

**PUBLIC-PRIVATE PARTNERSHIP AND WORKPLACE TRAINING IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) PROGRAMMES IN NIGERIA: THE NEED FOR A NIGERIAN MODEL**

**BY**

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***Abstract***

*Technical Vocational Education and Training (TVET) is widely acknowledged as a potent means for fast-tracking technological progress, citizens' capacities, economic growth and national development. However, due to the widening infrastructure gap in most public TVET institutions occasioned by the growing financial difficulties which has made it impossible for the government to pay for the relatively high cost of TVET, partnership with the private sector becomes inevitable. The paper discusses how workplace training in TVET programmes in Nigeria could be strengthened through Public-Private Partnership. The paper proposes a paired model of TVET that should be incorporated into the National Policy on Education. Under the proposed model, students could receive theoretical lessons in schools for three to four days in a week and practical lessons in industries for one or two days in a week. This partnership will obviously lead to effective skill acquisition as the industries would provide adequate facilities with competent instructors. It will also circumvent the intractable problem of poor funding; inadequate facilities and skills mismatch thus facilitating technological and economic growth of the nation. The paper recommended that all stakeholders in the TVET sub-sector should henceforth utilize the proposed model of Public-Private Partnership for enhancing workplace training in Nigeria. This will obviously improve the quality of TVET programmes in Nigeria as it would facilitate effective skill acquisition through practical training of students.*

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**Key Words:** Public-Private Partnership (PPP), Technical Vocational Education and Training (TVET), Workplace Training, Vocational Education Model

**Introduction**

It is universally accepted that the acquisition of workplace skills is a major driver of economic and technological development. The pivotal role of Technical and Vocational Education (TVET) in facilitating skills development for the socio-economic and technological development of many nations account for the increasing importance that is now being attached to it globally. Technical and Vocational Education and Training refers to all forms and aspects of education that are technical and vocational in nature, provided either in educational institutions or under their authority, by public authorities, the private sector or through other forms of organized

education, formal or non-formal, aiming to ensure that all members of the community have access to the pathways of lifelong learning (United Nations Educational, Scientific and Cultural Organization, UNESCO, 2009).

TVET can also be seen as a planned programme of courses and learning experiences that begin with exploration of career options, support basic academic and life skills, and enable achievement of high academic standards, leadership and preparation for industry-defined work (Kukoyi, 2009). This source maintained that TVET prepares learners for careers that are based on manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or

vocation. Kombe (2010) also pointed out that in contrast to general education, learning in TVET is centred on “applied” as opposed to “academic”; practical as opposed to theory, and skills as opposed to knowledge.

Obviously, Technical and Vocational Education and Training (TVET) today face huge demands globally due to the high level of youth’s unemployment and its concomitant social unrest which are among the most pressing challenges facing many countries worldwide. Accordingly, TVET is expected to address multiple social and economic development priorities from poverty alleviation to technological and economic development. Agreeably, for TVET in Nigeria to achieve its envisaged objectives, it must be properly strengthened. Several scholars have advocated several strategies for strengthening TVET one of which is Public-Private Partnership (PPP). This paper therefore examined how Public Private Partnership could be effectively utilized for strengthening workplace training in Technical and Vocational Education and Training (TVET) programmes in Nigeria.

### **Concept of Public-Private Partnership**

The concept of Public Private Partnership (PPP) has recently gained increasing popularity due to the enormous benefits that such arrangement always brings in delivering quality social services and facilities to the public. Maigida (2014) viewed Public Private Partnership as a joint mutual agreement entered into by the government and private bodies to provide services to people based on established terms. According to Agence Francaise De Development (AFD, 2014), Public-Private Partnership consists of bringing together public authorities and private stakeholders to devise, finance, build, manage or preserve a project of public interest. Public-Private Partnership involves contractual arrangements between a public sector authority and a private entity, whereby the private party provides or delivers a service that should have under normal circumstances been provided by the public sector and assumes substantial financial,

technical and operational risk in the process of service delivery (Musobo and Gaga, 2012). In a nutshell, PPP is a generic term for the relationships formed between the private sector and public bodies often with the aim of introducing private sector resources and/or expertise in order to help provide and deliver public sector assets and services (Okoye and Chijioke, 2013). Contextually, PPP in TVET refers to a wide variety of agreements between the public sector and private sector partners by which the private sector partners deliver infrastructures and services that should have been provided by the public sector without compromising the profit objectives of the private partners, the sole aim of which is to provide opportunities for practical training of students for skills development.

