

Evaluation in Technical Vocational Education and Training in Nigeria

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ABSTRACT

Following the meeting of the International Experts on Learning, Work, Citizenship and Sustainability hosted by UNESCO in 2004, a new perspective on TVET emerged, which viewed it not as a preparation for work but as a concern for social change. This study examined evaluation in TVET based on this new perspective. The study is of the view that TVET evaluation is based on personal and qualitative realms of methodology. The criteria for determining what to evaluate include (a) describing the programme to encourage its appropriate replication (b) illuminating its working to inform future programmes of its experience and lessons, (c) measuring the worth of the programme through value judgements of participants physical results and participation rates, and (d) defining who has benefited at whose expense.

Keywords: Evaluation, Technical Vocation Education and Training.

Introduction

In Nigeria, technical vocational education and training (TVET) has a long history. It has a long history of being a crucial component of the educational system, offering services to adults who do not attend conventional schools. The national policy on education (2004) serves as the foundation for TVET's formal accreditation. Goal 3 of the adult education section is as follows: To give diverse kinds of employees and professionals with on-the-job, vocational professional training to enhance their abilities. This also includes unemployed people who are looking for work. TVET was seen to have a significant role to play in creating jobs and raising the productivity of the Nigerian economy (Obioma, 2010). After the conference of the International Experts on Learning, Work, Citizenship, and Sustainability, which UNESCO convened in 2004, a new viewpoint on TVET evolved that saw it as a concern for social change rather than a means of preparing people for the workforce.

One of the key components of a successful TVET programme is evaluation. According to Perry and Sherlock (2008), assessment should play a significant role in any effective TVET paradigm. The difficulty is that social transformation is not the primary emphasis of TVET programmes assessment in Nigeria. This is predicated on the assessors' false assumption that if programme objectives are met, the community would

have improved from its pre-intervention state, which is far from the case. With a total enrolment of 92, 216 students (86.1% male and 13% female) in 2005, there are over 159 accredited technical institutions providing courses at the NTC/NBC level, including federal colleges (19), state colleges (137), and private colleges (3). In addition, states, municipal governments, and non-governmental organizations own 1,850 recognized open apprenticeship centers and 214 vocational schools (Obioma, 2010). Therefore, a rigorous analysis of assessment in TVET programmes is necessary. How ought TVET programmes to be assessed in order to affect societal change?

The Problem of Focusing on Goal Attainment in TVET Evaluation

The issue with concentrating on goal achievement is that it may result in the accomplishment of certain programme objectives without changing the underlying social structures or issues that gave rise to the programmes inception. For instance, a programme centered on agriculture may show that farmers have increased their understanding of fertilizers but say nothing about their health or food security. This indicates that the participants' general well-being is not positively influenced. Similar to goal-oriented assessment, resource supply evaluation that does not account for participant distribution may show progress. Such analyses would be fruitless since they would have no bearing on society. This implied a lack of concern for issues like poverty, prejudice, environmental problems, and young employment because these issues can only address the symptoms rather than the core causes.

Concept of TVET

According to its historical viewpoint, TVET is seen as educational and training programmes designed to help people get ready for the workforce. It is growth-oriented training that develops "skills for work" (Harris, 2009). Due to its emphasis on economic interest and its subordination of the demands of individual learners to those of industry, labor, and employability, this approach has earned the moniker "dominant ethos of productivism" (Anderson in Harris, 2009).

The notion of sustainable development informs the contemporary view of TVET, which characterizes TVET generally as including workforce development and lifelong learning for citizenship and sustainability (Fien and Wilson, 2009). The International Experts' Meeting on Learning, Work, Citizenship, and Sustainability, which was held in 2004 and was organized by UNESCO, gave rise to this viewpoint (Fien and Wilson, 2009).

