

Collaboration in TVET

PROCEEDINGS OF THE 2ND UPI INTERNATIONAL CONFERENCE ON TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

*Bandung, West Java, Indonesia
4 – 5 December 2012*

EDITORS

Joachim Dittrich

Ade Gafar Abdullah



Organized by:

**Faculty of Technology and Vocational Education
Indonesia University of Education**

In Cooperation with:



Sponsored by:



Assessing the Unemployment Initiative Programmes in Collaboration with Technical Vocational Education and Training (TVET) Institutions in Nigeria

Ma'aji, S.A.

Federal University of Technology, Minna
Industrial and Technology Education Department
P.O. Box 65, Niger State, Nigeria
drasmaaji@yahoo.com

Hassan, A.M.

Federal University of Technology, Minna
Industrial and Technology Education Department
P.O. Box 65, Niger State, Nigeria
yabhass@yahoo.com

Abstract

The study was aimed at assessing the Unemployment Initiative Programme in collaboration with TVET Institutions in Nigeria. This was done because of the failure of unemployment initiative programmes in Nigeria during the past years when unemployment reached an alarming level despite of the existence of TVET. Graduates are being turned out on a yearly basis without corresponding capacity to provide employment opportunities; even beneficial programs faced myriads of problems ranging from insufficient loans to dearth of facilities. Therefore it is pertinent to carry out an empirical assessment of these programmes. A survey design was adopted, the respondents of the study consisted of 163 beneficiaries and 23 TVET officials. Hence, the total population was 186. A structured questionnaire with five sections was used as instrument for data collection. The instrument was pilot tested on 31 respondents who are not part of the population for the study after being subject to face validation by three experts. The reliability coefficient of the instrument was calculated to be 0.82 using Alpha Cronbach Formula. Four research questions and two hypotheses which were tested at .05 level of significance guided the study. Frequencies, percentages, means and standard deviation were used to answer the research questions while t-test statistics were employed to test the hypotheses. The study revealed among others that the beneficiaries lack adequate facilities for their operation; loans are not made available on time and there were no work plans on how to invest and manage the capital released to the beneficiaries as first timers. Many could not employ enough labour due to inadequate skills and other aforementioned reasons. Also, the government was found to be the sole financier of this programme. Based on these findings, the study recommended among others that adequate loans should be given to avert the rate of inflation that may affect the purchasing power and at the same time the directorate should involve other government agencies or philanthropic organizations so as to gain financial or material support for the successful implementation of the programme.

1 Introduction

Technical and Vocational Education and Training (TVET) has emerged as one of the most effective human resource development strategies that Nigeria and other African countries need to embrace so as to train and modernize the technical workforce for industrialization and national development (FGN, 2012). Abdullahi (2011) claimed that vocational education and training is an essential part of development for any nation to grow economically. He added that most Nigerian youths have, before now, been of the idea that the traditional four to five year university degree is the only essential tool needed for self empowerment. This idea is gradually being addressed, as more and more post-secondary students and even graduates seek to embrace vocational education and skill acquisition as the key to deal with unemployment and unholy dependence on the job. You can easily point to one or two university graduates who dropped their academic qualification to pursue their vocation-oriented passion.

Technical Vocational Education and Training (TVET) is an organized learning experience that begins with exploration of career options, based on manual or practical activities. TVET programs have been an integral part of national development strategies in many societies because of the impact on human resource development, productivity and economic growth (Awotunde, 2000). Poverty may be defined as the scarcity of human basic needs, or the inability of an individual or society to acquire human basic needs for survival (Abdullahi, 2011). Poverty connotes inequality and social injustice and this traumatizes the poor. More than 70 percent of the people in Nigeria are in hopeless poverty, living below the poverty line, and one-third survive on less than US \$1 dollar a day (NBS, 2011). This figure includes mass of youth in urban centres in Nigeria who struggle to eke out a living by hawking chewing sticks, bottled water, sachet water, handkerchiefs, belts, etc. The sales-per-day and the profit margin on such goods are so small that they can hardly live above the poverty line.

