
Strategies for Effective Implementation of New Curriculum for Technical College in Nigeria

Onewokae Festus

Department of Educational Management, University of Abuja, Nigeria, fonewokae@yahoo.com

Nwabude Chigozie Blessing

Department of Educational Management, University of Abuja, Nigeria, goziebless09@gmail.com

Article information:

Manuscript received: 14 Aug 2025; **Accepted:** 15 Sep 2025; **Published:** 17 Oct 2025

Abstract: This examine the strategies that will support effective implementation of the new technical colleges' curriculum in Nigeria. The paper showed that adequate funding, implementation of effective capacity building programme, improvement in Infrastructure and learning facilities, employment of more professional teachers, create awareness on the implementation of the new curriculum, effective Monitoring and evaluation, collaboration between industry and technical colleges, digitalization of teaching and learning, formulation implementation policies for the new curriculum, full participation of stakeholder, provision of adequate instructional resources and improvement in the quality welfare packages for teachers are some of the strategies that will support full implementation of the new technical colleges' curriculum in Nigeria. Based on these findings, the paper recommends that more investment in teacher training, upgrading infrastructure, fostering strong industry partnerships, and ensuring continuous monitoring and evaluation. Equally important is the need for community support, adequate funding, and policy consistency to sustain the momentum.

Keys words: Curriculum, Implementation, Technical colleges, Federal Government, Technical Education.

1.0 Introduction

Nigeria's education system—especially in the area of technical and vocational training—is undergoing a much-needed transformation. For years, technical colleges across the country have operated with outdated curricula that no longer reflect the demands of today's fast-changing world. With youth unemployment on the rise and industries seeking more skilled workers, it has become clear that a change is overdue.

To address this, the Federal Government—through bodies like the National Board for Technical Education (NBTE), NABTEB, and NERDC—has introduced a new and improved curriculum for technical colleges, set to take effect in the 2025/2026 academic session. This new direction focuses on equipping students with practical, hands-on skills that match the needs of modern industries[1]. It includes 26 approved trade courses, covering everything from traditional crafts like welding, plumbing, and carpentry to newer fields such as solar energy installation, digital media production, and cybersecurity.

However, introducing a new curriculum is only the first step. The real test lies in how well it's put into practice. This means training teachers to deliver the new content, upgrading workshop facilities and

equipment, and making sure schools have the right tools and materials. It also means building stronger partnerships between schools, industries, and government to ensure that what students learn in the classroom actually prepares them for the real world. Ultimately, the success of this curriculum reform will depend on how effectively all these moving parts come together—to give Nigerian students the skills they need to build successful careers and contribute meaningfully to the nation's growth.

2.0 Review of Literature

2.1 Concept of Technical colleges

Technical college, also known as a technical school or vocational school, is an educational institution that provides students with practical skills and knowledge in a particular field or trade. These types of colleges offer a variety of programs and courses in subjects such as engineering, healthcare, business, and more[2]. The main focus of technical colleges is to prepare students for specific careers and provide hands-on training, often in partnership with industry professionals. Students who attend technical college often graduate with the necessary skills and experience to enter the workforce directly, making them valuable assets to potential employers. Technical and Vocational Education is the type of adult education programme which involves the acquisition of practical skills and technical knowledge. Though vocational education has not received sufficient attention in Nigeria recently emphasis has shifted away from general education that encouraging the mere acquisition of a certificate to skill-based education which focuses more on what one can do as well as cultivating life skills such as critical thinking, problem-solving (Adedokun). Technical and Vocational Education and Training is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life (FRN)[3]. Technical and Vocational Education is an integral part of an overall system of education. As such, adequate consideration needs to be given towards the training of people in a given occupation, by providing them with the necessary skills and technical knowledge.

Technical colleges are schools that focus on teaching practical, hands-on skills that prepare students for specific careers. Unlike universities that are more theory-based, technical colleges are more focused on doing — helping students gain the tools, training, and confidence to work in fields like engineering, agriculture, construction, welding, auto mechanics, computer technology, catering, or fashion design. A technical college is where you go to learn how to build, fix, create, or operate things — and get real-world training that employers are looking for. These colleges are especially important for people who want to enter the workforce quickly or who prefer learning by doing rather than sitting through long lectures.

