

**THE IMPACT OF THE SKILLS ACQUISITION PROGRAMME OF THE  
TECHNICAL SKILLS ACQUISITION CENTERS ON POVERTY ALLEVIATION IN  
ADAMAWA STATE.**

**BY**

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**MPA/MT/09/0229**

**JANUARY, 2013**

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**MASTERS DEGREE IN PUBLIC ADMINISTRATION**

**SUMMITTED TO THE DEPARTMENT OF MANAGEMENT AND  
INFORMATION TECHNOLOGY MODDIBO ADAMA UNIVERSITY OF  
TECHNOLOGY, YOLA**

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## **DEDICATION**

This work is dedicated to my Father Abdulkadir Atiku Michika and my Mother AishatuHamman-Adama Abdulkadir. May the Almighty Allah (SWA) reward them with wisdom and Aljanatul Firdausi Amin.

## DECLARATION

I hereby declared that this research entitled “**the Impact of the Skills Acquisition Programme of the Technical Skills Acquisition Centers on Poverty Alleviation in Adamawa State**” is my original work and has not been previously submitted to any institution either in part or in full for the award of any master’s certificate. All citations and sources of information are clearly acknowledged by means of references.

**Sign:**\_\_\_\_\_

**Date:**\_\_\_\_\_

**MUHAMMAD ABDULKADIR ATIKU**

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## **Abstract**

*The research work was carried out in Special Program Project Unit of Adamawa State Government House, Yola. The study determines the impact of skill acquisition program on poverty alleviation in Adamawa State. It also identified the socio-cultural background of the beneficiaries. Because of the beneficiaries are children of the less privileged in the state. The study assesses the extent of awareness and participation of the people in the technical skills acquisition centers. Lastly determine the impact on the income and business of the beneficiaries. Because of lack of involvement of the beneficiaries in policy making and programme implementation on poverty alleviation. And also identify the causes of failure of past poverty alleviation programme. This is due to the paucity of the data and the wideness of the study area. Survey design was use in conducting the study. The population compromise of 1426 enrolls. The sample size was driven from three (3) senatorial districts. Stratified random sampling technique was also used. Data was collected through questionnaires, interview and physical observation. Data was also collect from relevant documents and journals. For analysis and results on the impact of poverty alleviation in Adamawa State. Descriptive and inferential statistics was used for data analysis. The findings indicate that the skill acquisition*

*programme has reduced poverty in Adamawa state in order to reduce poverty, Adamawa state government should continue to strengthened the skill acquisition programme it should include in it educational curriculum the skills acquisition programme starting from secondary schools. There is also need for government to embark on serious awareness, creation of the existence of poverty alleviation programme through the use of village or town cries. Government should enact more policy on counterpart funding between federal, state, local among others.*

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

This chapter started by defining who a poor person is? The extent and degree of poverty in Adamawa state in particular, Nigeria and the world at large. It also tries to analyze the relationship between education and poverty and examines the trends of poverty in Nigeria from 1980s to the present date using the Gini coefficient as a basis for comparison of income levels of the populace. It also looks at the extent of urban and rural poverty and also the efforts made to alleviate same. It also examines the vocational and technical skills acquisition and self-empowerment. The institutional framework put in place by government for tackling poverty was also examined, among which is NAPEP; its source of funding, its various intervention programs and its concept of poverty alleviation. Nigeria's efforts at monitoring and evaluation of national programmes and policies started with the analysis of a series of National Consumer Expenditure Surveys. This effort led to the assessment of poverty in Nigeria over a period of sixteen years from 1980 – 1996. The first National Consumer Survey (NCS) was undertaken in 1974. This was followed by annual surveys from 1980 to 1985. A five-yearly NCS was programmed with effect from 1985 which led to the implementation of 1992 and 1981-84 had smaller sample sizes than the other years referred to Nigeria Poverty Profile Jan 2012 1996 rounds. The NCS was initially intended to provide information on the expenditure pattern of household consumption.

A new dimension to the use of the data set from the survey came in 1992 when the World Bank proposed a poverty analysis for Nigeria using consumer expenditure surveys. This led to the analysis of NCS data sets for 1980, 1985, 1992, and 1996. The analysis led to the publication of the report on poverty trend on Nigeria titled "Poverty Profile for Nigeria 1980-1996". The report was formally launched in April 1999. This report has since served as an important monitoring and evaluation document at various levels of government in Nigeria. The poverty statistics in the report had helped the various levels of government in designing governments' anti-poverty programmes and policies. In recent years the government of Nigeria and its development partners has sought to develop social protection instrument as a mechanism to tackle high rate of poverty and vulnerability in the country and to support development progress in both the economic and the social spheres. As such, social protection is emerging as policy objective, with cash transfers instrument to achieve these goals, Rebecca Holmes, Michael Samson, WenyMagorongo, BankeAkinrimisi, Jenny Morgan, (2012). **1.2Definition of a Poor Person**

A poor person is considered as one without job, who cannot help himself or cater for his family, who has no money, farm or business. Adolescent males and females are poor, no education no good food, clothes and health. A poor person is described as one who is undernourished and ageing fast, one without self-confidence, looks dirty and lives in a filthy environment, one who cannot cater for his family, train his children in school and unable to pay medical bills (The World Bank, 1992).

