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Editorial

The decision to float this journal was borne out of concern for quality scholarly writings in the areas of social psychology and applied psychological principles in education and in other areas. Apart from providing an outlet for publication of research findings, this journal offers opportunities for professionals and students to disseminate their views or positions on topical issues and emerging theories within the scope of the journal. In this regard, the journal welcomes articles from a diverse area of community life, clinical and developmental psychology, sociology and anthropology, religion and other humanities.

Policy

The IJAPHP aims at dissemination information on standard research and scholarship. Theories, articles (theoretical, empirical) are welcome from international communities. The Editorial Board is strongly committed to publishing contributions from all the regions of the world to make it truly international in nature and in content.

Instructions to Authors

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Prospective authors should send articles through electronic mail using (a) MS Word generated 12 point font by attachment to: ijaphp2000@yahoo.com. Specifications for hard copy submission:

- A maximum of 15 pages A4 size paper including tables, figures and references.
 - Authors must adhere strictly to the 5th edition of APA Format.
 - Submitted articles should not have been published or submitted to any journal. To this end prospective authors are requested to make a declaration.
 - The paper submitted must go through a blind review process and this may last for two months. Authors will be contacted of the outcome.
 - Authors should note that articles that are not accepted for publication would not be sent back.
- Publication fees \$150/£100.

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YOUTH EMPOWERMENT FOR PRODUCTIVITY: CAN APPRENTICESHIP SCHEMES TURN THEM AROUND?

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Abstract

Absence of acquisition of vocational skills on the part of the youths has been considered the bane of the economy of many African societies, particularly Nigeria. The National Directorate of Employment (NDE) schemes were the intervention strategies introduced by the government in its frantic effort to find a lasting solution to youth unemployment. In the light of the above, the study looked at the NDE schemes as a source of provider of employment through youth empowerment schemes in Oyo State, Nigeria. The descriptive research design of the ex-post-facto type was adopted for the study. The population for the study comprised all the youths who have benefited from the vocational skill acquisition and small scale enterprise schemes of the NDE in Oyo State, Nigeria. Random sampling technique was used to select 450 youths who benefited from the vocational skill acquisition scheme and the small scale enterprise schemes of the NDE. The instrument used was a questionnaire tagged "Skill Acquisition and Youth Empowerment Questionnaire" (SAYEQ) with four sub-sections. Two hypotheses were tested at 0.05 level of significance and the finding showed that there is significant impact of NDE vocational skill acquisition training scheme on youth empowerment ($F_{(1,398)} = 46.769$; $P < .05$); there is significant impact of NDE small scale enterprises scheme on youth empowerment ($F_{(1,398)} = 99.284$; $P < .05$). It is recommended that industrial social worker should sensitise the government as to how best they can use these programmes (VSS and SSE) as agents of change in the life, socialisation and economic empowerment of youths within their communities and the nation at large.

Key Words: *National Directorate of Employment, Apprenticeship, Productivity, Labour, Economy*

Introduction

Youths represent the future and hope of every country. The high returns on resources invested in youths today have both immediate and long term benefits. So, where youths are found, youth programmes play an important role in building life skills of such individual young people, strengthening families and communities, and working towards sustainable development, there-by becoming a major contributor to the overall progress of a country (Bello, Danjuma and Adamu, 2007).

According to World Bank (2006), the term "youth" in general refers to those who are between the ages of 15 - 25. As enshrined in the constitution of Nigeria, it is expected that when a child attained the ages of 18, he/she must have acquired a skill that will make sure such a person become productive to himself and the society (NPE, 2004), which by implication can fend for himself with minimum supervision from elders. For the purpose of the execution of the National Youth Development Policy, youth is defined as all young persons of ages 18 – 35 who are citizens of the Federal republic of Nigeria. From the foregoing, it can be deduced that youth is the period from around puberty to early adulthood. This category represents the most active, the most volatile, and yet the most vulnerable segment of the population, socially, economically, emotionally, and in other respects. Onyekpe (2007), highlighted the characteristics of youth which influence their activism to include their search for avenues to direct energies, ways to be productive, receptiveness to new ideas, optimism for future, boundless spirit, eagerness to learn, dynamism and youthfulness. If these energies are not properly harnessed through productive employment, they may be invested in the wrong direction as in the case of the Niger Delta of Nigeria where they are involved in crime and violence.