Technical and Vocational Education as that type of adult education that emphasizes an individual's abilities and skills toward doing a certain job. It is aimed at promoting social responsibility, job orientation, vocational exploration, and political participation, spiritual and moral values. Examples of this type of education in the traditional society were when children were involved in practical farming, fishing, weaving cooking, carving, knitting and other traditional vocations (Ovbiagele)[4]. Technical and Vocational Education has been part of the fundamentals of man's creativity and progressive development which increases economic growth (Ovbiagele)[5]. Vocational education as that skill-based programme designed for sub-professional level education and based on specific vocation. Technical education on the other hand, facilitates the acquisition of practical and applied skills as well as basic scientific knowledge. In effect, every vocational education programme is technical in nature while not every vocational education programme is vocational in nature (Oranu)[6].

The objectives of technical colleges includes;

1. To provide practical skills for jobs

Technical colleges help students learn by doing— whether it's fixing a car, building a house, designing clothes, or operating machines. The goal is to prepare students for specific careers so they can start earning and contributing right after graduation.

2. To reduce unemployment

By training people in high-demand skills, technical colleges help reduce joblessness, especially among young people. Graduates often become self-employed or easily find work in industries that need skilled hands.

3. To promote self-reliance

These colleges don't just train workers — they grow problem-solvers and entrepreneurs. Many graduates go on to start their own businesses, becoming their own bosses and creating jobs for others.

4. To support national development

Skilled workers are the backbone of any developing country. Whether it's in construction, agriculture, manufacturing, or technology, technical college graduates play a direct role in building the economy.

5. To bridge the gap between education and industry

Technical colleges make learning relevant to the real world. What you learn in the classroom is closely connected to what happens in actual workplaces. This makes the transition from school to work smoother.

6. To promote dignity of labor

They help change the mindset that only white-collar jobs matter. Technical colleges show that working with your hands — and doing it well — is something to be proud of.

2.2 Concept of Curriculum

Curriculum refers to the content and structure of a particular course or academic program. It includes the topics and concepts that are covered, the goals and objectives of the course, and the instructional methods and materials used. It is essentially the plan for what students will learn and how they will learn it. Curriculum refers to the set of courses, activities, and content that make up an educational program. It outlines the topics and skills that students are expected to learn and the methods by which they will be taught. It often includes learning objectives, assessment tools, and instructional strategies.

2.3 New Technical College Curriculum scope

The streamlining and modernisation of these trades responds to current industry demand across construction, energy, agriculture, automotive, creative media, and digital services sectors. The new curriculum is aimed at addressing the curriculum overload, strengthening trade competence, aligning with the international standards, which will build a workforce to boost Nigeria's economic growth. The statement reads, "The Federal Government has announced a landmark reform of technical education aimed at equipping young Nigerians with globally competitive skills and preparing them for the jobs of tomorrow.

The new curriculum designed to modernise technical colleges across the country. The reforms seek to reduce curriculum overload, strengthen trade competencies, align with international standards, and build a workforce ready to drive Nigeria's economic growth. The criteria involved in the new curriculum is to ensure the smooth revamping of the new structure, as the newly introduced courses will commence fully at the beginning of the 2025/2026 academic year, and instructions have been sent to all Federal Science and Technical Colleges to adopt the new curriculum.

The implementation of the new curriculum commences or “Beginning from the 2025/2026 academic year, all Federal Science and Technical Colleges (FSTCs) will adopt the revamped structure. Each college will run a minimum of six and a maximum of ten trade courses, while students will now take between nine and ten subjects, including: “One trade course, five or six general subjects such as Mathematics, English, Physics, Chemistry, Biology, Citizenship and Heritage Studies, Two or three trade-related subjects, and one elective. “A total of 26 trade areas have been streamlined and upgraded to reflect industry needs.”

