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Keywords: *educational resources, business education, colleges of education*.

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Strategies for Improving Educational Resources in Business Education Programme in Colleges of Education in Delta State

Dr. Ogudo, P. [α], Mrs. Onyesom, A. E. [σ], Mr. Alabi, S.O. [ρ] & Mr. Okeibunor, A. [ω]

Abstract- This study assessed the Strategies for Improving Business Education Resources in Colleges of Education in Delta State Nigeria. Four research questions and four hypotheses guided the study. Survey research design was used in this study. The population of the study was 122 Business Education lecturers from the three Colleges of Education in Delta State. Stratified sampling technique was used to select 61 Business Education lecturers, which represent 50% of the entire population based on strata (i.e. 50% of Business Education lecturers from State (31) and Federal Colleges of Education (30). The instrument for data collection was a 4-point scale questionnaire titled 'Strategies for Improving Business Education Resources Questionnaire SIBERQ'. 3 lecturers from Dennis Osadebe University, Asaba, validated the questionnaire. To ascertain the reliability of the SIBERQ, 20 copies were administered to Business Education Lecturers from Dennis Osadebe University, Ambrose Ali University, and University of Benin, data collected were analysed using Cronbach Alpha technique, which yielded a reliability coefficient of 0.72, data collected were analysed using mean for research questions and t-test for testing the hypotheses. Based on the findings from the study, it was established that, in the face of economic recession, other alternative such as IGR, partnerships, and loans from banking institutions should be used to fund Business Education programmes, which will help improve human and material resources for the implementation of Business Education Programme in tertiary institutions in Nigeria. Therefore, it was recommended amongst others that government should create the synergy for collaboration between tertiary institutions and stakeholders such as banks, industries, international organizations, and community leaders. As well, school administrators should establish relationship with all stakeholders for the purpose of improving educational resources.

Keywords: educational resources, business education, colleges of education.

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I. Introduction

Business Education is a part of Vocational Education in tertiary institutions, which is aimed at producing proficient vocational education graduates. Business Education is an integral part of Technical Vocational Education (TVE). Business Education is an aspect of Vocational Education, which is designed to equip students with the skills, knowledge and attitude that are vital for gainful employment. According to Okoro (2013), Business Education is that aspect of the total educational process that provides the knowledge, skills, understanding and attitudes necessary to perform in the business world as a producer and/or consumer. Additionally, Business Education includes education for office occupation, distribution and marketing occupation, business, teaching, administration and economic understanding. Business Education as a course is offered in Secondary school as Business Studies, Business Education in Colleges of Education and in the Universities. Subjects such as Book keeping, Commerce, Office practice, Shorthand and Typewriting are taught as Business Studies in the Junior Secondary schools. In Colleges of Education and Universities, Accounting, Management, Marketing and Office Technology and Management are the major options of specialization.

The philosophy of Nigeria Certificate in Education (NCE), Business Education, is to make the Business Educators understand the concept and philosophy of the National Policy on Education as regards Business Education in national development (National Commission for Colleges of Education, NCCE, 2012: 18). The objectives of Business Education in Colleges of Education in Nigeria are to:

- Produce well competent NCE graduates in business subjects who will be able to teach business subjects in our secondary schools and other related educational institutions.
- Produce NCE business teachers who will be able to inculcate the vocational aspects of Business Education into the society.
- Produce NCE Business Teachers who will be involved in the much-desired revolution of vocational development right from the Primary and Secondary schools.

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- ❖ Equip students with necessary skills so as to qualify them for a post-NCE degree programme in Business Education.
- ❖ Equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for self- employment (NCCE, 2012: 18).

In realizing the above objectives of Business Education Programme in Colleges of Education in Nigeria, adequate human and material resources are needed for effective implementation of Business Education curriculum. Human and material resources play significant roles in the implementation of Business Education programme and when these resources are not adequately provided it may lead to the production of unemployable Business Education graduates. As such it is vital that Business Education resources should be adequately provided using various strategies/ approaches to compliment government effort towards improving Educational Resources in Colleges of Education in Delta State.

