

Article 06**Needed Innovative Practices among Public Private Partnership Stakeholders in Technical and Vocational Education for Enhancing Skill Training of the Underprivileged****Raymond Emmanuel¹, Ajunwa Joseph², & Mohd Aminu Mohd³**^{1 & 2} Department of Industrial and Technology Education, Federal University of Technology, Minna, Niger State, Nigeria³ National Agency for Science and Engineering Infrastructure, Abuja-Nigeria**Abstract**

The study determined innovative practices in accessing and mobilizing resources for technical and vocational skill training of the underprivileged. Two research questions and two null hypotheses guided the study. The study employed descriptive survey research design. Random Sampling was employed to select 30 respondents that consisted of 10 Technical and Vocational Education (TVE) administrators and 20 TVE private partners in Niger State, Nigeria. A 18-item structured questionnaire was the instrument used for data collection. To ensure the validity of the instrument it was subjected to content validity by three TVE experts after which their suggestions and corrections were reflected on the final copy of the instrument that was used for data collection. The reliability coefficient of the instrument was established to be 0.89 using Cronbach Alpha formula. Data collected was analyzed using mean for research questions and t-test for hypotheses. Results revealed 10 innovative practices in improving access to technical and vocational skill training of the underprivileged and 8 innovative practices in mobilizing resources for technical and vocational skills training of the underprivileged. Finding on innovative practices in improving access to technical and vocational skill training are: periodic mobile technical and vocational education training for rural and remote populations, identify and recognizing philanthropist that are encouraged to reduce pressure on TVE public funding by paying for expansion of enrollments of the underprivileged with national honours as TVE ambassador, establishment of TVE internet equipped advert centre where potential TVE work force



(graduates) can be advertised to the world locally and internationally via the web amongst others while innovative practices in mobilizing resources for technical and vocational skills training include: giving citizens the opportunity to reflect on the impact of TVE by adapting a publicity mechanism that provides update on the development, activities and achievement of TVE, introduction of open-distance TVE training for the informal sector to be operated in short modular programme format and building demand side financing by introducing specific work competency skill training that is based on entrepreneurs demand and training cost indirectly funded through collection of levies from such enterprises. It is recommended that both government and private TVE operators should adapt the findings on innovative practices in improving access to technical and vocational skill training and innovative practices in mobilizing resources for technical and vocational skills training in order to revamp TVE in Niger State.

Keywords: Education; Technical and Vocational Education; Skill; Skill Training; Public Private Partnership; Underprivileged

Introduction

With no doubt, education is an instrument for national development. It is essential tool for economics, social, cultural and political development (Olibie & Enueme, 2013). More so, it is a known fact that the economy of a nation does not depend solely on the general education but on education system cable of producing skilled workers that can handle the rapidly changing demands of the labour market. In response to this awareness, the Federal government of Nigeria introduced the system of education that is cable of availing its recipient relevant operational skills for economic development which is Technical and Vocational Education.

Technical and Vocational Education (TVE) is the study of technologies and related sciences as well as the acquisition of practical skills necessary for employment. Federal Republic of Nigeria (FRN, 2014) define TVE as a comprehensive term referring to the educational process that involves, in addition to general education, the study of technologies and related sciences and the acquisition of practical skill and knowledge relating to occupations in various sectors of economic and social life. Individuals who received TVE training are armed with self or sellable skills and knowledge that will

enable them secure employment either by establishing a small-scale business outfit or by being gainfully employed so that through the activities of such individuals the country can attain economic and technological development (Kehinde and Adewuyi, 2015). Hence, TVE involves the acquisition of skills and competencies that can help individuals to function productively in industrial and commercial occupations. This implies that the emphasis of TVE is skills training.

Skill is the ability to do something expertly in accordance to set standard or instruction. Skills are acquired through deliberate, systematic and sustained effort to effectively and adaptively carryout a job function involving cognitive, technical or interpersonal ideas (Ekahe, 2014). Uzouagulu (2009) defined skills as an individual's capacity to control elements of behaviour, thinking and feeling within specified contents and within a particular task domain. Skills training therefore can be defined as organised activities aimed at imparting specific TVE ideas to improve job performance. TVE skill training presents advancing potentials that are required to harness the nation's economic and technological developmental needs. Regrettably, concerns have been expressed on the glaring inadequacy in TVE in meeting the 21st Century manpower industrial needs of the nation. For instance less than 1% of secondary education in Nigeria is oriented towards technical and vocational skills. Likewise workshops for TVE skills training at tertiary institutions of learning are showcases of dumps of outdated and obsolete machines, equipment and tools (Okoye and Okwelle, 2013). This unfortunate situation is majorly attributed to inadequate funding of TVE by the government. Consequently, there is unprecedented prevalence of unemployment, poverty, hunger, insurgency and several other forms of social vices looming the country today (Kehinde and Adewuyi, 2015). Nevertheless, since poor access and inadequate funding has been one of a major and long standing challenges facing TVE skill training in Nigeria, it therefore call for measures to circumvent the challenges. The quest for better measures necessitated the Private Public Partnership.