The main message is clear: while African governments are increasingly putting youth Concerns at the heart of the development agenda, a lot more

remains to be done. Both Governments and international partners should commit to fully engage young Africans in all Aspects of their programs and initiatives that target youth and economic development. Youth have repeatedly demonstrated willingness and an ability to contribute to the development process from the identification of issues to implementation and monitoring. However, to reap full benefits of their contributions, youth participation in programs such as New Partnership for African Development (NEPAD), Millennium Development Goals (MDGs) and Poverty Reduction Strategies (PRSs) needs to be strengthened.

The Federal Government has mounted over the past ten years several programs geared towards achieving poverty reduction and self-empowerments according to NPC (2004), among them are;

1. National poverty eradication program (NAPEP): this program has been helping the youths at all levels to acquire skills with which they can establish business of their own by providing funds after the acquisition of requisite skills. All the state of the federation in Nigeria are actively involved in this program and each have design its youth empowerment program based on its need.
2. National special programs for food security (NSPFS): this is federal government co-founded World Bank program. It is under the Federal ministry of Agriculture and Rural Development/Food and Agricultural Organization (FAO) of the United Nations.

Various state governments have also come up with several programs all aimed at self-empowerment and poverty reduction among their people. These are embedded in the Millennium Development Goals (MDG`s) of the

united nation targeted at reduction of extreme poverty and hunger, achieving universal primary education, promoting gender equality etc. certain strategy designed towards achieving the millennium development goals strategies are National Economic Empowerment and Development Strategies (NEEDS) at the national level: State Economic Empowerment Development Strategy (SEEDS) and the Local Economic Empowerment and Development Strategy (LEEDS) at the local levels. Most of this programs are NEEDS based and so their designs and implementations are diversified to commensurate with Nigerian's diverse cultures. The level of achievement of each state program depends on the state government's financial support and commitment to reduce poverty at the state level (Ahmed, 2006).

This is what makes Adamawa state government committed thus leading to the establishment of the Special Programme Project Unit (SPPU). Under the Special Programme project unit we have Grassroots Socio economic empowerments Programme (GRSEEP) which include acquiring formal and basic skills acquisition. We also have special assistant unit, under the special assistant unit (SA), there are several skills acquisition centers created across the three (3) Senatorial districts of the state which covers the twenty (21) Local government areas of Adamawa State which coordinate the activities of the skills acquisition centers, where beneficiaries are placed on an allowance of ten thousand naira (#10,000) per month which cover a training fees of #1500, also a compulsory saving of #2500 is deducted for procuring of working tools call (starter pack) after graduation from training or skills acquired and the balance of #6000 is giving as allowance to the beneficiaries to serve as transport to go to the training centers of their

choice. The training cover period of six to one year depending on the training or skills acquisition the trainee is undergoing.

There several skills acquisition centers created across the three (3) Senatorial districts of the state which covers the twenty (21) Local government areas of Adamawa State these centers are:

- a. Local apprenticeship scheme (LAS)
- b. Farming skills acquisition center (FSAC)
- c. Technical skills acquisition centers (TSAC)
- d. Agricultural development and investment limited (AADIL).

The technical skills acquisition centers is a scheme under the SA programme unit which undertakes training of technician in various skills such as plumbing Electronic and electrical skills vulcanizing masoning, metal and aluminum construction computer repairs, and maintenance, tailoring soap making and tie and dye, home economics skills, respectively.

**Source** (Training Programme Manual, 2011).

### **1.3 Statement of the Research Problem**

Nigeria ranked 168 among the 186 countries of the Human Development Index of the Central Intelligence Agency (C.I.A, 2011). Available data reveals that Adamawa is one of the states in the country that has a greater number of poor people. The Statistics on human Development and social provision further reveals that the population of Adamawa is increasingly becoming one of the poorest in the country, and Adamawa as a whole, is in a vulnerable position United Nation Human Development Report (UNHDR, 2009). Although, successive governments in the state have tried implementing the poverty alleviation programs put up

by the federal government, on the assumption of power in 2007, by the present government led by Admiral Murtala H. Nyako the Human Development Report indicate that Adamawa's Human Development index (HDI) was less than 0.511 and that about 70% of the population was jobless according to the Human Development Report, (2009).

Some of the attempts made in the past to alleviate poverty include the implementation of the program of the Department of Food, Road, and Rural infrastructure (DFRRI) 1990 with the major aims of opening up the rural areas and to improve the condition of vulnerable poor; the National Directorate of Employment (NDE) was set up to tackle the problem of mass unemployment; in 1994 National Poverty Eradication Program (NAPEP) in 2003 just to mention a few.

It is against this background that this study will find out the impact of technical skills acquisition programme in poverty reduction in Adamawa State.

#### **1.4 Objective of the Study**

1. To identify the socio-cultural background of the beneficiaries.
2. To assess the extent of awareness and participation of the people in the Local Acquisition Skills centers.
3. To determine the impact of the program on the beneficiaries in terms of skills acquired.
4. To determine the impact of the program on the income of the beneficiaries (#)
5. To identify the causes of failures of past poverty alleviation program of the State government.

## **1.5 Research Questions**

1. What are the socio-economic backgrounds of the respondents?
2. What is the level of awareness and participation of the beneficiaries in the program?
3. What are the relationship between skills acquisition and poverty reduction?
4. What are the effects of the program on increase in income and the standard of living of the beneficiaries and the economy at large?
5. What causes the failure of other poverty alleviation programs?