Unemployment has been categorized as one of the serious impediments to social progress. Apart from representing a colossal waste of a country's manpower resources, it generates welfare loss in terms of lower output thereby leading to a lower income and well-being (Akinboyo, 1987; Raheem, 1993). Unemployment is a very serious issue in Africa (Vandemoortele, 1991; Rama, 1998) and particularly in Nigeria (Oladeji 1994; Umo, 1996). Youth unemployment is a difficult social problem with serious implications on the citizen, family and society at

large. In many third world countries, it is the root of myriads of societal ills plaguing these nations. In Nigeria, nearly half of the entire working class population is either unemployed or under employed (Akinwumi, 2009). He added that the tension in the Niger-Delta due to restiveness of the youths, militancy and hostage taking, series of kidnapping cases, heightened crime rate, political thuggery and violence, advance fee fraud, cyber crime, commercial sex work and merchants of fake drugs are few of the numerous illegal means employed by the youths to earn a living when not properly employed. The rising trend of youth unemployment as observed by many analyst, have contributed significantly to the rising wave and sophistication of crime in the country and concluded that the only way out of the problem is to empower the youth to be self-employed (Albert, 2000).

The lack of acquisition of vocational skills on the part of the youths has been considered the bane of the economy of many African societies, particularly Nigeria. Vocational skill acquisition is geared towards the production of a man who can effectively work with his head and hands. Vocational skill acquisition will ensure the youths are adequately equipped in terms of technology which will lead to a generation of people who can think for themselves rather than relying on the government for employment, become self-employed (Uwaifo, 2009). He concluded that when the youths are empowered through skill acquisition, social vices such as armed robbery, political thuggery and so on. will be reduced since their energy are being channel to useful ventures.

Advocates of vocational skill acquisition such as Barlow (2000) see it as an entirely unique process of empowerment that allows a large proportion of young people who are bored or frustrated to apply learning to practice. He concluded that instead of developing docile employee, vocational skill acquisition gives young people the required skills that are not limited to a particular employee. Apart from empowering the youths, it also allow them to sell their skill to the highest bidder and escape dependency on specific employer. Ozlem (2001) in a study in Istanbul stated that being trained as an apprentice by a master craft man is perceived as an opportunity for the youth to have a life guarantee. To have skill is highly valued and this is refer to as the "Golden Ring" by the parents, for such youth are not only self-employed but can also cater for the needs of their parents and they are seen as asset to the government and their country as a whole.

According to Ajibosho (2010), vocational training holds the key to unlocking the potential in youths and one of the best ways to empower them. He stated that the vocational knowledge can never be a waste *because of its multiple effects in eradicating poverty, empowerment, jobs creation, and making the youth employer of labour.* In essence, it empowers the youth for life. Skill training for youth is a worthwhile social investment because graduate of the scheme becomes self reliant and employer of labour thereby reducing the burden of unemployment and poverty among the youths. Fluitman (2002), found that there is a strong link between skill acquisition training, poverty reduction, empowerment, increase growth in the economy and innovation. High rate of youth unemployment have social implications for the society as those with no *hope for the future may resort to criminal activities such as kidnapping for ransom, robbery and other illegal activities* (Dike, 2006). According to Lewis (2004), empowering the youth through vocational skills would enhance their productivity and accelerate national development. He added that it is the responsibility of the government to promote skill acquisition and provide resources to the rapidly growing youth population so that they can realize their full potential. Oni (2006), argued that skill acquisition is the best strategy in addressing the rising youth unemployment in Nigeria, this is because, it adopts practical approach in solving the problem by providing individual the skill needed to become productive citizens of the country. Victoria (2010) in her submission stated that skill acquisition empowers the youth to be self-employed and create employment and wealth opportunities for others.

On the other hand, Lee (2006), found that small scale enterprise(SSE) accounted for a large part of the national employment and income in Korea. The government has encouraged SSE to address the growing number of unemployment particularly among the youths. He concluded that to a large extent SSE has been very successful in reducing unemployment and also provide an avenue for the youth to contribute to the economy through the goods and services they provide. In India, Subrahmanya (2005) and Gu,1999 in China found that small scale enterprises occupy a place of strategic importance in India and China economies through the SSE contributions to employment, production and exports. They confirm that SSE has been a successful intervention strategy in youth empowerment, poverty reduction and wealth creation because it combines the strategy of poverty alleviation and industrialization into a unique package that is beneficial not only to the youths but to the country

at large. Therefore, SSE is seen as a tool for national development and personal growth. It provides employment for it teeming youth population, provide source of livelihood for them and accounted for one of the major reason for low crime rate.

