

FINANCING TECHNICAL VOCATIONAL EDUCATION AND TRAINING FOR POST-OIL BOOM ECONOMY: A CATALYST FOR SUSTAINABLE RURAL DEVELOPMENT

AKPANOBONG, UYAIEMMANUEL, (Ph.D) & ONONOKPONO, ALPHONSUS JOE

Department of Vocational Education, University of Uyo, Uyo

Abstract

This paper discusses the significance of Financing Technical and Vocational Education and Training (TVET), for Post-Oil Boom Economy as a Catalyst for Sustainable Rural Development in Nigeria as well as the role of TVET in putting away poverty in rural areas. TVET was seen as a tool for addressing economic and socio-political crises, fighting insecurity, massive youth development, self-reliance and self-efficacy and tool for sustainable development in Nigeria. Importance of TVET to Nigerian development and the financial stand on post-oil boom economy was addressed and ways which should be used to finance TVET education was discussed. Constraints in achieving effective TVET, sources of financing TVET programmes, the roles of government and non-governmental organisation and implementation of TVET for rural development were also highlighted. It was recommended amongst others that TVET institutions in the rural areas should be adequately funded in order to enhance skill acquisition programmes as well as improving the economic and social life of the rural people.

Keywords: *Financing TVET, Post Oil Boom Economy and Sustainable Rural Development.*

Introduction

Technical and Vocational Education plays a vital role in rural and human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life. TVET is an all-inclusive term referring to all forms and levels of the educational process involving, in addition to general knowledge, the study of technologies and related sciences and the acquisition of practical skills, know-how, attitudes and understanding relating to occupations in the various sectors of economic and social life (Federal Government of Nigeria, FRN, 2013). A nation that does not have good plan for its Technical and Vocational Education and Training (TVET) is gearing towards retardation and lack of foresight. TVET leads to the development of vocational skills and technical expertise that would lead to productivity, social and sustainable rural development all over the globe for globalized economic growth. It was in this spirit that the federal and state government of Nigeria came up with various empowerment programmes for their citizens enterprising in various occupations, this made

TVET popular though not properly funded as expected.

Deich (2001) lamented that TVET financing system is very poor, sometime money meant for funding TVET is diverted to another area or pocketed by one person or group of citizens. It is also sad to note that TVET has not been given its proper place in Nigeria. Despite the prosperity created by the Country's oil wealth in the past rural poverty is still persisting in Nigeria, leading to high crime rate, insecurity, insurgency, militancy, kidnapping, maternal mortality and other social vices as a result of lack of youth engagement in TVET. Irina (2007) stated that Nigeria's inability to effectively implement TVET programmes in the rural areas has contributed enough to its downfall. Effectively putting all eggs into one basket (oil boom sector) and running away from its agricultural produce has hindered the economy of the nation. The oil had dealt greatly with the attitude of some Nigerians; this had seriously affected the people in so many ways, such as leading to the population growth and impact on the wealth of the people. The movement of rural people to the

cities creates unprecedented urban overpopulation with the attendant high demand for sanitation and increased crime rate. These menaces could only be reduced through opening of well-equipped TVET institutions and funding for training of rural dwellers in different skills for self-reliant.

Rural businessmen and potential entrepreneurs need to be educated on new technologies and techniques in business management, sources of income, record keeping, accounting, decision making and profitable marketing of their produce. Rural women need training in the art of producing various designs in cloth and our youths need empowerment and job creation through TVET in wood work, handicraft and so on. Secondary schools in the rural areas need up to date technical workshops and equipment for effective implementation of TVET programmes. UNESCO (2000) reported that less than 1% of secondary education in Nigeria is oriented towards technical and vocational skills. Okoye and Chijoke (2013) submitted that workshops for TVET at tertiary education level are somehow just, showcases of dumps and of outdated and obsolete machines, equipment and tools.

According to Deich (2001), any measure to ensure successful TVET in Nigeria is important because the execution of a successful TVET programme will make the youths more innovative and productive which will enable them contribute meaningfully to the growth and development of the country. The Federal Republic of Nigeria (FRN, 2013) in the National Policy on Education defined Technical and Vocational Education as comprehensive term referring to those aspects of education process involving in addition to general education, understanding and knowledge relating to occupation in various sectors of economics and social life. Deich (2001) stated that the objectives of TVET are

as follows: To acquire technical and vocational skills, to expose students to career awareness by exploring usable options in the world of work, to enable youths to have an intelligent understanding to the increasing complexity of technology and to stimulate creativity and give training and impact the necessary skills to individual who shall be self-reliant economically. All is to help create a sustainable development in the country.

