

Alternative Sources of Funding Technical and Vocational Education and Training Curriculum in Nigerian Tertiary Institutions

¹Dr. Emmanuel Bassey Joseph. ²Adike Asonye Franklin & ³Opigo Martin Williams

¹&³Department of Vocational Education, University of Uyo, Uyo

²Department of Technical Education, Isaac Jasper Boro

College of Education, Sagbama, Bayelsa State

Corresponding author Adikefrank@yahoo.com.

Abstract

Technical and Vocational Education and Training in Nigeria is at the verge of near collapse. This is as a result of poor funding of the programme which has left it with several cracks. Over the years the allocation of fund to the educational sector has been blow decimal. This study is aimed at finding the alternative sources of funding Technical and Vocational Education and Training in Nigeria. The paper therefore outline two major means with which institutions can source for fund without depending on the government and they are inward and outward sources of funding TVET programme. The paper recommends among others that Technical and Vocational Education and Training Institutions should shift from total dependence on government and start to look inward and outward in funding TVET Programme in Nigerian Tertiary Institution and that licence for the establishment of institutions should not be given to politicians.

Keywords: Funding, Curriculum, Tertiary Institutions, Technical and Vocational Education and Training (TVET).

Introduction

Technical and Vocational Education and Training has been recognized all over the world as tools for empowering people, especially the youths, for sustainable livelihood and social- economic development posited by Yusuf and Soyemi (2012). United Nation Educational Scientific and Cultural Organisation (UNESCO, 2002), sees TVET as a comprehensive term which encompasses the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge related to occupations in various sectors of economic and social life. TVET is provided in educational institutions and through co-operative programmes organised jointly by educational institutions, on the one hand, and industrial, agricultural, commercial or any other undertaking related to the world of work, on the other. The implementation of TVET curriculum has not been viable in Nigeria since its inception because of poor funding of the programme. No doubt most a large percentage of TVET graduates are not employable nor are they employers of labour. There is now the need for alternative funding of TVET not only on the hands of government and this modes of funding have left the program useless and the often calls to increase the budget allocation for education have remained refuted. It's the opinion of this paper that some Nigerian politicians and the western countries for their selfish reason are bent on destroying the educational system of Nigeria as large percentage of politician sponsor their wands for over sea for educational pursuits.

Objectives of TVET in Nigeria

Technical and Vocational Education and Training (TVET) is that aspect of education that exposes the learner to acquisition of demonstrable skills that could be transformed into economic benefits (Akerle, 2007). Implementation of the TVET curriculum in Nigerian Universities and Colleges has not been yielding the expected outcomes. This is due to the fact that the aims and objectives of TVET as enshrined in the National Policy on Education have not been met (FGN, 2013). However, this could be explained by the persistent petition by the labour market, that Nigerian University graduates (TVET graduate inclusive) do not possess employable skills which could be traced to the implementation of educational curriculum TVET curriculum inclusive (Igberadja, 2014). The basic objective of TVET is to prepare the students, trainees etc for gainful employment in the labour market and to be self employed and become employer of labour.

Present Funding Policy of TVET in Nigeria

The United Nations Educational Scientific and Cultural Organization, UNESCO has set a benchmark of 26 percent of national budget. Nigeria over the years have not allocated even up to 10 percent. Whereas, countries such as South Africa, Ghana, Uganda, Morocco among others have met up the standard. Currently, tertiary education is underfunded (Imbrabekhov & Tonwe, 2001). Inadequate funding put the tertiary institution management under stress and strains hence, they are incapacitated in providing essential services. Nigeria's education sector received much lower than the 26 percent of national budget, as recommended by the United Nations just recently In the 2017 budget proposals of N448.01billion was allocated to education, representing about 6 percent of the N7.30 trillion of the countries budget, contrary to the recommendation by UNESCO with this, the Federal Ministry of Education is expected to adequately cater for the 36 Federal Universities, 25 Federal polytechnics, 22 Federal Colleges of education and 104 Federal unity schools. This has led to rampant crisis in the system resulting in strikes by academic and non-academic staff, dearth of equipment and facilities, indiscipline among staff and students, upsurge in the activities of secret cults among others (Arikewuyo, 2001). Only recently on the 12th August 2017, ASUU went on strike demanding for funds owed the educational sector. This has often become recurring decimal in Nigeria yearly. What else would one expect in a country where over 30 percent of private institutions are owned by politicians who still play roles by influencing who becomes the countries president and the country's budget. The educational sector have been in the tunnel for too long, hence there is need to take a drastic step to improve the situation.