### **Need for Public-Private Partnership in TVET**

Technical Vocational Education and Training is no longer seen as being solely in the realm of educational institutions but is increasingly involving workplaces, private individuals and a variety of other non-governmental and community organizations (Australian National Training Authority (ANTA, 2003). This source added that the increasingly competitive changes in the nature of the economy as well as occupational and workplace changes have had a significant impact on the nature of the workplace. The implication of these changes is that the skill level of present and prospective employees must be continuously developed. As such, workplace learning, both formal and informal, is taking on an increasingly important role in the education and training of the workforce. Hence, there is need for partnerships.

The need for PPP in TVET is further justified by the fact that available literature evidences indicate that TVET institutions and their programmes in Nigeria are ineffective and of low quality. Okeshola (2012) reported that there are a lot of challenges facing TVET in Nigeria the greatest of which is inadequate funding by the Federal, State and Local

Governments. In addition, infrastructures in most schools, including higher institutions, are dilapidated. Moreover, there is adverse learning conditions characterized by paucity of teaching and instructional materials, absence of adequate infrastructures as well as overcrowded classrooms in most TVET institutions. Okeshola further noted that the hygiene and sanitary conditions in most TVET institutions are also critical and this has been identified as a contributory factor to the poor retention and participation of girls in Technical Vocational Education and Training (TVET), particularly in some parts of Nigeria.

Similarly, Yusuf and Soyemi (2012) reported that most formal TVET institutions in Nigeria are currently operating in an environment that is characterized by low quality training and mismatch between training and labour market skill demand. Moreover, Akhuemonkhan & Raimi (2013) reported that the quality of TVET facilities like workshop rooms, books, learning environment, machines, computer rooms, TV/Audio visual, instructors and contents of curriculum are inadequate in most tertiary institutions in Nigeria. Furthermore, Ayonmike, Okwelle and Okeke (2013) identified inadequate classroom blocks, lack of conducive staff offices, inadequate electricity supply, lack of water supply, inadequate workshop spaces, lack of TVET machines and tools, lack of TVET textbooks, lack of consumable materials and inadequate instructional materials as other challenges against attaining quality TVET programmes in tertiary institutions in Nigeria.

Obviously, the effect of all these challenges is that the quality of training given to the students is very low and they may end up not acquiring adequate skills needed for getting and sustaining employment in the 21<sup>st</sup> century labour market. In view of these challenges, Public Private Partnership has become inevitable for several reasons. These include the widening infrastructure gap, growing students' population and increased demand for TVET, inadequate government funding,

inadequate facilities and falling standard of education (Kukoyi, 2009). Similarly, Okoye and Chijioke (2013) agreed that Public-Private Partnership is necessary due to the growing economic and financial difficulties which have made it impossible for many governments to pay for the rather high cost of TVET.

### **Public-Private Partnership and Workplace Training in TVET**

Workplace training has been widely recognized as the most efficient method for skills development. The Australian National Training Authority (2003) defines workplace training and learning as training or learning undertaken in the workplace, usually on the job, under normal operational conditions. This position is shared by the European Centre for the Development of Vocational Training (CEDEFOP, 2011) which stated that workplace training is a form of training that takes place in a workplace. CEDEFOP added that it is based on the principle of learning by doing and includes demonstrations by a more experienced employee, performance under supervision, and coaching, job rotation and participation in specific projects. It further pointed out that workplace training can be associated with formal training programmes as well as informal or incidental learning that may or may not result in some form of credential. In other words, workplace training can take various forms such as formal apprenticeships which typically involve a contract, lasting for a period of two to four years and leading to a formal qualification or other shorter and often less formal training and work experience programmes for youths as well as training for employees. CEDEFOP maintained that workplace training generally involve the use of experts (trainers) who play a leading role in transferring the required knowledge and skills to the learners or workers. CEDEFOP further noted that one major advantage of workplace training is that it provides opportunity for immediate application of the acquired knowledge and skills to the workplace.

Public-Private Partnership could be utilized in many ways in Nigeria to strengthen workplace training in TVET. The Organization for Economic Co-operation and Development (OECD, 2013) noted that the private sector can organize workplace training through internships, apprenticeship, cooperative education and continuing education and training (CET) schemes. This source maintained that in internships, students go to work in enterprises in their expected career with little or no compensation for a period ranging from a few weeks to several months. According to Olaitan, Nwachukwu, Igbo, Onyemachi and Ekong (1999), internships provide real world experiences to those who need to explore or gain the relevant knowledge and skills required to enter into a particular career. Internships are relatively short term in nature with the primary focus being on getting some on-the-job training and taking what is learned in the classroom and applying it to the real world. OECD noted that internship does not lead to any specific qualification and interns usually have a supervisor who assigns specific tasks and evaluates the interns overall work.

