



H

OLISTIC APPROACHES TO CORRUPT PRACTICES IN TECHNICAL VOCATIONAL EDUCATION AND TRAINING IN NIGERIA FOR HUMAN RESOURCE DEVELOPMENT

ABSTRACT

The success of any global and continental leadership is a pointer to every national attainment of its vision, mission and goals. Technical Vocational Education and Training (TVET) leadership is strategic and important based on the situation of corruption in the administration of the schools and departments in tertiary institutions of technological education. This paper examined factors on corruption, concept of politics, concept of TVET education,

***DOPEMU OLUSHOLA AFOLABI, *ALIYU TAWAKALTU, **OWOLABI OLUWATOSIN SUNDAY & **USMAN ADAMU JABDO**

**Department of Automobile Technology, Federal College of Education (Technical), Bichi - Kano State of Nigeria.*

***Department of Metal Work Technology, Federal College of Education (Technical), Bichi - Kano State of Nigeria*

INTRODUCTION

Corruption in education poses a threat to the well-being of society because it gradually destroys social trust and degenerate inequality. It affects the national development by undermining the formation of educated, competent, and ethical individuals for future leadership and the labour force (Asaolu, 2020). Corruption contributes to poor education outcomes. Diversion of school funds robs schools of resources, while nepotism and favoritism can put unqualified teachers in classrooms (Baker & Milne, 2019). Features of a country's education system and political economy often create incentives for corruption. Sector-specific approaches to anti-corruption reform enable stakeholders to target specific instances of corrupt behaviour and the incentives underlying them. Monitoring, evaluation, and learning should be built into anti-corruption reforms so that measures can adapt to changing contextual realities.

Technical Vocational Education and Training (TVET) is a fundamental human right and a major driver of personal and social development. It is regarded as a foundational right,



the relationship between politics and TVET education in Nigeria, corruption in the TVET education sector, anti-politics strategies in TVET education and accountability, promoting tools and strategies. Consequently and upon the above, the paper recommends that, leadership in Government, Administrators and Stakeholders should do more in the openness and take actions of convicting and punishing corrupt leaders from the top first and down the lane for adjustment to the path of transparent and visible truth within a very short period of time in our institutions in Nigeria.

Key words: *Corrupt Practices, Politics, Technical Vocational Education and Training (TVET) Leadership.*

whose achievement is a precondition for a person's ability to claim and enjoy many other rights. However, in societies where corruption is rampant, there is a great risk that the entire education system will be undermined. When this happens, a central role of the education sector to teach ethical values and behaviour becomes impossible. Instead, education contributes to corruption becoming the norm at all levels of society. Social trust is eroded, and the development potential of countries is sabotaged (Borcan, Lindahl & Mitrut, 2017).

TVET Education plays a significant role in the development of any nation and it cannot be overlooked. Investing into TVET educational sector can be viewed as a business with enormous profits. TVET Education as a major investment in national development plays a critical role in long term productivity of the country. At this point, it is crucial to know that the discussions on education and its reforms to make it contribute meaningfully to national development should be systematically move away from a politicized to a more logical approach that appreciate the complexities inherent by offering certified and workable solutions for remodeling the education system which will in turn affect the national development (Kingdom, 2013).

The way politics and administration affect TVET Education and national development is not new to what has been in existence in Nigeria. From the colonial era, the planning, management and administration of education has been under the influence of political road map. It is a known fact that no one can take politics out of education. The problem is intractable, in large part, because the debate is not limited to a narrow sector of society; it is not an academic problem or a legal one; rather, each citizen is a stakeholder in the issues. As a result, bringing light rather than heat to the debate requires examining the positions and views by various scholars (Muyiwa, 2015).



Administration, is the organization and use of men and materials to accomplish a purpose. Administration is the process of coordinating and harmonizing mobilized efforts to achieve organizational goals. Administration is conscious, rational and deliberate application of prudent behaviour based on rational principles to direct, coordinate, control, motivate and channel the activities of others to attain a particular goal. It entails the combination, utilization, coordination of men, materials, machinery and money within an organization for the accomplishment of identifiable goals (Onichakwe, 2016).