Below is the full list of the 26 approved trades:

1. Brick laying, block laying and concreting
2. Woodwork, carpentry and joinery
3. Plumbing and pipe fitting
4. Computer hardware & GSM repair and maintenance
5. Refrigeration & air-conditioning works
6. Mechanised agriculture (mechanisation / smart agriculture)
7. Autobody works
8. Catering craft practice
9. Solar PV installation and maintenance
10. Fashion design and garment making
11. Livestock farming/animal husbandry
12. Fish farming (aquaculture)
13. Motorcycle & tricycle repairs
14. Painting, decoration and finishes (interior design)
15. Welding & fabrication
16. Auto-electrical wiring
17. Automobile mechanics
18. Beauty therapy & cosmetology
19. Creative media (digital media production/operations)
20. Electronic systems maintenance craft
21. Furniture making & upholstery
22. Networking & system security (including satellite TV antenna installation and maintenance)
23. Social media content creation and management
24. Tiling & cladding (tiling and decorative stonework / floor-cover installation)
25. Automobile CNG conversion and maintenance
26. Leather works.

Abdul Kadir described the review as a vital step in achieving the vision of empowering Nigerian youths with the skills needed to thrive in the changing economy. “The review of this curriculum is a vital step in achieving this mission and ensuring that our graduates are equipped with the most current skills as required by our evolving economy,” AbdulKadir . Also Frank Omale, as reported by Ngozi noted that the review is critical in aligning the technical education curriculum with the evolving needs of industry,

the labour market and the aspirations of the nation. This latest validation of 26 trade syllabuses builds on a similar exercise when the federal government carried out the first review of technical college curricula in 14 years. The 2024 exercise introduced 14 new subjects such as motor vehicle repair, welding, electrical installation, renewable energy, cosmetology, and fashion design. The reforms are part of Nigeria's broader push to reposition technical and vocational education and training (TVET) as a tool for tackling youth unemployment and driving industrial growth.

2.4 Concept of Implementation

An implementation refers to the act of carrying out or executing a plan, design, or method. This can range from implementing a new policy in a company to implementing a software program. In the context of academic abstracts, implementation would refer to the practical application or realization of a research study or experiment. This can include the methods used to collect data, the tools utilized for analysis, and the overall execution of the study.

3.0 Method

The strategies that will support effective implementation of the new technical colleges' curriculum in Nigeria. This paper is a position paper that adopted a systematic literature review-based method. The method allows to collect and review the related previous literature from various online sources. With the aid of digital platform, the researcher collected secondary information to generate knowledge on this topic from 2015-2025. The position paper followed qualitative narrative design method. The researcher has visited different online sites to collect the previous literature and analyze the strategies that will support effective implementation of the new technical colleges' curriculum in Nigeria. The previous findings are critically analyzed and presented in different themes as on the strategies that will support effective implementation of the new technical colleges' curriculum in Nigeria. (Adapted from Ogunode)[7].

Inclusion and exclusion criteria

Inclusion

This output of the literatures on the strategies that will support effective implementation of the new technical colleges' curriculum in Nigeria presents an in-depth study and result that can infer conclusion on the topic. The study includes: online publication; conference paper, journals sorted from from reputable international journals such as CEON, Elsevier, Hindawi, JSTOR, IEEE, Learn Techlib, SAGE, Nebraska and Springer (Adapted from Ogunode,)[8].

Exclusion

Also, the literature review excludes information from edited books, preprints, monographs, information below 2015 and book chapters (Adapted from Ogunode)[9].

