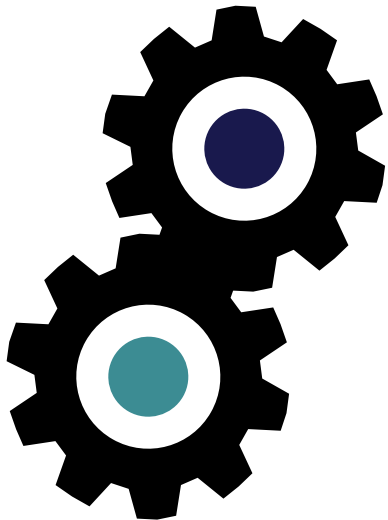
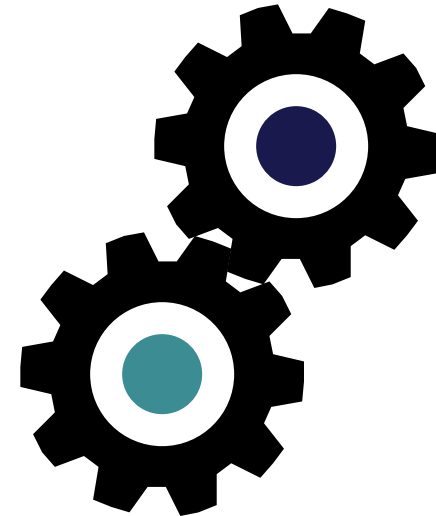


LINKING INFORMAL APPRENTICESHIP AND FORMAL EDUCATION IN SOUTH-EASTERN NIGERIA THROUGH MARKET/MECHANIC VILLAGE SCHOOLS



Benjamin A. Ogwo, Ph.D
State University of New York,
Oswego, NY 13126, USA



A Paper Presented to INAP Conference in cooperation with ILO Skills and Employability Department, on April 23, 2013 held in Johannesburg, South Africa

Linking Informal apprenticeship
and formal education in South-
eastern Nigeria through Market &
Mechanic Village School (MMVS)

Objective

highlight the process, nature, and scope of the Market & Mechanic Village Schools (MMVS) intervention on linking informal apprenticeship and formal education in South-eastern Nigeria.

Sequence

Context and Historical Reasons for the MMVS

The ETF MMVS Intervention Process (R & D)

Features of the UNICEF and the Redesigned MMVS Curricula

Overview of the ICT Component of the MMVS

Prospects of MMVS in South Eastern Nigeria

Conclusions and Closing Thoughts

Context and Historical Reasons for the Market Mechanic Village Schools

Why the Market/Mechanic Schools and the Linkage Intervention?

