



REVIEW OF SEVERAL FUNDING SCHEMES TO AID TECHNICAL AND VOCATIONAL EDUCATION TRAINING (TVET) IN NIGERIA

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Abstract

Various nations of the world have placed a high premium on technical and vocational education and training (TVET) as a way for rapid technological advancement in the 21st century. TVET is recognized globally as the bedrock for studying technology and related sciences and the acquisition of practical skills, attitudes, and knowledge relating to occupation in the various sectors of the economy and social life. Since TVET is a technological-based education, it requires huge funding for effective running and maintenance. In Nigeria, inadequate funding of the educational system has been a major challenge to technical and vocational education and training (TVET). This paper attempted to X-ray the pattern of educational funding in Nigeria and its effect on TVET and suggest a new area of funding to consolidate the aim and objectives of technical and vocational education and training (TVET) in Nigeria.

Keywords: TVET, Funding, Issues, Resilient and challenges

Introduction

Technical Vocational Education and Training (TVET) in Nigeria is an establishment that has been honored by UNESCO with a formal and non-formal system. The formal TVET system came to Nigeria through the social administration. The first sets of vocational seminaries established in Nigeria were Hope Waddell Training Institute, Calabar; Nasarawa School, Boys' Vocational Seminaries, Ibiono; and Blaize Memorial Industrial School, Abeokuta. These vocational seminaries had foreign deportees and missionaries as their preceptors, while the Nigerian youths were trained to work for the social administration as low-position professed forces (Akpan, Usoro & Ibiritam, 2013; Bello & Muhammad, 2021).

Nigeria has neglected vocational and specialized education. The common styles of vocational and specialized education were internships, crafts, and others. (Oviawe, 2019). TVET is a form of learning at the secondary and lower tertiary levels that helps in the acquisition of chops as well as scientific knowledge, which can help scholars prepare for different programs like agrarian assiduity, commerce, and others. With the involvement of TVET, youths or scholars can explore different career options that will support chops, high academic norms, and others that involve a lot of practical conditioning. TVET has been developed in colorful nations around the world with the rapid-fire technological advancement of the 21st century, which has made it an applicable and integral part of public development for skill development and flexible, profitable growth. The growth of TVET has raised a professed pool of tone-reliant youths, which has contributed to the public development of both rural and metro centers of the nation (Nkechi, Solomon, Patrick, & Modupe, 2016; Jane, 2020; Adamu, 2017, Oviawe, 2019), according to Shi & Bangpan. (2022)

Specialized education can be described in four major categories, which include

Specialized education refers to the theoretical and vocational preparation of scholars for jobs involving applied wisdom and ultramodern technology, and is classified above the professed crafts but below the scientific or engineering professions.



Vocational education and training are traditionally non-theoretical, systematized conditioning to prepare scholars for jobs in designated trades or occupations, with a focus on the factual attainment of proficiency in homemade chops.

On-the-job training is “plant-grounded training that uses real jobs as a base for instruction and practical purposes.”

Internship training refers to training that combines on-the-job training for a largely professed craft or trade with academic or theoretical instruction, ranging from informal work-ground literacy-by-doing to formally structured programs patronized by large artificial enterprises.

Specialized and vocational education and training has attracted wide attention with its implicit ability to palliate poverty and ameliorate youth employment in low and middle-income countries; thus, TVET is anticipated to reduce structural severance and force the labor request with professed workers as the machine of profitable development and transnational competitiveness (Neroorkar & Gopinath 2019; Van der Bijl & Lawrence 2019).

Over the years, it has been observed that TVET has not been given acceptable attention as an integral aspect of 21st century education policy in Nigeria. One of the functions of specialized education, especially in Nigeria, is to train a specialized labor force to apply and grease the technological development of the nation, which will catalyze the mindfulness of knowledge in technology among the youth and youthful academy-leavers and lead to the improvement of chops and development in an atmosphere where severance dominates. Specialized education in Nigeria is passing a lot of challenges which include non-availability of specialized labor force, poor equipped laboratories and shops, obsolete educational installations and shy ICT grease of ultramodern trends, shy finances from the government which fall below the standard of UNESCO, the shy collaboration between the institutions and diligence within Nigeria and outside the country that can grease the skill development of the youth, poor remuneration for many specialized staff which has led to staff development and just of recent JAPA pattern of leaving the country (Nigeria) for greener pasturage in developed technological nations of the world has constituted a major reversal and barred TVET to performed its places and functions in Nigeria. The outcome has led to the churning out of graduates who do not have the specific skills and knowledge that are required by the job market. In Germany, for instance, approximately 68% of latter-system graduates joined the workforce in the company where they were trained immediately after their VET (vocational education and training) program. All 51% of workers in Germany are skilled in VET, while 11% of workers are master craftsmen and vocational and technical college graduates. It will interest us that German vocational schools have collaborated with 430,000 companies, and more than 80% of these companies are large-scale in nature and hire apprentices, making over 500,000 apprenticeship positions available across all sectors of the German economy (Cedefop 2021).