4.0 Result and Discussion on Strategies for the Successful Implementation of the New Curriculum in Technical Colleges in Nigeria

Bringing a new curriculum to life in Nigeria's technical colleges is no small task—it requires more than just designing new content. To truly make a difference, the implementation must be thoughtful, well-supported, and practical for those delivering and receiving the education. Here are some key strategies that can help make this curriculum reform a real success:

Adequate Funding

The implementation of new technical colleges' curriculum in Nigeria is crucial for the country's economic growth and development. Adequate funding plays a crucial role in supporting this process. With proper funding, these technical colleges will be able to equip their students with the necessary skills and knowledge to thrive in the rapidly evolving job market. Adequate funding will support the hiring of qualified and experienced faculty members who can effectively teach the new curriculum (Ogunode, Lawal, & Ajape)[10]. With the constantly changing technological landscape, it is essential to

have knowledgeable and skilled instructors who can provide students with the latest and most relevant information. Funding will also enable these colleges to invest in modern and up-to-date equipment and technology (Olamoyegun, Olatunde-Aiyedun, & Ogunode)[11]. This will provide students with hands-on experience and practical skills, preparing them for their future careers. Adequate funding will also allow for the regular maintenance and upgrading of these resources, ensuring that they remain relevant and effective. Proper funding will support the development and implementation of innovative teaching methods and strategies. This will enhance the learning experience for students, making it more engaging and effective. With the use of technology and other modern teaching tools, students will be able to grasp and retain information better. Moreover, adequate funding will also enable these technical colleges to offer scholarships and financial aid to deserving students. This will ensure that no qualified student is denied the opportunity to pursue their education due to financial constraints. In turn, this will increase the number of skilled individuals in Nigeria, contributing to the overall development of the country. No reform can succeed without proper financial support. To fund the implementation of the new curriculum; Allocate specific funds in both federal and state education budgets. Seek support from development partners, NGOs, and education-focused organizations. Encourage communities, alumni, and private donors to contribute to local technical colleges (Ogunode, Zhenseh, & Olatunde-Aiyedun)[12].

Ensure effective capacity building programme

The capacity building programme will play a crucial role in supporting the successful implementation of new technical colleges' curriculum in Nigeria. By providing a comprehensive training program for teachers and staff, the programme will equip them with the necessary skills and knowledge to effectively deliver the new curriculum to students. This will not only ensure that students receive high-quality education, but also help develop a strong and qualified workforce for the country. Additionally, the capacity building programme will also focus on promoting collaboration and communication among stakeholders, including government officials, community leaders, and industry experts, to ensure a successful and sustainable implementation of the new curriculum. Teachers are the heart of any curriculum. If they aren't well-prepared, even the best-designed programs will fall flat. To help teachers deliver this new curriculum effectively: Organize regular training and certification programs, especially in emerging trade areas and modern teaching methods.... Partner with polytechnics, universities, and industry experts to upskill teachers in line with global trends. Make continuous professional development (CPD) a standard part of the teaching profession in technical colleges.

Improvement in Infrastructure and Learning Facilities

The provision of comprehensive infrastructure and learning facilities is crucial for the successful implementation of a new technical college curriculum in Nigeria. Adequate resources and supportive environments are essential for students to effectively learn and apply technical skills. The provision of infrastructure such as well-equipped classrooms and laboratories, modern technology, and sufficient supplies will enable students to gain hands-on experience and develop practical skills. Additionally, access to learning facilities such as libraries, study areas, and internet connectivity will enhance student's knowledge and understanding of technical subjects. Moreover, the availability of infrastructure and learning facilities will also support effective teaching and learning practices. Educators will have the necessary tools and resources to deliver high-quality instruction and engage students in interactive learning experiences. This will facilitate student-teacher interactions and promote a collaborative learning environment, which is crucial for the success of a technical college curriculum. The provision of infrastructure and learning facilities will attract students to enroll in technical colleges and increase enrollment rates. This will create a larger pool of qualified individuals with technical expertise, which will positively impact the development of the country's economy and workforce. By investing in infrastructure and learning facilities, the government can ensure the success of its new technical college curriculum and pave the way for a skilled and knowledgeable workforce. Many technical colleges currently lack the tools and environments needed for hands-on training. To close this gap: Invest in modern workshops, digital labs, and up-to-date equipment. Work with private companies to donate or

lease necessary tools and machinery (Ovbiagele)[13]. Set up clear maintenance systems to keep facilities running effectively over time.