Recent allocations by the Federal government to education have shown marginal yearly increases. However, except for the N367.73 billion (6.01 percent) in 2016 which saw a decrease from the allocations for the preceding years. The figures include N492.34billion in 2015, N493billion in 2014 and N426.53billion in 2013. The allocations were N400.15billion in 2012, N306.3billion in 2011 and N249.086billion in 2010. The situation is not much different in the states. In 2016, 33 states of the federation had allocated N653.53 billion

(10.70percent) of their combined total budget estimates of N6.1 trillion to education. This notwithstanding, a report by World Bank (2012) on the annual budgetary allocation for 20 countries shows that Nigeria is at the last position with percentage allocation to the education sector at 8.4% whereas country like Ghana occupied first position with allocation to the education sector of 31.0% as South Africa and Kenya 5th and 8th positions with percentages of allocation to education sector at 25.8% and 23.0% respectively (Nzeh, 2012).

Table 1: Some selected countries annual budgetary allocation on education

S/No.	Country	% Budget Allocation to Education	Position
1.	Ghana	31.0	1 st
2.	Cote d’ Ivore	30.0	2 nd
3.	Uganda	27.0	3 rd
4.	Morocco	26.4	4 th
5.	South Africa	25.8	5 th
6.	Swaziland	24.6	6 th
7.	Mexico	24.3	7 th
8.	Kenya	23.0	8 th
9.	United Arab Emirate	22.5	9 th
10.	Botswana	19.0	10 th
11.	Iran	17.7	11 th
12.	USA	17.1	12 th
13.	Tunisia	17.0	13 th
14.	Lesotho	17.0	14 th
15.	Burkina Faso	16.8	15 th
16.	Norway	16.2	16 th
17.	Colombia	15.6	17 th
18.	Nicaragua	15.0	18 th
19.	India	12.7	19 th
20.	Nigeria	8.4	20 th (Last)

(source- world bank, 2012)

Model Showing the Product of Alternative Sources of Funding TVET Curriculum

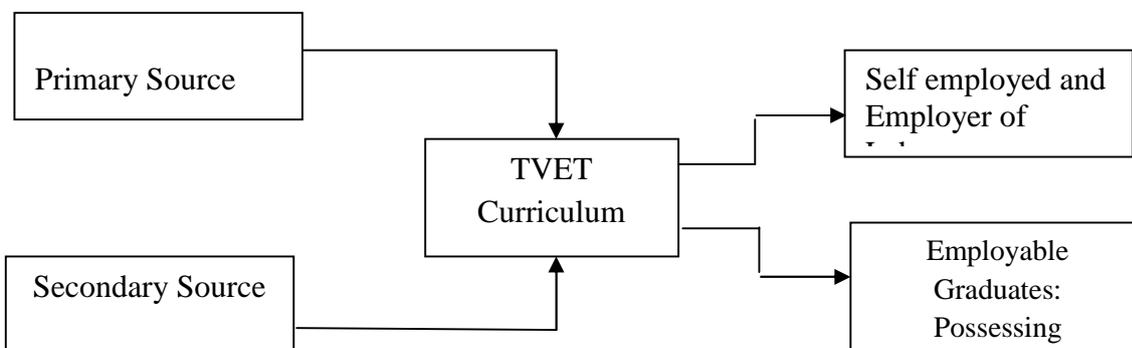


Figure 2: Field Work (2017)

The model above shows the impact of alternatively funding TVET whose end products are: (i) graduates who can be self employed and become employers of labour (ii) graduates who possess employable skills.

