

THE IMPLICATIONS OF ALTERNATIVE APPROACHES TO CAPACITY BUILDING PROGRAMMES FOR CHILDHOOD TEACHERS/CAREGIVERS IN NIGERIA

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ABSTRACT

The paper defined capacity building programmes for teachers and care givers as as those activities that are designed to boost the job performance of childhood teachers and care givers. It contends that there are errors in the organization, selection and management of teacher capacity building programmes in Nigeria. It justifies its position by explaining that participation are done by proxy, those selected are chosen on favoritism and there are no follow-up measures to ascertain whether the retrained teachers acquire the needed skills or not. Consequently the paper advocates for alternative approach to the funding and participation of teachers. It advocates a situation where participation in capacity building programmes are purely on the teachers' evolution and sponsorship. It however admitted that the alternative approach to teachers' capacity building programmes where teachers are to sponsor their training and later refunded to have a criticism because it may warrant teachers to shun attendance to capacity building programmes. It therefore among other things suggests that since the process of selecting teachers for retraining programmes are strongly criticized, the government agencies and those who select the teachers must invent a method where those who will attend are subjected to a selection process through simple balloting approach and that considering that teachers who attend capacity programmes are paid whether they acquire the skills or not, those who pay them should abolish instant payments and pay them when they have been able to demonstrate the skills during teaching and learning.