**How to effectively impact teaching and learning of TVET to achieve socio-economic development.**

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ABSTRACT:

Basically, the purpose of Technical and Vocational Education and Training (TVET) is to equip people with the technical and professional skills needed for socio-economic and industrial development of the country.

The emphasis is on teaching and learning of TVET for socio-economic development.

Objectives

The objectives of the paper are to highlight the importance of TVET, TVET framework policy to promote teaching and learning. To achieve this objectives, requires a policy framework and direction as well as a radical shift in the design and delivery of the TVET curriculum at all levels.

Research methodology

This study adopted literature review as the main research method to retrieve data for the study. Therefore, the data gathered for discussion were obtained mainly from secondary sources, which involved the use of information from conference proceedings, books, periodicals, journals, and internet, about issues raised and concepts discussed in the text. In addition, various reports and documents relating to Technical and Vocational Education and Training in general and Ghana in particular, were used for the study. The analysis used for the study is basically qualitative and descriptive in nature.

Findings

The lack of attention to the TVET system in Ghana, over the years, has created a number of constraints for the development of the system. Major among these has been the lack of national policy framework to guide the management and implementation of programs in a coordinated manner. Years of poor resource allocation to the TVET sector persists and this has resulted in weakness in the system. These include obsolete and inadequate training equipment and tools, lack of training materials, inadequate number of qualified instructors with requisite industrial practical experience, lack of linkage between training institutions and industry and lack of relevance of institutional training to the needs of industry.

Research outcomes

At present, teaching takes place mainly in the form of head-on learning by teachers. Many of the TVET learning centres, especially the Polytechnics, are unable to combine theoretical training with practical exposure in order to produce qualified graduates for direct absorption into industry. There is a need therefore for strong industry collaboration and improved practical training in industry as well as a platform for seconding staff in the technical and vocational institutes especially the polytechnics to gain some useful practical experience in industry in order to improve teaching and learning. The recent emphasis on Competency-Based Training (CBT) system is to enhance relevance of technical vocational education and ensure that training is guided by competencies endorsed by industry so that TVET graduates would acquire and demonstrate skills that meet the needs and specific standards of industry.

Conclusion

The paper suggests that Competency Based Training (CBT) should be included in the TVET curriculum design and delivery at all levels of TVET institutions to help promote skill acquisition and industrial development.

This paper also highlights that, it is the people with requisite scientific and technological education and technical skills who can create wealth and help a country to attain economic prosperity and industrial development.

Keywords: Curriculum Design, Policy Framework, Technical Vocational Training