TVET cannot yield the desired benefits to its recipients unless deliberate efforts are made by all stakeholders to evolve an effective TVET policy, which must be done with clearly spelt out duties, responsibilities to finance and recognize each other strength. Nigeria is faced with a serious level of funding TVET, level of insecurity since inception of TVET programme. The concurrent event is inability to finance the TVET program, insecurity of some acquired tools. The current insecurity is on oil-vandalization by youth of Nigeria. The oil-boom economy was a way forward to sustain the economy and growth of the country, but today, vandalizing the oil has created recession in the present economy because of insecurity. Adegbenjo (2013) opined that security can be seen as the basic condition of safety from harms and deprivations, which is applicable to an individual, living things, an entity and even the nation. Okeh (2013) pointed out that it is unfortunate that a nation that is blessed with human and natural resources is besieged with all forms of insecurity. Kola (2014) reported that the emergence of Boko Haram alone has destabilized the country's security outfit living hundreds of lives lost and injured with properties worth millions of naira lost. The situation has become more worrisome because the security apparatus of the government seems to be under intense pressure and also lack the capability to ensure the security of lives and property of the

citizens. Adesina (2013) noted that a situation whereby majority of the people are poor, hungry and unemployed will undoubtedly engender high insecurity in the country due to lack of funding of TVET programmes. Okeh (2013) opined that funding of TVET programmes, and provision of education, health care services, employment and other basic amenities which will lead to employment reduction in socio-political instability, ethno-religious crisis, poverty and above all reduction in corruption could make the youths self-reliant instead of being used in negative direction. It is on this ground that the researcher deems it possible to address technical and vocational education training for post oil boom economy, a catalyst for sustainable development.

The Role of TVET

However, skills and knowledge are the most significant elements of social development of any country and TVET plays a vital role in economic growth of a nation and it may be rated to be the only means of training the needed manpower for the industries. TVET contribute immensely by reducing unemployment and providing employment in areas of vocational specialization and self-employment. Akpan and James (2014) pointed out that the increasing number of school dropouts cannot fit in the academic oriented curriculum needed for practical skills to enable them function profitably in the society and this is achievable through TVET. TVET programmes equip its trainees with employable skills in a particular area of economic and social life. This training is directed toward a specific job requirement which makes the trainees salary earners after graduation. The trainees can also become employers of labour thereby contributing to the economic development through production of goods and services. Uwaifo (2010) opined that TVET as the training of personnel are in lead to initiate, facilitate and

implement the technological development. The goal of TVET is quite plausible in the sense that it equips people not only with technical and vocational skills, but with a wide range of awareness that are obligatory for meaningful participation in work place and daily life.

TVET according to Agede (2016) is a dynamic train that could create a good manufacturing environment, train people in specialized areas, services and maintaining existing infrastructures. It is heart-warming to know that Nigeria has established many agencies like National Directorate of Employment, Students Industrial Work Experience Schemes, Industrial Training Fund and others all are solidly depending on TVET.

Constraints in Achieving Effective TVET

(a) Funding of Technical Vocational Education and Training Programme (TVET)

Technical and vocational education and training has for long been perceived and seen as education for the manual worker. Attention is not given to it financially by both National and State budgets to the level of liberating the TVET required provision of training facilities, tools, materials and equipment. Developing nations like Nigeria are not able to finance TVET properly, even the voted amount into TVET have not been used judiciously for the implementation of the programme (Akpan & James, 2014).

(b) Poor perception and attractiveness of TVET: TVET has historically been positioned as “second chance” or “second rate” education. In many countries young persons who are seen as academic underachievers are shunted into TVET programmes and institutions thus reinforcing negative perceptions and a low valuation of TVET.

- (c) **Poor State of Infrastructure and Training Equipment:** The infrastructure and equipment in technical schools are seriously in bad shapes. Aworanti (2015) elaborated on the obsolete nature of this training equipment. While the equipment lack precision and standard, the workshops and laboratories are completely dilapidated. The author also observed that most of technical education departments do not have facilities at all and where they do, the facilities are obsolete and grossly inadequate.
- (d) **Teaching Methods and Curriculum:** Most technical and vocational education courses in Nigeria are domiciled in departments outside their identity. As a result courses offered are influenced by the accommodating faculty. The curriculum of technical and vocational education appears to be mental faculty cultivation rather than the development of habit psychology which is production oriented.
- (e) **Poor Relationship between Training Institutions and Industry**
 Technical and vocational education institutions have operated in line with traditional school curriculum without recognition of what is happening in the industry. Although attempts are being made by government to bridge the gap through student industrial work experience scheme (SIWES), the impact of industries in the curriculum of institutions of training is virtually zero. There is need therefore, for a synergy between institutions and the industries.
- (f) High unemployment rate has led to increase poverty and serious social problems in Nigeria. This might lead to a decline in TVET enrolments in Nigeria higher institutions. According to Abanyam 2014, less than one percent of students' enrolment in

Nigeria is oriented towards technical and vocational skills.