There are a lot of studies that have examined the challenges of TVET in Nigeria, but this paper intends to examine the trends of funding and budgetary allocations towards education in recent years and to compare it with some few African countries that funded their education according to the suggestion of UNESCO and what has been the outcome and suggests various ways where the government can improve on funding, teaching and learning of education cum skill development which will enhance the resilient of the economy which will solely focus on innovation, green jobs and working with like-minded countries and industries that will bring economic development, create capacity awareness in technological advancement that can make them withstand any issues envisage and bounce back from any type of disruption or set back they might have encountered in the time past and to remain the giant of Africa as we are known all over the world. (Ogbuagu, 2017)

Funding of TVET in Nigeria

TVET in Nigeria is divided into formal and informal systems, for which the Ministry of Education, the Ministry of Finance, and the Ministry of Labor and Productivity are solely responsible. The Federal Government allocates the budget for the operation of TVET. Although fresh coffers are mustered through the Tertiary Education Trust Fund (TETFUND) where TETFUND imposes a 2 percent education duty on the assessable profit of all registered companies in Nigeria and the Federal Inland Revenue Service (IFRS) assesses and collects the education duty, TETFUND is anticipated to administer the duty and expend the coffers to tertiary educational institutions both at the civil and state levels. (Oviawe, 2018)

Funding of education in Nigeria

Nigeria's posture towards financing education has been a major issue since its commencement; indeed, when the government transitioned to a popular period, up until the moment, the state of education in Nigeria has remained poor



and disappointing, far below the standard suggested by UNESCO. It'll be of interest that as soon as education is inadequately funded, TVET as a body under the Ministry of Education will suffer a reversal in its operations. There are colorful reasons that some scholars have attributed to the poor sponsorship of education in Nigeria, and these include fiscal responsibility issues, unclear delineation of intergovernmental places, a lack of collaboration among governments, a lack of statistical data, and political insecurity. Poor backing has led to frequent strikes, especially in tertiary institutions. In the 19 years since Nigeria returned to nonmilitary rule under the Fourth Republic, stakeholders such as the Academic Staff Union of Universities (ASUU) and the Academic Staff Union of Polytechnics (ASUP) embarked on different shut-downs of academic activities in order to show their agitations over the poor financing of education in Nigeria and to demand immediate and quick action from the government. (Adedigba, 2018; Akintoye & Uhumumangho, 2018; Agbese, 2017)

Nigeria's Education Budgets (2016-2022).