Alternative Sources of Funding TVET Curriculum

Provision of core funding needs of schools can: cause notable progress in the education sector. Appropriate (adequate) funding pattern is needed to:

1. Put in place a suitable administration to qualitatively manage the affairs of the institutions of learning;
2. Establish suitable staff and student welfare mechanisms;
3. Adequately fund academic programmes;
4. Address deficiencies identified during accreditation exercises or supervision;
5. Make provisions for non-existing facilities as well as maintain existing ones (Ezeuwa, 2009)

The funding of TVET Programme is very expensive since it is both capital and labour intensive. The burden of providing tertiary education in Nigeria is too much hence the federal government through the minister of education had call on society to get involved in the provision of tertiary education (Udoh, 2007). The incessant poor funding of the educational sector and TVET curriculum in Nigeria now calls for strict gent measures, the need to look both inward and outward in dealing with this menace. This difficult situation now calls for alternative means of funding TVET curriculum. Here are the alternative measures of sourcing for fund in other to achieve the aims and objectives of TVET curriculum in Nigeria. They are grouped into two which are; Inward (Primary) and Outward (Secondary) sources.

Inward or Primary Sources: This has to do with Departments, school of TVET and Technical Colleges looking within as they create treasures to help develop TVET Programmes across Nigerian institutions. These includes but not limited to:

1. **Agriculture:** Universities, Colleges of Education and Polytechnics should invest heavily in Agriculture such as Fish farming, animal Husbandry (goat, cattle, pig, chicken etc), cassava cultivation and processing, snail farming, plantain plantation. Where upon the proceeds will aid in developing the TVET Programme.
2. **Commercial Activities:** Universities of Technology, Colleges of Education and Polytechnics should invest in commercial activities such as; owning a filling station, fast food, restaurant, mechanic workshop, bottle and sachet water manufacturing company, bread manufacturing company, hostel and hotel accommodation. The funds realised can be used in the development of TVET.

3. **Creative Act:** This has to do with Innovations and inventions of produce (such as making of upholstery, bed, desk, chairs, and equipment) by Department and the sale of them to better the development of TVET curriculum. Wining of TVET science Expo prize falls here too.
4. **Certificate Programmes:** This includes part-time training programs and also Institutions can involve in certificate award training programs, between one to six months where at the end successful participants will be awarded certificates. E.g. certificate training programme for carpenters, welders, bricklayers, electricians. The funds realised can be used in the development of TVET Programme.
5. **Special Levy:** A special levy called TVET development levy should be charge along school fees and the fund should be used for the development of TVET programme.
6. **Industrialization:** This involves institutions owning a mechanic workshop, block moulding industry, electrical repairing shop, architectural firms, Construction Company thereby scouting for contracts.
7. **Technical and Vocational Education and Training contribution:** Students or Alumni could be asked collectively to contribute in the buying of equipment and tools.
8. **Transport Business:** As a way of creating fund. TVET institutions could own buses for student shuttling, coastal buses, tippers, excavators for hire.
9. **Buildings:** Also as a means of creating fund. TVET institutions can own structures either within or outside the school environment in form of buildings and event centres which could be hired for seminar, marriages, workshop, conferences, and entertainment.

Outward or Secondary Sources: This has to do with institutions looking outward for aids and treasures which could be in form of cash or kind (equipment, buildings, etc) to help develop TVET curriculum.

Donors: Institutions can receive funding (sending cash or providing cash for institution for projects) Or Financing (A way of selecting or carrying out a project in the school directly and delivering it to the school after completion) from Organizations, Alumni, Firms, PTA, and donations can be in the form of cash or kind (equipments, buildings, etc) to help develop TVET in Nigerian universities. Donations here could be group into international and national or local donations. International donations are donations that comes from outside the country such as; International Labour Organisation (ILO/IPEC), UNICEF, Urgent Action Fund, Konrad Adenauer Foundation, Cordaid Netherlands, United States Institute for Peace building (USIP), IFOR-WPP, European Union(EU), USAID, UNESCO, world Bank, Bill

Gate or Ford Foundation. Local donations are donations that comes from within the country such as; TETFUND , Banks, Dangote company, and from other private individuals etc.

Conclusion

The effective implementation of Technical and Vocational Education and Training (TVET) Programme in Nigerian Universities, Colleges of Educations and Polytechnics is a panacea in acquiring skills for employment and to be self employed is faced with a major problem which is funding. The Government have always paid deaf on the call for increasing the yearly allocation on education. Therefore, there is need to look both inward and outward alternatively towards funding TVET curriculum in Nigerian institutions.