The Role of Government and Non-Governmental Organizations in Sustainable Development

Government and Non-Governmental organisations can change the rural areas condition by funding the youth for effective manpower development and creating sustainable development in the rural areas of Nigeria by looking into the area of needs of the people (the rural youths and women), empower organization to carry out effective costing of the project in the rural areas and embark on such project, roll out project to tangible organization that can deliver same as agreed and on time, use functioning organization to create workshops and seminar with modern facilities to train and re-train the youths on areas which will not only improve and increase growth in the rural areas but also create rural sustainability, control the project by regular monitoring and evaluation to ensure proper implementation.

UNEVOC-UNESCO (2006) highlighted the following contributions of technical vocational education to a sustainable future:-

- Technical and vocational education, as an integral component of lifelong learning, has a crucial role to play in this new era as an effective tool to realize the objectives of culture of peace, environmentally sound sustainable development, social cohesion and internationally citizenship.
- That TVET of the future must not only prepare individuals for employment in the information society, but also make them responsible citizens with due consideration to preserving the integrity of their environment and the welfare of others.
- TVET can play an instrumental role in developing a new individual who will face the challenges of achieving sustainable

socio-economic development. A number of new issues therefore need to be incorporated into TVET teaching and learning or be further emphasized for the sake of the future of all of us as we struggle to learn throughout life. A well trained technical workforce is essential for any country's effort to achieve sustainable development.

There is an urgent need to renew TVET. This should be the priority for every country. This is a task that can only be accomplished if the country can succeed in articulating TVET with its system of education with a framework of an overall sustainable development strategy.

Post-Oil Boom Economy in Nigeria

The Nigeria economy is crying, why, the post oil boom has been a curse rather than blessing. This is because the oil boom of 1970s led Nigeria to neglect its strong agricultural and light manufacturing bases in favour of an unhealthy dependence on crude oil. In 2002 oil and gas exports accounted for more than 98% of export earnings and about 83% of federal government revenue. New oil wealth, the concurrent decline of other economic sectors, and lurch toward a statist economic model fueled massive migration to the cities and led to increasingly widespread poverty, especially in rural areas. A collapse of basic infrastructure and social services since the early 1980s accompanied this trend. By 2002 Nigerian's per capita income had plunged to about one-quarter of its mid-1970s high, below the level at independence. Along with the endemic malaise of Nigeria's non-oil sectors, the economy continues to witness massive growth of "informal sector" economic activities (UNESCO, 2002).

Igberaee (2013) maintained that the rapid expansion of the crude oil content found in the country has made the Nigerian economy one of the fastest growing economies among

developing nations. More importantly, the author further noted that this was only a necessary condition but not sufficient one for economic development. Igberaee also stated that the consequence of over dependence on oil-boom in Nigeria tends to crumble the economy instead of revitalizing. Heavy dependence on the exportation of natural resources had negatively affected the country's economic, social and political development. The major consequences of over dependent on oil revenue for the country survival includes among others; dependence on oil multinationals and their infrastructure which leads to infrastructural decay in both urban and rural areas in the country, agricultural sector is neglected, leading to an impoverishment of the rural population.

Irina (2007) stated that Nigeria has the third highest number of poor people in the world, after China and India. With a per capita income of about US\$ 350, around 70 million Nigerians are living on less than one US Dollar a day. Low human development level, social conflicts and environmental degradation are just a few problems which characterize the current state of development in Nigeria and the rural sectors suffered most.

Sources of Financing Technical Vocational Education and Training for sustainable Rural Development

The overall costs on education are on the increase with the rural areas being worst hit. Government must pay greater attention to TVET in the rural areas and allocate more funds for the development of the rural community in general and educational needs in particular.

