



IMPORTANCE OF VOCATIONAL TECHNICAL EDUCATION IN PRESENT DAY NIGERIA ECONOMY

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Abstract

In every economy, development is initiated by the practical application of scientific knowledge and such is best achieved by the basic knowledge from vocational technical educational skills which advances the economy. This paper examine and emphasis the importance of vocational technical education in Nigeria, its past, present and future. The reason for the missing of the technological development track that lead to the nation being a consumer nation rather than a productive nation that resulted to the nation importing most of the simple goods they consume ranging from tooth picks to machines, failure to develop vocational technical education has brought about bad economy, poverty, unemployment, and mass exodus of the youths to foreign lands for greener pasture, whereas other nations followed their technological development tracks that resulted to their greatness.

Key words: Skills, Trades, Education, Economy, and Technology.

1.0 INTRODUCTION

Vocational technical education (VTE) is the type of education that prepares people to work in various jobs, such as trade, craft or technician. Vocational technical education is sometimes referred to as career education or technical education (Wikipedia, 2018). A vocational school is an educational institution specially designed to provide vocational education. Vocational education can take place at the post-secondary, higher education level and can be through interaction with the apprenticeship system. At the post secondary level, vocational education is often provided by highly specialized trade, technical schools, community colleges, colleges of further education such as universities, Institutes of Technology/ Polytechnic Institutes until recently, almost all vocational education took place in the classroom, or on the job site, with students learning trade skills and trade theory from accredited professors or established professionals in the industry (Wikipedia, 2018).

2.0 HOW UNITED KINGDOMS VTE STARTED.

The first "Trade school" in the u k was Stanley technical trades school (now Harris Academy South Norwood) which was designed, built and set up by William Stanley. The initial idea was thought of in 1901, and the school opened in 1907 (Owen, 1912). The system of vocational education in the u k initially developed independently of the state, with bodies such as the RSA and CITY AND GUILDS, setting examinations for technical subjects. The education Act 1944 made provision for a tripartite system of grammar schools, secondary technical schools and secondary modern schools, but 1975 only 0.5% of British senior pupils were in technical schools compared to two-thirds of equivalent German age group (Wolf, 2002).

In the u k some higher engineering technician positions that require 4-5 years apprenticeship require academic study to HNC/HND or higher city and guilds level. Apprenticeships are increasingly recognized as the gold standard for work-based training. There are four levels of apprenticeship available for those aged 16 and over.

3.0 T V E T (TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING IN UNITED STATES).

Technical and vocational Education and training in U S is education and training that provides the necessary knowledge and skills for employment (UNESCO, 2017). It uses many forms of education including formal, on formal and informal learning, and is said to be important for social equity and inclusive, as well as for the sustainability of development. T V E T, literacy and higher education, is one of three priority subsectors for UNESCO. Indeed, it is in line with its work to foster inclusive and equitable quality education and lifelong learning opportunities for all. The development and definition of TVET is one that parallels other types of education and training, such as vocational education, however, T V E T was officiated on an international level as a better term to describe the field, and therefore is likewise used as an umbrella term to encompass education and training activities such as vocational education (UNESCO, 2017).

4.0 HISTORY OF CITY AND OF LONDON INSTITUTE.

The city and guilds London Institute is an educational organization in the United Kingdom founded on 11 November, 1878 by the city of London and 16 livery companies to develop a national system of technical education, the Institute has been operating under Royal charter (RC117), granted by Queen Victoria, since 1900. The Prince of Wales, later king Edward vii, was appointed the first president of the Institute. The city and Guilds of London Institute is also a registered charity (No.312832) is the awarding body for city and Guilds and ILM qualifications offering a large number of accredited qualifications mapped onto the Regulated Qualifications Framework (R Q F), The Institutes president is H R H. The princes Royale who accepted this role in June2011 (following her father the Duke of Edinburgh, who held the position for nearly for 60 years), and the chairman of council is sir John Amit, who took office in November 2012..The city and Guilds group is the market facing brand for the organization today and is composed of a number of business including city and Guilds ILM, Kineo, the oxford group, digitalme, e learning and Gen2 (Wikipedia, 2018).

