

TVET COUNTRY PROFILE NIGERIA



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Introduction

Technical, Vocational Education and Training (TVET) plays a critical role in the national development of Nigeria. The Federal Ministry of Education, the Federal Ministry of Science and Technology, and the Federal Ministry of Labour and Employment are responsible for the development of TVET and related policies. All TVET institutions are administered and governed by the National Board for Technical Education (NBTE), including polytechnics and monotechnic. The Nigerian Skills Qualification Framework (NSQF) recognizes the skills, knowledge and competencies of individuals and was designed to improve the quality of skills development in Nigeria. The NSQF has six levels and is monitored and evaluated by the NBTE.

This paper highlights a country-level overview of the TVET system in Nigeria, looking at its policy framework, governance, and the involvement of the private sector in TVET. The aim is to provide an overview of strategies for the implementation of TVET and to improve TVET reform and quality.

Policies

The Nigerian federal and state education authorities are responsible for the development of TVETs and related policies. The implemented policies aim to improve skills development in formal and informal structures. The governance system is decentralized, and relevant policies contribute to different aspects of the TVET system. Educational policies are implemented at national and federal levels and provide guidance to TVET institutions and regulate and supervise accreditations. Policies governing different aspects of the TVET system in Nigeria include:

The policy or policies guiding TVET legislations is the National Policy on Education of 1977, further reviewed in 2004. In addition to the legislation is the NBTE Enabling Act No. 9 of 1977 which aims to coordinate and supervise all aspects of TVET. Furthermore, a Ministerial Strategic

Plan of 2016-19 was passed to strengthen educational levels including TVET.

- **National Policy on Education (2004)** – The National Policy on Education in Nigeria seeks to fulfil the national goal of education as an instrument for national development. The policy provides for technical and vocational knowledge in various sectors through the TVET system, enables youths to acquire technical skills, and prepares them for occupational fields and effective participation in workplaces.
- **NBTE Enabling Act No. 9 of 1977**- The NBTE is empowered to coordinate and supervise all aspects of technical and vocational education and determines Nigeria's labour needs in different sectors. The Board aims to assist education authorities to expand the provision of skills through TVET. It also provides advice to the government on financial needs of TVETs, receives TVET funds and allocates them to TVET institutions.
- **National Minimum Standard and Establishment of Institutions Act - Education of 1985** – The Act establishes and maintains the minimum standards in respect of technical education and is responsible for setting out accreditation processes of all TVET programmes.
- **Establishment of Institutions: Amendment Act No.9 of 1993** – This Act provides criteria for establishing TVET institutions for higher education and training. The Amendment Act calls on the NBTE to recommend the establishment of private polytechnics and monotechnic in Nigeria.
- **Ministerial Strategic Plan (2016-19)** - This strategic plan aims to improve the quality of education from early child development (ECD) to higher education and training. It focuses mainly on access, high quality standards and strengthening of systems at all educational levels. TVET is one of the focus areas of the ten pillars of this strategic plan.



- **National Directorate of Employment (NDE)** – The NDE, established under ACT, CAP 250 of the Laws of the Federal Republic of Nigeria, 1999 is responsible for skills development for the informal sector in Nigeria. The Directorate focus on designing and implementing job creation programmes to promote employment generation. The NDE aims to design and implement programmes to combat mass unemployment through vocational skills development, entrepreneurship development, and agricultural skills training. **The following laws regulate TVET at different Ministry levels.**
- **Nigerian Skills Qualification Framework (NSQF)** – The NSQF refers to a Nigerian system for knowledge, skills development, and recognition. It provides quality assurance and ensures that training providers meet quality standards. The objectives of the NSQF also include ensuring the quality, status, relevance, and provision availability of TVETs. It is responsible for matching labour needs with the skills of TVET graduates and ensures that the standards meet the specific sector requirements.
- **Federal Polytechnic (Amendment) Act 2019** - This Act amends the Federal Polytechnics Act Cap. F17, Laws of the Federation of Nigeria, 2004 to, among other things, review the retirement age of staff of Federal Polytechnics in Nigeria and harmonise the tenure of the office of the Rector and other principal officers of Federal Polytechnics in Nigeria.

These policies and other TVET related policies aim to improve skills development and assist the federal and state education authorities to reform and expand the provision of skills to meet the nation's development goals.

Governance

The Nigerian governance system is decentralized to support different aspects of the TVET system, and the management of education is administered by the federal

system. The Federal Ministry of Education is responsible for the coordination of education policies and procedures through the National Council of Education (NCE). The federal ministry and other administrative bodies aim to achieve the acquisition of basic skills and to empower the populace to contribute effectively to skills development and economic growth.

In Nigeria the implementing structures, also referred to as awarding bodies, are the apex training certification bodies responsible for assessment design and quality assurance. Awarding bodies receive endorsement from sector organizations prior to submission to NBTE for accreditation of the qualification. They also approve training and assessment providers to offer NSQs. Numerous awarding bodies in Nigeria contribute to different aspects of the TVET system.

