

TRENDS IN THE IMPLEMENTATION OF NIGERIA'S NATIONAL POLICY ON TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING: 1977-2014

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ABSTRACT

Technical and Vocational Education Training (TVET) was not accorded prominence in Nigeria's educational system in the colonial period. It became a policy thrust in the post-colonial period particularly with the evolution of the National Policy on Education (NPE) in 1977 where it became part of the curriculum of the two-tier secondary school system that emerged. Trade and vocational centers were to be established to cater to the teeming population from the Universal Primary Education (UPE) programme that commenced in 1976. Importantly, the Junior Secondary school had pre-vocational subjects as part of its curriculum in order to provide wider access to students in both liberal arts, science, technical and vocational education. From available literature (primary and secondary sources) it was discovered that the revised editions of the NPE in 1981, 1998, 2004 and 2013 had provisions for TVET and thus reinforced the programme. However, as statistics have shown in the study, there are few TVET schools established by the Federal, State Governments and even individuals. Consequently, enrolment is also poor vis-à-vis secondary schools and their enrolment in Nigeria. The idea of making secondary schools to provide comprehensive education so that each student fits into a career according to his/her ability has not yet been achieved. Beyond mere revision of the NPE and well-articulated programmes as well as curriculum review to project TVET is the problem of funding and implementation. TVET is capital intensive and so needs political will for funding, development of teachers, facilities and equipment needed. Nigeria is in dire need of indigenous middle manpower in technical and vocational disciplines in and outside the industries and for the development of other African countries. The wide gap in the number of TVET institutions and those for Liberal Arts and Science disciplines at the secondary school level should be balanced hence there is also the need to re-orientate the larger citizenry to study Technical and Vocational Education as well as have individuals to establish schools for this type of education.

KEYWORDS: Trends, Implementation, National Policy on Education, Technical and Vocational Education and Training

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