

STRATEGIES FOR IMPROVING EFFECTIVE DELIVERY OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING THROUGH CURRICULUM PLANNERS, IN NIGERIA

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Abstract

This paper examines the strategies for improving the effective delivery of Technical and Vocational Education (TVE) through the curriculum planners as a veritable working tool for academics, teachers and administrators at various educational levels to be utilized to steer and attain quality educational system for national sustainable development. Effective knowledge, development skills, utilization skills through participation of all stakeholders in education are very crucial in achieving quality curriculum development models for quality educational system in Nigeria. Curriculum development is dynamic process. It changes according to the need of the society and the stakeholders of the education system. The curriculum development process includes several stages such as planning, preparing, designing, developing, implementing, evaluating, revising, and improving. Curriculum planners are found at various levels, including national, state, institutional, expert in related fields, teacher-team and individual teacher levels, as well as in the classroom, where pupils or students and instructors cooperate. Curriculum planning aims at providing quality learning and teaching and developing students' knowledge and skills. Curriculum frameworks are developed to help planners in decision-making and in designing the curriculum. These frameworks include subject goals and purposes, content, guidelines for implementation and evaluation, teaching and learning principles. A well-planned curriculum is a result of clearly defined objectives which improve student learning outcomes. Intended learning results include a deep understanding of the matter and development of specific skills such as critical and creative thinking, problem solving, informed decision-making. Hence, for a society to achieve its educational goals, it needs a curriculum that is functional and relevant to its needs.

Keywords: Curriculum in TVE, Curriculum planners, Function of curriculum planners, Curriculum development strategies.

Introduction

Curriculum generally refers to the planned and unplanned experiences which learners receive in the process of their formal or semi-formal education for the purpose of becoming rounded persons who can make meaningful contributions to the betterment of their society and global environment. Curriculum is the total learning experiences of an individual not only in school but society as well (Bilbao, Lucido, Iringan, & Javier, 2008). Curriculum like education is a product of a wide array of actors (politicians, policy makers, curriculum workers, teachers, laypersons, targeted learners and so on). According to Ogunyemi (2009), curriculum is a process of achieving the goals of education through the formal/semi-formal educational set-up such as the basic/secondary schools, the colleges of education, the monotechnic/polytechnics, the adult literacy/innovative enterprise institutions and the universities. It is an embodiment of all the

knowledge, skills and attitudes which a nation, through her schools impacts to her citizens. "Knowledge" here refers to all the facts, theories, principles, generalizations and rules needed to be acquired for a student to be certified as competent in a field.

It is clear that Technical and Vocational Education (TVE) is one of the effective solutions to unemployment, poverty and insecurity in both developed and developing countries. Audu (2019) sees technical and vocational education as that aspect of education which emphasizes skill acquisition, theoretical knowledge and good attitude. TVE is the type of education which prepares persons for gainful employment therefore, there is need for effective curriculum in order to achieve its goals. This special type of education provides socio-economic and sustainable development. For technical and vocational education to be effective the curriculum planners must put instructions that can solve human problems. Its curriculum must guide the instructional syllabus, lesson plan, lesson notes and methodology, offers teachers ideas and strategies for assessing student progress and what to teach and learn within time frame.

Technical and vocational education curriculum must also be separated from general education so as to achieves its national goals. The role of Technical and Vocational Education is to see that the individual is helped to identify his/her vocation and further develop his/her potentials scientifically and technically for occupational success. The effectiveness of technical and vocational education programme is determined by the curriculum package of the programme.

Delivery of Curriculum n Technical and Vocational Education (TVE)

An effective delivery of Curriculum in TVE through curriculum planners can be improved via the following strategies:

1. It should not only be developed by curriculum planners alone but also include committee of teachers, parents, and other stakeholders.
2. It should be compatible with the philosophy of the school.
3. A representative of activities to meet the needs of students with varying abilities and needs.
4. Linked to teacher's evaluation goals and professional development.
5. Must consider planned or formal and unplanned or informal curriculum.

Curriculum Planners

Curriculum planners are group or set of people who plan or develop, organize, and design the curriculum. Curriculum planners is a tool to help organizing various elements of a curriculum such as the core objectives to achieve subjects, unit definitions, activities, assessment and resources that a learner needs (Oliver & Beverly, 2010). Technical and Vocational Education (TVE) curriculum planners plan for the general and technical curriculum, plan for the implementers of the curriculum (teachers), plan for the classrooms, plan for the learners and plan for their studies effectiveness. The quality of any programme is often reflected in the quality of its planning. Good planning does not imply good programme without a great effort.

Curriculum planners are tasked with developing new curricula or improving existing curricula at a school. They may conduct research and make recommendations to the administration. TVE curriculum matters mainly because of its potential impacts on students and the nation. The fundamental purpose of curriculum planners is to ensure that students receive integrated,

coherent learning experiences that contribute towards their personal, academic and professional learning and development. The planning occurs at every stage of the educational enterprise and it is not an easy task because it involves a lot of decisions. The more guiding decisions taken the easier the plans for the actual curriculum decisions. These guiding decisions would include answers to such questions as: how can the curriculum be most effectively design/organized? Which are the sources of curriculum experiences? Who plans the curriculum among others?

