

REPOSITIONING TEACHERS FOR THE ACTUALIZATION OF THE MILLENNIUM DEVELOPMENT GOALS (MDGs)

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ABSTRACT

The actualizations of the millennium Development Goals are met to improve the society. The teacher as an executor and dispenser of Education should be regarded as the societal target for growth and development. This paper has highlighted how the teacher should be repositioned in the society by facilitating the teacher instructional delivery and design Information communication Technology (ICT) with adequate remuneration. The teacher when adequately repositioned will play a vital role in actualizing certain goals e.g. Eradication of extreme poverty and hunger, achieving universal basic education, promotes gender equality and empowers women and combat HIV/AIDS and other diseases. It is in the view of this paper that the repositioned teacher will be flexible in theories, strategies and practice that may be applied to several categories of teaching and learning situations.

Introduction

The teacher as an epitome of knowledge should be the societal focus for change and development. Teaching is the oldest and most noble of all professions, the engineers, lawyers, pharmacist, medical Doctors and others are all made by the teacher and this made the teaching profession the most indomitable profession in the world. Indeed history of Education in Nigeria shows that teachers occupied the position of great honour and influence in their countries. They epitomized integrity, knowledge, leadership, moral rectitude and self service. They spear-headed the development of their communities and country. "There is a saying that to improve the society you must improve the school to improve the school you must improve the teacher". (Umar, 2004).

Over the years things appeared to have changed, in order to maintain, perpetuate and achieve the set standards in education emphasis has been placed on training and

retraining of teachers to meet the many needs of the present students and those who will be educated in the next century. The need to reposition the millennium teacher in cohort learning technology, information communication technology (ICT) practicum settings (to demonstrate an ability, apply, synthesize and evaluate acquired skills within the work place on a continuous basis, facilitating the teacher instructional delivery and design, teacher programme will incorporate structuralist component via mastering – learning format and making the teacher a recursive model of learning in actualization of the millennium development goals (DGS).

The Millennium Development Goals are targeted for reducing extreme poverty and hunger, achieving universal primary education, promoting gender equality and empowering women, combat HIV/AIDS and other disease and a host of other goals. The position of teachers counts a lots as a central trainer to fit people in the various professions and as a personality developer. It is evident that for global change and improvement to be ascertained there should be better systematically planning of the educational system by repositioning teachers with emphasis on remuneration, quality and excellence. (Morrison and Tyre 1973)

The Traditional Roles of Teachers

As the slogan goes “No teacher no nation”. Considerable part of the lives of teachers are spent influencing the thoughts, feelings and behaviour of others in raising our children, in our work and in our social activities. What constitute success effectiveness competence or high level skill is in a teacher. The teacher has been the custodian of knowledge and skills and willing at all times to give knowledge and skills to the learners at all levels and in all situations. It is due to the immeasurable roles of teachers in the society that what started at Abeokuta in 1953 as Teachers Training Institute turned out to be the pillar of teacher education in Nigeria. From 1953 to date many institutions charge with the responsibility of producing teachers have been established such as Colleges of Education, Institute of Education in our Nigerian Universities and National Teachers Institute.

Okoro (2006) define teacher as a person or human being charge with the responsibility of helping others learn and to behave in new different ways. The term teacher is reserved for persons whose primary professional or occupational function is to help others learn and develop new was.

Many societies realize that hence education is too important to be left to change, hence schools are established to facilitate learning and to help people to live a better and happier. Teachers are trained and employed by society to help fulfill these desired

objectives of intellectual, personal and social development of members of the society who attend schools.

The Teacher as an Achiever

The teacher disseminate knowledge to the child and the pupil learn due to the fact that they are exposed to the knowledge of the teacher, the teacher as an educator has the responsibility of arousing the pupil interest to participate fully in establishing attainable goals by giving or providing the learner with stimulus opportunity to ask questions and obtain relevant information. The teacher analyzes the student problems at the some proper solutions by engaging them in skill practicing, by making judgments and evaluating progress.

The Teacher as an Innovator

In his domain, remains an expert in creativity, traditionally helps in acquiring change, ideas and skills, the teacher has the task to create or influence desirable changes in behaviour or tendencies towards behaviour in students, being a resource person has the innate ability to know when, where and how to impart knowledge to the learner, as an innovator, he knows the type of learning or strategies to implement in teaching and how achieve the desired goal in learning. Okorie (1979).