Abdullahi (2011) defines unemployment as the inability of a matured citizen or individual to acquire employment to satisfy his basic needs. Unemployment is a hydra-headed monster which exists among the youth in all developing countries. The unemployment rate in Nigeria was last reported at 23.9 percent in 2011 (NBS, 2011). The National Bureau of Statistics (NBS) has put the figure of unemployed Nigerians in the first half of the year at 23.9 per cent, up from 21.1 per cent in 2010 and 19.7 per cent in 2009. The National Population Commission (NPC, 2012) revealed that the country's population has risen from the 140,431,790 it was five years ago when the last national headcount was taken, to 167,912,561 as at October 2011. This represents an annual population growth rate of 5.6 million people. Research carried out by the Ministry of Youth Development (2012) pointed out that there are 68 million unemployed youths in Nigeria. Every year about 300,000 graduates enrol in the NYSC scheme. This is definitely not the total number of graduates but it is a pointer. According to the Population reference Bureau, the population of youth in Nigeria is 43%.

According to Abdullahi (2011), Nigeria established various forms of youth empowerment programmes to train youth for skill acquisition to be self reliant in various areas of Vocational and Technical Education, for example, from the National Directorate of Employment (NDE) in 1989 to the Youth Empowerment Scheme (YES) in 1999, and the Graduate Internship Scheme (GIS) in 2012, just to mentioned few. Yet either the youth were trained without skills or no appropriate plan for the scheme implementation. Today in Nigeria, the rate of unemployment has reached an alarming level despite the creation of Youth Empowerment Schemes. These schemes are charged with the responsibility of formulating and working out solutions to the problem of mass unemployment, especially among graduate youths who are the backbone of the society. Olaitan, Ali, Onyemachi and Nwachukwu (2000) pointed out that Youth Empowerment Schemes (YES) are one of the important Government initiatives in alleviating poverty and unemployment, that in average

50,000 unemployed persons were registered in each state of the federation including FCT. Specifically, each State recorded 34,433 persons for example (YES/NGS, 2007). In the light of this acute problem, Kapp (2010) commented that the establishment of YES should be seen as a vehicle towards reducing the number of unemployed youth in rural and urban areas in the state to a minimum.

Also, Mcomish and Pereral (2011) reported that assessment seeks to identify areas of strengths and weakness of a particular program. In this case, proposed areas of assessment are:

1. causes of failure of initiative programmes (administrative practice), the government and other private agencies participation, the financial/material aids to the beneficiaries, the technical assistance/skill acquisition, the performance of the beneficiaries and number of the beneficiaries in Nigeria, their areas of small-scale ventures assistance from Banking Industries and Industries Training Fund, community involvement and intent/award to the deserving beneficiaries. the implementation strategies for managing released fund, and

As observed by Abdullahi (2011) graduate empowerment programs can be improved through proper implementation if there would be seasoned administrators/supervisors who will eschew favourism, for example approving of loans to graduates not having the required necessary skills to manage the ventures. More so, adequate monitoring, full support of government and other sectors, financial/material aids and technical assistance would also go a long way to achieve success in the implementation of graduate employment programs of the Youth Empowerment Scheme in Nigeria. Some of the TVET programmes introduced to aid Nigerian youth include:

1. Graduate Internship Scheme (GIS)
Graduate Empowerment Scheme (GES)
National Directorate of Employment (NDE)
National Open Apprenticeship Scheme
(NOAS) Youth Empowerment Scheme (YES)

The above listed directorate could not fully achieve its objectives as a result of administrative imbalance and insufficient funding. Presently, the Federal Government of Nigeria through the Public Works, Youth and Women Employment Component of the Subsidy Reinvestment and Empowerment Program (SURE-P) established the Graduate Internship Scheme (GIS) of Dr. Godluck Jonathan's government, which aims to provide the young unemployed graduates with apprenticeship opportunities that will expose them to skills and experiences relevant to the current labour market and enhance their employability (FGN, 2012).