## **1.6 Hypothesis**

1. In testing the hypothesis, the paired t-test statistics was employed because of its suitability and applicability in assessing effects (impact) by comparing responses from beneficiaries of the programme. The adoption of t-test statistics in order to measure the difference between the beneficiaries in terms of effectiveness and ineffectiveness of the skills acquired.

## **1.7 Technique of Analysis**

1. Descriptive and Inferential statistics were used for data analysis. Descriptive statistics was used to describe the socio- economic characteristics of the beneficiaries that are; Age, educational background, etc. Inferential Statistics (paired t-test was used to determine the effects of the programme on the beneficiaries' life and productivity.

## **1.8 Significance of the Study**

With many agencies established and saddled with responsibilities of tackling unemployment in the country and the steady rise in the number of people in the poverty line, the need to refocus anti-unemployment policies in Nigeria is even more compelling (Olayinka & Emeka, 2009). Successive Administration has more tried with the introduction of several program directed specifically at poverty alleviation /eradication mostly targeted at the youths and women without a significance impact. Several agencies were created by such governments basically to create jobs for their political loyalist in the name of providing financial assistance to the needy to enable them start their businesses. Such monies eventually find their ways into private pockets of managers that are appointed to supervise the disbursement of such funds.

This research therefore seeks to create a distinction between the poverty alleviation programs strategies of successive government with a view to recommend the best and appropriate programme. It will be useful to the state government in the formulation and creation of relevant poverty alleviation policies and agencies with a view to attaining specific /targeted result.

Other state governments and perhaps other tiers of government could also learn from the state and tailor their poverty eradication program to achieve greater impact. It will assist international poverty alleviation agencies and donor organization to identify specific areas for assistance. The study will further contribute to knowledge in the sense that order researchers and policy makers can use it for decision and policy making and practice which will also enhanced teaching and learning.

## **1.9 Scope of the study**

The research will cover the three selected Technical Training skills acquisition centers in the three senatorial districts of Adamawa State which comprises of Numan, Yola South and Mubi North. The study will assess the impact of the poverty alleviation from 2008 to 2011. When the programme was initiated.

## **1.10 Limitation of the study**

Due to strictness to access data especially in government agencies and frequent not meeting the government agents in their offices due to their tied schedules which make the research to frequent the agencies concerned several times before meeting with them.

Due to distance of each of the three (3) senatorial districts, terrain and due to meager resources are the limitations of the research work

## **CHAPTER TWO**

### **LITRETURE REVIEW AND THEORETICAL FRAMEWORK**

The Harmonized Nigeria Living Standard Survey (HNLSS) 2009/2010 were an enlarged scope of previous National Consumer Surveys and also a follow-up of Nigeria Living Standard Survey (NLSS) 2003/2004. The scope of the NLSS 2009/2010 was enlarged to include: Demography; Health; and Fertility behavior, Education and Skills/Training; Employment and Time-use; Housing and Housing Condition; Social Capital, Agriculture; Household Income and consumption and Expenditure. The survey apart from updating the findings of the early rounds also guided in the performances of the various Government programmes/policies, such as National Economic Empowerment and Development Strategy (NEEDS); National Poverty Eradication Programme (NAPEP) and Millennium Development Goals (MDG) in areas of poverty reduction and improvement of standard of Living. Two statistical reports (Nigeria Living Standard Survey Report 2010 and the Poverty profile of Nigeria 1980 – 2010) will be produced to assist various levels of government to evaluate and monitor their social and economic programmes. The World Bank and the Department for International Development (DFID) provided funding for the conduct of this survey. The Federal Government of Nigeria represented by the National Bureau of Statistics implemented the survey by providing professional leadership. The current Harmonized Nigeria Standard Survey (HNLSS) 2009/2010 was a follow-up to NLSS 2004 and provides an update on the poverty situation in Nigeria. It will serve as a good comparison with the NLSS 2003/04.

According to the Federal Ministry of Education (2004). The basic legal framework for educational management in the country, as provided in the 1999

Constitution, spells out basic national objectives for education. It states that the government should seek to ensure equal and adequate educational opportunities at all levels, to promote science and technology and to eradicate illiteracy. Education is on the concurrent legislative status in both the 1979 and the 1999 Constitutions. This indicates that both Federal and State governments have legislative jurisdiction as well as corresponding functional responsibilities with respect to education. There is a division of labour, (EJSS, 2008).

Though not fully articulated among the three tiers of government with respect to the different levels of their educational system. A few functions are exclusively assigned to the Federal or State governments like petroleum resources, external affairs, and defenses, among others.

Suffice it to say that Government has been largely responsible for the provision of education in Nigeria. Invariably, there has been a tremendous public sector participation in educational provision in the country. Interestingly, an increasing number of children, youths' and adults' need, and in many cases actively demand, education. However, government alone cannot meet these demands. There is need, therefore, for a greater community and civil society participation in providing, managing and funding education. There is a need therefore, for all levels of government to forge partnerships across the public and private sectors in the provision, of management and financing of education in order to meet the challenges of Education for All (EFA). Such partnership is relevant to all the different tiers of government and across every sub-sector. The issue of quality of educational output (at all levels) has been a matter of serious concern not only to the public but also the private sector. If the goals of globalization are to be achieved, then human recourses for increased productivity

and the growth of enterprise become very critical. In terms of productivity improvement, studies even among subsistence trainees have shown that education is a very important factor. In addition, the process of continually upgrading skills ensures sustained improvements in productivity in all sectors, (Emunemu, 2004).

