

EVALUATION OF TECHNICAL VOCATIONAL EDUCATION & TRAINING (TVET) GRADUATE EMPLOYMENT PROGRAMME OF YOUTH EMPOWERMENT IN NIGER STATE

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Abstracts

This study was conducted to assess youth empowerment skill development programme in Niger state. To elicit the pertinent information for the study, four research questions were drawn on the criteria used in the selection of recruitment of trainers and trainees and the adequacy of the training programme, the problems militating against the development of skills, the achievements made by the Youth Empowerment Scheme (YES) and the fate or status of the trainees after graduation. The target population for the study consisted of trainers and trainees of the vocational and skills development programme of the Youth Empowerment Scheme (YES) in Niger state. Questionnaire were used to collect data for the study, the result of the responses were analysed using simple mean, standard deviation tools. The finding revealed the criteria used in the selection of trainers and trainees and the training programme as being adequate, the problem militating against the development skills in the Youth Empowerment Scheme (YES), the extent to which the Youth Empowerment Scheme (YES) has achieved its aims and objectives and fate and status of the trainees after graduation from the Youth Empowerment Scheme (YES) in Niger state. Recommendations were also made among which were that government should provide enough loans for the efficient running of the programme and also the provision of sufficient equipment for the training of the youth in Niger state.

Introduction

Youth are empowered when they are equipped with the skills knowledge required by the society. Technical Vocational Education and Training TVET provide the needed skills, creativity and the technical know-how to the youth which made them to either take blue collar job or to be self sustainable, self-employed and job creators. Leo (2002) Vocational Technical Education is the vehicle for youth empowerment because it enables the youth to appreciate the need for work and develop appropriate attitudes towards work. Samar (2004) UNESCO (2002) (2005) summarizes the concept of youth empowerment as consisting of both social and economic benefits, equitably shared, security and self-sufficiency within the family, the community and a general sense of well being about oneself and others. Furthermore, they said that youth empowerment can only be sustainable under the following conditions

- when it is continuity
- When it is independent and
- When it provides for the welfare of both present and future generations.

Youth are empowered when they are provided with basic skill, technical & vocational knowledge that will make them to be relevant to the world of work as employees or as a self-employed and provided with right attitude for the creation, innovation and manipulation of the knowledge gained through TVET. This will reduce or eliminate miscreant in the society thereby helping to build a strong reliant nation.

Lack of acquisition of vocational skills on the part of individuals has been considered the bane of the economy of many African societies particularly Nigeria. This is so because, in Nigeria for instance the educational system operated at post-independence placed emphasis on academic excellence rather than acquisition of vocational skills which prepare the individual for a more useful and fulfilling life within the society. In other word, the system focused on and emphasised subjects in the humanities or arts at the expense of vocational which can facilitate practical skills acquisition that is generally believed to be more relevant to the development of the nation. Ogundele (2005) & Oguntoye (2004) The system for so many years was carried on entirely like that without any conscious or deliberate effort to adapt it to the cultural, social and ethical values of our society. Chigunta (2008) & Ojo (2005) It is now a well-known fact that the system failed to achieve the desired objectives that were expected from the education of this country. Since education is considered the most effective means of bringing about total change that would ensure accelerated economic growth and national development for the country, there was a need to tailor the educational system to suit the local existential situation of Nigerians.

Youth Empowerment Scheme (YES) was set up as an employment agency. The YES has developed four major programmes.

1. Vocational Skills Development (VSD)
2. Small Scale Enterprise (SSE)
3. Rural Employment Promotion (REP)
4. Special Public Works (SPW).

This programme has continued to gather momentum in view of the express desire and need to provide Nigerian with vocational skills that will make them self-reliant. In the last two decade, the skill training and development programme has blossomed and emphatically unbridle enthusiasm has continued to accompany its development and operations.

Purpose of the Study

1. Criteria used in the recruitment of trainers and trainees of the Youth empowerment in Niger State
2. The extent to which the YES achieved its aim and objectives in Niger state
3. Status of Trainees after graduation from the training programme of the YES in Niger state
4. Problems militating against the development of skills in the YES in Niger state

Research Question

1. What are the criteria used in the recruitment of trainers and trainees of YES in Niger state?
2. To what extent has the YES achieve its aim and objectives in Niger State?
3. What the status of the trainees is after graduated from the programme at the YES in Niger state?
4. What are the problems militating against the development of skills at the YES in Niger state?

Population of the Study

The population of this study comprise the participant of the vocational and skill development VSD programme of the Youth Empowerment Scheme (YES) in Niger state particularly the trainer and the trainee of the programme.

Sample

In view of the difficulty that may otherwise be encountered in studying the entire population, a random sampling technique was used in the selection of the subject, to give every member of the study population equal chance of being selected. A total of one hundred (100) respondents were used. The breakdown of the total population shows twenty (20) Trainers and eight (80) trainees.