2 Statement of the Problem

The Nigerian mindset towards TVET makes this form of education appear as a fall-back rather than a healthy choice of youth empowerment, and doesn't encourage its acceptance. The poor concept of technical education and training has greatly contributed to the unemployment rate and poor quality of degree holders in the country. Everyone has been sold the idea of degree qualification as the ultimate requirement for youth empowerment or self empowerment, but this is hardly true in reality. All we have is more and more people rushing in and out of the university with almost no skill or expertise acquired.

Therefore, most graduates rely on the government to provide them with work rather than becoming self reliant or self employed. This prompted this research to assess the past government initiative unemployment programmes and identify causes responsible for their

failure. The outcome of the assessment will go a long way to galvanize the program to greater heights.

2.1 Purpose of the Study

1. To identify factors responsible for the failure of past unemployment initiative programmes.
2. To identify the appropriateness of strategies for youth empowerment programmes.
3. To examine the level of finances, materials, technical and vocational skills given to the participants for the implementation of the program.
4. To examine the strategies for improving the programme to achieve the main objectives for establishing the programme.

2.2 Significance of the Study

The findings of this study will be of great importance to youth empowerment programmes managers because it would be a guide in formulating new plans and policies for providing more employment through the scheme. It will also be beneficial to the Nigerian government. More so, it will proffer useful suggestions based on findings which will help to expose the participants/beneficiaries to self evaluation of their projects for better achievement. It will also sensitise the new graduates with respect to the opportunities available to them after graduation. It will also help in changing the attitudes of the graduates from dependence to independence, from wage employment to self-employment and from job seeking individuals to job creators.

Finally the study will determine the factors militating against the effective implementation of the graduate employment programmes and youth empowerment programmes, and at the same time offer useful suggestions on how best to improve them. All this would go a long way in reducing unemployment which otherwise might lead to social problems like armed robbery, drug trafficking/addiction, anxiety, idleness, depression, somatic symptoms and illness among youths.

2.3 Research Questions

1. What are the factors responsible for the failure of the past unemployment initiative programmes in Nigeria?
2. What are the appropriate strategies used for sustaining the programmes?
3. In what ways have financial, material and technical assistance to the participants helped to improve the program?
4. What are the strategies for improving the programme to achieve its main objectives?

2.4 Hypotheses

1. There is no significant difference in the mean response of the youth empowerment scheme officials and the beneficiaries of the graduate employment program as regards the administrative practices of the scheme relative to its successful implementation.

There is no significant difference in the mean responses of the youth empowerment scheme officials and the beneficiaries of the graduate employment program in relation to the ways financial, material, and technical aids could help in improving the program.

3 Methodology

3.1 Area of the Study

The study was conducted in all the thirty- six (36) states of Nigeria including FCT, Abuja. Nigeria is located in western Africa on the Gulf of Guinea and has a total area of 923,768 km² (356,669 sq mi). It shares a 4,047 kilometres (2,515 mi) border with Benin (773 km), Niger (1497 km), Chad (87 km), Cameroon (1690 km), and has a coastline of at least 853 km. Nigeria lies between latitudes 4° and 14°N, and longitudes 2° and 15°E.

3.2 Population

The population for the study comprised all the 36-states of Nigeria including FCT, Abuja who are the beneficiary states of the various unemployment initiative programmes in Nigeria.

3.3 Sample

Six (6) states were used representing the six Geo-political zones including FCT, Abuja which are the beneficiary states of the various employment initiative programmes in Nigeria.