The review showed that other studies have looked at the skills acquisition programme in relation to poverty alleviation globally, regionally, nationally, but when we look at the states it has not specifically looked at Adamawa. It is the intention of this study to look at Adamawa State in particular. This study is unique in terms of time, place, population and statistics used.

## **2.1 The State of Poverty**

The United Nation Human Poverty Index in (2009) which credited Nigeria with 41.6% captured the phenomenon more succinctly and placed the nation among the 25th poorest nations in the world.

Today, it is estimated that two thirds of the country's 160 - 180 million people or eighty (80) million are said to be poor and this is in spite of the fact that since independence Nigeria is said to have realized three hundred billion dollars in oil and gas revenues and development aid. It's commonly assessed using comprehensive measures of real consumption or income including inputted values for consumption or income in kind, including from all production (Ravallion, 1991). Poverty is not only a state of existence but also a process with many dimensions and complexities. It can be persistent (Chronic) or transient. The poor adopt all kind of strategies to mitigate and cope with their problems (Ogwunike, 2002). According to the national MDGs report (2004), Adamawa state is among

the poorest state in the country. This is basically due to educationally less developed nature which manifests a vicious cycle reflection limited productive resources lack of skills for gainful employment and inadequate income to obtain the basic necessities of life. This can be seen in the activities of youths mostly males such as hawking of petrol (black marketing), political thuggery and other vices like prostitution among the females folks which has increased the prevalence of HIV/AIDS ranking the state as seven most affected state in Nigeria (NPC, 2004). Agencies that hitherto existed such as the National Directorate of Employment (NDE) took cognizance of the following factors according to Olayinka and Emeka (2009):

- a. The declining interest of youths in skills training which had traditionally provided the bulk of employment particularly in the urban and semi-urban areas.
- b. The deteriorating conditions of urban and rural infrastructure due to the bulk of foreign exchange earnings to procure and maintain construction machinery and equipment as against the surplus labour (unemployed hands) available in the country.
- c. The tertiary graduate's expectations for non-existent white collar jobs and accompanying employment while their backgrounds do not prepare them to take advantage of opportunities for self-employment in the formal and informal sectors of the economy.
- d. The potentials of the informal and the traditional apprenticeship system for skills acquisition and self-employment.
- e. The need to counsel the unemployed for attitudinal re-orientation toward self-employment and self-reliance. This typically the same

situation in Adamawa state as most graduates find other forms of employment unattractive and concentrating only on the white collar jobs which is not readily available.

The common practice of agriculture productions which involves the use of crude tools and implement with so much drudgery and usual very meager output makes agriculture unattractive to youths to migrate to urban center in search for white collar jobs which in most instances are non-existent thereby leaving farming and traditional skill in the hands of ageing parent and little children.

Inadequate concessionary and intervention programs by governing also contribute in making the sector unattractive because of the risky nature of agriculture production, post-harvest losses and the drought during harvesting that normally make the selling price of agriculture produce and other trade unattractive.(Ogunlaja,2008)

The debilitating human and economic poverty of African nations has recently been explained in term of geography and the environment. Landis (1998) quotes Straiten who noted that perhaps " the most stricken fact the most underdeveloped countries lie in the tropical and semi-tropical zones, between the Tropic of cancer and tropic of Capricorn. Recent writers have too easily glossed over this fact and considered it largely fortuitous. This reveals the deep-seated optimistic bias with which we approach problems of development and the reluctance to admit the vast difference in initial condition with which today's poor countries are faced compared with pre-industrial phase of more advanced countries". Landis himself notes the direct (heat versus cold weather) and indirect (life forms hostile to human

pattern and distribution of rainfall) effect of tropical climate. On human activities.

A prime example of the hostility of tropical environments' is the historical and contemporary development there of the biggest killer worldwide: "Malaria." According to WHO (1999), the annual mortality rate from malaria was declining all over the world since the start last century, but a rise in it some Africa countries over the same.

According to Deiniger and Squire (1996) more than half of the sub-Saharan Africa's population live on an average income of less than \$20 per person per month. The rural poor contribute 80% to Africa poverty, and live on an average income of \$16 per person per month. The capability to enjoy a decent standard of living can be looked at in terms of money metric measures of poverty.

In this context, the relevant measure of standard of living for countries in Africa is usually taken as per capital consumption expenditure (including the consumption and production). Given agreement on such a standard of living there are a number of methods to determine the threshold of deprivation below which people are identified as poor. This threshold is commonly known as the poverty line.

The commonly used approach to determining the poverty line for countries in Africa is the cost-of-basic-needs method. The method involved identifying a basket of basic good and service (food, shelter, and health) necessary to lead a decent life in a given social context. Require qualities of these goods are then appropriately price to arrive at a monetary that defines the poverty line. In recent years, it has been increasingly recognized

that the poverty line varies among countries and also within the same countries over time. They continued that the simple measure of poverty is the ratio of the identified by a poverty line to the total population. This is the well-known head-count ratio.

It is the most widely used and easily understood measure of poverty. Other popular money metric measure of poverty include the poverty gap ratio, which take into account the extent to which consumption by the poor falls below the poverty line, and the squared poverty-gap ratio, which measure the severity of the poverty.

