Dr. M A Kazaure, mni
The Executive Secretary

Presents

A Cursory Glance at Nigerian Vocational Skills

At the Fourth Meeting of the Monitoring and Advisory Committee (MAC) of the Vocational Education and Training Programme for OIC Member Countries (OIC-VET),

Mont Febe Hotel, Yaounde – Cameroon:

Nigeria — Lower middle income

- Population (2010): 158.4m (2.5% annual)
- Land Mass: 923,768 Sq. Km
- GDP per capita: US$1,222
- Agriculture: 33% of GDP
- Industry: 44% of GDP
- Edu. Share of Budget: 11.6% (Federal, 2012)
- System of Govt.: Federal, Republic
- National Assembly: Senate (109), House (360)
  - States: 36 States
  - FCT: 774 LGAs
- Ethnic Entities: Over 200
Purpose of TVE

The purpose of TVE as stated in Act No. 16 of 1985 Education (National Minimum Standards and Establishment of Institutions) are:

- Provision of trained manpower in engineering, applied science, technology and commerce at all professional grades;
- Provision of qualified and well-equipped personnel to apply scientific knowledge to the improvement and solution of environmental problems for use and convenience of man;
### NUMBER, TYPE AND OWNERSHIP OF ACCREDITED TECH. AND VOC. EDUCATION INSTITUTIONS IN NIGERIA, DEC. 2011

<table>
<thead>
<tr>
<th>INSTITUTION TYPE</th>
<th>OWNERSHIP</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Federal</td>
<td>State</td>
</tr>
<tr>
<td>Polytechnics</td>
<td>20</td>
<td>38</td>
</tr>
<tr>
<td>Monotechnics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colleges of Agriculture</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Colleges of Health Technology</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Other Specialized Institutions</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>IEIs</td>
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<td>1</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>55</td>
<td>66</td>
</tr>
<tr>
<td>Technical Colleges</td>
<td>19</td>
<td>152</td>
</tr>
<tr>
<td>VEIs</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>74</td>
<td>220</td>
</tr>
</tbody>
</table>
CHALLENGES

Low Access in TVET Institutions

- Low Carrying Capacity of TVET (Tertiary) Institutions (326,521 in 2011)
- High cost of Technical Education
- Low enrollment of female students in Polytechnics & Monotechnics less than 38%
- Low societal estimation of TVET
Major Reform Activities

- Institutionalization of Quality Assurance System in polytechnics, monotechnics, technical colleges and VEIs & IEIs, via a system of **accreditation, resources inspection and advisory visitations**

- Development & implementation of Curriculum, Teacher’s Guide and Training Manuals for 3 modules of the course in Entrepreneurial Education Course
Major Reform Activities

Establishment of Vocational and Innovation Enterprise Institutions (VEIs & IEIs) – Public-Private-Partnership

- Provide a credible alternative to HE
- Widen Access to TVET
- Provide training in areas that are not in the conventional HE Institutions
- Private Sector-led TVET Training in PPP
- Industry focus, skills-based training
National Vocational Qualifications Framework (NVQF) is being established as a system for the recognition of skills and competencies acquired in a variety of ways benchmarked in a progressive level:

Formal-Informal or Non-Formal
Development of a National Vocational Qualifications Framework, NVQF

SIX LEVELS

• **Level 1**: Entry Level or unskilled employees
• **Level 2**: Foundation or basic skilled employees
• **Level 3**: Operators or semiskilled employees
• **Level 4**: Technicians, craft, skilled and supervisory employees
• **Level 5**: Technical and junior management positions
• **Level 6**: Professional engineers and senior management positions
Development of a National Vocational Qualifications Framework, NVQF
Organisational Structures of Entrepreneurship Centres
Other Achievements

NBTE CENTER OF EXCELLENCE FOR TVET IN WEST AFRICA

- Established in 2011 to undertake activities related to TVET Policy & Human Resource Development
- Innovation & dissemination of best practices
- Headed by a Director & a small number of staff
- The Centre consists of large and small conference facilities, IT room & 13 rooms ensuite
- African Virtual Campus
- UNEVOC Centre
- Hope to become a UNESCO Category II Centre of Excellence by 2013
THANK YOU