Private Public Partnership (PPP) is a voluntary alliance amongst various actors from different sectors whereby they agree to work together to reach a common goal or fulfill a specific need that involves shared risks, responsibilities and competencies (World Economic Forum, 2005). Afolabi (2011) explained that PPP is a partnership

arrangement formed between the public and private sectors partners that concerns involving the private sectors in the development, ownership, operation and financing of public facilities or services. In this partnership, public and private resources are pooled together and with due delegation of responsibilities with the aim of complementing the efforts of partners. The essence of PPP in TVE is to enhance skill training by encouraging private sectors partners to advance TVE training project in areas of infrastructure development, provisions of laboratory and workshop equipment, machines and tools, through making substantial cash or equity investment.

Furthermore, to keep pace with the emerging technological breakthroughs around the globe individuals are being challenged to pick up responsibilities for constructing their own carriers through developing relevant skills for the present day work places which have increased the demand for TVE by the teaming Nigeria populace. In effect, the rising demand for contemporary work place skills have over stretched the usage of the available and outdated TVE training facilities (Edokpolor and Imafidon, 2017). Due to the growing pressure to find new work place skills, the volume of the available TVE skill training and development facilities are inadequate. Since providing these skills training facilities to the volume required to meeting the growing Nigeria pollution is beyond that which the government alone can handle PPP was use as a measure of partnership in order to help provide such public sector assets and services that can meet the nation's population skill training needs (Education International, 2009). With support from private sector partners, the PPP has a major role of enhancing the development of workforce skills training among youths with target for the underprivileged.

The underprivileged are persons not enjoying the same living standard or rights as the majority of people in the society (Rodriguez, 2014). These category of persons are seen as people who have inadequate for self-sufficiency (Akinbobola and Saibu, 2004). In Niger State, Nigeria, a significant feature of this group of people have a large household with many dependent children whose income cannot afford them adequate education and other necessities of life. More so the Minister of education acknowledged that the rate of illiteracy in the country is on the increase with about 65–75 million illiterates and over 10.5 million of these people who cannot afford

education dropped out of school (Vanguard, 2017). Today, these set of people roam the streets harassing citizen and perpetrating crimes since they have no saleable skill capable of gaining them self or paid employment. Thus it is glaring that despite government and PPP effort in ensuring better employment opportunities by enhancing skill training of the citizens particularly the underprivileged through the introduction of free basic education and modular skills training programmes, the underprivileged youths still lack relevant employability skills (Atsumbe, Okoro and Ogwo, 2012). Zaman (2015) attributes the lack of employability skills amongst underprivileged to lack of access to skills acquisition, inadequate resources for mobilization and poor funding of skill training. To adequately ensure better employment opportunities of the underprivileged through enhancement of skill training the Asian Development Bank (2014) and UNESCO-UNEVOC (2017) suggest adoption of innovative practices such that will reduce barriers to entry/expansion of TVE and increase provision of TVE lifelong learning resources. In this regard, ensuring employment opportunity of the underprivileged requires stakeholders enhancing TVE skill training among underprivileged through adaption of innovative practices for TVE provision. It is against this background that it becomes necessary to determine needed innovative practices among public private partnership stakeholders in technical and vocational education for enhancing skill training of the underprivileged in Nigeria particularly in Niger State.

Objective of the Study

1. To determine the innovative practices in improving access to technical and vocational skill training of the underprivileged
2. To determine the innovative practices in mobilizing resources for technical and vocational skills training of the underprivileged.

Research Question

1. What are the innovative practices in improving access to technical and vocational skills training of the underprivileged?
2. What are the innovative practices in mobilizing resources for technical and vocational skills training of the underprivileged?