The choice of poverty line is to a large extent arbitrary. For international comparison, two alternatives are available: absolute and relative poverty line. An "absolute" poverty line is set so as to maintained a constant purchasing power across countries, whereas a "relative" poverty line is allowed to vary with a country average income. A common practice is to set the poverty line at a common percentage of media income, say, 50% of each country's median income. For the purpose at hand, it is the relative approach that is relative.

According to Ali (2000) expenditure distribution profile for the rural and urban sectors in sub- Saharan Africa are not much different despite the relatively high inequality picture painted for the continent.

## **2.2Poverty and Education**

The decade from 1990 to 2000 witness unprecedented levels attention paid to the basic Education sector throughout the world. This intensive phase in basic education development was prompted by the commitment made by world leaders in 1990 at the international

conference on education for All (EFA) to provide education as a basic right of every individual. Ten years later, findings of the EFA 2000 Assessment exercise, the first of its kind carried out at the global level; reveal that although progress had been achieved, the disadvantage section of the population continued to remain outside the basic Education fold. It is in the context that frame works of Action adopted at the subsequent conference Dakar in 2000 reaffirmed its commitment to the global of Education for all and emphasized the need to focus on the disadvantage in each one of the six global enunciate. Furthermore, the millennium Development Goals, (MDGs) adopted during a special session of the UN General Assembly firmly placed basic Education alongside the goal of poverty reduction for concerted action during the year to come. Thus action in the education sector must be strategically designed to have an impact on the Economic life of the people in general and of the poor and disadvantage in particular. It is important to recognize that the poor deprived of their basic education right do not constitute an insignificant minority.

A study covering 107 developing countries, of which 41 were categorized as "Least develop countries" found that between 1980 and 1990 there were significant declines for most developing countries" in gross domestic product, public expenditure and private consumption per head. The latter decreased by 81% of the least development countries and in 64% of other developing countries.

The United Nation (2000) reported the more than 2.8 billion people, close to half of the world's population. Live on less than the equivalent of US\$2 per day. More than 102, billion people or about 20% of the world

population live on less than the equivalent of US\$1 per day. South Asia has the largest number of poor people (522 million of whom live on the less than the equivalent of US\$1 per day). Sub-Saharan Africa has the highest proportion of people who are poor, with poverty affecting 46.3% or close to half of the regions' population (UN 2000).

The situation is somewhat paradoxical. It is not that there has been no progress in term of the world's economic prosperity. But such progress has not stopped poverty from increasing as well. As the UNESCO Commission on culture and development point out, In spite of four decades of development efforts, poverty remains high. Although the proportion of poor people has diminished significantly on all continents except Africa, absolute number has increased. Over a billion people have been largely bypassed by the globalization process. Involuntary poverty and exclusion are unmitigated evils. All development efforts aim at eradicating them and enabling all people to develop their full potential. Yet all too often in the process of development, it is the poor who shoulder the heaviest burden " (Javier1996).

In recent year, the issue of globalization and poverty has been brought to the forefront. Proponent of globalization assert that it offer enormous opportunities to developing countries through easier access to the world's knowledge, better technologies for delivering product and service, and expanded markets. However a recent review by the Department Of International Development (DFID) point to a few serious concern, including the fact that although globalization has an important role in promoting economic prosperity, it has not influenced the live of the

poor living in remote or inaccessible areas so far. In addition, globalization has also exposed developing countries to systemic risks, as illustrated by the Asian crisis of 1997. The potential benefit of market reforms and globalization cannot be realized in the absence of an appropriate regulatory framework, and this means that the poor are often subjected to acute hardship during the process of liberalization (Appleton et al, 1999).

Linkage between education and poverty has to be viewed within this evolving situation. There is no dearth of empirical evidence relating education with a number of development indicators generally, to prospects of economic growth and especially to aspects of human development. Historically, it is well-known that countries which have invested in education have benefited in terms of better economic growth and reduced poverty levels. The pioneering example of enhancing economic growth through social opportunity, especially basic education, is of course Japan, the so-called East Asian miracle involving other countries in East Asia was, to a great extent, based on similar causal connections. These economies went comparatively early for massive expansion of education, and latter also of health care, and this they did, in many cases, before they broke the restraints of general poverty. And they have reaped as they have sown.”(Sen,1999).

It is now widely accepted that investment in human capital is one of the important keys to break the poverty cycle. Education is related to poverty at both the micro and macro level. At the micro level, illiterate individuals or households are less productive, are stuck in low paying

occupations and remain at very low levels of living, mostly below the poverty line. At the macro level, nation with illiterate or less-education masses cannot progress well, nor can they increase their output substantially as a result enduring a low standard of living.(Tila, 1999).

That education contributes to higher incomes and thereby reduces misery arising out of poverty is therefore a well-established observation. In fact discourse on poverty articulated in the last ten years including the new familiar concept of the “human development index” have significantly expanded the counter of our understanding of the relationship between education and development. Furthermore, the thesis effectively propounded by Amartya Sen interpreting poverty in terms capability deprivation has brought the role of education in to sharper focus not just in its instrumental role in alleviating poverty but also as a core constituent of development and human well-being. Not only are basic levels of health and education a right of a poor, they are also important in the accelerating poverty reduction, as they allow the poor to take advantages of opportunities create by economic growth. But in many countries, the poor have less physical and economic access to education and health service than the non- poor, resulting in lower rates of utilization and hence worse health and literacy outcomes. There is thus a vicious circle of poverty leading to ill health malnutrition and illiteracy, which in turn perpetuate poverty. (Deolalikar, 2002).