However, it has been perceived that tertiary institutions such as the Universities and Colleges of Education, which offer Business Education in Nigeria are challenged with shortage of instructional facilities, inadequate skilled teachers, low incentives given to teachers to improve quality of teaching such as sponsoring of conferences, seminars, workshops and field trips (Odesanya, 2012). In support Igberadja (2014) posited that there are numerous challenges facing Technical and Vocational Education and training in Nigeria such as poor provision of human and material resources by government, as well as poor government policy on Technical and Vocational Education. Additionally, Aigbepele (2011) reported that the challenges include inadequate basic infrastructural facilities, inadequate and ill equipped vocational educators, as well as limited resources, inadequate training of vocational teachers. These challenges, technical vocational education have affected negatively the quality of teaching and learning which impedes the achievement of the laudable philosophy of Business Education.

The situation of Colleges of Education in Delta State regards poor and inadequate provision of Business Education resources might not be different, therefore, it is against these backdrops that this study seeks to identify various strategies that will help in improving Business Education Resources in Colleges of Education in Delta State.

The implementation of formal education in Nigeria at all levels is faced with different challenges which have led to the continued decay in the standard of education, this can be observed in the competencies of graduates from Nigerian educational system. The case of Business Education at tertiary education level is not an exception, there are cases where Business Education graduates from Colleges of Education and Universities do not possess employable skills, which is a prerequisite for employment. Many scholars believe that the case of Business Education graduates not having employable skills is as a result of the falling standard of Nigerian educational system that is characterized with insufficient human and material resources for effective implementation of Business Education curriculum. Subsequently, in the face of economic recession in Nigeria and Delta State in particular, where it is very difficult to pay staff salaries in tertiary institutions, not to talk of training and retraining programmes for staff. This situation of government not been able to pay salaries as at when due pose more challenges to provision, maintenance, and upgrading of Business Education resources in tertiary institutions. The question now is how can Business Education resource be improved in the face of economic recession in Nigeria through alternative sources of funding?

a) Statement of the Problem

The efficiency of an organization is seen as the correlation between units of labour input and units of output. Okoro and Dajur (2011) asserted that the success or failure of an organization depends on management and management entails the coordination of both man and material resources. Modern Business Education curriculum is designed to make its graduates to be efficient workers and job creators, as such; Educational Resources are needed for the thorough training. In a bid to ensure adequate material, human and financial resources, government established Tertiary Education Trust Fund (TETFUND) for the provision of educational facilities, yet the funds are not always adequate to install all those equipment and facilities required in most institutions of learning. There is therefore need to come up with strategies to augment and improve on what the institutions and education authorities can afford. It is on this premise that the study sought to determine the strategies for improving the Educational Resources in Business Education Programme in Colleges of Education in Delta State.

b) Purpose of the Study

The purpose of this study is to determine the strategies for improving Educational Resources in Business Education Programme in Colleges of Education in Delta State, Nigeria. Specifically, the study seeks to find out:

i. The strategies for improving Educational Resources in Business Education Programme in Colleges of Education in Delta State.
ii. How Internally Generated Revenue (IGR) can be used to improve Educational Resources in Business Education Programme in Colleges of Education in Delta State.

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iii. How partnerships can be used to improve Educational Resources in Business Education Programme in Colleges of Education in Delta State.
iv. How loans from banking institutions can be used to improve Educational Resources in Business Education Programme of Colleges of Education in Delta State.

c) Research Questions

The following research questions were formulated to guide the study:

i. What are the strategies for improving Educational Resources in Business Education Programme in Colleges of Education in Delta State as perceived by Business Education lecturers?
ii. How can IGR be used to improve Educational Resources in Business Education Programme in Colleges of Education in Delta State as perceived by Business Education lecturers?
iii. How can partnerships be used to improve Educational Resources in Business Education Programme in Colleges of Education in Delta State as perceived by Business Education lecturers?
iv. How can loans from banking institutions be used to improve Educational Resources in Business Education Programme in Colleges of Education in Delta State as perceived by Business Education lecturers?

