

ABSTRACT

Assessment and evaluation of the productivity of technical workers without formal education vis-à-vis those with formal education prompt educationalists to question the authenticity of establishing technical institutions. Analysis of the innovativeness and creativity of technical workers point out that assessment and evaluation to certification and consequently employment should be restructured to focus on practicality which is oriented to solving problems rather than accumulation of theoretical knowledge. A system needs to be put in place to source people for vocational training without pegging the admission requirement on any certificate and orientating instructors to innovation and creativity, which can spur technological advancement in Africa