Hypotheses

- HO₁: There is no significant difference between TVE administrators and private partners regarding innovative practices in improving access to technical and vocational skills training of the underprivileged.
- HO₂: There is no significant difference between TVE administrators and private partners regarding innovative practices in mobilizing resources for technical and vocational skills training of the underprivileged.

Methodology

The study employed descriptive survey research design. The study was conducted in Niger State, Nigeria. The population of the study which was drawn from Technical Colleges (TC) and private TVE partners was 30 respondents. The instrument that was used for the collection of data was a structured questionnaire consisting of 10 items on innovative practices in improving access to technical and vocational skill training of the underprivileged and 8 items on innovative practices in mobilizing resources for technical and vocational skills training of the underprivileged. The questionnaire was subjected to content validation in order to ensure that the instrument elicit the information they were designed for. Copies of the draft questionnaire were given to three TVE experts from the department of industrial and technology education, Federal University of Technology, Minna-Nigeria. The suggestions and corrections made by these experts were reflected on the final copy of the instrument. After which a pilot test of the instrument was carried out on two TVE administrators and three private partners in Government Technical College, Garki, Abuja and the reliability coefficient of the instrument was established to be 0.89 using Cronbach Alpha formula. A Four Point Rating Scale with the following response scale: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1 was employed as response options. Data collected were analyzed using mean and standard deviation statistics for the research questions while t-test was used for the hypotheses. For determining which innovative practice is required or not required a cutoff mean of 2.50 interpreted in relative to the 4-point rating scale was set as decision rule.

Results

Table 1: Innovative Practices in Improving Access to Technical and Vocational Skill Training

S/N	Innovative Practices in Improving Access to Technical and Vocational Skills Training	\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	\bar{X}_t	SD _t	Dec.
1	Introduction of community based short and modular courses open distance skills training	3.40	0.52	3.30	0.73	3.33	0.66	Agree
2	Periodic mobile TVE training to rural and remote populations	3.00	0.88	2.95	0.82	2.97	0.81	Agree
3	Recognizing philanthropist that are encouraged to reduce pressure on (TVE) public funding by paying for expansion of enrollments of the underprivileged with national honours as TVE ambassador.	3.60	0.52	2.85	0.67	3.10	0.71	Agree
4	Development of a counterpart financial mechanism targeted at allocating resources to the underprivileged that enroll for TVE training with the aim of easing up their transportation challenges by paying their basic transportation allowances.	3.10	0.56	3.25	0.72	3.20	0.66	Agree

5	Increased collaboration between TVE and employers of labour to sought for employment avenue for as many underprivileged undertaking TVE training in order to ensure their direct employment at completion of training.	3.20	0.42	3.30	0.47	3.27	0.45	Agree
6	Develop an employment mechanism that will increase the employment of female underprivileged graduate in lucrative public and private TVE occupations.	3.80	0.42	3.55	0.60	3.63	0.56	Agree
7	Establishment of TVE internet equipped advert centre where potential TVE work force (graduates) can be advertised to the world locally and internationally via the web	3.40	0.69	3.00	0.56	3.13	0.63	Agree
8	Establishment of TVE rehabilitation centres to rehabilitate and afterward train underprivileged school dropped outs that became traumatized/drug addicts	3.70	0.48	3.10	0.78	3.30	0.75	Agree
9	Establishment of Low Cost skills upgrade TVE retraining centre for upgrading individuals skills to match skills obtainable in the 21 st century work place so as to enable	3.10	0.56	3.50	0.61	3.37	0.62	Agree

	them to be re-cooperated into the labour market								
10	Emphasize on lifelong enterprise-based competency skill training	3.40	0.52	3.05	0.76	3.17	0.69	Agree	
Grand Mean		3.3	0.5	3.19	0.67	3.25	0.65		
		7	6						

Table 1 present innovative practices in improving access to technical and vocational skill training. The result revealed that the average mean ratings of the items range from 2.97 to 3.63. The standard deviation of the items ranges between 0.45 and 0.81. This indicates that the mean responses of the respondents' do not deviate from each other. This standard deviation therefore added validity to the mean. This indicates that the respondents agreed that these items are innovative practices in improving access to technical and vocational skill training since all the items have means above the threshold mean of 2.5.