Table 1: Six (6) States in Nigeria

	Population		Population		Population
(1) Lagos	7,937,932	(4) Port Harcourt	1,320,214	(7) Enugu	722,664
(2) Kano	3,848,885	(5) Maiduguri	1,044,497		
(3) Ibadan	3,078,400	(6) FCT	1,405,201		

3.4 Instrument for Data Collection

A structured questionnaire was employed as the survey instrument for data collection. The questionnaire items were generated to address each of the research questions taking into consideration the literatures reviews.

3.5 Validation of the Instrument

Face validation of the instrument was carried out by nine (9) experts in the Industrial Technology Education Department of the Federal University of Technology, Minna, Niger State, Nigeria and nine (9) Youth Empowerment Scheme officials in Nigeria.

3.6 Reliability of the Instrument

The reliability of the instrument was established using the Cronbach Alpha formula. Pilot testing of the instrument was carried out in Kano State with 4 Youth Empowerment Scheme officials and 27 beneficiaries. This forms 60% of the total respondents. The result of the reliability coefficient ranged from 0.94 to 0.99 while the final reliability coefficient was 0.88.

3.7 Method of Data Collection

The questionnaire was administered by the researchers with four research assistants.

3.8 Method of Data Analysis

The data obtained for the study was analysed using mean, standard deviation, percentages and t-test statistics.

3.9 Research Question 1

What are the factors responsible for the failure of the past unemployment initiative programmes in Nigeria?

Table 2: Respondent's Means and Standard Deviation on the Administrative Practices of the Scheme

S/N	Statement		SD	Remark
1	Adequate number of youth empowerment scheme officials that cover a very wide range of locations are available	1.17	0.38	Agreed
2	Officials of the Scheme are provided with enough vehicles to perform their official duties	2.35	1.33	Disagreed
3	There is regular supervision of the beneficiaries by the youth empowerment scheme officials	2.18	1.20	Disagreed
4	Youth empowerment scheme staff are provided with incentives for performing their duties	2.40	0.91	Disagreed
5	Beneficiaries are not recruited into the program based on merit.	2.31	1.01	Agreed
6	Youth empowerment scheme policy does not give room for the training and training of the beneficiaries.	2.40	0.91	Agreed
7	Immediately loans are not settled by the beneficiaries, such are recycled to other graduates.	2.17	1.01	Agreed
8	Youth empowerment scheme does not always make prompt disbursement of loans to the beneficiaries.	2.30	0.99	Disagreed
9	Stringent actions are taken by the Scheme when beneficiaries default.	3.71	0.89	Disagreed
10	Youth empowerment scheme policy require a guarantor to prevent the beneficiaries from absconding	1.39	0.69	Agreed
11	Avoidance of late disbursement of loans tools and equipment by the youth empowerment scheme.	1.87	0.83	Disagreed
12	Beneficiaries are not given adequate skills training of the various programme before graduating.	1.45	0.89	Agreed

A greater number of respondents disagreed to the statement that the scheme tries as much as possible to forestall cases of absconding and at the same time ensure recycling of the loans recovered to other graduates without waste of time. Beneficiaries are also not recruited based on merit as shown in item 5 with mean score of 2.31. Hence, this established that the administrative practices of the scheme have not been perfect and effective to certain extent.

3.10 Research Question 2

What are the appropriate strategies used for sustaining the programme?

Table 3: Respondent's Means and Standard Deviation on the Appropriate Strategies Used for Sustaining the Programme

S/N	Statement		SD	Remark
13	Government finances the basic tools kits needed by the beneficiaries.	4.31	0.99	Agreed
14	Banks are involved in giving financial assistance to the scheme	2.13	1.16	Disagreed
15	Banks have been assisting the graduates to set-up their own ventures/industries through safe.	1.17	0.32	Disagreed
16	ITF are involved in rendering technical assistance to the beneficiaries of youth empowerment scheme.	2.41	1.20	Disagreed
17	NACRDB is involved in giving soft loans to the graduates	2.40	0.91	Disagreed
18	Philanthropist/philanthropies organizations are involved in providing financial resources to the Scheme.	2.37	1.01	Disagreed
19	Government provides cash award and additional soft loan with a year of moratorium to the successful beneficiaries.	2.30	0.89	Disagreed
20	Youth empowerment scheme has been obtaining loans from international organizations to run GEP.	1.39	0.69	Disagreed
21	International organizations help in supplying tools and materials to the beneficiaries.	2.13	1.23	Disagreed
22	Free land spaces allocations are given to the beneficiaries by the immediate community.	2.36	0.71	Disagreed
23	Many graduate beneficiaries got free training through the community organizations	2.22	1.21	Disagreed

