

UPDATING VOCATIONAL TECHNICAL EDUCATION TEACHERS FOR MEETING THE NEEDS OF NIGERIA VISION 20:2020

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Abstract

This paper considers the speedy change of skill requirements and their effect on teacher preparation. It examined the extent to which vocational and technical teachers are prepared for the challenges of Nigeria Vision 20:2020. The objective is to point at the need for continuous updating of specialized professional skills and knowledge of Technical Vocational Education and Training (TVET) teachers. It analysed the human resource development (HRD) challenges and suggest aspects of teachers development required for vision 20:2020.

Introduction

Nigeria vision 20:2020 is an economic business plan that focused on transforming Nigeria into one of the leading twenty economies in the world by 2020. In order to implement the vision 2020 agenda of government, a number of policies and development agenda were integrated into the National Development Plan. These include:

1. Achieving the Millennium Development Goals (MDGs) by 2015.
2. Quick-impact initiatives to support education, health care and anti-malaria efforts.
3. National Economic Empowerment and Development Strategy, NEEDSI (2004-2007).
4. State Economic Empowerment and Development Strategy (SEEDS) in 2005.
5. Seven-Point Agenda which focused on critical infrastructure, food security, human capital development, land tenure and home ownership, national security and intelligence, the Niger Delta and wealth Creation (FGN & UNDP, 2009).

At present, Nigeria is on track towards achieving the Millennium Development Goals (MDGs) especially those related to achieving Universal Basic Education (UBE), combating HIV & AIDS, ensuring environmental stability, and developing a global partnership for development (FRN, 2007). The Nigeria vision 20:2020 is organized around major priorities which include human capital development in education, health and skill acquisition (UN, 2008).

The concept of economic development recognizes broad based progress in human development (UNDP, 2008). Human Capital Development (HCD) is high priority and the elements of HCD are education, health and skill acquisition. In order to ensure excellence in teaching and learning of skills in Science and Technology, Vocational and Technical educators must update their competencies on a regular basis. Akinseinde (2010) asserted that high quality Vocational Technical Education depends on a strong initial preparation of well qualified teachers and instructors as well as provision of continuous professional upgrading that will enable them adapt to an ever-changing scientific, technological and social environment.

The focus of this paper is on highlighting the relevance of Technical Vocational Education and Training (TVET) to Nigeria Vision 20:2020 and the need to strengthen staff development effort, especially continuous updating of professional skills and knowledge.

Theoretical Framework

Social efficiency theory provides an appropriate theoretical framework for the practice of Vocational and Technical Education (Camp, 1982, 1983). Social efficiency advocated that the preparation of a well-trained, compliant workforce was a sine qua non of an efficient society.

Maintaining quality teachers is crucial to attaining excellence in education. Competent vocational technical teachers are likely to be sought after by private and public sectors. The teaching profession competes against other important professionals for talented and competent people. Since the vocational technical teachers have the choice to *teach* or *not to teach*, they need motivation in order to be retained as high-quality individuals. (Harms & Knobloch, 2005). Changes that have occurred in technology in recent years have made it

Personnel Development Model for Updating Technical-Vocational Teachers

Howey, Matthes, and Zimpher, (1985:113) listed some criteria that can be applied in reviewing and designing programmes of staff development; these are:

- i. The programme ought to have a mission statement, policy guidelines, goals, resources, budget and personnel;
- ii. Teachers, as the primary participants, have a pre-eminent voice in governing the programme;
- iii. Determination of the programme agenda (needs assessment) should engage teachers in the identification of problems that affect them and their students;
- iv. The programme should be able to address multiple and interrelated purposes which include personal, cognitive, theoretical, professional and career needs;
- v. The programme should be able to employ a variety of strategies and forms of development beyond the workshop and lecture discussion format.

Critical examination of these criteria and the model of the National Centre for Research in Vocational Education (1983) brought about the hypothetical model in figure 1 as a model proposed for conducting in-service programme for technical and vocational teachers. The technical and vocational personnel development programme is designed to update the competencies of TVE teachers and educators of different categories in technical colleges, colleges of education, polytechnics and universities. Trainers can be selected from teacher educators, business and industry representatives or consultants.

This programme has a lot of benefits which include the following:

- a. Professional personnel are updated
- b. Linkage between business/industry/labour and education is strengthened; and
- c. Opportunities are provided for personnel to interact with others in their areas of specialization.

In order to implement this model, the programme objective will provide direction to the form and content of the programme. The process will involve conducting need assessment for each category of

TVE teachers, locate training sources (e.g. primarily in schools, industrial settings and business establishments) and organize workshop implementation plans. This will include specific assignment to personnel who will be responsible for seeing that necessary work is completed. The last stage is to evaluate the TVE in-service programme based on the objectives established. Such evaluation will provide information on the impact of the programme on the TVE teachers, the degree to which the programme objectives were attained and the cost effectiveness of the programme.