d) Hypotheses

The following hypotheses were formulated and they were tested at 0.05 level of significance:

i. There is no significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on the strategies for improving Educational Resources in Business Education Programme in Colleges of Education in Delta State.
ii. There is no significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on how IGR can be used to improve Educational Resources in Business Education Programme in Colleges of Education in Delta State.
iii. There is no significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on how partnerships can be used to improve Educational Resources in Business Education Programme in Colleges of Education in Delta State.
iv. There is no significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on how loans from banking institutions can be used to improve Educational Resources in Business Education Programme in Colleges of Education in Delta State.

II. Method and Procedure

Survey research design was adopted in this study; the researcher considers this design appropriate since no variable was manipulated in the study. Olaitan, Ali, Eyol and Sowande (2000) observed that a survey design is preferable when developing information on opinion, attitudes and behaviours of individuals in population. The population of the study will comprise of 122 Business Education lecturers from the three Colleges of Education in Delta State. Stratified sampling technique was adopted to select 61 Business Education lecturers, which represent 50% of the entire population based on strata (i.e. 50% of Business Education lecturers from State (31) and Federal Colleges of Education (30). The instrument for data collection will be a 4-point scale questionnaire titled 'Strategies for Improving Business Education Resources Questionnaire SIBERQ' The questionnaire had 18 Items Statement and it's on a 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) which has 4 Sections A, B, C, and D based on the research questions which have 3,5,5, and 5 Items respectively. The questionnaire was validated by 3 lecturers from Dennis Osadebe University, Asaba (2 Business Education lecturers and 1 Measurement and Evaluation lecturer) their suggestions were effected in the final draft of the questionnaire. To ascertain the reliability of the SIBERQ, 20 copies were administered to Business Education Lecturers from Dennis Osadebe University, Ambrose Ali University, and University of Benin, data collection were analysed using Cronbach Alpha technique. The researchers and 2 research assistants collected data from Business Education lecturers from the three Colleges of Education through the administration of questionnaire through the help of HOD's. Data collected were analysed using mean for research questions and t-test for testing the hypotheses. The decision rule in concluding will be that any mean rating of 2.50 and above will be judged to be 'Agree' and below 2.50 will be judged to be 'Disagree'. As well when t-calculated is less than t-critical, the hypothesis will be accepted and if t-calculate is greater than t-critical the hypothesis will be rejected

III. Results and Discussion

The results will be presented sequentially based on research questions and hypotheses that guided the study.

Research Question 1: What are the strategies for improving Business Education resources in Colleges of Education in Delta State Nigeria as perceived by Business Education lecturers.

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Table 1: Mean Response of Business Education Lecturers on the strategies for improving Business Education resources in Colleges of Education in Delta State Nigeria.

S/N	Questionnaire Items	Federal (N=30)		State (N=31)	
		Mean	Remark	Mean	Remark
1	Internally Generated Revenue	3.11	Agreed	3.31	Agreed
2	Partnerships	3.23	Agreed	3.43	Agreed
3	Loans from Banking Institutions	3.41	Agreed	3.26	Agreed
	Grand Mean	3.28		3.35	

Table 1 revealed that Internally Generated Revenue (IGR), Partnerships, and Loans from Banking Institutions are strategies for improving Business Education resources in Colleges of Education in Delta State Nigeria. These findings are in line with former researches such as that of Igberadja (2014) in his study on the Challenges of Implementing Technical Vocational Education and Training Curriculum in Delta State Colleges of Education, reported that, the challenges to TVE can be address through improve funding of TVE programmes, employment of qualified TVE lecturers, adequate provision of facilities, and establishment of partnerships between TVE institutions and industries. Similarly, Ayonmike and Okeke (2017) conducted a study on Improving Technical Vocational Education for Producing Competent Graduates in the 21st Century, the researchers reported that government, school administrators, industries, and TVE professionals have greater role to play in improving TVE programmes which can be achieve through adequate provision of human and material resources, and resource sharing between industries and TVE institutions. In same vein, Okwori (2012) conducted a study on Mechanisms for Improving the Provision of Facilities for Wood Workshops in Colleges of Education in North Central Zone of Nigeria; the findings revealed that facilities could be improved in Colleges of Education through Internally Generate Revenue (IGR) and parent involvement in the donation of teaching resources.