The mean ratings of the responses of the youth empowerment scheme officials and the beneficiaries range from 1.45 to 3.86. All the items except number 17 ranked below the cut-off point. This is an indication that the respondents were in disagreement with the assertion that the philanthropist/philanthropic organization and government agencies do play an active role in the implementation of the program.

3.11 Research Question 3

In what ways have financial, material and technical skills assistance to the participants helped to improve the program?

Table 4: Mean and Standard Deviation of the Financial, Material and Technical Assistance Given to the Participants of the Program

S/N	Statement		SD	Remark
24	Youth empowerment scheme undertakes projects such as workshops or incubation centre for the beneficiaries.	2.41	1.31	Disagreed building of
25	Youth empowerment scheme supplies enough tools, other materials needed for the take-off by the beneficiaries.	2.12	1.14	Disagreed machines and
26	Technical assistance is given regularly by the Youth empowerment scheme management to the beneficiaries (orientation course, seminars, workshops etc).	2.30	1.11	Disagreed empowerment
27	Chargeable fees for the workshop/seminars organized by the management are settled by individual participating beneficiaries.	2.28	1.32	Disagreed
28	Workshop/seminars are organized by the management free of charge for the fresh beneficiaries.	4.73	0.64	Agreed
29	Entrepreneurship development programs are regularly organized for the beneficiaries.	2.41	1.30	Disagreed
30	Government adequately finances the procurement of tools and	1.39	0.69	Disagreed

	materials to the beneficiaries			
31	Periodic consulting services are rendered to the beneficiaries by the government experts/ specialists.	2.13	0.36	Disagreed
32	Oversees the scholarship training programs for the beneficiaries are usually embarked upon by the Directorate.	2.37	0.98	Disagreed

The table presented above shows mean ratings from 1.39 to 4.73. Items 28 ranked above the cut-off point while others fell below. This implies that the respondents were not in agreement to the assertion that there was adequate or enough financial, material or technical assistance given to the beneficiaries which might contribute to the employment of the program.

3.12 Hypothesis 1

H₀₁: There is no significant difference in the mean responses of the youth empowerment scheme officials and the beneficiaries of Graduate Employment Program as regards the administrative practices of the Scheme relative to its successful implementation.

Table 5: t-test Comparison of Mean Responses of the Beneficiaries and the Youth Empowerment Scheme Officials as Regards the Administrative Practices of the Scheme

S/N					T-cal
1	3.80	3.46	1.56	1.16	0.85
2	3.26	2.80	0.76	1.55	0.93
3	3.42	3.00	1.04	0.94	1.32
4	2.00	2.93	1.16	1.35	2.08
5	3.82	3.60	1.32	1.43	0.46
6	4.14	4.10	1.07	0.99	0.12
7	3.60	3.80	1.43	1.09	0.53
8	2.99	3.40	1.27	1.43	0.87
9	3.70	3.20	1.16	1.23	1.23
10	4.27	5.00	1.28	0.00	5.23
11	2.47	3.50	1.47	1.91	1.66
12	4.80	4.62	0.142	1.03	0.55

*S – Significance DF=92 n₁ = 84 n₂ = 10

Table 5 shows the opinion of the respondents (beneficiaries and the scheme official(s) on the administrative practices of the Scheme. It can be seen that t-calculated values of ten items (i.e. 1,2,3,5,6,7,8,9,11, and 12) were less than the table values while the others were above. Therefore, the null hypothesis was upheld for each of the items while the null hypothesis was rejected for the remaining two items. Consequently, it can be categorically stated that the opinions of the respondents did not differ on the ten items but differ in others.