Employment of more professional Teachers

The employment of more professional teachers in Nigeria's new technical colleges will greatly support the effective implementation of the curriculum. These teachers bring with them a wealth of knowledge, experience, and skills that are essential for the successful execution of the curriculum. With their expertise, they will be able to effectively teach and guide students through the new technical subjects, ensuring that they understand and apply the concepts being taught. Additionally, having a larger number of professional teachers will allow for smaller class sizes and more individualized attention for students, promoting a more conducive learning environment. Their presence will also serve as role models for students, inspiring them to pursue careers in technical fields. The employment of professional teachers will also lead to the creation of mentorship opportunities for students, providing them with valuable guidance and support as they navigate through their academic and professional journey. In essence, the employment of more professional teachers in Nigeria's new technical colleges will not only support the effective implementation of the curriculum, but also pave the way for a brighter future for the students and the country as a whole.

Create Awareness on the implementation of the New Curriculum

The implementation of the New Curriculum in technical colleges in Nigeria is crucial for ensuring the development and success of the country's future workforce. One key aspect in achieving this effective implementation is through creating awareness among stakeholders. This can be accomplished by providing comprehensive information and resources on the New Curriculum, its goals, and its benefits to all involved parties, including students, teachers, and government officials. By doing so, stakeholders will have a better understanding of the importance and relevance of the New Curriculum, and will be more inclined to support its implementation. Furthermore, raising awareness also creates a sense of accountability and responsibility among stakeholders, as they will feel more invested in the success of the New Curriculum. People need to understand why this change matters—especially students, parents, and teachers (Ariza, & Olatunde-Aiyedun)[14]. To build buy-in and excitement; Run awareness campaigns on radio, TV, social media, and within communities. Share simplified versions of the curriculum with stakeholders. Hold orientation sessions at the start of every school year to walk students and teachers through the new expectations.

Ensure effective Monitoring and Evaluation

The implementation of new technical colleges' curriculum in Nigeria is an important step towards improving education in the country. However, for this implementation to be successful, it is crucial to have effective monitoring and evaluation processes in place. Monitoring and evaluation will provide valuable insights into the progress and effectiveness of the new curriculum, allowing for necessary adjustments and improvements to be made. Through continuous monitoring, the tool will keep track of the implementation process, including the roll-out of the curriculum, teacher training, and student progress (Shieh, Wang, & Chou)[15]. This will provide stakeholders with real-time data on the strengths and weaknesses of the curriculum, allowing for timely interventions to be made. Furthermore, through evaluation, the tool will assess the impact of the new curriculum on students' academic performance and overall learning experience. This will help to identify areas of improvement and provide evidence-based feedback to guide curriculum development and implementation. To know what's working and what isn't, there must be regular monitoring and honest evaluation. This could involve; Creating dedicated monitoring teams at the national and state levels. Setting clear, measurable goals (like student performance or facility upgrades) and tracking them consistently (Adeyemi)[16]. Using digital tools to gather feedback and monitor how the curriculum is being implemented in each school.

Ensure collaboration between Industry and Technical Colleges

Collaboration between industry and technical colleges is crucial for the effective implementation of new curriculum in Nigeria. Industry can provide practical experience and real-world knowledge to students, while technical colleges can offer theoretical education and technical skills. This collaboration will bridge the gap between classroom learning and industry demands, ensuring that students are well-prepared for the workforce upon graduation. Furthermore, industry collaboration can also provide resources such as internships, guest lectures, and mentorship programs that can enhance students' learning experience and give them a better understanding of the practical applications of their studies (Adedokunm)[17]. Industry experts can offer valuable insights and feedback on the curriculum design and help shape it to meet the current and future needs of the industry. This collaboration will also create a network between students, technical colleges, and industry professionals, leading to potential job opportunities and partnerships. By working together, industry and technical colleges can ensure the smooth and effective implementation of new curriculum in Nigeria, benefiting both students and the industry as a whole. Since the goal of technical education is to prepare students for the job market, industries should play a key role in shaping and supporting the curriculum. This could mean: Inviting professionals from various industries to join curriculum review panels or offer guest lectures. Creating internship and apprenticeship opportunities for students to gain real-world experience. Forming advisory boards that include representatives from sectors like ICT, construction, energy, and manufacturing.