The term politics depend on the perspective of an individual which connote different meaning to different people. In a broader view, the developed countries and the developing country such as Nigeria seem to have individuals or group of people unbridle love for power, politics have come to be associated with uncontrolled struggle for power and lack of probity among individuals and groups. Some view politics as a dirty game while to others it is a quick gate-way to richness and comfort. Therefore, it is not surprising that politics is associated with TVET education and has been traditionally regarded as one of the hopes of mankind (Ijov & Alve, 2015).

CONCEPT OF POLITICS

Politics is a social process that is concerns with the affairs of people. It also deals with the distribution of values (people, money, goods, and services) or symbolic in terms of the award of national honors appointment to special position on the basis of one's merit there is also the presence of authority or legitimacy. The political function of distributing and allocation these values or symbols in the society by those in authority is done through its socializing institutions and social agencies. (Ijov & Alve, 2015). Politics could also be defined as all activities that are directly or indirectly associated with the emergence, consolidation and use of state power. Okeke (2007) sees politics as a civilizing agent and a way of ruling in divided society without violence. Therefore, whether defined in terms of man being a political animal; the art of the possible who gets what, where and how' the struggle for power; or the authoritative allocation of resources and values, politics has the state as its centerpiece.

CONCEPT OF EDUCATION

The definition of education depends on the perspective of an individual defining it, as there is no particular or general acceptable definition for education. Education is one of the concepts that is very difficult to understand fully even among philosophers of education. Hospers (1972) put it, the more we come to know or understand a particular concept, the richer our facts of the concept becomes, hence our facts about the concept of education are in no doubt richer now than they possibly were some hundred years ago.



Hence a discussion of the concept of education cannot be anything meaningful without reference to the society. Asemah (2010) sees education as a process whereby society inculcates the worthwhile things of the society into its people to be better able to cope with the problems of the society and contribute meaningfully to its wellbeing and development. Fafunwa (2004) defined education as the aggregate of all the processes by which a child or young adult develops the abilities, attitudes and other forms of behaviour which are of positive value to the society in which he lives. From the foregoing, it can be inferred that education is necessary for economic and national development.

Education can be defined as the process by which the values, customs, attitudes, beliefs, tradition and culture which are of positive value to the society are transmitted to the young. It is important that such transfers are for the good of the society. If one compares this definition with that given for politics, one can infer that education and politics share some common characteristics. Both are concerned with social values and both are processes. However, education is not only an instrument of political Socialization, the political leadership determines: the educational goals, and philosophies of the educational system; the educational resources - funds, personnel, materials facilities, equipment and services; the educational production processes - the curricular method administrative, supervision and evaluation and the educational outcomes such as the knowledge, attitudes, behaviour, skills, impression e.t.c (Muyiwa, 2015).

THE RELATIONSHIP BETWEEN POLITICS AND TVET EDUCATION IN NIGERIA

In the past, politicians and educators perceived their roles as completely separate and independent. The myth had been propagated that politics and TVET Education do not mix. The reality however, is that there is no political free education system and, no TVET Educational system can be separated from political system that engenders and supports it. The proposition here is that considering their societal responsibilities and objectives, TVET Education and politics are inextricably related (Nwankwo, 2014).

The politics adopted by any educational system are essentially drawn by the government in power (the political system). TVET Educational policies are therefore those guidelines expedient both for political socialization and for national socio-economic and cultural development. Every government or political party is conscious that to ensure its political, social and economic success, the TVET Educational sector must be involved in the promotion of the interests of the governing power. Some handy examples of how the political system used the TVET education system to promote the political programmers may be drawn Hitler's Germany, Lenin's Russia Victorian England, the Mao-Tse Tong China, the French Revolution and some Military Governments in Africa. On the other hand, the TVET education system and educators need the support and patronage of the ruling



political system, the public and other governmental agencies in order to carry out their functions of socialization and training of the people. No educational system can survive without the financial support and protection of the government in power. Therefore, by having to unavoidably depend on successive governmental support and protection, TVET Education finds itself used for the promotion of political creeds and social views of successive government and political leaders (Nwankwo, 2014).