Roles of the NBTE are to:

The NBTE operates through five departments, which includes:

- i. Human Resources
- ii. Programmes
- iii. Planning, Research and Statistics
- iv. Finances and Accounts
- v. Centre of Excellence for TVET

The programme department, the primary operational branch of the NBTE, is responsible for upholding the National Academic Standard in TVET and assuring quality (quality assurance). Other tasks related to these functions that are required for the performance of its duties include:

- a) Set entrance requirements, course lengths, and skills acquired at technical and vocational institutions and revise them as required.
- b) Create criteria for the curriculum, course material, and certification process for technicians, craftspeople, and artisans.
- c) Propose ways of encouraging technical and vocational education in secondary schools
- d) Advice on ways of enlightening the general public on the importance of technical and vocational education.
- e) Establish standards and recommendations for programme accreditation at polytechnics, technical colleges, and other professional schools in order to grant national certificates, diplomas, and other comparable rewards. These rules will also govern entrance into national exams for technical and vocational training.
- f) Suggestions on how to enhance and improve the teaching and learning materials used in professional institutions.

Role of TVET in the 21st Century

In our modern day, technical and vocational education and training (TVET) is essential as a part of lifelong learning. In order to achieve the goals of a culture of peace, ecologically sound sustainable development, social solidarity, and global citizenship, it is a powerful weapon. Fien and Wilson (2009) assert that TVET transforms people into responsible citizens who take into account protecting the integrity of their environment and the wellbeing of others in addition to preparing them for work in the information society. This indicates that the emphasis of TVET is no longer on production, individuality, or consumption. It said that TVET is now used to address societal or social issues.

Additionally, TVET is seen as an essential part of the educational process in all nations, according to Fien and Wilson (2009), who cited the joint recommendations of the ILO and UNESCO on Technical and Vocational Education for the Twenty-first Century in 2012:

- i. Assist in the development of all people's potential for active participation in the formulation and realization of these goals, regardless of religion, race, or age, while simultaneously advancing the societal goals of greater democratization and social, cultural, and economic development.
- ii. Encourage a critical understanding of the social, political, and environmental effects of scientific and technological change while fostering an understanding of the scientific and technological aspects of modern civilization that will enable people to understand their environment and be able to act upon it.
- iii. Give individuals the tools they need to use their jobs and other facets of their life to contribute to ecologically sound, sustainable development.

This suggests that TVET programmes have evolved into a strategy for tackling societal transformation. This does not relate to the little social adjustments that occur on a regular basis in society. Instead, the entire structure of the society is affected by changes of a certain scale (de Hass et al., 2020). According to Portes, who was referenced in de Hass (2020), change can only be considered fundamental when it impacts the heart of society, or the value systems and power structures.

Management of TVET in Nigeria

Through the National Board for Technical Education (NBTE), the Federal Ministry of Education oversees TVET management. According to Otaigbe (2015), the NBTE oversees and controls the courses offered by technical schools at the secondary and post-secondary levels. It also publishes rules that establish minimum standards for TVET curriculum. According to the NBTE Act No. 16 of 1993 (Otaigbe 2015:18);

After consulting with the National Board for Technical Education, the Minister of Education will be in charge of establishing minimum standards for polytechnics, technical colleges, and other technical institutions in the Federation. The Board will then be in charge of maintaining these standards.

In theory, the NBTE also has the authority to monitor admission to national and zonal examinations in such institutions, grant national certificates and diplomas, and certify all technical programmes at the secondary and post-secondary levels.

The Federal Inspectorate Service (FIS) is another organisation whose duties are essential to the administration of Technical and Vocational Education (TVET). It is in charge of creating instruments for monitoring and evaluating the quality of education. It works with national and international organisations that are active in education on curriculum creation, delivery, and pedagogical practise, such as UNESCO (International Centre for TVET), the Nigerian Educational Research and creation Consortium (NERDC), and faculties of education in Nigerian universities.

What is Evaluation?