### **2.3 Trend of poverty in Nigeria**

The major component in the computation of Relative Poverty measurement is the household expenditure. Expenditure refers to all goods

and services for use of the household. It also includes all monetary transactions (e.g. Donations, Savings, Esusu contribution etc.). Nigeria Poverty Profile Jan 2012 10 poverty Line is a measure that divides the poor from non-poor. Using the mean per capita household expenditure one-third of it gives (separate) the extreme or core poor from the rest of the population while two-third of the mean per capita expenditure separate the moderate poor from the rest of the population.

The accumulation of the core poor and moderate poor gives the poor population while the non-poor are the population greater than two-third of the population.

In the course of computing the poverty profile for Nigeria using the Harmonized Nigeria Living Standard Survey 2009/2010, all the above approaches have been adopted. Though the use of country–adult equivalent and household size seems to be the current method in the computation of Absolute (Objective) Poverty measure, the NBS adopted per capita expenditure (Total Expenditure/Household Size) just for consistency since the 2003/2004 Absolute Poverty Measure used the per capita expenditure approach. However, the measurement of poverty is about individuals in poverty, hence the choice of per capita expenditure which will estimate the population as against adult-equivalent which will under-estimate the population. For clarity of this report, it is necessary to state the different measures and what they translate in monetary terms since we adopt money-metric measure of poverty.

The poverty lines for each of the measures are as follows:

- i. Food Poverty line is N39, 759.49. This Food Poverty is an aspect of Absolute Poverty Measure which considers only food expenditure for the affected Households.
- ii. Absolute Poverty line is N54, 401.16. This is the second step in Absolute (Objective) Poverty measure. Here, this method considers both food expenditure and non- food expenditure using the per capita expenditure approach.
- iii. The Relative Poverty line is N66, 802.20. This line separates the poor from the non-poor. All persons whose per capita expenditure is less than the above are considered to be poor while those above the stated amount are considered to be non-poor.
- iv. The Dollar Per day Poverty line is N54, 750. This measures, consider all individuals whose expenditure per day is less than a dollar per day using the exchange rate of Naira to Dollar in 2009/2010. Nigeria Poverty Profile Jan 2012.
- v. The Subjective Poverty Measure is the perception of the citizenry. It is neither related to Per Capita Expenditure of household nor the Country adult – equivalent scale. From the survey result, the core poor is 46.7 percent, Moderate poor is 47.2 percent while the non-poor is 6.1 percent.
- vi. Another critical measure of poverty is the Gini Coefficient (Inequality Measurement). This measure can explain the spread of Income or expenditure yet cannot explain increase or decrease of individuals or persons in poverty. In 2004, the Gini Coefficient was 0.4296 whereas in

2010 it was 0.4470 indicating that inequality increased by 4.1 percent nationally.

Despite the fact that Nigerian economy is paradoxically growing, the proportion of Nigerians living in poverty is increasing every year as shown in Table 2. The proportion of the population living below the poverty line increased significantly from 1980 to 2004.

**Table 1 Relative Poverty Headcount from 1980-2010**

| <b>Year</b> | <b>Poverty Incidence (%)</b> | <b>Estimated Population (Million)</b> | <b>Population in poverty (Million)</b> |
|-------------|------------------------------|---------------------------------------|--|
| 1980        | 27.2                         | 65                                    | 17.1                                   |
| 1985        | 46.3                         | 75                                    | 34.7                                   |
| 1992        | 42.7                         | 91.5                                  | 39.2                                   |
| 1996        | 65.6                         | 102.3                                 | 67.1                                   |
| 2004        | 54.4                         | 126.3                                 | 68.7                                   |
| 2010        | 69.0                         | 163                                   | 112.47                                 |

**Source: National Bureau of Statistics. HNLSS 2010**

Headcount Ratio or Incidence of Poverty:

This is defined as the proportion of the population, for whom consumption falls below poverty line, in a given population.

### **2.3.1 Poverty Gap**

This is the depth of poverty or distance between the income of the average poor and the poverty line. It is the extent to which the income of the poor lie below the poverty line.

### **2.3.2 Dimensions of Poverty**

The scourge of poverty goes beyond mere measurement of a household's expenditure or welfare. Poverty has many dimensions and may include inadequate access to government utilities and services, environmental issues, poor infrastructure, illiteracy and ignorance, poor health, insecurity, social and political exclusion. In urban areas, the burden of demand of

services has effects on school enrolment, access to primary health care, growth of unsanitary urban slums. Also in rural areas, poverty manifests itself more in the agricultural sector and food security. For any meaningful economic growth and poverty reduction, there is the need to enhance and improve access to social services, including health and education.

### **2.3.3 Conceptualization of Poverty for the Four Measures**

As, earlier stated, there are 4 main measures of Poverty – Relative measure, Objective (Absolute) measure, Dollar per day and Subjective measure. A national breakdown for Absolute, Relative and Dollar per Day and Food Poor is provided in Table 10.

### **2.3.4 Relative Measure:**

An analytical attempt was made in summing the expenditure of the household. This household expenditure was deflated using the Consumer Price Index (CPI). The objective of deflating the figures obtained was to correct for seasonal and regional variations of the expenditure data to measure Per Capita household expenditure. Households with expenditure greater than two-thirds of the Total Household Per Capita expenditure are NON-POOR whereas those below it are POOR. Further desegregation showed that households with less than one-third of total Household Per Capita expenditure are CORE-POOR (EXTREME POOR) while those Households greater than one-third of total expenditure but less than two-thirds of the total expenditure are MODERATE POOR. In the end the relative poverty measure showed that 69% or 112,470,000 of Nigerians are living in poverty.