CORRUPTION IN THE TVET EDUCATIONAL SECTOR

According to Ogbonnaya (2009), increase in the amount of failure in education funding shows the importance of protecting the resources available by preventing theft, embezzlement, diversion, and other types of wastage and loss in the TVET Educational system. The educational sector comprises of educational institutions (primary, secondary and tertiary), as well as administrative structures, accreditation agencies, examination body, and an array of licensing, inspection, and regulatory authorities with thousands of staff that consume great amount of supplies. The diverge size of the sector make it vulnerable to political dictation due to huge amount of money allotted to it and thus it becomes difficult to supervise, inspect and monitor. Corruption in TVET Educational sector occurs at the political, administrative (central and local), and classroom levels. It takes various forms. However, it is important to remember that corruption in the sector is a symptom of underlying problems. Often there are features of the TVET Education system and of a country's political economy that create incentives for corruption. For instance, high unemployment rates combined with unclear hiring and firing guidelines create an environment in which favouritism in recruitment can flourish (Johnson, 2015). There are several ways of assessing corruption risks in a given context. The methods and models suggested here include political economy analysis, power and influence analysis, corruption risk assessment, systems mapping and integrity of education systems assessments.

Political economy analysis: Today, there is increasing expectation that political economy analysis (PEA) will precede the implementation of major development interventions. This reflects, in part, the disappointing results of many traditional, highly technical development programmes, which looked good on paper but fell short when implanted in a specific country context. The purpose of PEA is to understand the political context in the national development; in other words, to understand why things happen instead of how they happen (Whaites, 2017). As the OECD defines it, 'Political economy analysis is concerned with the interaction of political and economic processes in a society; the distribution of power and wealth between different groups and individuals, and the processes that create, sustain and transform these relationships over time.' Sustaining



the relationship over time is the bedrock of national development, which gives opportunities to whosoever that, will serve after a particular administration to continue from where the past administration stops. Analyzing these issues involves understanding the political bargaining process (the formal and informal mechanisms) through which actors engage with each other and identifying the stakeholders or agents who participate in this process. It is also important to understand the ideas and motivations that shape the actions of stakeholders, such as money, political ideology, or religion (OECD, 2018)

At the sector level, PEA can reveal opportunities for reforms and explain why previous reforms have stalled. It can identify institutions and individuals both within and outside the government with the power and influence to propel or stifle reforms. A mapping of the sector enables practitioners to design structural interventions that are better informed by contextual realities and therefore more technically and politically feasible.

Power and influence analysis: Closely related to PEA is power and influence analysis. This is based on the point that the political shortcoming in the educational sector are due to the existence of strong network that can contradict, undermine, or interfere with the operation of the regulatory frameworks. Power and influence analysis involves an iterative process of institutional/stakeholder mapping through purposively selected stakeholder interviews. The aim is to identify discrepancies between formal and informal authority relations, accountability lines, and incentive structures. The knowledge of how informal rules, political power and connections affect the motivation of administration in the educational sector is a prerequisite to identifying strategies that can improve governance outcomes in education and national development at large (Aiyah, Mehta & Sanji, 2010)

Corruption risk assessments: Corruption risk management is the systematic risk assessment that define the risk threshold and then choosing risk mitigation measured based on a simple cost-benefit analysis. The corruption risk assessment emphasizes the following elements:

- The criteria for tolerable levels of risk should be formulated;
- Risk assessments should consider both the probability of the risk occurring and the impact the risk is expected to have on the development outcomes of the educational sector;
- Risks should be prioritized based on a cost-effectiveness approach as opposed to a control-based approach, because the aim is not to eliminate risk totally but to increase the administrative power and curb the political influence on the educational sector which will improve the national development;



- Risk mitigation strategies need to flow from risk assessments, based on the notion of acceptable risk and on cost-benefit considerations.