Research Question 2: How can IGR be use to improve Business Education resources in Colleges of Education in Delta State Nigeria as perceived by Business Education lecturers?

Table 2: Mean Response of Business Education Lecturers on how IGR can be used to improve Business Education resources in Colleges of Education in Delta State, Nigeria.

S/N	Questionnaire Items	Federal (N=30)		State (N=31)	
		Mean	Remark	Mean	Remark
1	IGR should be use to procure material resources such as computers, projectors, textbooks, and typewriters for Business Education programme	3.13	Agreed	3.25	Agreed
2	IGR should be used to build lecture theatre for Business Education programme	3.21	Agreed	3.32	Agreed
3	IGR should be used to train and retrain Business Education lecturers and instructors	3.13	Agreed	2.73	Agreed
4	IGR should be use to sponsor Business Education research	2.81	Agreed	3.07	Agreed
5	IGR should be use to give research grants to Business Education lecturers and instructors.	2.66	Agreed	2.86	Agreed
	Grand Mean	2.91		3.09	

Table 2 revealed that IGR should be use to acquire material resources, build lecture theatres, train and retrain Business Education lecturers and instructors; sponsor Business Education research; and give research grants to Business Education lecturers and instructors. These findings are in agreement with previous studies. Okwori (2012) conducted a study on Mechanisms for Improving the Provision of Facilities for Wood Workshops in Colleges of Education in North Central Zone of Nigeria; the findings revealed that facilities could be improved in Colleges of Education through Internally Generate Revenue (IGR). In support, Amiaya (2014) conducted a study on Strategies for Improving the Provision of ICT Resources in Office Technology and Management Programme in the Polytechnics in Delta State, Nigeria. The findings revealed the following as improvement strategies; Internally Generated Revenue from levies and consultancy services. According to Adegbenjo (2007) and Amesi (2011), the following are areas in which funds

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can be generated for effective running of business education. The department can embark on projects that can bring additional funds, which may be used to improve the quality of business education programmes, such projects as Consultancy Services, Agricultural Projects, and Rental Services.

Research Question 3: How can partnerships be use to improve Business Education resources in Colleges of Education in Delta State Nigeria as perceived by Business Education lecturers?

Table 3: Mean Response of Business Education Lecturers on how Partnerships can be used to improve Business Education resources in Colleges of Education in Delta State Nigeria

S/N	Questionnaire Items	Federal (N=30)		State (N=31)	
		Mean	Remark	Mean	Remark
1	Through partnership Business Education lecturers and instructors can be retrained by industries on the current development in the field of Business Education.	3.55	Agreed	3.44	Agreed
2	Through partnerships, scholarships and research grants can be given to Business Education lecturers and instructors.	3.35	Agreed	3.43	Agreed
3	Through partnerships, business Education laboratories can be build and equip by stakeholders.	3.59	Agreed	3.67	Agreed
4	Through partnership, stakeholders can donate material resources such as textbooks, laptops, and printers.	3.32	Agreed	3.38	Agreed
5	Through partnerships, training and retraining of Business Education lecturers and instructors can be sponsored by stakeholders	3.07	Agreed	3.16	Agreed
	Grand Mean	3.88		3.55	