Tenibiaje & Adegrooye (2009); Onuorah (2010), stated that small scale enterprise has long been recognized as a major source of employment and income particularly for youths in many developing countries, Nigeria inclusive, by empowering them because of its multiple effect in the provision of jobs and expand economic growth of countries. they added that new jobs come into being in small scale enterprise in two different ways, through the net creation of new business and expansion of existing enterprise. Owualah(1999), from the analysis of survey data collected from a stratified sample of loan beneficiaries of the Small scale enterprise and graduate employment programme of the NDE found that promoting entrepreneurship consciously among youth is an effective way of tackling unemployment and empowering them.

The need to avert the negative effects of youth unemployment led to the setting up of a committee in Nigeria. The Chukwuma led committee gave birth to the National Directorate of Employment in November, 1986 and was formally launched on the 30th of January, 1987. The directorate is an autonomous body set up to work and implement strategies aimed at solving the problem of mass unemployment in the country. As an institutional mechanism to address unemployment, the National Directorate of Employment (NDE) has many programmes designed towards job creation, reducing unemployment among the youths especially in the areas of entrepreneurship training and vocational skill acquisition for artisans (Omoruyi & Osunde, 2001).

National Directorate was established by the *National Directorate of Employment Act 1989*. The objectives of the Directorate according to section 2 are, that they must:

- a. design and implement programmes to combat mass unemployment;
- b. articulate policies aimed at developing work programmes with labour intensive potential;
- c. obtain and maintain a data bank on employment and vacancies in the country with a view to acting as a clearing house to link job seekers with vacancies in collaboration with other government agencies;

- d. implement any other policy as may be laid down, from time to time, by the Board.

Therefore, the National Directorate of Employment (NDE) was set up as an employment agency with four practical programmes articulated nationwide, each operating as a separate department. Based on the realization of the fact that majority of the unemployed are youths without skills, three of the schemes are connected with skill acquisition. These are: the National Open Apprenticeship Scheme (NOAS), the Waste to Wealth Scheme and the School on Wheels. Two sub-set programmes, with particular impact on youth under the NOAS - Vocational Skills Development(VSD) and Small Scale Enterprises(SSE) - are the focus in this paper.

Vocational Skills Acquisition programme: This program is carried out by the NDE's Vocational Skills Development Department and targets unemployed school leavers (non-graduates). Such school leavers are attached to master craftsmen and women for periods long enough for the apprentice to acquire necessary skills. In the rural areas, where master craftsmen and women are inadequate or non-existent, well equipped mobile workshops (schools on wheels) are deployed to train unemployed persons who have no resources to come to town in order to access this program. Table 1 below shows the total number of participants under VSD in five years (2005 – 2009) in Oyo State.

Table: 1:
Distribution of NDE Vocational Skill Acquisition in Oyo State
2005 -2009

	Year Trade	2005	2006	2007	2008	2009	TOTAL
1	Auto mechanic	NA	20	13	NA	96	129
2	Electrical Installation	NA	41	6	10	89	146
3	Refrigerator & AC Repairs	NA	NA	2	30	20	52
4	Furniture	NA	NA	6	18	78	102
5	Radio &T.V Repair	NA	NA	5	8	12	25
6	Panel Beating	20	14	1	NA	5	40
7	Plumbing	NA	NA	1	1	8	10
8	Shoe Works	20	27	2	4	29	82
9	G.S.M Repair	59	NA	3	21	37	120
10	Catering	26	177	5	54	61	323
11	Barbing	NA	NA	NA	21	3	24
12	Art & Sign Writing	8	NA	NA	NA	NA	8
13	Spraying	10	NA	NA	NA	NA	10
14	Welding	9	12	NA	15	18	54
15	Hair Dressing	198	NA	3	20	27	248
16	Computer Training	174	NA	7	50	25	256
17	Knitting	5	NA	NA	NA	NA	5
18	Printing	NA	7	26	36	30	99
19	Generator Repair	NA	NA	7	NA	20	27
20	Architectural Design	NA	NA	NA	2	9	11
21	Photography/Video	130	NA	NA	NA	5	135
22	Fashion Designing	290	226	21	79	63	679
	TOTAL	949	524	108	369	635	2585

Source: NDE, Oyo State Office, 2009

Note:

NA: Not Available

Small Scale Enterprises Programme: The Small Scale Enterprises Programmes is implemented by the Small Scale Enterprises Department and focuses on unemployed graduates of tertiary institutions. The target

groups are exposed to entrepreneurship development programmes on how to set up their own business. They are also sent on internship to offices to acquire practical experience and after a successful completion of their course, NDE assists them in obtaining loans from the Nigerian Agricultural, Co-operative and Rural Development Bank (NACRDB) in order to set up their business. The small scale enterprises programme has four departments, namely: Entrepreneurship Development Programme, Start your own business, Basic Business Training and Women Empowerment Branch. Table 2 below shows the distribution of patronage under SSE over five years in Oyo State.