Apprenticeship is another way that the private sector can provide workplace training in TVET. According to Osinem and Nwoji (2010), apprenticeship is a kind of vocational training given to a person who learns a trade or craft under an expert for a period of time. OECD (2013) noted that modern apprenticeship system as practiced in some countries like Germany are more structured schemes where students work on part time in a company while receiving instruction in a vocational institution. Unlike internships, apprenticeship usually lasts for several years and leads to a qualification in line with the skills acquired both in the classroom and in the work. *Namekere J. U. & Aniedi, D. U.*

Co-operative education is another way that the private sector can provide workplace training in TVET. According to Olaitan, Nwachukwu,

Igbo, Onyemachi and Ekong (1999), co-operative education or co-operative training is an arrangement between two resource groups, namely an educational institution and an industry, to assist learners develop functional skills for the world of work. OECD (2013) noted that cooperative education programmes which are usually organized for undergraduate university students is a framework for alternating study and work terms throughout their degree hence, they could be regarded as an alternative, more academic, higher education version of apprenticeships.

Another way that the private sector can provide workplace training in TVET is continuing education and training (CET). OECD (2013) posited that continuing education and training refers to all kinds of general and job-related education and training that is organized, financed or sponsored by authorities, provided by employers or self-financed. The organization explained that in practice, CET entails many different activities and includes, for instance, on-the-job training delivered by a company to its employees as well as re-training programmes for the unemployed, often provided or funded by the government.

Another prominent way that the private sector can provide workplace training is through linkages. According to OECD (2013), linkages are relationships created by companies with other entities, such as other private companies and academic institutions. This source maintained that linkage programmes typically try to foster business between local companies and international companies. It further explained that business linkages between a large international company and a local SME could either be described as a forward (distribution), backward (sourcing) or horizontal (co-operation) linkage. It pointed out that such schemes have been used in many countries such as the Czech Republic, Costa Rica and Ireland. In addition, OECD (2013) identified management contracts for school management, teacher training, Build-own and operate, Build-lease-and-maintain (for school

buildings such as hostels and libraries, ICT centres or other facilities) as the various models of public-private partnership in the education sector. If all the aforementioned strategies have worked in the named countries, obviously, it could equally work in Nigeria if applied effectively.

### **Models of Workplace Training Through Public-Private Partnership**

Educational institutions and industries in all countries make extensive use of their workplaces to train their students in order to develop their vocational skills. Thus, there are various models of workplace training through public-private partnerships used in many countries. Some of these models are described herein.

#### **1. The Dual Vocational Training System:**

According to Euler (2013), the dual system exists in Germany, Switzerland and to a limited extent in Australia, Denmark, Norway, Luxemburg and the Netherlands. The German system which is the most popular is described in details. Market Intelligence (2014) stated that under the German dual system of vocational training, trainees undergo 1-2 days training in the public training schools and 3-4 days training in companies. The dual system relies on the sharing of cost among companies and government. For example, the schools are funded by government while companies pay remuneration to apprentices. Euler (2013) listed the following as the essential elements of the German dual system:

1. It has broad objectives as vocational training is a means of achieving economic, social and individual goals
2. The main objective of vocational training is to produce skilled workers with flexible qualifications who are mobile and capable of working in their chosen fields
3. Learning situations are alternated in accordance with the dual principle

4. Vocational training is a task to be carried out in partnership between the government and the business community
5. There is Joint funding of vocational training by the government and private sector
6. Complementary programmes are run by schools or non-business entities
7. Quality standards are codified
8. Qualifications of teachers and training personnel is a very important factor
9. There is nationwide social acceptance of vocational training

Similarly, Dybowski (2005) summarized the main features of the German dual system as follows: VET is organized by private sector and public sector; it is conducted in companies and part-time vocational schools and carried out as training in the workplace and classroom tuition on the basis of training contract and compulsory attendance at vocational schools. It is regulated by federal government and the states and supervised by chambers and school supervision bodies.

#### **The Factory School Model in Singapore:**

According to Tucker (2012), the model of VET system in Singapore is the factory school model. This model enables Singapore to train its workforce to truly state-of-the-art standards, to engage industry as a close partner in training, to enable students to train in an environment that is designed for training, but which, at the same time, is similar enough to the real thing to present challenges for the students very much like those they will face in the workplace. In many respects, it combines most of the advantages of a first-rate apprenticeship system with the advantages of a first-rate school-based VET system.

Tucker (2012) also pointed out that under the factory school model which is based on and designed to foster close links between the VET system and the industry, there is an apprenticeship system, faculty members in the school-based system are required to work periodically in a firm in the same field in which

that person teaches, and students are also required to spend time working in firms. In addition, employers are deeply involved in advising the various VET institutions and programmes as well as in setting occupational standards, in assessing candidates for diplomas, providing state-of-the-art equipment for instruction and in advising on broad programme direction.

