and Industrial education). Hence, Catering and Hotel Management was introduced into the curriculum, considering the fact that there was the need for cook experts and supervisors to cater for large corporate events and to offer commercial services for workers in the cities.

### **Textile Education**

The need to engage the ex-service men after the World War facilitated the establishment of textile training centres in Nigeria. (NAI, DCI 1/1295/s.3, Training of Ex-service men as weavers, 1979, p. 50). Ado-Ekiti and Oyo were designated as major weaving centres because both had the heritage of weaving. The willingness of ex-servicemen was well expressed by the Resident Textile Officer that:

Initially, Ex-Service men served as man power for the development of textile education is before the 1950s. They were trained in the production of woven cloth. The weaving centres were organized to

train weavers on the broadlooms. The trainees were either trained in Oyo or Ado-Ekiti textile training centres. Through the Department of Commerce and Industries, the products from the centres, were supplied to provide individuals in the United Kingdom and United States and the UAC in Lagos. (Ajayi, 2005)

The intervention of the private sector in the process of textile education and production was facilitated by the funds given by the Nigerian Loans Development Board. (Falola, 1996; Ajayi, 2005, p. 164. NAI, DCI 1/12792 Annual Report on the general progress of Development and Welfare Schemes, 1949). Textile manufacturing was a viable business enterprise identified for development in the colonial administration. The textile training scheme was facilitated by the return of ex-service men after the Second World War. The administration of textile education was vested with the Department of Commerce and Industries (DCI). A unit in the DCI was the Textile Advisory Centre (TAC) based in Lagos. (NAI DCI, 435/s. 1 Textile Training Scheme.) TAC was used to network indigenous institutes involved in the manufacturing of textiles. The intervention of TAC was aimed at providing manpower to produce textiles on a large scale for exportation and to improve the production technologies by teaching modern methods. Indigenous textile industries from various towns in Yorubaland attached their apprentice to the training centres established by the colonial administration (Example of such were; Ajebu Textile works at Olisa Street East End, Ijebu Ode.)The objective of the training course was to groom manpower in textile designing; dyeing; finishing and spinning. In the TAC, based in Lagos, the training programme was organized with an incentive of £7 per month for each trainee. This incentive motivated young men from various towns in Yorubaland to partake in the textile training scheme. By 1956, women had trained in Lagos (NAI DCI 435/s. 13 Textile Training Centre, Lagos). The effectiveness of the training scheme warranted enquiries for admission. There were willing applicants for training and marked interest in the training scheme has been shown in the following areas, Ado, Ikere, Ido, Ijero ... more than fifty applications from private person have been received; the applicants include those of ex-servicemen not previously weavers. (NAI, Ondo Prof 1/1 1836 B, 9th October 1946, p. 32.) However, before the 1950s, the interest of the ex-servicemen dwindled because they were not willing to engage in commercial production, rather they were interested in being employed as instructors and wage workers in government establishments. The training for production scheme failed and this shifted the attention of the DCI to Textile Advisory Centre in Lagos. On the part of the colonial government, the training centres were established to groom manpower to expand the production of textiles. With the dwindling interest in Ado-Ekiti, Oyo and other Yoruba towns, the DCI limited its training activities to Lagos, Abeokuta and Ijebu. The indigenes perceived this scheme as a programme for empowerment and they became unwilling because it exploited labour for commercial production.

Despite the aversion of the indigenes to the commercialization of textile production, the training centres produced instructors who taught modern weaving methods to the weavers. The technical college established by the missionaries also facilitated the process of textile education. In spite of the dwindling interest of men in textile training, the missionaries ensured that women continued to partake in the training and production process. The women were organized to engage textile education in a modern system, whereby certificate of Apprenticeship is awarded. After training, the weavers' private entrepreneurship was monitored. There was a form of cooperative entrepreneurship as the weavers were organized into groups to facilitate production. (NAI, DCI 1/1 403 s.1, Hand Over notes – Textiles Development.)