Table 2:

Distribution of NDE Small Scale Enterprises in Oyo State (2005 – 2009)

	<i>YEAR</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>	<i>TOTAL</i>
	<i>TRADE</i>						
1	<i>EDP Graduate(For Corpers)</i>	2109	3345	4175	4389	4674	18, 692
2	<i>SYOB Graduate Trainees</i>	207	NA	150	50	163	570
3	<i>BBT Artisans</i>	198	NA	NA	67	NA	265
4	<i>WEB Trainees</i>	50	NA	NA	160	237	447
	TOTAL	2564	3345	4325	4666	5074	19, 974

Source: NDE Office, Ibadan, 2009.

Note:

EDP: Entrepreneurship Development Programme.

SYOB: Start your own business.

BBT: Basic Business Training.

WEB: Women Empowerment Branch.

NA: Not Available.

During the five years under review the Entrepreneurship Development Programme(EDP) for graduates recorded the highest number of beneficiaries of 18,692 representing 93.58%. The number of participants is high because the training was carried out for youth coppers during their orientation programme in order to sensitize and stimulate business

initiatives of graduates of tertiary institutions and inculcate the spirit of entrepreneurship, creativity and self-reliance in them. Start Your Own Business (SYOB) recorded a total number of 570 participants representing 2.85%. This is closely followed by the Women Empowerment Branch (WEB) with 447 participants representing 2.23% while the training for the artisans (BBT) was the lowest with 265 representing 1.33%.

In both programmes under discuss, the NDE gives out resettlement materials or equipment to graduate of the National Open Apprenticeship Scheme (NOAS) to enable them set up their own micro enterprises in their areas of training while the artisan under the small scale enterprises are provided with loan through the Nigeria Agricultural Cooperative and Rural Bank. This is implemented by the directorate to test the efficacy of the training packages given to the unemployed youths who hitherto lacked marketable skills to be self employed and be their own boss. Furthermore, it is to empower them to practice what they have been taught. In addition, it serves as a model to the thousands of unemployed youths who are still roaming the streets of capitals cities in Nigeria looking for nonexistent white collar jobs. During the period of training, the youths are paid two thousand Naira monthly as stipend for transportation while trainers are paid one thousand Naira per participant except for computer training where they received two thousand five hundred to provide for the wear and tear of the machine. Although, no terminal examination is conducted for measuring the level of acquisition of skill, trainees carried out practical to ensure they have master the skill. At the completion of the training programme, participants are awarded certificates in their various area of vocation. The beneficiary are given six months moratorium after which they would start paying the loan used in procuring the equipment expected to be fully paid in four years.

Statement of the Problem

During the colonial era in Nigeria, the educational policy was geared towards meeting the needs of the colonial administration. In the post-independence period, the national policy on education changed and the emphasis was put as "Education for paid employment" rather than "Education for self-employment." For a long time also, there was utter neglect of small enterprises and vocational education in the industrialization policy. The combination of these above scenarios have no doubt contributed to the problem of massive unemployment and poverty now facing the nation and its negative consequences of social

vices among other negativities (Akintoye,2008). Now that the educational system is growing faster than the number of available jobs and the economy cannot cope at the same pace, unemployment has reached an embarrassing level and the loss of employment opportunity for the youth has lead to frustration, insecurity and uncertainty about the future. There is danger of having a pool of unemployed able youths because they pose a serious threat to social security and stability of the country due to idleness (Ijaiya, 2007). It has become necessary for drastic policy decisions to be taken in regards to youth empowerment for self-employments.

The National Directorate of Employment skill acquisition schemes were the intervention strategies by the government in its frantic effort to find a lasting solution to youth unemployment in the country. In the light of the above lapses there is a need to conduct a study to evaluate the NDE (a parastatals of the Government) as a source of provider of employment through youth empowerment schemes in Oyo State, Nigeria. The following hypotheses were tested:

1. There is no significant impact of NDE vocational skill acquisition scheme on youth empowerment.
2. There is no significant impact of NDE small scale enterprise scheme on youth empowerment.