The **National Board for Technical Education (NBTE)** is a regulatory body responsible for accreditation of proposals for qualifications submitted by implementing structures or awarding bodies. The Board monitors the accreditation or NSQs offered by awarding bodies and effectively manages the accreditation system on behalf of the federal government. The NBTE is responsible for establishing minimum standards in TVET institutions and provides standardised guide curricula for TVETs. It also regulates and supervises the TVET programmes through the accreditation process.

Implementing structures

1. **National Business and Technical Examinations Board (NABTEB)** - responsible for issuing and validating certificates and administering technical and business examinations. The Board conduct examinations which lead to the awarding or certification of the National Technical Certificate (NTC), Advanced National Technical Certificate (ANTC), National Business Certificate (NBC), Advanced National Business Certificate (ANBC) and Modular Trade Certificate (MTC).



2. **NIW - Nigerian Institute of Welding** - a non-profit organization devoted to the promotion and implementation of best welding practices in Nigeria. Managed by representatives of different stake holding interests in the Nigerian welding industry.
3. **NIOB - Nigerian Institute of Building** - The Nigerian Institute of Building is the professional body for Builders and those who are about to be engaged in the Building Profession.
4. **NSE - Nigerian Society of Engineers** - The Nigerian Society of Engineers is the umbrella organization for the Engineering Profession in Nigeria. The Society looks after the professional needs of members through well-structured programmes and regular interactions among the different cadre of membership, enhancing high professional standard and ethical practices.
5. **ITP - Institute of Tourism Professionals** - The Institute for Tourism Professional is a Higher, vocational, and tertiary level professional organisation, established to furnish the industry with professional personnel who can provide good quality standard of products and services.
6. **Other Awarding bodies** - Professional bodies and institutions are established for regulatory purposes. They decide, maintain, and regulate the ethics of practice and conduct of professionals in their respective profession.

TVET Institutions

TVET institutions are training providers which provide and deliver NSQ training in partnership with the industry. TVETs register candidates, assess, and guide them towards achieving NSQs. TVET institutions in Nigeria aim to assist the education authorities to reform and expand the provision of skills development. The NBTE and Ministry of Education are responsible

for administering and supervising all types of TVET institutions. According to UNESCO's country profile of Nigeria, there are thirty-one registered federal, 61 Private Polytechnics, 123 technical colleges and forty-eight state polytechnic institutes registered under the NBTE/ Ministry of Education.

These TVET institutions comprise technical colleges, vocational enterprise institutions (VEIs) which are those private institutions offering training and education in various technical and vocational institutions., innovation enterprise institutions (IEIs), specializing in training and preparing Nigerians to acquire practical and innovative skills needed to compete globally and specialized institutions (specialized schools for special educational needs), state-federal private monotechnic and polytechnics. While a Monotechnic college is a higher education institution that provides training in various technical fields, a polytechnic college is a multidisciplinary technical college that provides training in various technical subjects. The following is a list of approved institutions in support to institutionalisation of NSQs.

TVET types

- Federal Polytechnics
- State Polytechnics
- Private Polytechnics
- Specialised Institutions
- Colleges of Agriculture
- Public Colleges of Health
- Private Colleges of Health
- Innovation Enterprise Institutions (IEIs)
- Technical Colleges
- Vocational Enterprise Institutions (VEIs)

Funding sources

Formal and non-formal TVETs are financed by the Ministry of Education, Ministry of Finance, Ministry of Labour, and Employment. Budget for the TVET system is allocated by the federal government of Nigeria. Other



funds are received from:

- **Tertiary Education Trust Fund (TETFUND)** – provides funding for educational facilities and infrastructural developments to TVET institutions. The funds are used to support and enhance improvement activities in educational areas, including teachers and education programmes. It focuses on transforming and intervening in public tertiary institutions through funding. The fund imposes an education tax of 2% on assessable profits from all registered companies in Nigeria that is distributed to TVET institutions at state and federal levels.
- **Industrial Training Fund (ITF)** – The fund was established to promote and encourage the acquisition of skills in industry or commerce in Nigeria with a view to generating a pool of indigenous trained manpower sufficient to meet the needs of the economy. ITF is financed through employers' annual contributions which is 1% of their annual payroll, with the objective of ensuring that employers provide adequate training to their indigenous employees at all times. Such training should improve the employee's skills and capacity.
- Other sources of funds:
 - Public and private funding
 - Training fees
 - Private organizations
 - International assistance
 - Levies imposed on enterprises.