### **Secretarial and Management Education**

The efficiency of clerical work in the colonial administration was a daunting task; hence, it became a necessity to train Nigerians in the art of clerical functions to ease office management. Training in the art of stenography and shorthand typing became imperative. The programme was structured to train Nigerians and place them on government employment. This was unlike other vocations, because the colonial administration constantly needed the services of a secretarial staff to maintain efficacy. At the initial stage, before the 1940s, the services rendered in stenography were based on volunteerism. (NAI Com Col I 738 Shorthand Examination.) Secretarial education was institutionalized by the government notice. No. 1275 as contained in the Nigerian Gazette No. 64 of 19th October, 1939.

Osogbo Clerical Training School (OCTS) was established to train secretarial manpower to serve in government departments. The standard of the training given was in compliance with the requirements of the Royal Society of Arts (RSA) in London affiliated to Yaba Technical Institute (YTI). The graduates of OCTS were offered employment upon the completion of courses in shorthand, Typesetting and English. The RSA examinations were held in June and December at YTI. (NAI, Com Col I 738 Stenography in Nigeria.)

To foster ethics and standard practice in the Secretarial profession, the Association of Nigeria Civil Service Stenographers (ANCSS) was formed in the 1940s. [NAI, Com Col I 738 Stenography in Nigeria.] The association was formed to ensure that only Nigerians that qualified through the RSA exams were employed in the Civil service. This was as a result of the fact that Stenographers trained in the private sector also considered for employment by the colonial civil service. By the provision of the opportunity for private sector participation in Nigeria's education policy, secretarial training was implemented by the missionaries, education entrepreneurs European trading companies and community associations. This, increased the availability of manpower seeking work in government departments. ANCSS justified its reservation on the quality of graduates from the private sector. However, the colonial

administration was less rigid in this regard because the most important issue was a regular availability of secretarial staff to manage colonial offices. Consequently, the unemployed Typists loiter around commercial centres with their machines to provide typewriting service. (Oral interview with Mr. E. A. Adedeji Retired Civil Servant, 15/10/2011.)

The occupation of women as secretaries or office managers evolved from the colonial administration. In affiliation with Queens College Lagos, the colonial government instituted courses to incorporate women into the secretarial profession in 1943 (NAI Com Col 1 738/3 Female Stenographers.) To ease learning, British women were employed to teach women in the art of stenography. The programme was structured for three years to offer courses in Shorthand, Typewriting and English. (*Daily Times*, July 23, 1943). However, the women were not placed on scholarship, but they were offered employment in the colonial civil service. This preference affected the recruitment of male stenographers. This was among the reasons for ANCSS insistence that only stenographers who had written the RSA exams are qualified for employment.

Indigenous entrepreneurs perceived the prospect in establishing secretarial training schools. They took advantage of provisions of the education policy to train manpower that enhanced their businesses. A prominent entrepreneur – Chief T.A. Odutola established the Ijebu-Ode Commercial College in 1945. (NAI Ije Prof 2964 Ijebu-Ode Commercial College.) Being a merchant with numerous business enterprises in Ijebu-Ode, Ibadan and Lagos, the school was meant to groom business managers. The subjects offered were Mathematics, English and Commercial Correspondence, Typewriting, Shorthand Book-keeping and Accountancy, Geography, History Economics and French. Furthermore, this involvement was also visible in Ibadan and Ilesa as various commercial institutes were established to offer secretarial and management education. The curriculum and tests were affiliated to the RSA examinations. In Ibadan, Akappo Commercial Institute (ACI) was established in 1950 by the approval of Chief Inspector of Education – Mr. D.A. Russell. (Southern Nigerian Defender, 10<sup>th</sup> January 1951.) ACI founder – Mr. E.S. Akappo was formerly a tutor in Ijesa Commercial Institute, Ilesa before he opted to operate independently. (Southern Nigerian Defender, January 30, 1951.) ACI affiliated its programme to the RSA vested with YTI in Nigeria. In the first year of operation ACI had outstanding academic results. (Southern Nigerian Defender, February 7, 1951.) Other private commercial institutes clustered in Ibadan, Ilesa, Ijebu, and Osogbo. This clustering, though entrepreneurial in the initial stages, the educational services offered led to the development of accounting and management education in Western Nigeria. This is obvious in contemporary times as the Institute of Chartered Accountants of Nigeria (ICAN) and the Nigerian Institute of Management (NIM) developed in Western Nigeria and their study and exam centres exist in the major cities in Yorubaland.