1

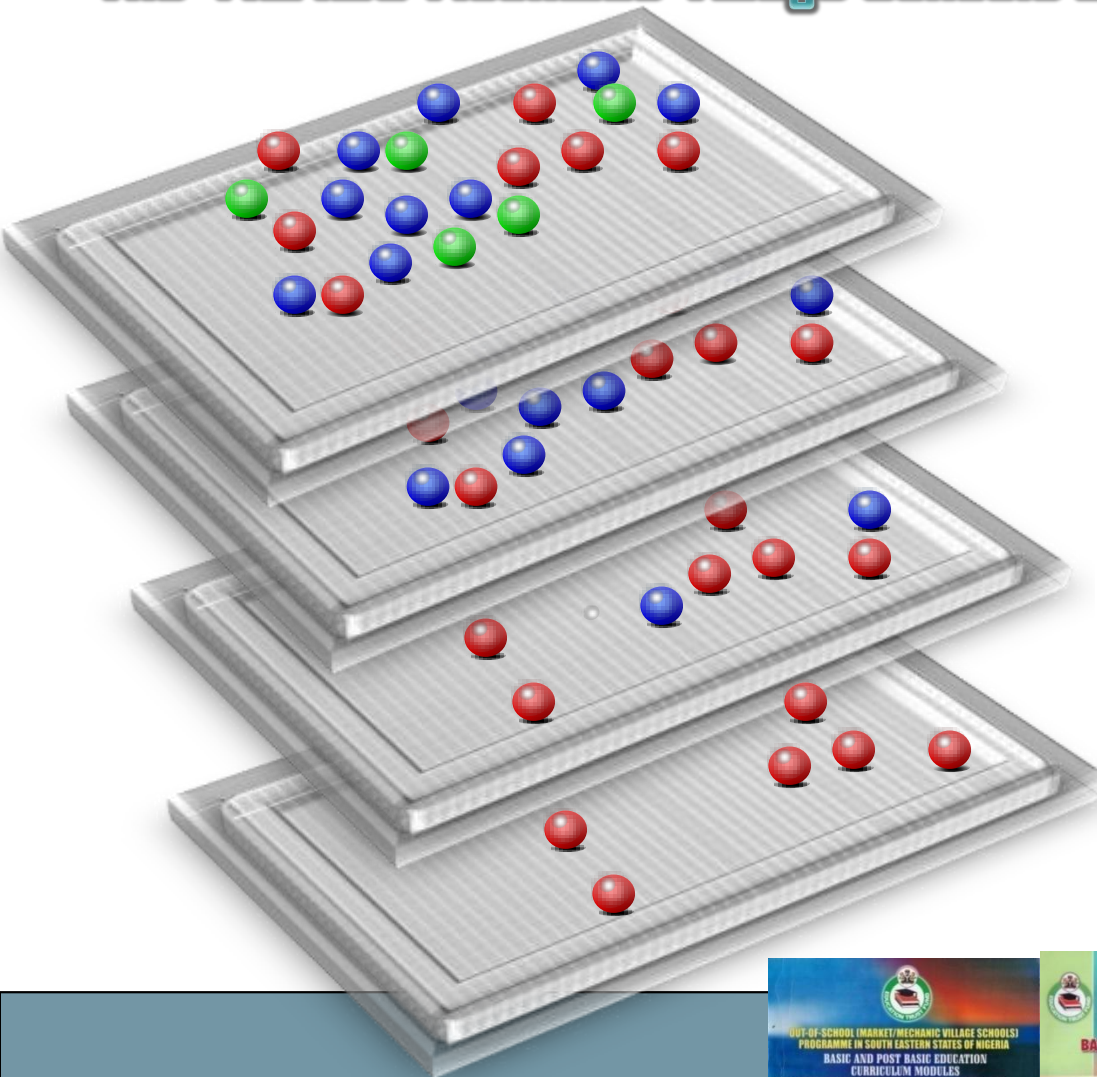
2

3

4

People of South Eastern, Nigeria	Origin of Market Mechanic Schools	Reason for Market Mechanic School Intervention	Scope of the intervention
<ul style="list-style-type: none"> • Patriarchal society (Male dominance) • Achievement Oriented 	<ul style="list-style-type: none"> • UNICEF initiative (1996) • Provision of basic literacy for the apprentices • Combine work & school thrice per week(12 – 2 pm) 	<ul style="list-style-type: none"> • Low enrolment • Low reput • No certificate 	<ul style="list-style-type: none"> • Improved curricula • ICT integration • Certification

The Market/Mechanic Village Schools Intervention Process (R & D)



Level 1: Survey on increased male enrolment in informal Apprenticeship

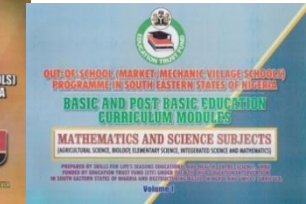
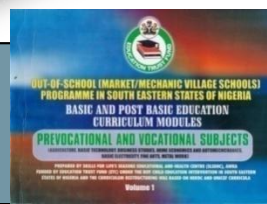
Level 2: Study tour to India (NIOS) & Don Bosco Tech.