3.13 Hypothesis 2

H₀₂: There is no significant difference in the mean responses of the youth empowerment scheme officials and the beneficiaries of GEP in relation to the ways financial, material and technical aids could help improving the program.

Table 6: t-test Comparison of Means Responses on Financial, Material and Financial Aids Given to the Beneficiaries

S/N					T-cal
17	2.40	2.29	1.43.	1.23	0.26
18	4.54	4.20	0.50	0.42	0.81
19	3.45	2.82	1.16	1.55	1.28
20	1.42	1.40	0.71	0.52	0.1
21	4.63	4.00	0.81	1.16	1.66
22	3.14	2.60	0.58	1.43	1.17
23	4.20	4.60	1.29	0.52	1.81
24	2.20	2.08	1.25	1.17	0.31
25	1.13	1.20	0.34	0.42	0.5

*S – Significant, DF = 92, N₁ = 34, N₂ = 10,

Table 6 shows the opinions regarding the financial, material and technical assistance to the beneficiaries. The opinion of the respondents did not differ on all the items. As a result, the null hypothesis is accepted since the t-values were all less than the table values. Based on this, the null hypothesis is thereby upheld.

There is no significant difference in the mean responses of the youth empowerment scheme officials and the beneficiaries of GEP in relation to the ways financial, material and technical aids could help in improving the program.

3.14 Findings of the Study

1. All the beneficiaries are found to be graduates of tertiary institutions; OND holder had the highest percentage of 36.9%, while M.Sc/M.Ed recorded the lowest, which was 6%.
2. Most of the small-scale ventures are concentrated in the state local government headquarters, negligible percentage in the rural areas.
3. The loans of beneficiaries are neither sufficient nor being disbursed in time.
4. Not every graduate who attends the youth empowerment schemes' entrepreneurship training is given the opportunity as a beneficiary due to shortage.
5. Most of the beneficiaries were not selected on merit due to one factor or the other.

3.15 Discussion

The findings of this study are substantiated in part by the findings from several previous studies and on the other part by some theoretical framework of scholars with precedence to the research questions and hypothesis for the study.

One thing is to recruit; another thing is to make follow-up evaluation after disbursing the loan. It was revealed that regular evaluations of the beneficiaries were not carried out. This rubs them the opportunity to know when they do well and where they are lacking in terms of operation, product and management. It was deduced that there had been evaluation and supervision of the beneficiaries but not on a regular basis. This could be attributed to lack of enough vehicles for the officials to go around visiting the beneficiaries. This problem also affects the loan recovery exercise of the Scheme. Consequently, these findings differ from the advice of Mcomish and Perera (2011) that reinstated that beneficiaries should be given time adequate monitoring in order to ensure their progress on the venture and at the same time keep them on their toes for quick repayment.

Despite the fact that about thirteen areas have been identified, there are still areas that have not been discovered or exploited. This could be due to the location or available raw materials within the state or to no graduates being available at all in those areas.

However, citing an industry or any venture is best determined by factors such as raw materials accessibility, facilities etc.

A t-test for significance was used to test the first hypothesis on administrative practices of the Scheme. In Table 5 10 items were smaller and 2 items bigger than the critical t-value of 1.98. Therefore, the null hypothesis was upheld for ten items while it was rejected for the remaining two items. Where there are significant differences in responses this might be a result of individual perception as beneficiaries or as an official with respect to these items. Hence, the result is an indication that the administrative practices of the scheme is devoid of serious loopholes and the organisation set-up was noticed to have performed to a very reasonable degree.