Reliability of the Instrument

A reliability coefficient was 0.88.

Methods of Data Analysis

In analysing the data selection, mean, standard deviation and T-test were used by the researchers.

Analysis**Research Question**

What are the problem militating against the development of skills?

Data needed to answer this research question are presented in Table 1

Table 1

Mean response of trainers and trainees and the problem militating against the development of skills

S/No	Items	\bar{X}	SD	Remarks
1	Government provide adequate resources for the efficient running of the programme	2.43	0.90	Disagree
2	Non- Governmental organization (NGOs) and individual assist the YES in the provision of adequate and standardize facilities for the upliftment of the training programme.	2.77	0.86	Agree
3.	There is an adequate environment for the training to take place.	3.40	0.68	Agree
4.	The grade (fund) given to the YES board is enough and sufficient to the training programme.	3.33	0.70	Agree
5.	All trainees are being graduated by the directorate and are given loan to set up their own businesses	3.12	0.75	Agree
6	Duration of courses is sufficiently adequate to develop the entrepreneurial ability of the trainees.	3.21	0.75	Agree
7	Payment of allowances to the trainers and the trainees are being provided regularly by the directorate.	3.18	0.80	Agree
8.	Enough trainer organizations are selected for the attachment of the training for apprenticeship.	2.97	0.80	Agree

Key: The result represented in table 1 shows the mean responses of trainers and trainees on items 2, 3, 4,5,6,7, and 8 of this research question which are above 2.5. This shows that the respondent agreed that all items listed above do not contribute to the problems militating against the development of skills in the YES. The grand mean of both trainers and trainees are also above 2.5. But item 1 and 4 are below 2.5 which shows that the respondent do not agree to the items listed above they are the items that contributes to the problems militating

Research Question 2

What is the fact or status of the trainees after the training programme?

Data needed to answer this research question are presented in table 2

Table 2

Mean responses of both trainers and trainee on the fact or status of trainees after the training programme

	Items	\bar{y}	SD	Remarks
1	The directorate settles the graduate by given the certificate of competence in the area of training which will help them to get employment in government agencies	2.91	0.85	Agree
2	Private companies and industries also employ the trainees after graduation	3.26	0.71	Agree
3	The trainee after graduation can go in to higher institution for further training and learning	3.38	0.68	Agree
4	All graduate of the programme are given loan in the form of money, equipment and tools to set up their own workshop after graduation	3.85	0.51	Agree
5	Many of the youth that have acquire training in the various technical skill have graduated and are on their own with the assistance of the directorate	4.13	0.43	Agree
6	The directorate give enough time to the graduate to pay back the loan to them after being well setup	3.59	0.48	Agree

Key: The data presented in table 2 shows the mean response of trainer and trainee on all the group of items of this research question which are above 2.5. The grand mean of both trainer and trainee are also above 2.5. this shows that respondents agree to the fact that the fate or status of the trainee after the training programme of the YES is indeed well off as they can stand on their own to be independent of themselves or they can either be absorbed by the government or private organisation to be technically advanced after the training programme in Niger state.

Conclusion

Based on the findings of this study, it was concluded that the criteria used in the selection and recruitment of the trainers and trainee and the training programmes are adequate in the YES. These criteria used in the selection of trainer conclude that a trainer must have a good

mastery of the subject matter, must be skilled in his/her area of concentration and must have adequate facilities such as good equipment, tools and materials in the workshop. In the selection of trainee, some factor need to be put into consideration which are that they must understand the language of communication of the master trainer normally English and they must also be a Nigerian or resident of the country. Both respondents agreed that the criteria indeed accurate.

It was found out that government do not provide adequate resources for the efficient running of the programme and also grant) fund) given to YES is not enough to cater for the need of the trainees has is agreed by the respondents. Equipment's are also not being provided in large quantity which could prevent the trainees from acquiring necessary skill require of them to make themselves employed.

It was also found out that after the youth have indeed acquire the required skills necessary for them, they are being assisted by the directorate which give them loan in the form of money tools and equipment as part of the resettlement package.

The directorate should also improve in their supervision procedures for effectiveness and should provide adequate opportunity for their graduates after the training programme of the YES in Niger state

Recommendations

In the light of the finding of this research, the following recommendations were made. It is hoped that if they are implemented, the will help to improve the skill development programme of the YES in Niger state.

1. The YES should improve on public enlighten program
2. Loans being granted to beneficiaries should be adequate and paid in bulk in order to avoid problem at the start of project or business.
3. Equipment should be provided in large quantity to enable the participant of the school on wheels and waste to wealth scheme learns with white job to make them self-independence.
4. The YES should seek for more funds from the Government.
5. A kind of special state award should be introduced for the best participant of the programme.
6. The YES should take time to carry out supervision of each of their programme. This will ensure effective acquisition of skills by the participants.

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