Level 3: Study to Botswana (BOCODOL) & Bridge centre



Level 4: Stakeholders' Interactive Forums and the Curricular outputs



Features of the UNICEF and the Redesigned Market/Mechanic Village School Curricula

UNICEF out-of-school Curriculum

- ✚ Basic Literacy subjects: Mathematics, English and Life coping skills
- ✚ Classes are held thrice a week (12 – 2 pm)
- ✚ No certification

Current National Standard Curricula

- ✚ Nine years Compulsory basic Education
 - Three years (lower, middle & upper Basic curricular)
- ✚ Three year Secondary Education
- ✚ Classes are held five days a week (8:00 am – 2:00 pm)
- ✚ Certification (First School Leaving Cert. & General Certificate of Education)

Highlights of MMVS Redesigned curricula

- ✚ Thematic restructuring of the two existing basic education curricula and UNICEF curriculum into one flexible (lower and middle basic curricula) curriculum to be completed in three years
- ✚ Thematic restructuring of the existing Upper Basic and secondary school curriculum into a more flexible two-year programme.
- ✚ Introduction of Life coping skills from the UNICEF out-of-school curriculum as a new basic education subject: The subject entails ethics, Information Communication Technology, Health and Physical Education etc
- ✚ Market School students will be sitting for the same certification examination with every other equivalent level students in the country.

Features of the Redesigned Market/Mechanic Village School Curricula contd:

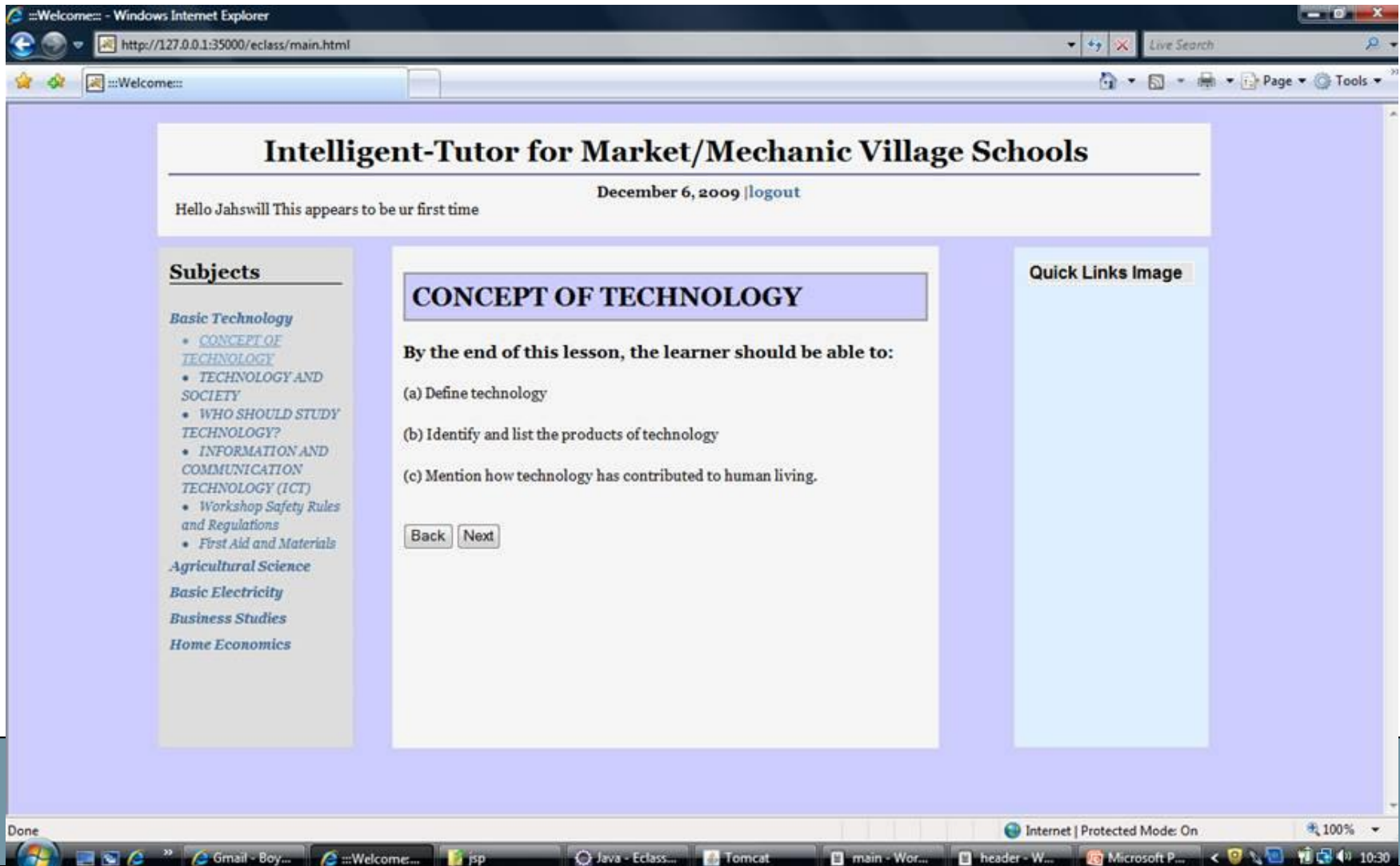
ICT Delivery mode and open learning principles