### **Private Enterprises and Vocational Training**

Different vocations were aided by the colonial administration. These vocations were planned for though not initially for the development of Nigerians but to generate revenues for the colonial administration. However, the modernization introduced into the practice of these vocations made them viable for future development in Nigeria. Several vocations were discovered for modernization in Nigeria. Jewellery trade was prominent among the Yoruba especially women because it was a sign for high social status in the society. The use of jewelleries was considered absolutely an important aspect of a woman's dressing in Yoruba society. This, the Europeans identified and decided to expand its production and trade. Furthermore, the discovery of gold deposits in Ilesa facilitated the interest of European companies in the exploration of gold. Goldsmith was an important occupation practiced with the use of indigenous knowledge in Nigeria. By the 1940s, the practice of goldsmith was modernized by the establishment of European Goldsmith schools in Lagos. (NAI Com Col 2787 Gold Trade.) Hoopers Goldsmith Institute from Germany was established in the 1940s, the serve as a goldsmith school in Lagos to train of Nigerians. (*West African Pilot* January 29, 1943.) The school organized a two-year apprenticeship scheme. The scheme offered subsistence to apprentices that attended the school, but they were expected to work as production technicians after graduation. This offer affected the in training offered in privately owned goldsmith shop. In spite of the differences, the colonial administration ensured that private goldsmith operators paid licensing fee before they could operate in various locations in Western Nigeria. To regulate this, a goldsmith ordinance was organized. The colonial government rarely invested in goldsmith training because it was perceived as not viable for large scale exportation. But its operation was monitored by the ordinance. Invariably, the training was vested in the discretion of foreign and indigenous private sector merchants.

Chief T.A. Odotola, had identified the niche in secretarial and management education in the 1940s, and thus the Ijebu-Ode commercial College was established. Being an astute entrepreneur, he identified another niche in the economy; rubber was identified as one of the vibrant cash crop for exportation. For this, he established a tyre retreading factory at Oke-Ado in Ibadan in 1950. (NAI, PR/B5 Nigeria Trade Journal) The basic raw material used in production was rubber ad it became an avenue that trained manpower (technical) in the production operation. To further expand the business, an after-sales-service support was set up that trained auto-mechanics on that use of car spare parts. This widened the scope of automobile journey-men attached to Odotola Brothers.

### **The Public Works Department and Vocational Training**

The Public Works Department (PWD) was a Colonial service department involved in offering technical services. The process of discharging the responsibilities of the PWD

warranted the need for training Nigerian to provide adequate idea of training Nigerians in vocations actually sufficed in the 1930s in the Nigeria Regiment to assist intending ex-service men. (NAI Abe Prof 1660). The plan was to train them as leatherworkers; Tailors, Farmers, Carpenters, Bricklayers, Draughtsmen and so on. The pedagogy adopted was organized in three phases:

- Men in their last year of service were selected to attend training classes in various government department for a period of six months prior to discharge.
- Short courses were held for a period of three months in selected centres of Native Administration workshops.
- Men to be trained in farming were taken to Farm demonstration schools. [NAI Abe Prof 1666] with these plans, the ex-service men were taken into consideration for occupational engagement. Laudable as it was, the colonial administration could not sustain the training expenses and thus the training scheme was commercialized and vested with the PWD in the 1940s. The PWD Technical Training School was located at Ijora, Lagos. This meant that the native administration sent willing trainees to the PWD and the minimum standard of admission was standard VI. (NAI, Abe Prof I 666 Technical Training of Africans).