Absolute (Objective) Measure of Poverty: This method is otherwise known as Food Energy Intake measure of poverty. First you obtain the food

basket of the poorest 40 percent of the population (using quintiles). Then compute the food expenditure that can give 3000 calorie per day based on the national food basket for the poorest 40 percent. With the application of adult equivalence per capita expenditure, you will obtain the amount in Naira that can be used to purchase food that will meet 3000 calorie. The addition of non-food component using average non-food expenditure of plus or minus 100 Households around the Core poverty line will give the objective (absolute) poverty measure. The total expenditure of food and non-food produce a poverty incidence of 60.2 percent or 89,096,000 Nigerians living in poverty. This measure is used for poverty headcount comparison across countries. To US\$1 which stood at N150.00. When annualized, it gives a poverty incidence of 56.6%

**Subjective Poverty Measure:** This approach is referred to as self-assess poverty measure. It is the opinion of members of Households. The outcome here is not different from the other three measures of poverty. It is evident that poverty incidence is on the increase in Nigeria. The self-assessment poverty measure sought to find out from the Household on whether they are very poor, poor, moderately poor, fairly rich and rich. The self-assessment poverty breakdown is provided in Table 12. The derived table provided in the Appendix as Error! Reference source not found, categorizes them as Core poor (Very poor and Poor), moderately poor and Non-poor (Fairly rich and Rich). In 2003/2004, the incidence of poverty was 75.5 percent while in 2009/2010; the perception index of household living in poverty had risen to 92.5 percent.

**Table 2 National Poverty Incidence 2003/2004 and 2009/2010**

| <b>Year</b> | <b>Food Poor</b> | <b>Absolute<br/>Poor</b> | <b>Relative<br/>Poor</b> | <b>Dollar Per<br/>Day</b> |
|-------------|------------------|--------------------------|--------------------------|---------------------------|
| <b>2004</b> | <b>33.6</b>      | <b>54.7</b>              | <b>54.4</b>              | <b>51.6</b>               |
| <b>2010</b> | <b>41.0</b>      | <b>60.9</b>              | <b>69.0</b>              | <b>61.2</b>               |

Dollar per Day: The application of dollar per day in the computation of poverty measure was achieved by adopting the World Bank 2002 of Purchasing Power Parity (PPP) which placed on US\$1 to be equivalent to N46.2. When this figure was further adjusted to 2003 using CPI and the exchange rate it gave N59.2 to one US\$1. When N59.2 per day is annualized, it gives a poverty incidence of 51.6 percent. In computing for 2009/2010, we used the exchange rate of Naira

**Table 3 Urban/Rural Incidence of Poverty by different Poverty Measures including Food Poor**

| <b>Sector</b> | <b>Food Poor</b> | <b>Absolute<br/>Poverty</b> | <b>Relative<br/>Poverty</b> | <b>Dollar Per<br/>Day</b> |
|---------------|------------------|-----------------------------|-----------------------------|---------------------------|
| <b>Urban</b>  | <b>26.7</b>      | <b>52.0</b>                 | <b>61.8</b>                 | <b>52.4</b>               |
| <b>Rural</b>  | <b>48.3</b>      | <b>66.1</b>                 | <b>73.2</b>                 | <b>66.3</b>               |

**2.3.5 Expenditure:**

Determination of expenditure and estimates of household is fundamental in identifying the consumption patterns of the poor. The expenditure aggregates compute all individual member household

expenditure into their primary headings for the purposes of poverty profile. It also includes some non-monetary measures such as consumption from own produce, uses value of owned assets and imputed owner occupied rents. The household aggregate is commonly expressed in terms of per capita expenditure or the household expenditure divided by the household size.

### **2.3.6 Expenditure Share of Household**

This is another method of measuring price change in a household. Using the constant price of 2003/2004, changes were noticed in expenditure on the following items listed below.

Food Purchase

Food Own Consumption

Total Food Expenditure

Education Share

Health Share

Rent Share

Non Food Share

Total Expenditure Share and

Per Capita Household Expenditure Share

This actually showed the direction of the country expenditure profile and the areas that require intervention. Table 8 shows expenditure shares for each of the items mentioned above.

## **2.4 Human Development Dimensions of Poverty**

The correlation of levels of education with levels of poverty serves as a good measure across the population distribution. The low rate of households that visited a health provider and other vices on health is a measure of the poverty incidence. Other human development dimensions are the ability to read and write in English and the type of school attended. Type of dwelling and quality of life of the citizenry actually summaries, that the burden of demand for services has effects on school enrolment, access to primary health care and growth of unsanitary urban slums.

## **2.5 2011 Poverty Forecast**

The NBS' forecast model has been used to determine 2011 poverty numbers for 3 main poverty measurement approaches. Actual figures will be released after the NBS' 2011/12 socio-economic survey.