The following are the people that plan the curriculum:

- i. Curriculum experts
- ii. Philosophers
- iii. Psychologists
- iv. Subjects specialists
- v. Professionals etc.

FUNCTIONS OF CURRICULUM PLANNERS

1. Conduct Extensive Research Regarding Curriculum: These types of professionals spend a lot of time doing research to help decide what direction the school's administration, teachers, and students should go. They may look at studies or conduct meetings with different types of people in the field to help them decide what ways students should learn, how teachers should be trained, and what the students should be taught. They can analyze data from many sources, including test results and specific topics, to help guide them to the best strategy.

2. Create Curriculum: This seems like a very broad term; and it is. These specialists help to create curriculums for the school administration after doing extensive research. This includes deciding what students will learn and how they will learn; from choosing books, to deciding on testing requirements and creating a path that students will take. They will spend time reviewing and recommending textbooks, tests, and other educational materials to guide students down the specific curriculum they have created.

3. Work with Teachers and Administrators to Implement Curriculum: After these planners decide on and create a curriculum, they must then help the administration and teachers implement it. First, they must present their curriculum to the administration to be approved, and give them the plan on action for implementing said curriculum. After approval, they begin conducting meetings, training sessions, and other means of education. They must ensure that everyone is on board so to speak, so that the curriculum is being taught in a streamlined manner. These specialists may also mentor or coach teachers on improving their skills so that they may better teach the curriculum.

4. Recommend Changes: This function goes hand-in-hand with the research side of the job. Curriculum developers must make recommendations based on a variety of different factors, like the research they have done, test evaluations, student/teacher happiness, and effectiveness. These [curriculum planners](#) can make recommendations regarding "teaching techniques and the use of different or new technologies," for example, as stated by the Bureau of Labor Statistics. It is their job to ensure that everyone has to tools necessary to implement the curriculum, from books, to tests and technologies.

5. Continue Monitoring and Training Curriculum: These specialists' jobs aren't over simply after they have created and implemented the curriculum. They must continue monitoring progress, including conducting studies, sitting in on teachers' classes, and making recommendations. They can conduct training or recommend changes to teachers to better help them. They must not only ensure that the new curriculum is being used, but that it is being

followed correctly. This kind of monitoring can also allow planners to make adjustments and changes to the curriculum to better suit necessary needs.

According to Laurie Kimbrel (2016), Curriculum development determines the type of information that is taught in schools, as well as how it will be taught, and who will teach it. The four basic stages involved in the curriculum development process are briefly discussed below:

1. **Planning:** during this stage, the specific development steps are laid out. The idea or issue that is being addressed is determined and a curriculum development team is formed. Once professionals are gathered, they look over changes in the content area and assess the needs of the students.

2. **Content:** as the team moves into the second stage, their focus turns to the intended outcomes of the curriculum, the program's unifying framework, and the content they are focusing on. After that, new methods of teaching said content are created.

3. **Implementation:** finally, the new designs and methods are put into play. Facilitators must be carefully trained in the new curriculum and any revisions should be made based on how the new program is received. Not every plan result in the desired goals, so developers must be willing to change things.

4. **Evaluation:** as the curriculum's use continues, it may require updates as the world progresses. New content may be added in while old content might be removed. Additionally, the curriculum may start to fail with newer groups of students, thus requiring another redesign.

SPECIFIC ROLES OF CURRICULUM PLANNERS

- i. Facilitate curriculum planning, i.e. the development of Learning Programmes.
- ii. Work Schedules and Lesson Plans to ensure effective curriculum delivery.
- iii. Assist teachers to improve learner performance in achieving the Learning outcomes.
- iv. Provide teachers with guidance on Assessment, including Continuous Assessment (CASS) and other appropriate Learner Assessment strategies.
- v. Develop systems and templates for recording the progress of learners towards the attainment of Learning Outcomes.
- vi. Support initiatives to improve mathematics, science and technology.
- vii. Promote a culture of learning and teaching.
- viii. Assist schools with the selection and effective use of curriculum material.
- ix. Implement professional development systems and structures that are in line with policy frameworks and plans.
- x. Identify, assess and meet the professional development needs of teachers.