Zafar (2004) stated that as budget allocations from government sources for education get tighter, the squeeze on availability of funds for Technical Vocational Education and Training (TVET) is apparent in so far as

TVET is dependent on public funds. Zairi went further to state that some of the more well-known mechanisms for financing TVET have been categorized in the following:

- (a) **Budgetary Allocations:** This represents revenue from the State for education. All tiers of government annually make budgetary allocations to education. This allocation constitutes a major source of school finance in Nigeria. Public educational institutions at all levels are financed this way:
- (b) **School Fees:** Tuition fees are paid in some tertiary institutions. Other fees such as for lodging and feeding are also paid. The Federal Government of Nigeria has encouraged the school fees in the public Universities throughout the country.
- (c) **Private Education Sector:** The private education sector has recently been coming on strong as a veritable source of education finance in Nigeria. Private institutions are established by entrepreneur proprietors and run on strict business principles. Professional schools that offer training in professional areas are also gaining in popularity and in many instances sponsor students on scholarship within and outside Nigeria. This is a welcome development since it provides the education to the rural areas. Being an alternative outside government owned schools; private sector can fund our educational sector.
- (d) **Endowments/Donations for TVET:** Higher institutions launch endowment funds and wealthy individuals and corporate bodies make donations to universities and or sponsor professional chairs in disciplines of their choice. Donations are also made to schools which are source of funding TVET.
- (e) **Earmarked Revenue:** The Education tax is an example of earmarked revenue for financing the school system. The state governments could as well introduce special levies on properties (Property tax) and earmark revenue from it for education. Such specially targeted tax revenue if properly managed and disbursed could become an important source of school finance.
- (g) **International Aid:** Foreign organisations and Foundations offer assistance in various forms to educational efforts in developing countries. Educational systems that are sufficiently aware of the aid programmes take maximum advantages of them. They provide outright grants, equipment and training programmes for school staff to developing countries.
- (h) **Student Aid Programmes:** Government does provide aid to indigent students to enable them finance their education. In the 1970s student loan program was popular among students of tertiary institutions. Unfortunately, this facility was greatly abused as the beneficiaries defaulted in repayment. The funds that were meant to be revolving dried up. Recently, however federal government has provided funds for the programme and if properly managed and controlled, it would serve as a cheap source of school finance for private impecunious citizens. It would also increase the importance of school fees as a source of school finance as more people would be enabled to pay.
- (i) NGOs generally work for charitable causes contributing to the socio-economic development of the country. When they become involved in vocational training they take over the liability of financing some of the costs which would otherwise fall on the government. As they are highly motivated and often work for the upliftment of the poorer and weaker sections of the society, their contribution leads to social equity.

They are mostly very successful in providing short term training.

- (j) NGOs operating in the rural and urban informal sectors generally have a good knowledge of the local market. Thus they can effectively link training with the local employment requirement. Non-profit making NGOs generally have dedicated persons on their management. They are keenly engaged in offering good quality vocational training and can thus provide effective support to vocational training systems.

Implementation of TVET in Rural Areas in Nigeria

Technical Vocational Education and Training is the engine that drives the future of the society, its development, economic advancement and political stability of the rural areas and the nation in general lies on TVET. TVET helps to track the nation towards self-reliance through capacity utilization of industries and increase productivity in the rural and urban areas. *Toto (2008) opined that for TVET to succeed in raising a generation of people who can be vocationally independent there is a need to lay a solid foundation at the lower tiers of education by teaching the pre-vocational subject practically to students and this could be possible if government and non-governmental organisations fund TVET.* Anthony, Aniedi and Akpanobong (2016) mentioned that instead of all eyes looking forward on oil and mineral resources for economic growth and development, people should long for school farms for crop and livestock production, skill should be given to students on these areas of agriculture for livelihood to sustain rural development growth in Nigeria. In institutional environment, students should be placed on specific job attachments or where they are attached to establish and involved in TVET

for practical skills acquisition. Furthermore, in line with the above, Akpan and James (2004) opined that introduction of crafts and handwork in the lower basic tier as well as exhibition of TVET products in the upper basic and tertiary education tiers is of important to the rural areas in Nigeria. This will give the students a positive mindset towards TVET. This way, the students need to be exposed to seminars and career talks that will enhance them positively towards TVET programmes, thus creating a sustainable society both within the rural and urban dwellers.

Conclusions

It is important to note that if technical vocational education and training is well financed and cared for mostly in rural areas, economic growth and sustainable development will be achieved in Nigeria. It is the responsibility of any government, NGOs and highly placed individuals to finance programmes that can maintain the growth in the country and also provide security of life and property. The tool to put an end to this oil boom economy is to finance the youths empowerment programmes through TVET, provide needed materials in education system that will equip learners with the requisite skills and competences that will prepare them for self-employment. If Nigerian youths are financially empowered, the recent insecurity in the country will be addressed.