Systems mapping and analysis: Political influence on education is complex and non-linear, with multiple interlinked causes and actors. In developing countries like Nigeria, political influence over education and administration is not an exception but a disapproving system. However, although politics in education is a complex problem, analyses often frame it as a simple, one-dimensional, cause-effect relationship. To tackle this adequately, it is mandatory to recognize that it is complex and non-linear, and that multiple causes and actors are interlinked with each other politically, administratively and educationally. Systems analysis is grounded in the assumption that to understand how politics in education functions, one needs to identify its enablers and drivers, how they are related, and how they interact with the larger national development and cultural context. Various factors are analyzed as part of a dynamic system and visually represented in a systems map. A systems map can be used to: Understand multiple perspectives on causes of corruption in politics, administrative, education sector and how they interact and their effects on national development; Gain new insights into opportunities for intervention in the administrative and educational system; Identify potential effects of an intervention, including unintended negative consequences, and sources of resistance to the intervention (Woodrow, 2017).

The Integrity of Education Systems assessment: Integrity of Education Systems (INTES) is a corruption risk assessment methodology that has been developed specifically for the education sector. The methodology is designed to support national authorities, civil society, and other participants in the education sector as they work to develop effective solutions to corruption and political influence in educational sector. The approach is based on recognition that politics in education is not a stand-alone phenomenon but a consequence of deeply rooted problems in the education system and the society that it serves. INTES posits that tackling the visible manifestations of corruption, such as bribing, cheating, and stealing, is reactive and insufficient to tackle the root causes that have made such problems pervasive. Understanding why perpetrators do what they do is key to designing proactive, as opposed to reactive, solutions.

ANTI-POLITICS STRATEGIES IN EDUCATION

Decisions on education policy may be made politically through informal networks of power, outside the appropriate organs and institutions, when politicians exercise undue influence over decision making in the sector. Anti-politics strategies in education can make use of:



(A) TRANSPARENCY PROMOTING TOOLS AND STRATEGIES

The role of ICTs: Information and communication technologies (ICTs) have become important in promoting transparency in governance. This has been achieved through email and SMS mechanisms for complaints and feedback, open data initiatives, digital right-to-information platforms, interactive geo-mapping, voice reporting and citizen journalism, blogs, wikis, and information management systems. Social media platforms such as Facebook, Instagram and Twitter have also improved the interaction between service delivery agencies and the public. Many public agencies' websites include links that citizens can use to ask questions or complain about service delivery. Additionally, digitization and automation can reduce opportunities for bribery by eliminating or decreasing face-to-face interactions between citizens and bureaucrats. Mobile money transfers, for example, facilitate direct cash transfers to the poor and displaced, greatly reducing the risk of leakage, diversion, and theft in social protection programmes.

There is optimism regarding the potential of ICTs to transform governance and promote democratic participation in which education setting is not left out. including in education, but ICTs also face limitations in developing countries like Nigeria because of limited internet access, high data costs, a dearth of ICT skills and knowledge (especially among women and minorities), and repressive governments that have been known to shut down social media and block certain websites which affect the administrative system of education and national development (Bertot, Jaeger & Grimes, 2012).

Participatory budgeting: Leakage of scarce resources is a serious threat to the achievement of education outcomes. Opaque budget processes, off-budget activities (i.e., outside the formal budget), weak and poorly managed expenditure systems, and a lack of public controls provide manifold opportunities for political influence in education. Resources disappear because of lack of transparency in public spending on education. The quality of education suffers. Students drop out of school, and if they stay, they do not learn much given the inadequate teaching supplies and education infrastructure.

The budget is the main policy instrument of the government. However, stated policy objectives and priorities often do not find expression in annual budgets. For example, even though government policy documents may pledge adherence to the goal of universal primary education, the defence sector and large infrastructure projects often receive a disproportionate share of the budget, in part because they provide more opportunity for kickbacks and pay-offs to politicians. Distortions also occur in budget revision processes: the education budget is usually more affected by reversals of budget allocation decisions, for example, interest payments and programmes with a high political profile. Stated priorities in education are often the first to lose funding, whereas other budget categories, such as the defense sector and the official residences of heads of



state, receive their full amount and may even request supplementary budgets (Beuermann&Amelina, 2014).

