

Restoring resources existing Technical and Vocational Education

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Education is given top priority in Eritrea and is seen as a means of eradicating poverty, minimizing ignorance, inequality, and disparity among individuals and countries. The State of Eritrea, particularly the Ministry of Education, believes that education is a basic human right and the foundation that helps build peace and drive sustainable development. This notion rose during the long period of struggle for independence.

The Eritrean Societies' thirst for and demand of knowledge has grown over the years.

The State of Eritrea, in its Guiding Principles and the Rationale for the National Policy on Education, revised in December 2009, stated that all citizens should have access and equity, relevance and quality, unity and diversity, science and technology, to attain their potential as all round citizens to contribute to nation building. Education is given to citizens without fee. In general, the policy empowers citizens through learning and by contributing their skills for the nation. Education does not only allow all children, the youth and adults to gain knowledge and skills but also to acquire transferable skills such as critical thinking, problem solving and advocacy which help them become responsible citizens. In order to have such fruitful results as outcomes, the government has decided to reform the entire teaching and learning process thoroughly and critically from pre-school to higher grades involving technical, and vocational education training (TVET).

Nowadays, Finland is ranked at the top of the world in terms of education. Different educators described Finland as a silky paradise, a place where all the teachers were admired and all the children beloved. They insisted that Finland had attained this bliss partly because it had very low rates of child poverty. (A Manual, Digest Compiled by Research and Documentation Center, The Smartest Kids in the World, special issue 20 October 2017),

This analysis seems to have its own prominent justification. But when referring to other related materials, this issue is not the only way that helped fix the problems of education in Finland. Also are available other reasons, why Finland is at the top of the world. According to the learning objectives of the UNESCO manual, in Education for Sustainable Development Goals (SDG), Finland is reforming the national core curricula for pre-school and basic education to support and promote sustainable development and well-being following the value basis of education, where the necessity of a sustainable way of living and eco-social understanding is emphasized. The aim is to support all students in developing the knowledge, skills, values, and attitudes that promote their ability to understand the importance of a sustainable future.” In Finland the flexible curriculum is set by the Ministry of Education and the Education Board. Attendance is compulsory between the ages of 7 and 16.

This week the Ministry of Education had its annual assessment meeting. The departments and units of the ministry addressed their activities through reports. In the plat-form of the discussion session various subjects were taken as hot issues for improving the teaching and learning process.

Technical and Vocational education embraces higher vocational schools, secondary skill schools, vestibule schools, vocational high schools, job-finding centers and other adult skill and social training institutes. Every year more than ten thousand students finish high school, not more than one-fourth of them join colleges. What happens to the rest of the students? The Eritrean society was deprived of access to education before independence because of the wars and colonialism. Even today, Eritrea is facing similar setbacks at the hands of its ill-wishers. In the meantime, the government has been building schools to create opportunities of education for the underprivileged areas. But, the need to ensure complete success in educational infrastructure and the provision of quality still remains to be done as home work. This home work is critical education and the departments and units of the ministry need crucial comments in their areas.

There is a strong desire for technical and vocational education in the nation. In the mid of last year the ministry made a critical analysis of the system of teaching and learning and considered an alternative to correct the system. The alternative, The Educational Reform Tenets or Education Reformers, that regular senior middle schools be converted into vocational middle schools and vocational training classes are established in some senior middle schools to respond to the people’s expectation, resulting in small wastage of the resources. Of course, this is be simple and cheap. But diverting the students from academic to technical and vocational education are intended to alleviate skill shortages, reduce wastages and the competition for university enrollment.

Providing the vocational and technical school graduates on-the-job training is necessary for them to be qualified workers society's ever more acute demand for high quality, skilled workers. Cultivating technically and vocationally skilled students urgently demand in modern manufacture and service industries. Centers of training need to be set up in different areas of the country. Today, the Center for Vocational Training (TEVOT) in Sawa, equipped with different up-to-date machines, gives vocational trainings to so many high school graduates.

Enrollment in senior middle technical, vocational schools have increased to compensate for decreasing enrollments in regular high schools, minimizing wastage. However development will be even. Encouraging greater numbers entering TVET by providing diploma, degree programs in higher levels, prioritizing in job assignments, it is assisting in the action or process of investing resources instead of wasting the resources.

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