Recommendations

- i. It is strongly recommended that TVET training should reflect the current demands and aspirations of the rural dwellers and also by providing the necessary equipment, machines and tools needed for smooth take off of such project.
- ii. Project monitoring and evaluation is very necessary to ensure proper implementation and goals actualization.

- iii. Highly placed individuals should also assist contribute positively towards TVET programme.
- iv. Government should provide free basic education as it a stepping stone to further skills training and provide financial incentives to improve attendance in the rural areas. Thereby, reducing financial entry barriers, and design interventions to include those most disadvantaged in accessing education and training such as children, women in poverty, people with disabilities and so on.
- v. Parents, communities, teachers and churches as agent of socialization should contribute in their own little ways to assist in rural development. Youths on the other hand should imbibe the spirit of hard work, respect for authority and the need to be self-reliant.
- vi. Youths in the rural areas should also be enlightened on how to identify their talents, pursue and actualize their goals early enough in life for sustainable development.
- vii. Money voted for the implementation of TVET programmes in the rural areas should not be diverted to personal use.
- Akpan, G. A and James N. O. (2004). Re-engineering technical vocational education and training (TVET) for human security, empowerment and wealth creation in Nigeria. A paper presented in 21st February, 2014 in University of Uyo, Akwa Ibom State
- Anthony, A O., Aniedi, D. U. and Akpanobong, U E. (2016). Technical vocational education and training and the world of work in Nigeria: Issues, challenges and way forward. *Journal of Education*, 4(7), 1-11.
- Aworauti, O. (2015) Roles of technical and vocational education in alleviating poverty in Nigeira. *African Journal for Contemporary Issues in Education*. Retrieved 21st June 2017 from ajeduonline.org/contempor/vol2+9.html
- Deich, S. (2001). A guide to successful public, private partnership for out-of-school time and community school initiatives, Washington D.C. The finance project www.financeproject.org. accessed on 2nd June, 2017.
- Federal Republic of Nigeria (2013). *National policy on education*: Lagos, NERDC press.
- Igberaee, A. (2013) Conflict in Niger Delta: A unique case or a model for future conflicts in other oil producing countries in Rudolf Traubmen and Gouglas Yates (eds) oil policy in the Gulf of Guinea: Security and conflict, economic growth, social development bann: Friedrich-elbertstifting.
- International crisis group (2009) Nigeria: Seizing the moment in the Niger Delta.
- Irina R. (2007). Oil boom in Nigeria and its consequences for the country's economic development, Munich, GrinVerlag, <http://www.grin.com/en/e-book/67959/oil-boom-in-nigeria->

References

- Adebgenjo, A. O. (2013). Vocational and Technical Education: A panacea to National Insecurity and Transformation in Nigeria. *Continental Journal of Education Research*, 6(2), pg 11-14
- Adesina, O. S. (2013). Unemployment and Security challenges in Nigeria. *International Journal of Humanities and Social Sciences*, 3(7), 147-156.
- Agede, R.O. (2016) Refocusing Technical Vocational Education and Training: Panacea for Economic Development in Nigeria. *Journal of Association of Vocational and Technical Educators of Nigeria* 21(2) 218-226.

- and-its-consequences-for-the-country-s-economic-development. Retrieved June 5, 2017.
- Kola, D. (2014). The post-conflict security sector. Geneva centre for the democratic control of Armed forces (deaf) policy paper No. 14
- Okeh, B. I (2013). Financing vocational technical education for nation security. *Journal of education and technology* 10(12) retrieved 1st June, 2017
- Okoye K. R. and Chijioke O. P. (2013). Private and public partnership and technical vocational education and training (TVET) in a developing economy.
- Toto S. A. (2008). Mineral-rich countries and Dutch disease: Understanding the macroeconomic implications of windfalls and the development prospects the case of Equatorial Guinea. *World Bank Publications*. p. 31.
- UNEVOC-UNESCO (2006) *Orientating technical and vocational education and training for sustainable development: A discussion paper*. <http://www.unevoc-unesco.org/publications> . Retrieved June 9th, 2017.
- UNESCO (2002) *Revitalizing Technical Vocational Education and Training in Nigeria*. <http://portal> and [url](http://portal). Retrieved 4th June 2017.
- Uwaifo, V. O. (2010) *Training technology for new 9-3-4 education system in Nigeria: Its problems and prospects*. *International NGO Journal* 4 (4) 146 - 159
- Zafar, A. (2004). What happens when a country does not adjust to terms of trade shocks? The case of oil-rich Gabon. *World Bank Publications* p. 9.