Ensure Digitalization of Teaching and Learning

The digitalization of teaching and learning is crucial in supporting the effective implementation of new technical colleges' curriculum in Nigeria. It will provide students with access to a wide range of resources and tools that can enhance their learning experience. With the use of technology, students can engage in interactive and dynamic learning activities that promote critical thinking and problem-solving skills. Furthermore, digitalization allows for personalized learning experiences, catering to the individual needs and abilities of students. Digitalization can also support effective implementation of the new curriculum by providing teachers with innovative teaching methods and tools. This can include online learning platforms, virtual simulations, and interactive tutorials. These tools not only make the teaching process more engaging and effective, but they also allow for easy monitoring and tracking of student progress. Moreover, digitalization opens up opportunities for collaboration and knowledge-sharing among students and teachers. This can enhance the overall learning experience and also prepare students for the increasingly digitalized workforce. Modern learning must include digital tools. Blending traditional classroom methods with e-learning can boost both access and engagement. To make this work: Create digital versions of the curriculum that can be accessed online or via mobile devices. Provide affordable internet and learning devices to technical schools. Train teachers in digital literacy and tech-supported teaching strategies.

Formulation implementation policies for the New Curriculum

The formulation of implementation policies for the New Curriculum in Nigeria is an essential step towards supporting effective implementation of new technical colleges' curriculum. These policies will provide guidance and direction for the implementation process, ensuring that it is carried out smoothly and efficiently (Ogunode, Adeniyi, & Ukozor)[18]. By creating clear and concise policies, decision-makers will have a framework to follow, allowing them to make informed and strategic decisions in the implementation of the new curriculum. One key aspect that these policies will address is the training and development of teachers and faculty members. With the introduction of a new curriculum, it is crucial to provide educators with the necessary training and resources to effectively teach the new material. This includes workshops, seminars, and other professional development opportunities that will equip teachers with the skills and knowledge needed to successfully implement the new curriculum. The policies will outline the roles and responsibilities of various stakeholders involved in the implementation process, such as school administrators, curriculum developers, and government officials. This will create clarity and accountability, ensuring that each party understands their role and works towards the common goal of successful implementation (Ngozi). The formulation of implementation policies will also address potential challenges and barriers that may arise during the implementation process. This proactive

approach will allow decision-makers to develop contingency plans and strategies to overcome any obstacles that may hinder the implementation of the new curriculum. To ensure the changes last beyond political cycles, the curriculum needs legal and policy backing. This can be done by; passing laws or policies that protect the reforms and guarantee funding. Encouraging state-level governments to align with national goals. Reviewing exams and certification standards to match the new curriculum structure.

Ensure full participation of stakeholder

Efficiently implementing a new curriculum for technical colleges in Nigeria requires the full participation of stakeholders involved in the education system. The stakeholder participation will play a critical role in ensuring the success of this academic endeavor. By discussing how to ensure full participation of stakeholders, we can identify potential challenges and find effective solutions to overcome them. Through open and transparent communication, stakeholders can share their perspectives and concerns, allowing for a more holistic approach to curriculum implementation. This will also foster a sense of ownership and commitment among stakeholders, leading to a higher level of engagement and dedication towards the success of the new curriculum. Stakeholders' involvement also allows for a diverse range of expertise and experience to be incorporated into the curriculum development process. This will result in a more well-rounded and comprehensive curriculum that caters to the needs of all stakeholders, including students, teachers, and employers. Ensuring the full participation of stakeholders also promotes accountability and responsibility. When all stakeholders are actively involved, they will have a shared understanding of the goals and objectives of the new curriculum. This will create a sense of responsibility among stakeholders to contribute to the success of the curriculum and hold each other accountable for their actions (Olamoyegun, Olatunde-Aiyedun, & Ogunode)[19]. When communities understand and support what's happening in schools, students are more likely to succeed. To bring them on board: include Parent-Teacher Associations in curriculum rollouts and planning. Share success stories of past graduates to show the value of technical education. Encourage local businesses to support schools with resources or mentorship.