- ✚ Introduction of ICT-based interactive tutors that will supplement face-to-face instruction and ensure more flexible curriculum implementation.
- ✚ Dynamic-profiled intelligent tutors for the Market/Mechanic Village School that provide immediate feedback and remedial measures in the course of a particular lesson.
- ✚ The Market/Mechanic Village School tutor redirects learners to appropriate content without explicitly allowing feedback on poor performance to discourage them from completing the lesson.

Overview of the ICT Component of the Market/Mechanic Village School

- Sample of the Learning Object (LO) for a lesson on life coping skills: AIDS a threat to human society

Overview of the ICT Component of the Market/Mechanic Village School contd:



The screenshot shows a web browser window titled "Welcome: - Windows Internet Explorer". The address bar displays "http://127.0.0.1:35000/eclass/main.html". The page content is as follows:

Intelligent-Tutor for Market/Mechanic Village Schools

Hello Jahswill This appears to be ur first time December 6, 2009 | [logout](#)

Subjects

- Basic Technology
 - [CONCEPT OF TECHNOLOGY](#)
 - TECHNOLOGY AND SOCIETY
 - WHO SHOULD STUDY TECHNOLOGY?
 - INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)
 - Workshop Safety Rules and Regulations
 - First Aid and Materials
- Agricultural Science
- Basic Electricity
- Business Studies
- Home Economics

CONCEPT OF TECHNOLOGY

By the end of this lesson, the learner should be able to:

- (a) Define technology
- (b) Identify and list the products of technology
- (c) Mention how technology has contributed to human living.

[Back](#) [Next](#)

Quick Links Image

The browser's taskbar at the bottom shows several open applications: Gmail - Boy..., Welcome..., jsp, Java - Eclass..., Tomcat, main - Wor..., header - W..., and Microsoft P... The system clock indicates 10:30.

Prospects of Market/Mechanic Village School in South Eastern Nigeria

Linking Informal Apprenticeship and
formal education in Nigeria

- ❏ Open learning approach will guarantee learning for all and increased enrolment
- ❏ There will be increased interest among the apprentices on the use of ICT for studies and application of open learning principles
- ❏ Faulty Implementation could possibly ruin this laudable initiative
- ❏ There is need for stronger political will by the state governments to implement the curricula within the 2013/2014 academic year



Conclusion and Closing Thoughts

There are lots of prospects for the use of ICT in improving informal apprenticeship in Africa

Peer learning Programme on informal Apprenticeship among African countries should be established

Development agencies should support more initiatives on informal apprenticeship transformation