5.0 HISTORY OF NATIONAL BUSINESS AND TECHNICAL EXAMINATION BOARD(NABTEB)

The National Business And Technical Examination Board was established in 1992 to domesticate craft level examinations which were hither to conducted by city and Guilds, pitman's and Royal society of Arts all of United kingdom(u k) in accordance with the provisions of the National policy on education. Its establishment was the climax of an evolutionary process which spanned 15 years from 1977 to 1992 and in which four Government panels at different times were set up to review the

place and structure of public examinations in our educational system (NABTEB, 2015). Each of these panels advocated and justified the multiplication of the examinations bodies, and in particular, a separate body to perform the functions which NABTEB now performs. The process began with the findings of Justice Sogbetun Commission of Enquiry (1978), which was set up in response to public outcry on perceived inefficiency and unchecked leakages of public examinations. This was followed by the Angulu commission, which was set up as a result of WAEC 'S presentation to the House of Representative on Education in 1981 in which WAEC advocated the setting up of other examination boards in Nigeria "to reduce the burden of WAEC". The third was the Okoro Panel set up in 1989 "to review the Angulu Report. The fourth was the Professor Akin Osiyale's Task Force set up in 1991 to evolve a strategy to reduce the burden of WAEC and bring about greater efficiency in the conduct of public examinations" The National Business and Technical Examination Board (NABTEB) under Decree 70 of 1993, and other examinations bodies were thus established. Since its establishment, the findings of the EtsuNupe Panel (1997), the Shonekan vision (1997) Report, and the harmonized Report of the EtsuNupe Panel and Vision reports have supported, directly and indirectly, NABTEB'S existence. The National headquarters of the Board is located at Ikpoba Hill, P.M.B.1747, Benin City, Edo State.

6.0 THE NATIONAL DERAILING LINKS IN VOCATIONAL TECHNICAL EDUCATION.

Nigeria, a giant of Africa, the most populated country in Africa is rated as a consumer nation (Adeosun and Osoba, 2018). A nation that imports 90% of what it consumes. Nigeria, an aspiring great nation did not follow up the early start of the NOK, Bini and other technologies and skills to transform its technology and economy. The result is that all components that ought to have been produced locally are imported (Ukachi, 2016). The wrong policies on education in Nigeria that have totally debased the foundation of education have leveled greatness that should have been achieved in Nigeria educational system. It is well established that National Business and Technical Education Board (NABTEB) started not too far as at 1992. It was very unfortunate that tertiary Institutions in Nigeria refused to accept NABTEB Examination certificates for admission till recently. The same rejection which earlier holders of technical certificate holders suffered was transferred to NABTEB certificate holders. The highest regarded certificate and examinations all over the world which is City and Guilds of London, and RSA was never accepted for admission. In the anger of trying to take over foreign examinations from our colonial master, Britain, Nigeria made a mistake of throwing away the baby with the dirty water. Phasing out of certificates supposed to be done gradually and not with immediate effect. See this situation where history was removed from our educational system in Nigeria since many years ago for no reason, though the present minister has re-introduced history with apology to the nation, built can they fully realize the setback that action has caused the nation. The worst case are with some of our so called regulatory bodies like COREN, for example, not regarding FULL TECHNOLOGICAL CERTIFICATE (F T C. TECHNICIAN) as no more equivalent to HNC/HND which the world knew and the nation started with, is unfair. The much discrimination and lowering standard of technology certificates and degrees is a major hitch against technological development in Nigeria which must be stopped if the nation makes progress technologically.

7.0 RECOMMENDATIONS:

- (i) Technical schools and colleges should be well equipped, funded and staffed with qualified Technical Instructors.
- (ii) The much emphasis on paper qualifications without skills should be reduced.
- (iii) Technical Teachers should be well paid as to attract qualified personnel to the profession.
- (iv) Staff trainings for Technical teachers should be given special attention.
- (v) Technical certificates both local and foreign should be regarded and recognized for both admissions and employments as long as they are of internal standard.
- (vi) There should be clear evidence from Government indicating that technical/technology certificates are not inferior to general certificates.

8.0 CONCLUSION:

The poor level of technological development of Nigeria is too much comparing to advance nations of the world. Nigeria is regarded as a consumer nation whose citizens are not employable due to lack of skills. Since independence there has not been any Government that has taken technical education as a serious business. The negative effects of these negligence of technical education is reflecting on our economy Presently, hunger, unemployment, kidnapping, armed robbery and all forms of social vices has squarely visited the nation. Thousands of the nation's youths have run to foreign lands such as Libya for greener pasture and prostitution. Is this the solution to the problem?



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