Public Expenditure Tracking Surveys: Public Expenditure Tracking Surveys (PETS) measure the amount of funds received at each point in the chain of public service delivery, from a nation's treasury to the classroom or health clinic where the funds are intended to be spent. Citizens are to be involved in monitoring the disbursement of budget in proper manner. In Cambodia, a PETS implemented in 2017 tracked the flow of operational funds from the provincial treasury to schools, comparing amounts to reveal reallocations along the way and checking dates to ascertain disbursement timelines. The PETS also examined how funding amounts at school level are associated with measures of quality. It established that on average, schools did receive the full amount allocated to them, but there were significant delays in disbursement, with fund requests for the first quarter disbursed in April or May. The study did not establish reasons for the delays.

The enabling factors for PETS to succeed, as with many anti-corruption strategies, include political will. But they also include publication of clear information to stakeholders, capacity of stakeholders to access the information, capacity of stakeholders such as CSOs to undertake budget analysis, and an appropriate advocacy strategy to engage the public on issues identified by the PETS. The surveys are highly technical and require specialized skills. Moreover, with increasing digitisation of public records, financial information is now often published on open central government portals but citizen access is limited by lack of access to ICTs. Finally, PETS do not offer solutions for the problems identified. For all these reasons, their value is increasingly questioned, and more attention is now being focused on social audits.

Social audits: An alternative to PETS, social audit is a process of reviewing official records and determining whether state-reported expenditures reflect the actual money spent on the ground. Social audits often take the form of public hearings, where members of the community who use services can voice their concerns to public officials. Prior to the event, civic groups collect information and evidence of corruption and poor service delivery.

The main value of social audits is that they enhance citizen voice. They can improve answerability, but have been found to be weak on enforcement. Even where there is a well- institutionalized mechanism, social audits are constrained by complex hierarchy and overlapping lines of reporting, which have made it difficult to enforce the decisions taken at social audit hearings. The politics can still have control over the report of social audit which can be bend to the political gains. For the social audit to succeed, integrity action's approach, which is focused on fixing problems, can add value to social audits that are overly focused on process and not on outcomes (Aiyar, Mehta &Sanji, 2010).

(B) ACCOUNTABILITY-PROMOTING TOOLS AND STRATEGIES



Performance-based contracting for teachers: A practice that has proved effective in hiring teachers is the short-term contracts performance-based in which performance serve as a deciding factor in their contract renewal. Performance-based contracting can be used to counter teacher absenteeism and political god-fathers' in term of administration. The Indian state of Rajasthan tried a version of this approach to improve teacher attendance in 60 non-formal education centres. Each teacher was given a camera with a tamper-proof date and time function, along with instructions to have one of the children photograph the teacher and other students at the beginning and end of the school day. The photographs were used to track each teacher's attendance, which was then used to calculate his or her salary. The introduction of this programme can result to an immediate decline in teacher absence.

Nevertheless, surveillance in the classroom must be used with care. Teachers may feel that this practice demonstrates a lack of trust. In addition, when surveillance is used against students, it may violate students' right to privacy and can have negative effects on learning (Borcan, Lindahl&Mitrut, 2017).

Teacher codes of conduct: Clear codes of conduct for school staff are needed to ensure certain standards of professional ethics that are not directly covered by law. Codes must describe what constitutes corrupt practice, especially when proper professional conduct differs from widely accepted social norms. For example, gift giving may be appropriate outside the classroom, but not as a requisite for receiving education. Codes of conduct can regulate the content and duration of instruction, the allocation of funds to schools, the granting of social incentives, the recruitment and management of staff, the rights and duties of teachers, the issuance of diplomas, and interactions between students and teachers.

To be effective, codes must be publicly known, respected in government and at the top levels of society, and consistently enforced. Non-compliance with codes should result in appropriate sanctions, ranging from reprimands to suspension or cancellation of teaching licenses. While codes of conduct are important, it is crucial to ensure that corrupt behaviour amounting to criminal conduct – such as theft, misuse of funds, or sexual abuse – is consistently dealt with by the courts to maintain respect for the rule of law and should be done in a way that will not affect the national development and should be in line with education policy of the country.