**The Japanese system:** According to Hawley (nd), in the Japan model which is completely different from the German system, labour for Japan’s manufacturing system come from high schools, which have a network of relationships with hiring managers that allows them to place their most accomplished students preferentially. This system is based on a local relationship and depends on high school staff correctly analyzing the skills of potential graduates and their fit with the academic and vocational needs of employers. The Japanese system is similar to an extent to what happens in United States vocational schools, but only in those that are of very high quality. In both cases, the high quality vocational schools are built of  
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**The “Human Resource Development” or “Workforce Development” system** which is operated in countries like South Korea,

Malaysia and Singapore encourage firm level training through government policy(Hawley, nd). Hawley maintained that the core of this HRD strategy is taxation policies that allows the government to collect revenue from firms (usually set at some percentage of the firm’s labour costs) and then allow firms to use these resources to train within their own companies. This is similar to some extent to what is practiced in Nigeria where companies contribute a percentage of their personnel cost to the Industrial Training Fund (ITF) which is responsible for training students through the Students Industrial Work Experience Scheme (SIWES).

**Need for a Nigerian Model of TVET**

In view of the fact that the system of Technical vocational education and training in Nigeria is not responding to the skills development needs of the country and since there are several models of vocational education and training which have worked in other countries, there is an imperative need for a Nigerian model of Technical vocational education and training.

This paper proposes a model of TVET known as *Paired Model of Technical Vocational Education and Training* which should be developed and incorporated into the National Policy on Education. The proposed model is illustrated diagrammatically in figure 1.

**PAIRED MODEL OF TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET)**

<b>PUBLIC VOCATIONAL SCHOOLS</b>	<b>INDUSTRIES</b>
-Identify skilled areas for training -Provide practical training with adequate resources and competent instructors -Prepare the training package for each occupations *Evaluate and issue certificates to students on completion.	*Provide theoretical instructions -*Post students to relevant industries  -*Supervise students training  -Pay allowances to trainees -Employ successful trainees

*Fig. 1: Paired Model of Technical Vocational Education and Training (Udoudo and Usoro, 2015)*

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 industries for one or two days in a week.

Educational institutions should have the following responsibilities:

- a. Identifying relevant industries where students would be posted to.
- b. Planning in cooperation with the industry, modalities for the training.
- c. Identifying skilled areas where training should be carried out.
- d. Planning the training time table and supervising the students during the training.
- e. Evaluating the students to ascertain the extent to which they acquire the skills they are expected to acquire.

On the other hand, the industry should perform the following responsibilities:

1. Providing practical training with relevant training resources and instructors.
2. Preparing the training package.
3. Paying allowances to trainees.
4. Providing occupational placement for the graduates of the programme, where possible.

### **Potential Benefits of the Proposed TVET Model to Nigeria**

There are many potential benefits that would accrue to TVET in Nigeria through the proposed model. These include the following:

1. It will provide ample opportunities for students to have better industrial experience.
2. It will facilitate effective acquisition of practical skills as the industries will provide adequate facilities and competent instructors for the training.
3. It will foster development of positive professional attitudes by the students.
4. It will ensure that TVET curricula and teaching methodologies are up to date and relevant to the needs of the industry.
5. It would enable teachers and trainees to have *Namekere J. U. & Aniedi, D. U.* practices.
6. The intractable problem of poor funding, inadequate facilities, incompetent teachers etc. would be greatly minimized.
7. It would enable TVET institutions to know the level and types of skills currently

required in the industry. This will help to decrease mismatch between skill supply and skill demand.

8. It will help in the setup and maintenance of National Qualification Frameworks.
9. There will be improved service delivery as both sectors will be allowed to do what they know best with improved cost effectiveness thus minimizing infrastructure decay.
10. The private sector will be more involved in planning and implementation of TVET programmes.
11. It will improve the level of mutual information on the job market, making recruitment of school graduates more efficient.

### **Recommendations**

1. All stakeholders in the TVET sub-sector should henceforth utilize the proposed model of Public-Private Partnership for enhancing workplace training. This will obviously improve the quality of TVET programmes in Nigeria.
2. The Nigerian TVET policy makers should make a mandatory provision for TVET institutions to establish effective and sustainable linkages with industries. This partnership could be very useful for practical training of students and thus facilitating effective skill acquisition.

### **Conclusion**

The quality of workplace training is a key element in ensuring that TVET programmes yield real skills to the learners. In view of the high cost of TVET coupled with the intractable problem of poor and inadequate funding of vocational education and training in Nigeria as well as the poor state of facilities and infrastructures such as classrooms, workshop equipment and machines, books and computers, there is need to embrace Public-Private Partnership (PPP) in order to strengthen TVET in Nigeria. It is hoped that effective PPP through the proposed paired model of TVET would undoubtedly address the issues and challenges which has led to the fall in standard and quality of TVET programmes in Nigeria.

This will obviously enhance the quality and standard of TVET in Nigeria and thus repositioning it to create meaningful positive impacts on sustainable development of the country.

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