Methodology

The descriptive research design of the ex-post-facto type was adopted for the study. The population for the study comprised all the youths who have benefited from the vocational skill acquisition and small scale enterprise schemes of the National Directorate of Employment in Oyo State, Nigeria. Random sampling technique was used to select 225 participants from all the trades that make-up the Vocational Skill Acquisition Scheme and 225 from the four sections under the Small Scale Scheme of the National Directorate of Employment in Ibadan, totalling 450 respondents. The instrument used for the research was the questionnaire tagged "Skill Acquisition and Youth Empowerment Questionnaire" (SAYEQ). It was a four-point rating scale of Strongly Agreed (SA), Agreed (A), Strongly Disagreed (SD) and Disagreed (D), with the corresponding values of 4, 3, 2, 1 respectively. The structured questionnaire was made up of four sections: A – D.

Section A – Demographic Variables. This consisted of items measuring demographic characteristics of the respondents: age, sex, and educational level.

Section B – Measure of Vocational Skill Acquisition. This consisted of ten self constructed items that measures vocational skill acquisition. This was validated and yielded cronbach co-efficient of 0.76.

Section C – Measure of Small Scale Enterprise. This consisted of ten items that were self constructed. The measurement of small scale enterprises was validated and yielded cronbach co-efficient of 0.85

Section D – Measure of Youth Empowerment. This was made up of ten items adapted from “Employee Empowerment Scale” developed by Marlet Tromp (2007). The adapted scale was re-validated and yielded cronbach co-efficient of 0.82.

Procedure for Data Analysis

A total of 450 questionnaires were administered, out of which 400 copies that were properly filled were used for analysis. Frequency counts and mean were used to analyse the demographic section while analysis of variance was used to establish the relationship between the schemes and youth empowerment.

Result and Discussion

Of the 400 respondents data analysed, 346 were male while 54 were females, with a mean age of 28.8 years. 195 respondents (48.75%) had tertiary education qualifications, 172 (43%) had secondary certificates and only 33(8.25%) had primary education. The implication of this data is that most respondents (91.75%) are well read without having the white collar job employments and they fall within the range of the definition of a youth.

Ho.1. There is no significant impact of NDE vocational skill acquisition scheme (VSS) on youth empowerment. This was tested and analysed below.

Table 3: Analysis showing the Impact of vocational skill acquisition schemes on youth empowerment

	Sum of Square	Df	Mean Square	F	Sig.
Regression	7570.603	1	7570.603	46.769	.000
Residual	64424.757	398	161.871		
Total	71995.360	399			

Variables	F- Ratio	R	R ²	Adj. R ²	B	t	P
Vocational Skill Schemes	46.769	.324	.105	.103	.324	6.839	.000

It was shown in table 3 above that there is significant impact of NDE vocational skill acquisition training scheme on youth empowerment ($F_{(1,398)} = 46.769$; $R = .324$, $R^2 = .105$, $Adj. R^2 = 0.103$; $P < .05$). About 11% of the variation was accounted for by VSS while the remaining 89% was not due to chance.

The result is supported by the finding of Obidi (1999) and Uwaifo (2009) that there was a significant relationship between vocational training schemes and youth empowerment. The finding showed that the introduction of skill acquisition to Nigerian Youths had been beneficial to the youths who become self-employed thereby contributing their quota to the development and sustenance of the economy.

Ho.2. There is no significant impact of NDE small scale enterprise (SSE) scheme on youth empowerment. This was tested and analysed below.

Table 4: Showing the impact of NDE small scale enterprises scheme on youth empowerment

	Sum of Square	Df	Mean Square	F	Sig.
Regression	14374.111	1	14374.111	99.284	.000
Residual	57621.249	398	144.777		
Total	71995.360	399			

Variables	F- Ratio	R	R ²	Adj. R ²	B	t	P
Small Scale Enterprises	99.284	.447	.200	.198	.447	9.964	.000

Table 4 above showed that there is a significant impact of NDE small scale enterprises scheme on youth empowerment ($F_{(1,398)} = 99.284$;

$R = .447$, $R^2 = .200$, $\text{Adj. } R^2 = 0.198$; $P, <.05$). About 20% of the variation was accounted for by (SSE) while the remaining 80% was not due to chance.