The Teacher as a Counsellor

As a trained professional in his field possesses the psychological taints to relate and analyze certain situations and dilemmas in teaching and learning situation, he not only disseminate knowledge but also knows the students emotional state, abilities, capabilities and disabilities. The teacher knows and is able to evaluate learning possibilities and difficulties in students, assess and provide counseling advice to the students in all situations. The teacher regards his student as the greatest crop he will ever have the opportunity to grow and cultivate as a teacher and as a nation builder. (Teachers Code of Conduct 2004).

The Millennium Development Goals as a Concept

In 2000, 189 United Nations member states including Nigeria signed millennium declaration which outlines the following specific, quantifiable and monitorable goals for human development by the year 2015:

1. Eradicate Extreme Poverty and Hunger

- Halve, between 1990 and 2015, the proportion of people whose income is less than one dollar a day.
- Achieve full and productive employment and decent work for all, including women and young people.
- Halve between 1990 and 2015, the proportion of people who suffer from hunger.

2. Achieve Universal Primary Education

- Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

3. Promote Gender Equality and Empower Women

- Eliminate gender disparity in primary and secondary education preferably by 2005, and all levels 2015.

4. Reduce Child Mortality

- Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate.

5. Improve Maternal Health

- Reduce by three quarters, between 1990 and 2015, the maternal mortality ratio.
- Achieve, by 2015, universal access to reproductive health.

6. Combat HIV/AIDS, Malaria, and other Diseases

- Have halted by 2015 and begun to reverse the spread of HIV/AIDS.
- Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it.
- Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases.

7. **Ensure Environmental Sustainability**

- Integrate the principles of sustainable development into country policies and programmes; reverse loss of environmental resources.
- Reduce biodiversity loss, achieving, by 2010, a significant reducing in the rate of loss.
- Halve, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation.
- By 2020, to have achieved a significant improvement in the lives of at least 100 million slum-dwellers.

8. **Develop a Global Partnership for Development**

- Develop further an open trading and financial system that is rule-based, predictable and non-discriminatory. Includes a commitment to good drawn to the assertion made in the National Policy on Education to the effect that the rest of the education system is built upon primary education and it is therefore the key to the success or failure of the whole system. (Anyebe, 2008).

Teacher and Nation Building (The Repositioned Outlook)

The teacher holds the key to nation building. This is for the fact that the inspiration of any nation to transform into a great country can only be possible if there are competent and dedicated teachers to impart the appropriate knowledge, attitude and skill. For instance, the National Policy on Education recaptures the national goals as set out in the various national development plans. Consistently, the plans and the goals of Education in Nigeria are to be free, democratic, united, dynamic, egalitarian, prosperous and full of opportunity for every citizen. The policy equally expresses the nation's beliefs that education is the instrument for actualizing these goals. However, since the teacher is the pivot of the education system, it implies that the teacher is a crucial determinant of the success or failure of these goals.

The Federal Government appreciates this crucial role of the teacher and that is why this paper sets to come up with strategies to reposition teachers in the actualization of the Millennium Development Goals (Teachers as an imperative tool for national development).

The teacher should assume a new position and a new dimension in the society, that is reposition the teacher from his present status to a new position, they should assume new roles, new technologies, adapt to the global world in order to bring out changes and effect changes in the society.

The whole world has become a global village through Information and Communication Technology. As societies became increasingly urbanized, human population exerts greater pressures on teaching and learning process, most especially in the urban societies. The complexity created by urbanization coupled with the revolution in the Information Technology has brought a lot of changes in the teaching and learning in the global society (Daramola, 2008).

Teaching and learning, whether in rural or urban societies can not take place in isolation, these are two activities going on simultaneously in the classroom with the teacher as a motivator and an informer in all learning situations. The growth of information technology in the last decade has made a significant effect on the way people, work, play and learn worldwide.

The world leaders agreed to work together towards a world with less poverty, hunger and disease, better educated children, equal opportunity for women and a healthier environment. In the bid to realize these goals the teacher who is the primary tool for Natural development should be repositioned and used to enhance and impact changes and development in the economy.

The teacher serve as the bedrock of every knowledge and skill will acquainted with individual potentialities, knows what the society can produce, what the needs of the society are and how these societal needs can be achieved. As the epitome of all knowledge (teacher) should be recognized by the society and adequately repositioned will enhance the actualization of the Millennium Development Goals (MDGs). By currently applying information communication technology (ICT) in teaching and learning processes. Most importantly the current utilization of the ICT in our educational sector is far from satisfactory, this is noted by Kwache (2001), is a common problem in Africa societies and the world at large.