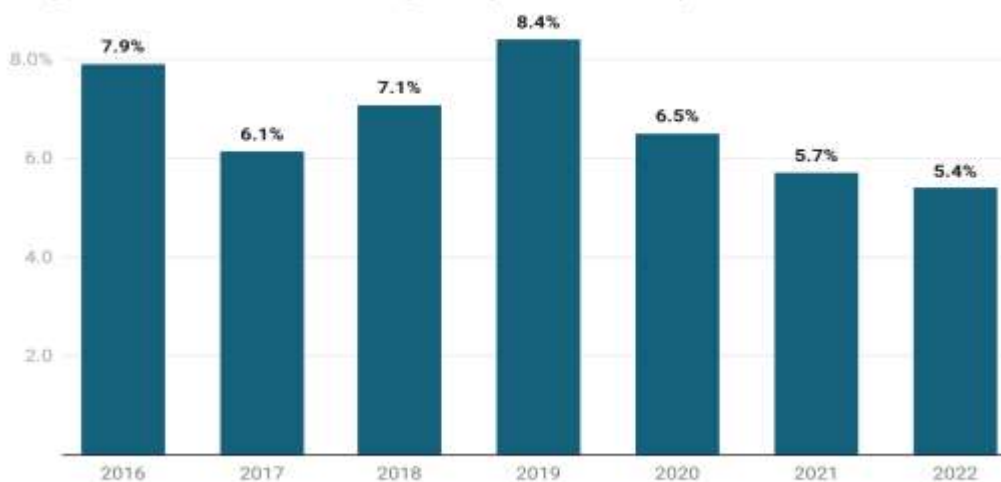


Chart: Dataphyte.com • Source: Budget office. • Created with Datawrapper

Source: Dataphyte.com/ Budget Office 2023

A total budget of #6.1 trillion was unanimously approved by the National Assembly in 2016, of which #480.3 billion was earmarked for education, and this represents 7.9 percent or 8 percent of the total volume of funds allocated. Also in 2017, N448.44 billion was allocated to the sector, representing about 6.1 percent of the N7.30 trillion total budget at the time. In 2018, the approved budget for the time rose to N9.2 trillion, and N651.23 billion, which is about 7.1, was allocated to the education sector, while in 2019, President Muhammad Buhari presented N8.83 trillion in estimates to the National Assembly as the time's budget. The education sector got N745.53 billion, or about 8.4 percent of the total budget. In 2020, the sector entered a total of #686.82 billion, which is about 6.5 percent of the total approved budget for the time. In 2021, N742.52 billion was allocated for education, which is about 5.6 percent of the entire budget and the lowest budget entered compared with the former budgets allocated to the sector in history. Of the 2022 budget totaling 17.13 trillion, a sum of N923.79 billion was allocated to the sector. Though the figure increased, the budget is still at 5.4 percent of the total budget approved by the National Assembly. In a nutshell, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) recommended that developing nations give up to 15–20 percent of their periodic budget to public education. Nigeria's allocation to the education sector falls drastically below UNESCO norms. There are some strategic ways of backing specialized vocational education and training in order to have a flexible frugality that will enhance the skill development of adolescent bones as suggested by Jane (2020), and this includes donations of tools, outfits, and other knowledge accouterments from alumni associations, foreign backing, public-private cooperation, skill development duty, currency trade duty, air ticket solidarity duty, academic installation figure, and ring-fenced.

All these strategic means of sourcing finances for TVET can be judiciously espoused to enhance good capacity. Five African countries that have the highest spending on education as a share of GDP in 2021 education expenditure for Namibia was 9.64 between 2016 and 2021; this dropped on a normal of 0.15 each



time, although it grew from 6.03 in 2006 to 10.64, in 2016, education expenditure for Sierra Leone was 9.09 which increased from 3.43 in 2001 to 9.09 in 2021 growing at an average periodic rate of 6.59, while the expenditure on education for Belize was 8.71 which increased from 5.8 in 2001 to 8.71 in 2021 this is an average periodic rate growth of 3.13 meanwhile 8.70 was calculated for education in Lesotho during 2021 spending indeed though education expenditure changed substantially in recent times, it tended to dropped through 1999- 2021 period which end at 8.71 in 2021 and initially Nauru education expenditure was at position of 7.09 which was raised from 5.17 in the former time (Knoema, 2023)

Launching of Strategy for TVET BY UNESCO in 2022-2029

According to UNESCO, the International Center for Technical and Vocational Education and Training, which held a hybrid international conference in October 2022 in Germany, laid out a strategic agenda for TVET from 2022 to 2029. It will be recalled that TVET has a critical role to play in the recovery and reshaping of the education system and the labor market as a whole worldwide. But the emergence of the global pandemic in 2020 constituted a major setback for TVET in performing their functions; schools, training centers, and workplaces experienced closure, and this greatly affected young people. Before the pandemic, the statistics of young people who are employed without education and training were extremely high, with a total of 267 million, of which 31% of young women were involved and 14 % of young men were also affected in 2019. As of 2020, over 34 million people were out of work (UNESCO, 2023), with over 17% of young minds having stopped working. Given this, there has been a rapid change in technological change, which was driven by the expansion of artificial intelligence (AI) and automation, which turned into the fourth industrial revolution. In an attempt to reduce the challenges facing TVET the new UNESCO strategy for TVET 2022–2029 in transforming technical and vocational education and training for successful and just transitions was launched with express approval at the conclusion of the UNESCO Executive Board meeting of the 214th session in 2022. It was built upon the achievements of the TVET 2016–2022 strategy. The new strategy is expected to focus on three strategic priority areas, which include: Development of skills for all individuals to learn, work, and live that will support flexibility of lifelong learning pathways that will focus on inclusion and target some measures with technical assistance to mitigate the impact of technology and climate change on gender equality, marginalized communities, and those who solely depend on informal economics and subsistence agriculture for survival. To develop skills for inclusion and sustainability in the economy that will support job growth and the participation of the private sector with effective skills, the main focus is on the transition towards a digital and green economy, STEM and 21st-century skills, innovation, and strong governance and investment. To develop skills for the inclusion of peaceful societies, which will greatly support rights-based education for sustainable development, the key focus will be on global participation in citizenship education and TVET for social integration and cohesion.