Table 2: Innovative Practices in Mobilizing Resources for Technical and Vocational Skills Training

S/N	Innovative Practices in Mobilizing Resources for Technical and Vocational Skills Training	\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	\bar{X}_t	SD _t	Dec
1	Increase existing TVE training centres income generation autonomy by encouraging them to ensure that every practical section is targeted at developing or producing household or industrial equipment or item that are marketable	2.90	0.74	2.70	0.73	2.77	0.73	Agree

2	Building demand side financing by introducing specific work competency skill training that is based on entrepreneurs demand and training cost indirectly funded through collection of levies from such enterprises	2.90	0.57	3.15	0.81	3.07	0.74	Agree
3	Introduction of open-distance TVE training for the informal sector to be operated in short modular programme format	3.60	0.69	3.15	0.59	3.30	0.65	Agree
4	Attach TVE charge condition to every TVE financial transfer or service purchase transaction	2.90	0.32	3.15	0.37	3.07	0.37	Agree
5	Establishment of fund generation TVE international cooperation centre where TVE experts from around the world could come and hold periodic public skills acquisition seminars and conferences	3.60	0.52	3.55	0.51	3.57	0.50	Agree
6	Establishment of a separate training fund account where philanthropists can contribute willingly to the course of TVE	3.30	0.67	3.25	0.72	3.27	0.69	Agree
7	Give citizens the opportunity to reflect on the impact of TVE by adapting a publicity mechanism that provides	2.90	0.74	3.55	0.69	3.33	0.76	Agree

	update about the development, activities and achievement of TVE								
8	Community and neighbourhood mobilization advocacy targeted at increasing TVE class sizes that are below class average and increase teaching load by employing specialized part-time instructors for public schools	3.30	0.68	3.10	0.55	3.17	0.59	Agree	
Grand Mean		3.1	0.6	3.20	0.62	3.19	0.54		
		8	2						

Contained in Table 2 are innovative practices in mobilizing resources for technical and vocational skill training. The result revealed that the average mean ratings of the items range from 2.77 to 3.57 with items number 5, 3, and 6 having the highest mean which are 3.57, 3.33 and 3.27 respectively. The standard deviation of the items ranges between 0.37 and 0.76. This indicates that the mean responses of the respondents' do not deviate from each other. This standard deviation therefore added validity to the mean. This result indicates that the respondents agreed that these items are innovative practices in mobilizing resources for technical and vocational skill training since all the items have means are above 2.50 cutoff mean.

Table 3: t-test Analysis of Innovative Practices in Improving Access to Technical and Vocational Skill Training

Group	N	Mean Difference	Standard Error Difference	t-calc.	df.	t-table	Decision
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TVE Administrators	10	1.50	1.94	0.77	28	2.01	H ₀ : Not Sign.
Private Partners	20	1.50	1.79				

Contained in Table 3 is the t-test analysis of innovative practices in improving access to technical and vocational skill training. The table revealed t-calculated value to be 0.77. Since 0.77 t-calculated values is less than 2.01 table value at 0.05 α df28, the null hypothesis is hence upheld. This result shows there is no significant difference between TC administrators and TVE private partners regarding innovative practices in improving access to technical and vocational skills training of the underprivileged.

Table 4: t-test Analysis of Innovative Practices in Mobilizing Resources for Technical and Vocational Skill Training

Group	N	Mean Difference	Standard Error Difference	t-calc.	df.	t-table	Decision
TVE Administrators	10	-0.20	1.67	-0.21	28	2.01	H ₀ : Not Sign.
Private Partners	20	-0.20	1.67				

Table 4 presents the t-test analysis of innovative practices in mobilizing resources for technical and vocational skill training. The table revealed t-calculated value to be -0.21. Since -0.21 t-calculated values is less than 2.01 table value at 0.05 α df28, the null hypothesis is hence upheld. Thus there is no significant difference between TVE administrators and private partners regarding innovative practices in improving access to technical and vocational skills training of the underprivileged.

Discussion

Findings of the study contained in Table I are innovative practices in improving access to technical and vocational skill training. Innovative practices in improving access to technical and vocational skill training are introduction of community based short and

modular courses open distance skills training, periodic mobile TVE training to rural and remote populations, recognition of philanthropist that are encouraged to reduce pressure on (TVE) public funding by paying for expansion of enrollments of the underprivileged with national honours as TVE ambassador, development of a counterpart financial mechanism targeted at allocating resources to the underprivileged that enroll for TVE training with the aim of easing up their transportation challenges by paying their basic transportation allowances, increased collaboration between TVE and employers of labour to sought for employment avenue for as many underprivileged undertaking TVE training in order to ensure their direct employment at completion of training, development of an employment mechanism that will increase the employment of underprivileged female TVE trained graduate in lucrative public and private TVE occupations, establishment of TVE internet equipped advert centre where potential TVE work force (graduates) can be advertised to the world locally and internationally via the web, establishment of TVE rehabilitation centres to rehabilitate and afterward train underprivileged school dropped outs that became traumatized/drug addicts, establishment of Low Cost skills upgrade TVE retraining centre for upgrading individuals skills to match skills obtainable in the 21st century work place so as to enable them to be into the labour market and promotion of lifelong enterprise-based competency skill training.