When defining evaluation in TVET, programme goals or goal achievement are frequently taken into account (Anyanwu, 1998). This viewpoint is now out of date due to the global shift in the importance of the TVET idea. According to Okeem (1979), evaluation is the process of defining objectives, assessing a programme's effectiveness, obtaining understanding of the teaching-learning process, and determining how comparable programmes can be in the future. This definition does not focus on goal achievement; rather, it addresses whether the goals are designed to maintain the status quo or bring about structural change, whether the management team allocates resources effectively, and whether the teaching and learning process engages students and yields lessons that can be applied to other programmes in the future.

Evaluation can be defined as the process of determining how to describe a programme in relation to society, taking into cognizance that it is not neutral. The goal of evaluation is to improve decision-making, determine the value of a programme, and suggest improvements.

Methodology for Evaluation in TVET Programme

The TVET course offers two different types of technique for evaluation: quantitative methodology and qualitative methodology. Qualitative technique is the most effective way when considering the new TVET aims, which centre on social transformation. This is because it makes it possible to examine qualitative and personal changes in the participants based on their own perceptions, ideas, and feelings regarding the changes they have experienced in both themselves and other people. Conversely, quantitative approach relies on the evaluator's preconceived notions and numbers that might not accurately represent reality. It is better to use an anthropocentric perspective. An anthropocentric approach is one that explains circumstances primarily through the lens of human experience and ideals. Given that the person wearing the shoe is the one who is aware of when and how it pinches, this might result in more accurate information.

In terms of operation, this calls for self-evaluation via communication between the assessor and the participant. According to Freire, a crucial component of the structure of knowledge is conversation. Students, she claimed, also have a mystery discourse with their teachers and with themselves (Bhattaxharya, 2011). This suggests that it works well for assessments. It clarifies the nature of a person's experiences and perceptions. The TVET programme participant should be able to express through dialogue how they see themselves after completing their training. It is important to verbally record the dialogical process's conversations so that they may be later transcribed and examined.

Criteria for Determining what to Evaluate

There are four main criteria for determining what to evaluate. They are discussed below:

- Describing the programme to encourage its appropriate replication. The questions to help evaluators describe the programme include the followings:
 - i. How is the programme structured?
 - ii. Who are the participants?
 - iii. What courses were offered to the participants?
 - iv. What was the duration of the programme?
 - v. What support mechanisms were available?
 - vi. What was the cost of the programme?
 - vii. How was the programme funded?

The initiative might be described using these kinds of questions in the future when it is replicated. They are not at all comprehensive.

- Illuminating its working to inform future programmes of its experience and lessons. This can be addressed through the following questions below:
 - i. Does the programme encourage active participation
 - ii. Does the programme involve teaching and learning
 - iii. Were the participants exposed to ICT during training?
 - iv. Was the teaching carried out through online or through face-to-face interaction?
 - v. Were the tutors/facilitators trained professionals?

- vi. Were they employed or on engaged as volunteers?
- vii. Were the student and tutors attending classes regularly?
- viii. Was library and information services accessible to learners?
- ix. Do tutors/facilitators apply ICTs in teaching-learning process?
- x. Was the training and duration of programmes favourable to the learner and tutors/facilitators?
- Measuring the worth of the programme through value judgments of participant's physical results, and participation rates.
The questions to determine the worth of the programme are:
 - i. What tangible results were achieved by the participant?
 - ii. What new skills or knowledge were acquired by the participants?
 - iii. What was the number of participants that completed the courses?
 - iv. What number could apply the skills or knowledge acquired in a new situation, which enabled them to meet their needs?
- Defining who has benefited at whose expenses.
The following questions may be asked to determine who benefits at whose expense? These include:
 - i. What percentage of participants are female and are they among the beneficiaries?
 - ii. What percentage of recipients are less educated, and are they among them?

Conclusion

The study's conclusion is that context affects how assessment is perceived. As a result, TVET assessment was centred on social transformation. It may also be said that qualitative data collection techniques and a strong rapport between the assessor and the data are necessary for evaluations that concentrate on social change. The reason for this is that people's ideas, emotions, fears, biases, and the genuine changes in their life are investigated in this field. It is necessary to conclude that assessment is an effective tool for promoting change-related learning.

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