3.16 Implication of the Study

The implication of this study can be seen from different perspectives. The implication becomes overt that if proper steps are taken, more areas of small-scale ventures can be introduced as a way of engaging more graduate youths in viable self-employment. Presently the areas covered by the scheme still leave more room for expansion and concerted effort must be made to cover the spaces. This study will instil in the youth empowerment scheme management and intending beneficiaries an awareness of the available trades that have not been trapped.

4 Conclusion

On the basis of the findings, it can be deduced that the administrative practices of the youth empowerment schemes are superb and outstanding enough for full accomplishment of the objectives of the program. What they need is enough budgetary allocation from the government, adequate tools, machines, equipment and materials for the beneficiaries of the program. The results also indicated that no bilateral relationship between the youth empowerment scheme and any philanthropists, local or international organisations, if such exists, would have alleviated the problems faced by the scheme in terms of logistics and materials resources.

Evidence from the study also revealed that the majority of the beneficiaries are concentrated in urban areas. This however negates the government's desire to transform the rural areas into habitable places as a way to check rural-urban migration. This trend can be prevented by providing electricity in rural areas. It is also discovered that there are opportunities for expansion and improvement on the scheme. Hence, the government, the youth empowerment scheme management, the beneficiaries and even the public have a role to play so as to ensure that the unemployment of graduates plaguing the country becomes a thing of the past.

4.1 Recommendation

The following recommendations are made based on the findings of the study

1. Since the government plans to eradicate unemployment problems among the graduate youths, more funds should be provided to the scheme and at the same time, the scheme should try to explore and include more trades among the already existing ones to enable more graduates diversify their interest.
2. Capital is the bedrock of any successful program; hence adequate funds should be made available for the procurement of equipment, tools, materials, and other facilities for the beneficiaries for their use in various industries/ventures.

Efforts should be made by the scheme to solicit for assistance from philanthropists, local and international organizations. Examples for such organizations are; UNESCO, UNDP, World Bank, etc.

The Directorate should arrange for experts/specialist on different disciplines for regular consultancy packages for the beneficiaries. If this is done, the beneficiaries will be acquitted with the knowledge of resource management which would help them to reduce wastage and at the same time improve their output for profit maximization.

The Government should put strategies for selecting beneficiaries best on merit and distribute/spread to the unprivileged ones.

References

Abdullahi, S.M. (2011). Entrepreneurship Skills Needed by TVET Students for Effective Learning in Technical Colleges of Northern Nigeria. *Journal of Science, Technology, Mathematics and Education (JOSTMED)*. Federal University of Technology, Minna. 7(2). 140-148.

Awotunde, D.O (2000) Technical and Vocational Education for National Development: The Nigeria Experiences. Lead paper presented at the National Conference, University of Ibadan, on Science 13th August, 2000, Ibadan.

FGN (2012) National Economic Empowerment and Development Strategy (NEEDS) Abuja National Planning Commission

Kapp, J. F. (2010) .Education and Skills Training to Improve Employability of Young People. <http://www.ilo.org/> Retrieved 7/02/2012.

Mcomish, E. & Perera, M. (2011). Section for Technical and Vocational Education, UNESCO. <http://www.divainternational.ch/spip.php?article33> Retrieved 7/9/11.

Ministry of Youth Development (2012).The Nigerian Youth and their Status in the Economics Development of the Country. Abuja. Annual Report of the Ministry, 2012 Review.

National Bureau of Statistics – NBS (2011). Annual Statistical Review of Nigerian Economy. Abuja. pp. 1-28.

National Population Commission – NPC (2012). Annual Bulletin from population census: National Population Commission. Abuja.

Olaitan, S.O.; Ali, A.; Onyemachi, E.O. & Nwachukwu, K.G (2000). Research skills in education and social services. Owerri: Cape Publishers international Ltd.

Youth Empower Scheme/Niger State – YES/NGS (2007). Review on the Youth Development, Experiences, and Interventions Programme. Minna, Niger State: NSG publications.