Provision of adequate Instructional Resources

The implementation of new technical colleges' curriculum in Nigeria can be effectively supported by the provision of adequate instructional resources. These resources can include textbooks, teaching materials, technological tools, and other resources that aid in the teaching and learning process (Ogunode, & Okwudinma). With proper resources, instructors will be able to effectively teach the new curriculum, while students will have access to the materials and tools necessary to understand and apply the concepts being taught. This will ultimately lead to a better learning experience and increased success in implementing the new curriculum.

Ensure quality welfare packages for teachers

Quality welfare packages for teachers are crucial for the successful implementation of new technical colleges' curriculum in Nigeria. By providing teachers with competitive salaries, access to resources and training opportunities, and recognition for their hard work, we can ensure that they are motivated and have the necessary support to effectively educate students in the new curriculum. In addition, adequate welfare packages can help attract and retain highly qualified teachers, creating a stable and knowledgeable workforce in technical education (Ogunode, & Agwor). This, in turn, will lead to improved student outcomes and the overall success of technical colleges in Nigeria. Providing quality welfare packages for teachers is an essential step in achieving our goal of implementing a strong and effective technical education system in Nigeria (Osayomuantor, & Edokpayi).

4.1 Finding

The paper showed that **adequate funding, implementation of effective capacity building programme, improvement in Infrastructure and learning facilities, employment of more professional teachers, create awareness on the implementation of the new curriculum, effective Monitoring and evaluation, collaboration between industry and technical colleges, digitalization of teaching and learning, formulation implementation policies for the new curriculum, full participation of stakeholder, provision of adequate Instructional Resources and improvement in the quality welfare packages for teachers** are some of the strategies that will support full implementation of the new technical colleges' curriculum in Nigeria.

4.2 Conclusion and Recommendations

The implementation of a new curriculum for technical colleges in Nigeria marks a significant step toward transforming the country's technical and vocational education landscape. By aligning educational content with modern industry demands, this reform has the potential to equip students with practical, job-ready skills and reduce the growing rate of youth unemployment. However, the success of this initiative goes beyond policy formulation—it depends heavily on effective execution strategies such as **adequate funding, implementation of effective capacity building programme, improvement in Infrastructure and learning facilities, employment of more professional teachers, create awareness on the implementation of the new curriculum, effective Monitoring and evaluation, collaboration between industry and technical colleges, digitalization of teaching and learning, formulation implementation policies for the new curriculum, full participation of stakeholder, provision of adequate Instructional Resources and improvement in the quality welfare packages for teachers.**

This means investing in teacher training, upgrading infrastructure, fostering strong industry partnerships, and ensuring continuous monitoring and evaluation. Equally important is the need for community support, adequate funding, and policy consistency to sustain the momentum. If these elements are properly addressed, Nigeria's technical colleges can become powerful engines of innovation, entrepreneurship, and by combining these strategies, Nigeria can lay a strong foundation for the full and effective implementation of the new curriculum in technical colleges.

References:

1. R. Adeyemi, "An assessment of Technical and Vocational Education implementation in Nigerian schools," *Unpublished manuscript*, 2022.
2. M. O. Adedokun, "The use of vocational training for capacity building in rural communities for improved living," *Nigerian Journal of Educational Research and Evaluation*, vol. 11, no. 2, pp. 211–223, 2021.
3. I. Akamobi, "Universal Basic Education: A tool for achieving self-reliance in vocational technical education," in *Proc. National Conf. of Science and Technology Education*, Umunze: FCE (Technical), 2002.
4. A. J. Ariza and T. G. Olatunde-Aiyedun, "Bringing project-based learning into renewable and sustainable energy education: A case study on the development of the Electric Vehicle EOLO," *Sustainability*, vol. 15, no. 13, pp. 1–32, 2023. doi: 10.3390/su151310275
5. *Punch Newspaper*, "Full list: FG approves 26 tradepreneur courses in new curriculum," 2025. [Online]. Available: <https://punchng.com/full-list-fg-approves-26-trades-for-technical-schools-under-revised-curriculum/>
6. *TVC News*, "Full list: FG approves 26 tradepreneur courses in new curriculum," 2025. [Online]. Available: <https://www.tvcnews.tv/full-list-fg-approves-26-tradepreneur-courses-in-new-curriculum/>

7. *Ngozi News*, “Federal government begins review of 26 technical college trade syllabuses,” 2025. [Online]. Available: <https://naltf.gov.ng/federal-govt-begins-review-of-26-technical-college-trade-syllabuses/>
8. N. J. Ogunode, J. A. Olowonefa, and S. Suleiman, “Benefits of funding tertiary education in Nigeria,” *European Journal of Artificial Intelligence and Digital Economy*, vol. 1, no. 3, pp. 5–16, 2023.
9. N. J. Ogunode, A. J. Zhenseh, and T. G. Olatunde-Aiyedun, “Critical review of problems facing higher education in North-East Geo-Political Zone of Nigeria,” *Central Asian Journal of Social Sciences and History*, vol. 3, no. 7, pp. 54–63, 2022. [Online]. Available: <https://cajssh.centralasianstudies.org/index.php/CAJSSH/article/view/398>
10. N. J. Ogunode, D. A. Adeniyi, and C. U. Ukozor, “Technical and Vocational Education in Nigeria: Problems and way forward,” *American Journal of Alternative Education*, vol. 1, no. 2, pp. 24–35, 2024.
11. N. J. Ogunode and O. J. Agwor, “Perception of secondary school teachers on the causes of inadequate infrastructural facilities in public secondary schools in Gwagwalada Area Council of F.C.T, Abuja, Nigeria,” *Electronic Research Journal of Behavioural Sciences*, vol. 4, pp. 1–9, 2021.
12. N. J. Ogunode, A. Lawal, and T. S. Ajape, “Evaluation of causes of inadequate funds in Nigerian public universities,” *Middle European Scientific Bulletin*, no. 9, pp. 93–103, 2021.
13. N. J. Ogunode and O. C. Okwudinma, “Adequate funding panacea for accreditation problems in tertiary education,” *Unpublished paper*, 2024.
14. L. Ogbondah, “Adequate funding of public universities in Nigeria for sustainable development,” *African Journal of Historical Sciences in Education*, vol. 6, no. 2, pp. 322–323, 2010.
15. S. O. Olamoyegun, T. G. Olatunde-Aiyedun, and N. J. Ogunode, “Funding of science programme in public secondary schools in Federal Capital Territory, Abuja, Nigeria,” *European Journal of Innovation in Nonformal Education*, vol. 2, no. 2, pp. 1–7, 2022. [Online]. Available: <http://innovatus.es/index.php/ejine/article/view/246>
16. P. E. Osayomuantor and A. Edokpayi, “Problems of vocational and technical education in Nigeria: A case study of Benin Technical College,” *International Journal of Research in Education*, vol. 5, nos. 1 & 2, 2018.
17. A. O. Ovbiagele, “Vocational education for socio-economic and technological development of Nigeria,” *Global Journal of Interdisciplinary Social Sciences*, vol. 4, no. 4, pp. 15–18, 2015.
18. R. N. Oranu, “Problem of vocational technical education in Nigeria,” *Lead paper presented at the National Conference on Vocational and Technical Education*, Umunze: Federal College of Education, 1994.
19. C. I. Shieh, I. M. Wang, and J. R. Chou, “The impact of vocational education on human resources development in North Central Geo-Political Zone, Nigeria,” *Academic Journal*, vol. 8, no. 19, pp. 1842–1849, 2019.