Teachers and people do not have access to telecommunication, telephones, cellular phones video conferencing, telex, fax machines, computers for personal and professional use are limited in schools and homes. This according to Adam, (1999) is due to lack of well equipped teachers that can act as sources of a well-enhanced study in information technology. There is also lack of national guidelines a weak educational infrastructure

base and restructure information seeking culture and which have remind the stumbling blocks to diffusion of information and communication technology and communication technology.

Teachers and the Millenium Development Goals

The teacher if provided with all the basic incentives for ITC application in teaching will improve the society and also serve as an imperative tool to the actualization of MDGs. The teacher's specific goal is to eradicate extreme poverty and hunger by facilitating vocational training programmes for all adolescence as a means of livelihood. Infact, education at all levels is not generally aimed at transforming skills and building the information seeking capacity of young people but is concerned to the impact of irrelevant and mostly inadequate knowledge. Though the government at various levels have shown clear commitments to capacity building human resource development and improving equality in education through effective application of ITC.

Teachers as the only custodian of knowledge has the means of achieving universal primary education they are to educate the child with the ability to read and write, inculcate right values and cultural heritage. Making the child knowledgeable as nation builders in the future. It is disheartening that computer literacy is almost non-existent in our public primary and secondary education school including the vocational learning, while it is very much limited to our colleges and universities due to under funding, lack of skilled human resources and computing infrastructures in these institutions.

In order to combat HIV/AIDS and other diseases the teacher requires skill development training to become Facilitating Clinical Instructor (FCI) in all spheres of societal inclinations that will enable them to be equipped and physically able to change and infuse attainable knowledge and awareness in students including those in formal and informal education system.

In actualization of the MDGs the teacher as a societal target for progress and development should be repositioned by implementing a teacher fund scheme to train and fund teachers with adequate remuneration so that well equipped and talented teachers will be produced. Citizens will be enlightened with skills in all types of vocations and to enhance national development.

Conclusion

The teachers as tools for national development should be repositioned and reorganised to facilitate the instructors' abilities to better recognize constructs in educational practice by using themselves as a reference core for the processes and dimensions of their own and their students learning. Improving teacher's abilities to develop perspectives from a multiplicity of viewpoints including those of the child, family members, other professionals and diverse ethnic groups.

The Millennium teacher should be repositioned to reflect and actualize the millennium goals. The millennium teacher instructional programmes should be flexible in theories and strategies that could be applied across several categories of disabilities, service delivery methods and environments. The instructional programme should lend itself primarily to process, which has as its products the enhancement of individual and group professionals' practice in actualizing the Millennium Development Goals.

Recommendations

The teacher as an imperative tool for national development should be reconsidered and repositioned in the society. In order to achieve this objective and purpose the teacher should be adequately and properly repositioned as follows:

- The government should empower the millennium teacher by encouraging the non-professional teachers' to further their Education at both NCE and graduate level. This would enhance the professional abilities of current teachers in providing services to children, irrespective of their environment.
- The Millennium Teacher should be programmed to be ethical, reflective and a professional who versatile and demonstrate a high degree of competence, including skills in contemporary technology.
- The teacher should be enriched in utilizing a collaborative instructional model by been able to function and adequately display skills of instruction through the medium of educating the youths.
- The Local, State and Federal Government should provide training remuneration to all teachers in various levels to encourage and facilitate their training and to enhance their abilities and capabilities at all spheres of the social and traditional life.
- The teacher should be trained to be a Facilitating Clinical Instructor (FCI), this should include rural and urban teachers, through planned development to ensure creative, clinical and alternative types of course instruction.

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ABSTRACT

The abstract section of the document discusses the importance of professionalism in teaching, particularly in the context of the Millennium Development Goals (MDGs). It highlights the need for teachers to be equipped with the necessary skills and knowledge to effectively deliver quality education. The text emphasizes the role of the National Open University of Nigeria (NOU) in providing the Edu 102 course, which is designed to enhance the professional competence of teachers. It also mentions the importance of continuous professional development and the role of the University Press Publishers in disseminating educational materials.

Introduction

The introduction section of the document provides an overview of the current educational landscape in Nigeria and the challenges faced by the teaching profession. It discusses the impact of the Millennium Development Goals (MDGs) on the education sector and the need for a paradigm shift in teacher education. The text highlights the role of the National Open University of Nigeria (NOU) in addressing these challenges through the Edu 102 course. It also mentions the importance of professionalism in teaching and the role of the University Press Publishers in supporting the educational process.