- For proper implementation and adoption of a range of modalities and cross-cutting interventions, this strategy will be among the three levers.
- National, regional, and global policy learning interventions such as performing comparative analyses of TVET policies, monitoring the emergence of regional TVET agendas, and cooperating and expanding regional policy dialogue platforms
- Collection of data, research, and analysis. This will be achieved through the support of member states in collecting and analyzing adequate data on TVET programs and their outcomes.
- Networking and partnerships, which include the Global Education Coalition, the UNEVOC Network, the Inter-Agency Group on TVET (IAG- TVET), and the International Taskforce on Teachers for Education 2030. (Salabson, 2018)

TVET and Resilient Economy

According to a report by the World Bank (2022), more than 10 million young Africans, often poorly skilled, leave the school system every year in search of jobs in local employment; unfortunately, the markets are not sufficiently large to accommodate them, because most of these jobseekers lack the requisite skills employers want for employment-related skills. School-leavers cannot benefit from even the minimal employment opportunities that are available to job seekers. Therefore, for the economy to survive and thrive, especially in Nigeria, there is a need to strengthen the



program of TVET with all seriousness. TVET can improve the relevance, quality, and employability of training, improve the policy environment and management of training provision, which can eradicate poverty, promote the creation and growth of enterprises, and stimulate the economy when there is an increase and expansion in business demands for new or additional technical and vocational skills that will emerge that will create training opportunities and additional jobs. Also, the revitalization of manufacturing, agriculture, and agro-allied processing sectors will offer enormous possibilities for industrialization and employment generation, which will promote the learning of science, technology, engineering, and mathematics (STEM) at all levels. Because of this, TVET will serve as a drive and key to technological progress; rapid industrialization, wealth creation, and poverty reduction that will make the economy flourish and grow.

Conclusion

As of today in Nigeria, TVET is doing a great job, and there is no need to hide from the truth: the program is suffocating and needs revitalization through massive and adequate funding like in other countries of the world. For TVET to produce quality and competent graduates that can stand the test of time with inadequate knowledge of technical and modern equipment and salable skills that can generate employment and boost the economy that will reduce the menace of unemployment even to the lowest minimum, there is a need for other sources of funding that will serve as an alternative since funding from the government alone cannot be sufficient. Therefore, the study suggested various ways in which TVET programs can be funded for effective delivery and fulfillment of aims and objectives. Based on this, the following recommendations were made:

- Federal government should increase and provide enough budgetary allocations to institutions offering technical and vocational training.
- The government should endeavor to procure modern facilities and equipment for workshops and laboratories and repair the existing ones where necessary
- There should be the creation of a marketing unit that will sell the products being produced by the students during their practical session, and the proceeds should be properly accounted for.
- Creation of good awareness by various institutions under TVET on the courses they are offering in technical and vocational education to increase the number of students enrolled
- There should be an up-to-date review of the curriculum to keep up with modern trends in technological advancement.
- The three tiers of government should make adequate provision for special grants for technical personnel, lecturers, and researchers to serve as motivation in the area of technical and vocational education
- Institutions under TVET should partner with some local industries that are into the vocation and fabrication of various tools, but they are not formally inclined, and they should be certified with little charge.
- Institution should endeavor to set up an alumni association, which will assist them with donations and even purchase some of the needed equipment.
- Funds should be generated by the World Bank, the European Union, and other international agencies.
- Government should increase the tertiary educational tax of 2.5% imposed on every Nigerian company.

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