Conclusion and Recommendation

This paper has highlighted some elements of pre-service and in-service preparation of technical and vocational teachers, explains the policies that back it up and how capacity building can help to achieve vision 2020. The paper observed that the economies of Hong Kong, Singapore, South Korea and Taiwan should be of interest to developmental economy in Nigeria in that they were able to move from *third world* status to *first world* status in a few decades. It explained the need to implement the recommendations of UNESCO and ILO on lifelong learning for technical and vocational teachers. Measures taken to promote quality teachers such as provision of adequate teacher training and professional development are likely to promote quality education. The roadmap for the education sector has four priority areas which include Technical and Vocational Education and Training (TVET), Access and Equity, Standards and Quality Assurance and Funding. There is also the plan and the need to reposition tertiary education to be globally competitive and improve the quality, access and standards of TVET (Rufai, 2010). One of the ways of reforming TVET for Vision 2020 is to promote effective personnel development. It is recommended that the State and Federal Governments should mount programmes to update and upgrade the competencies of Technical and Vocational teachers towards meeting the challenges of 2020.

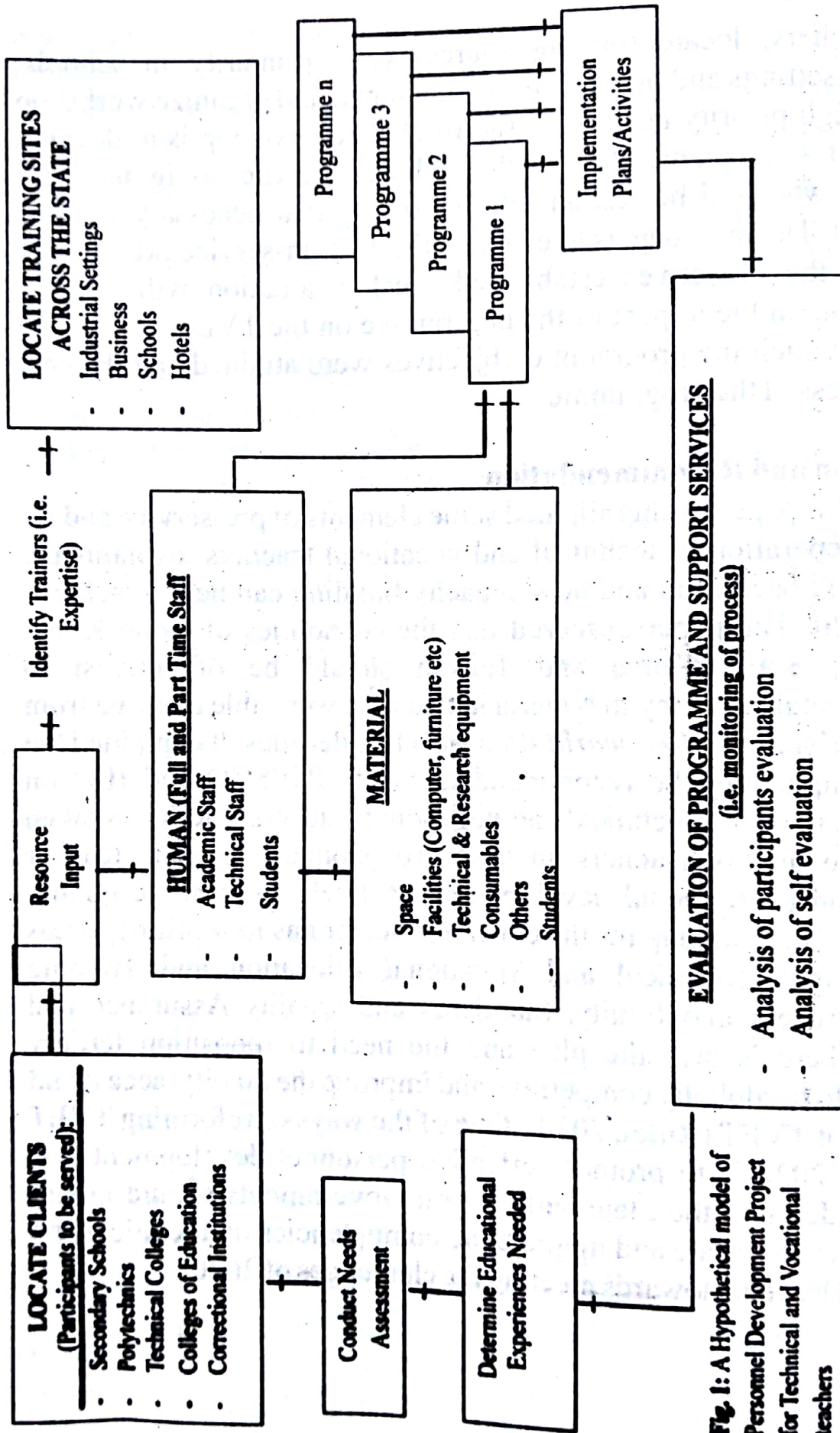


Fig. 1: A Hypothetical model of Personnel Development Project for Technical and Vocational teachers

Source: Akinsinde, S.I. (2010). Challenges and direction in making Vocational Technical education job demand-driven in contemporary Nigeria

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