Recommendations

The following recommendations will aid the funding of TVET curriculum in Nigeria.

1. Technical and Vocational Education and Training Institutions should shift from total dependence on government and start to look inward and outward in funding TVET Programme in Nigerian Tertiary Institution.
2. Nigerian University Commission (NUC) should concentrate in developing the existing Universities instead of establishing new ones knowing well that its quality that counts not the quantity.
3. Only business mogul, private individuals should be given licence to operate private tertiary institutions and not politicians.
4. Technical and Vocational Education and Training centres should be inspected by Nigerian University Commission regularly to find out the state of facilities.
5. Annual TVET science expo competition should be established with attractive prizes in Nigeria and outstanding projects should be funded by government and commissioned.
6. Private individual, firms, Non-Governmental Organization, should assist either in cash or kind in the development of TVET programme in Nigeria.
7. Technical and Vocational Education and Training institutes should improvise by inventing tools, machines and equipments to be used in training.

References

- Akinseinde, S.I. (2004). An appraisal of undergraduate curriculum of technical education in Nigerian universities: implications for higher education management. *Makerere Journal of Higher Education* 4(2).
- Arowolo, A.A. (2010). Historical factors that influence curriculum development in industrial technical education. Retrieved 10th September, 2012 from <http://www.google.com.ng>.
- Ayonmike, C.S. (2013). Status of technical and vocational education in rural institutions in Delta State Nigeria. *Makerere Journal of Higher Education*, 5 (1): 81 – 90.
- Balogun (1992) Identifies unavailability of equipment as a factor that can hinder the conduct of practical in schools.

- Chinyere, S.A. (2015). Challenges in Implementing the TVET Curriculum in Technical Colleges in Southern Nigeria. *Makerere Journal of Higher Education*. 6(1) : 87-96.
- Egwu, S. (2009). Universities and the national education roadmap. A Key-note Address by the Honourable Minister of Education on the Occasion of the 24th Conference of the Association of Vice-Chancellors of Nigerian Universities, at the University of Ilorin, on Tuesday June.
- Igberadja, S. (2014). Challenges of implementing technical and vocational education and training in Nigerian universities. *Global Advance Research Journal of Educational Research and Review*. 3(5) : 98-101.
- Okafoafor, C. (2010). Human capital development and vision 20:10. A perspective on tertiary education. *SBMT Nekede Conference Journal*. 1(2):71-73.
- Udoka, S.I. (2010). The global economic crisis: a challenges to curriculum of implementation in technical and vocational education technology in Nigeria. Retrieved 20th August, 2013 from www.icidr.org/...2010/The%20Global%20Economic%20Crisis%20a%20.
- Ughamadu, K. A. (2006). *Curriculum: Concept of Development and Implementation*. Onitsha, Lincel Publishers.
- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*: University of Chicago Press.
- Tyler, R. W. (1975). Specific approaches to curriculum improvement. In J. Shaffarzick & D. H. Hampson (Eds.), *Strategies for curriculum development*. (pp.17-34) Berkeley, California: McCutchan.
- Commonwealth of Learning (2000). *Curriculum: theory, design and assessment*. Retrieved 10th September, 2012 from <http://www.google.com.ng>.
- Campbell, C. & Rozsnyai, C. (2002). *Quality Assurance and the Development of Course Programmes*. Papers on Higher Education Regional University Network on Governance and Management of Higher Education in South East Europe Bucharest, UNESCO.
- Vlasceanu, L., Grunberg, L. and Parlea, D. (2007). *Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions* (Bucharest, UNESCO-CEPES) Revised and updated edition. ISBN 92-9069-186-7.
http://www.cepes.ro/publications/pdf/Glossary_2nd.pdf, accessed 29 January 2011, not available 16 January 2012.
- Udoh, A.O.(2008). Alternative sources of funding university education in Nigeria. *African Research Review*. 2(3) 187-194.
- Ezeuwa, L. (2009). Effective management of teacher education: A panacea for national development. *Journal of Business and Management Technology*. 1(1) 101-110.
- Nzeh, E. (2013). Impact of government's budgetary allocations and policies on Nigeria's educational system. [FIRST%20JOURNAL%20PAPER/DR%20Nzeh%20Table.mht](#).