- xi. Plan teacher development activities in line with policy frameworks to address the needs of teachers.
- xii. Provide support for teacher development in line with the appraisal systems
- xiii. Participate in agreed upon teacher appraisal processes where necessary
- xiv. Encourage teachers to access the latest research in the field of curriculum and create opportunities for teachers to do this.
- xv. Provide teachers with information on Higher Education Institutions degrees/courses and bursaries to encourage further study.
- xvi. Facilitate the establishment of Phase and Learning Area/Subject/Field Committees at district/circuit/cluster/school levels.
- xvii. Facilitate the orientation, training and sustainability of committees.
- xviii. Facilitate the establishment of reporting procedures.
- xix. Evaluate the functionality of committees and address challenges.
- xx. Facilitate communication strategies using school and curriculum structures.
- xxi. Use Information and Communication Technology (ICT) to gather and disseminate Information.
- xxii. Establish systems for collecting, analyzing, presenting, storing and updating data.
- xxiii. Monitor the implementation of curriculum and related policies on a regular basis.
- xxiv. Implement systems to track progress of curriculum implementation with respect to planning, teaching, learning and assessment.
- xxv. Identify specific areas for evaluation in terms of curriculum planning, implementation and assessment, as well as co-curricular activities.
- xxvi. Design and develop evaluation plans and tools to ensure effective, valid and reliable data
Technical and Vocational Education (TVE) curriculum organization can be said to mean the arrangement or coordination of things in a way that would help achieve anticipated purposes. To help the (TVE) curriculum specialists answer the question of "How can the curriculum be most effectively organized?" There are four major models or designs of organization to be considered during planning stages and these are.:
 - i. The subject centered curriculum design.
 - ii. The broad fields curriculum design.
 - iii. The activities/experience curriculum design.
 - iv. The core curriculum design.

Technical and Vocational Education (TVE) curriculum development is planned, purposeful, progressive, and systematic process to create positive improvements in the educational system and national development due to changes around the world. Therefore, there is a need to update them to address the society's need through constant review of TVE curriculum as provided by the educational planners. Through educational system, there are five key components and elements of curriculum development that educational planners need to be considered. According to Umar (2012) cited Herrick and Tyler, the followings are the components and elements of curriculum development that can be adopted for TVE:

- 1. Situational analysis:** Situation analysis means the analysis of different conditions such as emotional, political, cultural, religious and geographical condition of a country. This will help the curriculum planners in the selection of organization of learning materials and in suggesting appropriate evaluation procedure.
- 2. Formulation of objectives:** there are four main formulating the objectives of education. These are: the society, the knowledge, the learner, and the learning processes, all of these factors are to be considered while selecting and formulating the educational objectives.
- 3. Selection of content:** One of the important elements is the selection of content for a subject. At the time of subject matter selection, the following factors are to be kept in mind: Available sources and resource, Demand of the society, International needs, Level and age of the learner or student, Methods of content organization, Number of courses offered, Quality and qualification of teaching staff, Scope of subject matter, System of examination, and type of society and culture.
- 4. Strategies and Method of Teaching:** These are strategies and methods of teaching adopted by the teachings during instruction and learning experiences. This will certainly not fair to ask a teacher for achieving certain objectives without giving any guidelines. In most of the country's curriculum development is a centralized process. Teachers are not directly involved in this phase. Most of the teachers do not know the process of achieving desired goals. After determining the goals and objectives the next problem is the selection of strategies and methods of teachers. What we should give to our students. Should a curriculum be fixed or flexible, constant, common or differentiated.
- 5. Evaluation:** Evaluation is one of the dynamic process, which needs a continuous research and evaluation for its betterment in order to cope with the variable demands of the society and bring about desirable changes. Curriculum evaluation is not a student evaluation. It is a broader term being used to make judgement about the worth and effectiveness of it. With the help of evaluation phase experts can modify the curriculum by bringing about desirable changes.

CURRICULUM DEVELOPMENT STRATEGIES

The curriculum development strategies are the same for all the levels of education but the curriculum contents differ at each level because the aims and objectives differs at each level. There are various curriculum development bodies and subject association in Nigeria and they all exert influence on the selection of the curriculum content at different level of educational system (Raymond, 2019).

The strategy for curriculum development for all the levels of education is usually the same. But the curriculum content and organization are usually different at each stage or level because the

aim and objectives vary from one level to another and various teaching methods are required at various levels and at various grade within the levels.

When planning curriculum, the experts on test and measurement will be there to evaluate the curriculum. Measurement makes available the pertinent information and evaluation judges the "worth" or "value" of that information (Nworgu, 2009).

Conclusion

Curriculum as a field of study with its own methods, theories, and ways of solving problem has influenced by history and philosophy. One can believe that no single philosophy, old or new, should guide decision about school and curriculum. Curriculum planners need to help improve and design school practices in harmony with history of curriculum and philosophy of the school and community.

Technical and Vocational Education (TVE) curriculum must be developed to preserve the country's national identity and to ensure its economy's growth and stability. There must be a chain of developmental process to develop a society. Hence, TVE curriculum development matters a lot in setting the direction of change in the society, not only at the micro but also at macro levels. As long as the goals and objectives of TVE curriculum development are clear in the planners' mind, cutting- edge achievements in various concerns can be realized (Bilbao et al., 2008).

Recommendations

Based on this study, the following recommendations were suggested:

1. Establish effective channels of communication, between province and district, district and schools, and with other directorates and sections, teacher unions and other stakeholders.
2. In the matter of curriculum development, the competences of the developers/planners at any level of education should be properly checked.
3. There should be affiliation to relevant professional bodies.

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