Community monitoring programmes: Parent-teacher associations and community groups can play a vital role in improving school management. Community monitoring can also be used to track textbook and other education supply chains by the government and non-governmental organization. Also the budget allocated for infrastructure by



government can be track by community and individuals to ensure that the people involved in those chains do the right thing.

Complaints mechanisms: Complaints mechanisms play an important role in detecting corruption. Such mechanisms can be internal, for example, within an educational institution or department, or external, located in another institution. There is some scepticism about their effectiveness because there is often no follow-up. Many complaints mechanisms are poorly designed, with no requirement to maintain written records of complaints, nor any obligation to act on them or provide written feedback. It is not enough to set up a suggestion box or designate an email address or hotline. According to the good practice principles set forth by Wood (2011), complaints mechanisms should be:

Legitimate: Clear, transparent, and independent governance structures must be in place to ensure that there is no bias or interference in the process.

Accessible: A mechanism must be publicized and provide adequate assistance to those who wish to access it, including specific groups such as children, women, and disabled people. Accessibility needs to take into consideration language, literacy, awareness, finance, distance, and fear of reprisal which give every citizen an equal right to education and other social right.

Predictable: A mechanism must provide a clear and known procedure, with a specified time frame for each stage, clarity on the types of processes and outcomes the mechanism can and cannot offer, and a way to monitor the implementation of outcomes.

Equitable: Stakeholders must have reasonable access to the sources of information, advice, and expertise they need to engage in the process on fair and equitable terms.

Rights-compatible: A mechanism's outcomes and remedies must accord with internationally recognised human rights standards.

Transparent: A mechanism must provide sufficient transparency of process and outcome, and transparency should wherever possible be assumed as the default.

Salary reform: Teachers' notoriously poor pay in many developing countries such as Nigeria may be one of the factors that creates incentives for corruption in the education sector and allow the politician to dictate the flow of education in Nigeria. Reports of teachers striking over pay are common. However, the relationship between pay and corruption in the education sector needs to be seen in the context of broader civil service pay reform. This is because public salaries in the education sector are governed by rigid civil service codes that make it legally and politically difficult to change salaries for teachers and administrators without changing the salaries of everyone else in the public service as well.



Civil service reform has been a component of structural adjustment programmes in the last couple of decades. Reform of civil service pay is vital for building capacity and improving the delivery of public goods and services. Low salaries in the public service may attract incompetent or even dishonest applicants, which results in an inefficient, non-transparent, and corrupt administration. When government positions are paid less than other comparable jobs, the moral costs of corruption are reduced. Poorly paid public officials might find it easy to accept bribes than officials who receive a fair salary. Though salary increases are necessary but insufficient condition for reducing corruption. In addressing the problem of salaries and corruption in the education sector, it is helpful to look at the various stakeholders, including teachers, students, and parents. Although there are very few studies of teacher job satisfaction in developing countries such as Nigeria but involving teachers in the fight against corruption through their unions and professional codes of conduct therefore seems to be a reasonable way to go, in parallel to discussions on salaries.

Public financial management reforms: Public financial management (PFM) is important to the education sector as a means to promote equity and accessibility in education, as well as the autonomy of schools in managing their own budgets, inputs, and outputs. Unfortunately, while it is difficult to find PFM studies that focus only on the education sector, there is general recognition that PFMs have not necessarily translated into improved education delivery. Constraints include the limited financial knowledge of school heads, as well as the fact that PFM initiatives have thus far not been specifically designed for the education sector and for schools, but are geared towards the public sector in general.

The literature discusses the constraints and opportunities for PFM in developing countries. Once again, a key factor is the willingness of bureaucrats to embrace and implement reforms that may change methods of work to which they have become accustomed, and that threaten their power and access to rents. PFM succeeds when reform designs and implementation models are well tailored to the institutional and capacity context, and when strong coordination arrangements – led by government officials and community members who are not corrupt are in place to monitor and guide reforms. Robust leadership and reform are also needed at the technical level; this can be guaranteed where there is strong political commitment not embezzlement (Borcan, Lindahl&Mitrut, 2017).