The above result is supported by the finding of Fazoranti, Akinrinola & Ajibefun (2006); Cook & Nisxon (2000) that micro and small scale enterprises plays a dynamic role in the industrial growth and development of the nation through the creation of employment for the increasing number of youths and the small businesses are veritable tools for empowering youth through entrepreneurship.

Discussions and Implications

The results of the two hypotheses indicated that there were significant impacts of vocational skill acquisition and small scale enterprises schemes on youth empowerment. The result showed that skill acquisition training is strategic in any meaningful attempt to develop a country's human resources in the ways necessary for the management and development of a nation's economy. Vocational training and small scale enterprises schemes equip youths with skills and abilities which enhance their been self-employed and be more productive in the provision of goods and services within the economy. The finding showed that a proper youth empowerment framework policy effectively engage the youth "mind, soul and body" thereby distracting attention from issues which usually results in youth restiveness. The two programmes provide excellent opportunities for the youth to be self reliant and also contribute their own quota to the economy through the goods and services they provide in their various chosen vocations. Vocational skill acquisition and small scale enterprises schemes assist in youth development capabilities which enhances their overcoming psychological and intellectual obstacles created by unemployment and also project them into self-determination, self sufficiency and appropriate decision making abilities. It was established that fighting unemployment through other crash programmes is not exactly the same thing as youth empowerment programmes. While crash programmes may solve unemployment problems temporarily, it does not lay a solid foundation for entrepreneurship development and skill acquisition. Therefore, more efforts should be made to identify, select and train youths with potential entrepreneurial traits.

The empowerment of youths in entrepreneurship skills via SSE and SSE will greatly reduce youth unemployment, shape their life and improve the nation's economy. This is achievable because

entrepreneurship training enable the youths to be acquainted with business atmosphere thereby helping them to start a business of their own and re-channeling their boisterous energies to more productive business adventures rather than crimes and cultism (Aina, 2010; Ojo, 1999). Furthermore, the programmes under discussion gives the young people the required skills that enables them to be self reliant instead of roaming the streets in search of non existing white collar jobs thereby escaping dependency on parents and the dependency trauma.

Stemming from the research industrial social workers should help in promoting entrepreneurship, through VSS and SSE which encourages youth employment and reduces the risk of conflict which is often rooted in social marginalisation and frustration of the marginalized. Furthermore, the benefits of youth entrepreneurship programmes under discussion broadens the revenue base of the nation, reduces public expenditure on welfare benefits and law enforcement due to low crime rate, ensuring cooperative and constructive behaviour patterns among the youths and guarantees a better and safer future for them. This policy implication is in line with the view of Higgins (2001).

Since the development of the youths is inevitable, the provision of required manpower and the development of the society, industrial social workers should organise enlightenments programmes within the community so as to encourage the participation of youth in NDE vocational skill acquisition schemes for the purpose of developing them and their community and the attendant benefits to their psychic, emotional social and financial enhancement.

The industrial social worker should sensitise the government as to how best they can use these programmes (VSS and SSE) as agents of change in the life, socialisation and financial empowerment of youths within their communities and the nation at large.

In view of the enormous contributions of NDE to the empowerment of youths and labour productivity, it is recommended that the activities of National Directorate of Employment needs to be constantly appraised and efforts should be made to link up both informal sector, where apprenticeship activities are carried out without proper basic structure of sustaining the apprentice when they finish learning the job, and the formal school system, where individuals could acquire these skills as part of their educational programme. This will breach the gap of completing academic pursuit before re-entering into empowerment training programme. That is, entrepreneurship education should be

incorporated into the academic programme of tertiary educational institutions. This will ensure the production of graduates equipped with entrepreneurial skills and enhance the attitude for creativity and innovation. The superiority of this approach is that it is preventive rather than curative.

Operations of the NDE needs to be reviewed from time to time to ensure that training provided meet the local and changing need of the people and more vocational training centres should be established. The Federal Government should provide more fund for the agency so that more beneficiaries of the various schemes can be resettled and be empowered. Government should also invest in the improvement of basic infrastructures like pipe-borne water, good road network, and most importantly power so that youths that have been empowered can practice their trade profitably.

Conclusions

In conclusion, the NDE programmes of VSS and SSE are seen to be very successful because of the impact they have created, particularly among unemployed youths by empowering them, making them more productive within the economy and contributing substantially to the stability of peace. The exposure yielded positive results in the society because it brewed culture of self-reliance among the youth, as well as fostered the willingness and spirit of being innovative, capacity building, enhancement of financial status and prevention of anti-social behaviours among the youths.

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