Private sector engagement

The private sector in Nigeria plays a huge role in partnership with the TVETs to alleviate youth unemployment. TVET-private sector partnership helps to mobilize financial and institutional resources to help to fulfil the goals of TVET, to develop the skills of the youth and contribute further by empowering TVET graduates with the relevant skills for gainful employment. This TVET-private sector partnership

helps to instill solid and lasting entrepreneurship and employable skills in TVET students so that they are able to secure employment after their training or start and grow their own businesses, thereby becoming self-employed to employ others. Some of the private sector organizations which play a role in bridging skills gap through technical skills development programmes and influencing government policies that promote labour welfare in Nigeria are:

Private sector associations

- **Nigeria Employers Consultative Association (NECA)** - the umbrella organization of employers in the private sector in Nigeria. It provides a platform for private sector organizations to interact with the government, labour, and other relevant institutions to promote harmonious business environments that promote productivity and prosperity for the benefit of all.
- **Nigerian Association of Chambers of Commerce, Industry, Mines and Agriculture (NACCIMA)** - the umbrella organisation for various affiliate member chambers of commerce in Nigeria. NACCIMA's membership is voluntary and encompasses city, state and bilateral chambers, business/professional associations, and corporate bodies. The Association champions the cause of business through its advocacy role and influences public policies that promote free enterprise.

Private sector involvement in TVET considers improving private sector funding of TVET through adoption of apprenticeship scheme and establishment of inter-plant technical and vocational training institutions.

Teacher training

Trainers and educators/lecturers in TVETs are provided teacher training governed by the National Commission for Colleges of Education (NCCE) which



provides accreditation for institutions of education and maintaining standards through periodic accreditation visits. Educators need to attain a professional teaching certificate, the National Certificate on Education (NCE) completed in three years which enables them to teach in technical and vocational institutions. There is also the Technical Teachers Certificate (TTE) which requires an additional year of study after completing the NCE. The Higher National Diploma (HND) allows lecturers and trainers to teach in technical and vocational institutions; the certificate is issued by polytechnics. TVET lecturers and instructors are offered in-service training by TVET institutions and the NBTE.

There is a lack of provision for teacher training in TVET institutions. This is because the trainers and teachers are not equipped with adequate knowledge and qualifications, therefore do not provide sufficient training to meet the needs of the students to compete in future labour markets.

Informal TVET systems

In the informal sector trade unions have assisted in the creation of apprenticeship agreements between apprentices and master craftspeople. In some of them, the master craftsperson is supposed to assist (“settle”) the graduating apprentice in establishing a business or leasing themselves out as a journeyperson. Employers’ and workers’ groups in both the formal and informal sectors participated in a discourse with the National Economic Management Team and the private sector to create jobs and expand economic prospects. (Evo and Agu, 2015).

Statistics

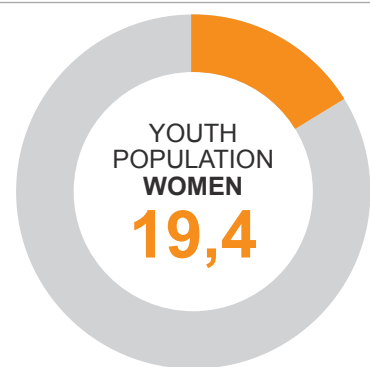
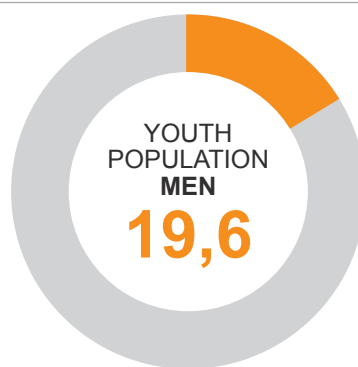
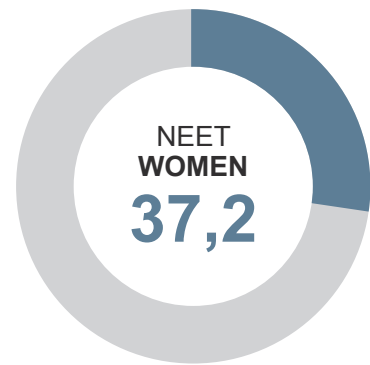
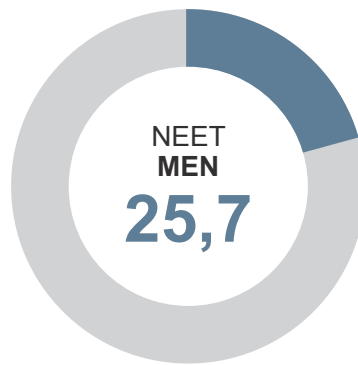
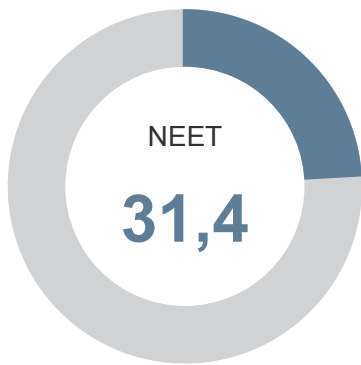
This section presents an overview of demographic and socioeconomic trends relative to progress made against the goals of the education system in Nigeria from 2013 to 2021. Youth in this publication refers to persons aged 15- 24/34 years. Source: ILOStat and NigerianStat



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TVET-COUNTRY LEVEL OVERVIEW NIGERIA



YOUTH IN FORMAL
SECTOR

30.5%



GOOD PRACTICES

Lessons learnt, resources and skills associations

<https://aspyee.org/page/good-practices>



Sources

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