CONCLUSION

We cannot deny the influence of political administration on educational sector and national development at large. One thing is at stake for the survival of education in Nigeria



is to articulate the conception of education which recognizes without a democratic system of education the development of society is unlikely to occur. With this principle, politicization of education Nigeria would not give way for meritocracy that can instill discipline and hard work among citizens of this country. This way, the standard of education in Nigeria will regress.

This paper focus on the influence of politics in administrative setting of the education sector which has been constraint to poor funding of the educational sector due to the political injustice and their lackadaisical attitude towards TVET, Educational sector. This paper also emphasizes that the contributions of education to national development has been limited by poor funding, politicization of the system, unsteady political environment and corruption in Nigeria. For education to impact positively on national development, there should be limitations of government both at the federal, state and local level on the political influence of educational sectors in Nigeria.

REFERENCE

- Aiyar, Y., Mehta, S. K., & Samji, S. (2010). *Strengthening public accountability: Lessons from implementing social audits in Andhra Pradesh*. New Delhi: Accountability Initiative, Centre for Policy Research
- Asaolu T., (2020) The African Union (AU)'s Economic Social and Cultural Council (ECOSOCC). Retrieved from on the National News Agency Of Nigeria.
- Baker, J. & Milne, S. (2019). *Cambodia's anti-corruption regime 2008–2018: A critical political economy approach*. U4 Issue 2019:1. Bergen: U4 Anti-Corruption Resource Centre, Chr. Michelsen Institute.
- Bertot, J. C., Jaeger, P. T. & Grimes, J. M. (2012). Promoting transparency and accountability through ICTs, social media, and collaborative e-government. *Transforming Government: People, Process and Policy* 6(1): 78–91.
- Beuermann, D. & Amelina, M. (2014). *Does participatory budgeting improve decentralised public service delivery?* Working Paper IDBWP-547. Washington, DC: Inter-American Development Bank.
- Borcan, O., Lindahl, M. & Mitrut, A. (2017). *Fighting corruption in education: What works and who benefits?* *American Economic Journal: Economic Policy* 9(1): 180–209.
- Ijov, T. M. & Alye, D. S. (2015). The Concepts of Politics, Education and the Relationship between Politics and Education in NIGERIA. *Danish Journal of Sociology and Political Sciences*, 15-18.
- Johnson, J. (2015). The basics of corruption risk management A framework for decision making and integration into the project cycles. U4 Issue 2015: 18.
- Kingdom, E. O. (2013). The role of education in national development: Nigerian experience. *European Scientific Journal*, 9(28), 312-320.
- Muyiwa, S. A. (2015). Education and Politics: Its Implications for National Transformation in Nigeria. *Public Policy and Administration Research*, 5(8), 40-47.
- OECD. (2018). *Education for integrity: Teaching on anti-corruption, values and the rule of law*. Resource book. Public Sector Integrity Division, OECD Directorate for Public Governance.
- Onichakwe, C. C. (2016). The Role of Good Governance and Development Administration in National Development. *International Journal of Development and Management Review*, 11, 176-186.
- Whaites, A. (2017). *The beginner's guide to political economy analysis (PEA)*. National School of Government International and UK Department for International Development.



TIMBOU-AFRICA ACADEMIC PUBLICATIONS
AUGUST, 2022 EDITIONS, INTERNATIONAL JOURNAL OF:
EDUCATIONAL RESEARCH & LIBRARY SCI. VOL. 10

- Wood, A. (2011). Overview of NGO-community complaints mechanisms. Global Accountability Discussion Series No. 2. World Vision International.
- Woodrow, P. (2017). Finding my way around the corruption system with a map: Mapping the effects of an intervention and extending systems mapping to new areas. CDA Perspectives blog, 19 January. CDA Collaborative Learning Projects.