Table 3 revealed that through partnerships Business Education lecturers and instructors can be retrained by industries on the recent development in the field of Business Education; scholarships and research grants can be given to Business Education lecturers and instructors; business Education laboratories can be built and equipped by stakeholders; stakeholders can donate material resources such as textbooks, laptops, and printers; and training and retraining of Business Education lecturers and instructors can be sponsored by stakeholders. These findings are in line with Ayonmike, Igberadja, Igberaharha, and Okeke (2015) in their study on Status of Partnerships Between TVET Institutions and Industries in Delta State, Nigeria, reported that government alone cannot resuscitate the TVET sector; therefore there is need for government to partner with public sector and industries through Public Private Partnerships (PPPs). According to Ayonmike et al (2015) this type of partnerships is beneficial to TVE institutions, TVE personnel, TVE students, partner communities, industries, and the general public. As well, in this type of partnerships, the industries can use TVE institutions and personnel for training and retraining of their staff, also the industries can provide training facilities for TVE institutions. In support, Amiaya (2014) conducted a study on Strategies for Improving the Provision of ICT Resources in Office Technology and Management Programme in the Polytechnics in Delta State, Nigeria. The findings revealed that partnerships such as appealing to corporate organization and philanthropists to donate facilities; and resource sharing with other nearby institutions and industries. Igberadja (2014) in his study on the Challenges of Implementing Technical Vocational Education and Training Curriculum in Delta State Colleges of Education reported that, the challenges to TVE could be address through establishment of partnerships between TVE institutions and industries. Similarly, Ayonmike and Okeke (2017) conducted a study on Improving Technical Vocational Education for Producing Competent Graduates in the 21st Century, the researchers reported that government, school administrators, industries, and TVE professionals have greater role to play in improving TVE programmes which can be achieve through adequate provision of human and material resources, and resource sharing between industries and TVE institutions.

Research Question 4: How can loans from banking institutions be use to improve Business Education resources in Colleges of Education in Delta State Nigeria as perceived by Business Education lecturers?

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Table 4: Mean Response of Business Education Lecturers on how loans from banking institutions can be used to improve Business Education resources in Colleges of Education in Delta State Nigeria.

S/N	Questionnaire Items	Federal (N=30)		State (N=31)	
		Mean	Remark	Mean	Remark
1	Loans from World Bank can be used to improve Business Education facilities such as library, laboratories, and lecture halls	3.33	Agreed	3.54	Agreed
2	Loans from African Development Bank can be used to improve human resources in Business Education departments through scholarships, and retraining programmes	3.18	Agreed	3.81	Agreed
3	Loans from Bank of Industries can be used to upgrade facilities in Business Education departments.	3.15	Agreed	3.33	Agreed
4	Loans from local banks can be used to improve Business Education resources	3.33	Agreed	3.36	Agreed
5	Loans from cooperative society can be used to improve Business Education resources	3.30	Agreed	3.22	Agreed
	Grand Mean	3.54		3.41	

Table 4 revealed that Business Education resources can be improved through loans from World Bank can be used to improve Business Education facilities such as library, laboratories, and lecture halls; African Development Bank can be used to improve human resources in Business Education department through scholarships, and retraining programmes; Bank of Industries can be used to upgrade facilities in Business Education department; local banks can be used to improve Business Education resources; and cooperative society can be used to improve Business Education resources. This is in agreement with the findings of the Federal Ministry of Education (FME, 2010) noted that the funding of TVE must be a shared responsibility to the maximum extent possible among government, industries, community, and businessmen. Buttressing this assertion, Danjuma (2015) opined that stakeholders, particularly industries and community must be involved in funding TVE. As well, Ayonmike, Igberadja, Igberaharha, and Okeke (2015) in their study on Status of Partnerships Between TVET Institutions and Industries in Delta State Nigeria, reported that government alone cannot revive the TVET sector, therefore there is need for government to partner with public sector and industries through Public Private Partnerships (PPPs). According to Ayonmike et al (2015) this type of partnerships is beneficial to TVE institutions, TVE personnel, TVE students, partner communities, industries, and the general public. As well, in this type of partnerships, the industries can use TVE institutions and personnel for training and retraining of their staff; also the industries can provide training facilities for TVE institutions.