Owing to the awareness that Technical and Vocational skill training provide the bedrock for the nation's economic development, a proactive measure for accessing TVE particularly by the teaming underprivileged who consist of a good number of the population of Niger State become necessary. Since the underprivileged lack the basic advantage for accessing TVE like other members of the society, innovative practices such as the ones mentioned earlier are proffered practices for improving the underprivileged access to technical and vocational skill training. The identified practices agree with Asian Development Bank (2014) view that suggested increased participation in skill development through the instrumentation of diversification of publicity and training types and increased public funding. Additionally the result of the t-test analysis presented in Table 3 that revealed a no significant difference between respondents responses regarding innovative practices in improving access to technical and vocational skills training of the underprivileged is affirmation that the respondents

unanimously agreed the outcome of this finding are innovative practices in improving access to technical and vocational skills training.

Finding presented in Table 2 revealed eight innovative practices in mobilizing resources for technical and vocational skill training. The innovative practices in mobilizing resources for technical and vocational skill training are increase existing TVE training centres income generation autonomy by encouraging them to ensure that every practical section is targeted at developing or producing household or industrial equipment or item that can are marketable, building demand side financing by introducing specific work competency skill training that is based on entrepreneurs demand and training cost indirectly funded through collection of levies from such enterprises, introduction of open-distance TVE training for the informal sector to be operated in short modular programme format, attach TVE charge condition to every TVE financial transfer or service purchase transaction, establishment of fund generation TVE international cooperation centre where TVE experts from around the world could come and hold periodic public skills acquisition seminars and conferences, establishment of a separate training fund account where philanthropists can contribute willingly to the course of TVE, give citizens the opportunity to reflect on the impact of TVE by adapting a publicity mechanism that provides update on the development, activities and achievement of TVE and community and neighbourhood mobilization advocacy targeted at increasing TVE class sizes that are below class average and increase teaching load by employing specialized part-time instructors for public schools.

Over the years, providing technical and vocational skill training to Nigerian has experienced a long time funding challenge that has restrained the growth of TVE in Nigeria and Niger State in particular. In turn this has put pressure on the need to proffer innovative way through which resources can be mobilized for skill training. The emerging results on this finding which include building demand side financing by introducing specific work competency skill training that is based on entrepreneurs demand and training cost indirectly funded through collection of levies from such enterprises, introduction of open-distance TVE training for the informal sector to be operated in short modular programme format, attach TVE charge condition to every



TVE financial transfer or service purchase transaction amongst others are innovative practices in mobilizing resources for technical and vocational skill training. This result concord Asian Development Bank (2014) and UNESCO-UNEVOC (2017) who opined that the basic innovative approach to mobilizing resources for skill training is by raising more resources through support from organization or private individuals or ensuring a better use of existing resources either by increasing output for the same costs, or achieving the same output for less cost. Furthermore, t-test analysis on innovative practices in mobilizing resources for technical and vocational skill training presented in Table 4 that reveal a no significance difference affirmed that the opinion of both respondents does not differ regarding innovative practices in mobilizing resources for technical and vocational skill training.

Conclusion

The study provide innovative practices in improving access to technical and vocational skill training and practices in mobilizing resources for technical and vocational skill training. Basically the study established that to revamp TVE through improved enrollment and funding in Niger State and Nigeria at large there is need for adoption of innovative practices such that will improve access and resource mobilization for technical and vocational skill training through adoption of a more proactive awareness creation approach on the activities and achievement of TVE, encouragement of open distance competency skill training, diversification of skill training by seeking collaboration of organization and individual partners and building demand side financing by introducing specific work competency skill training that is based on entrepreneurs demand and training cost funded by such entrepreneurs. It is hence recommended that in order to revamp TVE in Niger State, on innovative practices in improving access to technical and vocational skill training and innovative practices in mobilizing resources for technical and vocational skills training be employed.

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