

Chapter 7

Information Technology, Technical Vocational Education in Developing Workforce Towards Globalization

Olabiyi Oladiran Stephen

University of Lagos, Nigeria

ABSTRACT

Industrial development of any country depends to a great extent on the level of skills its workforce possesses, and the skills and effectiveness of workforce, in turn, are dependent upon the quality of nation's education and training. Education and training are undergoing continuous change, and this poses more challenges to the workers in the 21st century and technical vocational education and training (TVET) institutions responsible for their training. Therefore, this chapter discusses relevance of information technology in transforming TVET in developing workforce towards globalization. The chapter points out clearly the meaning of workforce, meaning of TVET, and workforce development, globalization and TVET, information technology (IT), information technology and workforce development, utilization of information technology for developing workforce, impact of technology education in improving Nigerian workforce, place of information technology in transforming workforce. The chapter concludes by identifying different types of technology tools and benefits of information technology.

INTRODUCTION

From creation, man needed to satisfy three basic needs. These are food, shelter and clothing. No matter the class an individual might belong to, he must yearn for those basic needs of life. Everybody has and should have a responsibility in facilitating the satisfaction of the basic necessities of life in one way or the other. This is to say, in this context, that everybody is a worker. The quality and quantity of work done in a society depend largely on dexterity and numerical strength respectively, of such society. In the same vein, the aggregate of works and services rendered is a function of the contributions of individual

DOI: 10.4018/978-1-5225-9746-9.ch007

families that constitute the society. Nowadays, the needs of any society have long transcended those food, shelter and clothing. They have grown to encompass the needs for wealth, prestige, physical fitness, political independence, transportation, communication among others. The people needed to bring about the means of satisfying the above needs are known as the society workforce. It is obvious that no one is capable of the talents, capabilities and aptitudes required to satisfy all human needs. It is therefore, becomes imperative that special training should be given to workforce to equip them with various skills required for diverse societal needs satisfaction.

Definition and Meaning of Workforce

To plan for the future, one must properly prepare and qualify the youth, equipping them with the knowledge and skills that will enable them to adapt to the rapid global changes taking place in all fields of development and knowledge. However, what distinguishes the rising and dynamic nations from the stagnant and unprogressive ones is a true commitment to this fact and a translation of it into plans, strategies, and policies that invest in the youth and prepare them to deal with the requirements of workplace. Above all, this involves looking forward to the future and trying to anticipate how it will appear. In this context, development of workforce is closely related to two important and interconnected issues. First is the issue of developing and advancing the local workforce and enabling access to the labour market by ensuring educational output meets the actual needs of the global labour market. (Jamal Sanad Al Suwaidi, 2018). English oxford living dictionary (2018) defines workforce as people engaged in or available for work, either in a country, area or in a particular firm or industry. It is the number of people in a country or area who are available for work.

The above definitions nonetheless, it needs to be stressed that the workforce of a nation includes all the industrial and factory workers as well as any person or group of persons in that nation whose productive work or services satisfy some aspects of human needs. The degree of satisfaction of any nation's needs determines the development of that nations. It is evident that a deliberate effort to develop various skills needed in diverse facets of the economy is necessary. This necessary will be appreciated when it is remembered that technological development demand adequate and relevant skills at all times. Workforce development is the coordination of public and private-sector policies and programs that provides individuals with the opportunity for a sustainable livelihood and helps organizations achieve exemplary goals, consistent with the societal context (Liz Jackson, 2016). Workforce development is an essential component of community economic development in any economic climate, workforce development is describe as a relatively wide range of activities, policies and programs employed by natural features to create, sustain and retain a viable workforce that can support current and future business and industry.

The International Labour Organisation (ILO) (2002) identified agricultural sector, industries, transport, communication, civil service, and education among others as sectors that need training and retraining of new and old hand respectively. This is because the old hands whose responsibility it is to train new entrants should be up-to-date in workforce development. Technical vocational education and training, it has been noted, will be effective in proportion as the instructor has had successful experience in the application of skills and knowledge to the operations and process undertakes to teach. Based on the above principle, the exigency of training for skill adjustment cannot be refuted. The contemporary worker should be systemic in ethics, in other words each worker should see himself as performing a function which must integrate with many other functions and which will ultimately aggregate to a national service. The systematic view of individual worker will helps him/herself to excel in his service and work in a fashion

16 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/information-technology-technical-vocational-education-in-developing-workforce-towards-globalization/235810

Related Content

Teacher Candidates' Perceptions of Technology Used to Support Literacy Practices

Donna Glenn Wake (2013). *Technological Tools for the Literacy Classroom* (pp. 220-242).

www.irma-international.org/chapter/teacher-candidates-perceptions-technology-used/76212

Using an Edugame to Develop Socio-Emotional and Perspective-Taking Skills at School

Ilaria Viola, Emanuela Zappalà and Maurizio Sibilio (2022). *International Journal of Digital Literacy and Digital Competence* (pp. 1-14).

www.irma-international.org/article/using-an-edugame-to-develop-socio-emotional-and-perspective-taking-skills-at-school/309714

An Edugame as a Didactic Tool for the Development of Executive Functions

Lucia Campitiello, Arianna Marras, Michele Domenico Todino and Stefano Di Tore (2022). *International Journal of Digital Literacy and Digital Competence* (pp. 1-12).

www.irma-international.org/article/an-edugame-as-a-didactic-tool-for-the-development-of-executive-functions/309713

The Contribution of Maria Montessori's Pedagogy and her Educational Action to Modern Inclusive Policies

Annamaria Curatola (2016). *International Journal of Digital Literacy and Digital Competence* (pp. 37-51).

www.irma-international.org/article/the-contribution-of-maria-montessoris-pedagogy-and-her-educational-action-to-modern-inclusive-policies/178547

Assessment 'for' Learning: Embedding Digital Literacy and Peer-Support of Learning Into an Assessment

Stephen M. Rutherford and Zoë C. Prytherch (2018). *Information and Technology Literacy: Concepts, Methodologies, Tools, and Applications* (pp. 726-758).

www.irma-international.org/chapter/assessment-for-learning/188972