**Table: Cost of Training in PWD Technical Training School, Ijora, Lagos**

1st year	£ 13
2nd year	£ 16
3rd year	£ 18
4th year	£ 20
5th year	£ 25
6th year	£ 33

Source: NAI, Abe Prof I 666 Technical Training of Africans

Nominees from the Native Administration were trained in PWD Technical School. Furthermore, collaboration was sealed with the Education Department to organize evening classes for the apprentices to teach basic subjects such as English, Mathematics, Drawing and so on, while the lecturers are paid for teaching. Training of Nigerians in Vocations through the PWD had the challenges of accommodation and employment for the graduate apprentice. The facilities in the school were not enough to accommodate the young boys from Western Nigeria. The citizens accepted the initiative of the colonial administration in modernizing vocational education through the PWD, and they even suggested ways to improve the system; Mrs. Olajumoke Obasa the Secretary of the Lagos Women’s League advance the introduction of entrepreneurial strategies to the scheme so that natural resources could be efficiently utilized.

After admission, the boys are placed in the care of a mentor who was an expert labourer. From the outline syllabus, the first two years was a period of basic training that is they are taught the use and care of tools and the principles of trade. The curriculum for each vocation varied, but the management of tools and principles of trade are considered important in learning. The third year was structured to teach elementary application, while the remaining three years are spent on practice and production operations. As a means of measurement and administered at interval of six months. The technical training scheme no doubt had a lot of lapses as the apprentice graduates were not employed and they there was rarely follow-up programmes in form of refresher course or update training.

### **Medical Auxiliary Education**

Prior to the 1950s, training in Medical auxiliary services was prominent in the native administration and in the informal sector. The informal training was sought from the European trading companies and indigenous entrepreneurs. In the process of working as Salesman, apprenticeship in drug dispensary occurred. Although, the Native Administration health departments trained its officers to offer medical auxiliary services, but there was concrete programme to develop this aspect of vocational education. Hence, the FAP advocated for the expansion of training facilities to offer vocational education for Pharmacists, Laboratory Technicians, Nurses, Sanitary Inspectors, Dental Therapists, Opticians, Physiotherapists and Radiographers. The colonial government out rightly neglected this aspect because it was almost strictly a welfare work which hardly generated revenue for administration. Based on this, FAP's argument for a technical college sufficed and of specific importance was pharmaceutical education. In line with the standards of Pharmaceutical Society of Great Britain, the Department of Health in Lagos trained Pharmacists to practice drug dispensary. (NAI CE/R9 Federal Advisory Panel.)

To expand Pharmaceutical education, the YTI in its college form was vested with the function of training in that regard. This was considered necessary in Western Nigeria, because of the industrialization process which involved the integration of rural areas. Drug dispensers were needed to assist in the treatment of workers in the Farm Institutes in the villages. While Pharmaceutical education was considered most important, other aspects of medical auxiliary services were given attention in the curriculum of YTI.

### **Conclusion**

A visible problem in the implementation of vocational education was the challenge of overlapping training schemes. Missionaries, government departments, community efforts and association, entrepreneurs all had impact on the entrenchment of vocational education in Western Nigeria. The efforts though laudable failed to

concretise the needed empowerment for manpower for industrial development in Nigeria. As at 1955, the Federal Advisory Committee on Technical Education and Industrial Training observed that: there are several vocational training schemes in Nigeria and yet there are scarce employment opportunities. Then it was recommended that the training schemes should be harmonized, which called for the upgrading of YTI. It is important to emphasise that the policy and plans failed to consolidate a synergy between indigenous knowledge, modernization and industrialization for entrepreneurial development of Nigerians. For education to be meaningful beyond the 21st century, it is imperative to focus on community-based schools to offer education that grooms for entrepreneurship taking into consideration the resources available in the society. To support this Falola explains that:

In the US, they realize that Universities are not for everyone and that what is necessary is to create a large middle class to sustain the economy. Community Colleges make it possible with vocational education, they know how to communicate the opportunities of entrepreneurship. We need to create technical institutions and community colleges that will provide education on what we need in cities and nation, such things as how to convert refuse into energies and manure, irrigate Ogunpa river, repair machines, invent basic technologies etc. (Falola 2012).

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