Hypothesis 1: There is no significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on the strategies for improving Business Education resources in Colleges of Education in Delta State Nigeria.

Table 5: t-test analysis of significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on the strategies for improving Business Education resources in Colleges of Education in Delta State Nigeria

Group	N	Mean	S.D	t-cal	Decision
Federal	3	3.36	0.17	0.378	Accept
State	3	3.33	0.12		

Df=4,t-cri=2.132

Table 5 revealed that t-cal (0.378) is less than t-cri (2.132) at df(4), this implies that there is no significant difference in the mean response of Business Education lecturers from Federal and State own Colleges of Education on the strategies for improving Business Education resources in Colleges of Education in Delta State Nigeria. Hence, hypothesis 1 was accepted.

Hypothesis 2: There is no significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on how IGR can be used to improve Business Education resources in Colleges of Education in Delta State Nigeria.

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Table 6: t-test analysis of significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on how IGR can be used to improve Business Education resources in Colleges of Education in Delta State Nigeria.

Group	N	Mean	S.D	t-cal	Decision
Federal	5	2.88	0.33	0.365	Accept
State	5	3.28	0.14		

Df=8,t-cri=1.860

Table 6 revealed that t-cal (0.365) is less than t-cri (1.860) at df(8), this implies that there no significant difference in the mean response of Business Education lecturers from Federal and State own Colleges of Education on how IGR can be used to improve Business Education resources in Colleges of Education in Delta State Nigeria. Hence, hypothesis 2 was accepted.

Hypothesis 3: There is no significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on how partnerships can be used to improve Business Education resources in Colleges of Education in Delta State Nigeria.

Table 7: t-test analysis of significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on how partnerships can be used to improve Business Education resources in Colleges of Education in Delta State Nigeria.

Group	N	Mean	S.D	t-cal	Decision
Federal	5	3.48	0.23	0.172	Accept
State	5	3.35	0.21		

Df=8,t-cri=1.860

Table 7 revealed that t-cal (0.172) is less than t-cri (1.860) at df(8), this implies that there no significant difference in the mean response of Business Education lecturers from Federal and State own Colleges of Education on how partnerships can be used to improve Business Education resources in Colleges of Education in Delta State Nigeria. Hence, hypothesis 3 was accepted.

Hypothesis 4: There is no significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on how loans from banking institutions can be used to improve Business Education resources in Colleges of Education in Delta State Nigeria.

Table 8: t-test analysis of significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on how loans from banking institutions can be used to improve Business Education resources in Colleges of Education in Delta State Nigeria.

Group	N	Mean	S.D	t-cal	Decision
Federal	5	3.25	0.26	0.134	Accept
State	5	3.27	0.18		

Df=8,t-cri=1.860

Table 8 revealed that t-cal (0.134) is less than t-cri (1.860) at df(8), this implies that there no difference in the mean response of Business Education lecturers from Federal and State own Colleges of Education on how loans from banking institutions can be used to improve Business Education resources in Colleges of Education in Delta State Nigeria. Hence, hypothesis 4 was accepted.

IV. Conclusion

Based on the findings from the study, it was concluded that, in the face of economic recession, other alternatives such as IGR, partnerships, and loans from banking institutions should be used to fund Business Education programmes which will help improve human and material resources for the implementation of Business Education Programme in tertiary institutions in Nigeria.

V. Recommendations

The following recommendations were made based on the findings;

1. Government should create the synergy for collaboration between tertiary institutions and stakeholders such as banks, industries, international organizations, and community leaders.
2. School administrators should establish relationship with all stakeholders for the purpose of improving educational resources.

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3. School administrators should always communicate to stakeholders on the state of resources in their institutions.
4. School administrators should always make use of opportunities whenever they come in contact with stakeholders to press their demand for state of the heart facilities.
5. School administrators should develop innovative approaches to generate funds internally.
6. School administrators should partner with development agencies to build facilities such as workshops/laboratories, operate and handover after some years.

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