**2.6 Vocational and Technical Skills Acquisition:** Vocational and technical education is the acquisition of skills and techniques in chosen occupation or profession to enable an individual earn a living (Uwaifo,2009). The National Policy on Education (NPE, 2004) viewed vocational education as training or retraining of program which is given in schools or classes under public supervision and control. Vocational and technical education is a continuous process of adoption of training towards acquiring the minimum knowledge and skills required for an endeavor. Roland (1995) states, that vocational and technical education are result oriented. It brings about technological advancement and aims to fit new manpower for employ and provide continuing training for those already qualified, so that they can keep up with modern working methods.

Uwaifo (2009) stated that, vocational and technical education is aimed at developing not only practical skills but also attitudes habit that makes the recipient a creative, innovative and resourceful person. He continued that the apprenticeship system was the earliest type of vocational education practiced in Nigeria and it provided employment for youth as the learnt how to use their hands in specific trade.

Wenrich (2004) stated that vocational and technical education provides various avenues for discovering and developing the individual's potential for work. It has a broadening effect, which motivates learners to be more explanatory, realize their capabilities and develop their potential for success in the world. He added that there is a very good reason for young people to begin the process of being productive in the world as soon as they are capable of doing so.

Ahmed (2009), the director of general of the NDE warned in a media parley with a journalist in Abuja that until priority is placed on skills and acquisition, the growing army of unemployed in the country could assume dangerous dimension.

The development of the economy and the craved for self-reliance and self-sustainability is the driving force for acquiring this program i.e. vocational skills acquisition program.

The National Policy on Education (2004) states that the objectives of Vocational and technical education is expected to be realized. The policy highlighted Nigeria's desire to her national goal through education hence, the need for the acquisition of appropriate skills, abilities and competence both mental and physical as equipment for the individual to live and to also

contribute to the development of the society, thus, no society can develop to appreciable extent without relevant functional and technological based vocational and technical education.

The need for vocational education and skills acquisition cannot be overemphasized in Adamawa state talking a cue from the federal government. This is because for the state to meet the Millennium Development Goals, vocational and technical education which leads to skills acquisition and self-reliance must be taken seriously.

## **2.7 Skills Acquisition Programs and Skills Acquisition**

The normal school curricula does not actually provide graduate and school leavers with the requisite skills to take up the advantage of the vast informal employment outside the white collar job context (Olayinka and Emeka, 2009). Agriculture used to be the mainstay of the Nigerian economy before the oil boom. The discovery of oil had led to the abandonment of what used to and is still the largest employer of labour.

The national directorate of employment took the giant stride to awaken the interest of the unemployed youths in agriculture to exploit the tremendous opportunities for employment and wealth creation in the sector and consequently, stem the rural-urban drift of the youths; it designed a special training program for youths in agriculture. The training program covers the modern agriculture practices in the area of crop production, livestock management, crop processing etc. (Abubakar, 2009)

A further strategy according to Oliyinka and Emeka involved the placement of unemployed rural dwellers in non-farm activities. Under this dispensation, the NDE promotes the establishment of employment

generating project that will enhance the adoption of [post-harvest technologies or technology-embodied e-embodied equipment in small scale production and processing activities such as cassava processing, grain-milling and fish smoking.

## **2.8 Skills Acquisition and Self-Empowerment:**

Empowerment according to Thomas and velthouse (1990) is the process that allows one to gain the knowledge, skill-set and attitude needed to cope with the changing world and the circumstances in which one live.

It is the process which enables one to gain power, authority and influence over others, institution or society. Empowerment is probably the totality of the following or similar capability outlined by Wilkinson,(1998)

- I. Having decision- making power of one's own
- II. Having access to information and resource for talking proper decision
- III. Having a range of option from which you can make choices (not just yes/no, either /or)
- IV. Ability to exercise assertiveness in collective decision making
- V. Having positive thinking on the ability to make change
- VI. Ability to learn skill for improving one's personal or group power.
- VII. Ability to change other's perception by democratic means.
- VIII. Involving in the growth process and change that is never ending and self – initiated
- IX. Increasing ones positive- image and overcoming stigma
- X. Increasing one's ability in discreet thinking to sort out right and wrong.

The acquisition of the necessary skill which in this case is the modern skill techniques will empower the beneficiaries both socially and economically thereby taking control of their lives and contributing to the gross Domestic product of the beneficiaries.

## **2.9 Institutional Framework for Tackling Poverty:**

The 1999 World Bank report prompted the government to review the existing poverty alleviation schemes with view to harmonizing them and improving on them. Three presidential panels were set up in this regard. They are the presidential panel on the Rationalization and Harmonization of poverty alleviation and Agencies, headed by Presidential Technical Committee on the Review of all poverty Alleviation Programs headed by Professor AngoAbdullahi and committee on youth policy, concept of the youth Empowerment schemes and the Blueprint for poverty Eradication programs.

The findings and recommendation of these presidential panels were combined to form the National Poverty Alleviation Programme (NAPEP) in January 2001. The new scheme has been structured to integrate four sectoral schemes. The first the youth Empowerment scheme (YES), which is concern with providing unemployed youth opportunities in skill acquisition, employment and wealth generation. To achieve this, the scheme was further subdivided into capacity acquisition programme, Mandatory Attachment Programme and Credit Delivery Programme.

The second is the rural Infrastructure development scheme (RIDS). The objective of this scheme is to ensure that the provision and

development of infrastructure needs in the area of transport, energy water and communication especially in rural area. The scheme was broken into four parts: the rural transport programme, the Rural Energy programme, the rural water programme and rural communication programme.

The third is the Social Welfare Service scheme (SOWESS) which aims at ensuring the provision of basic social service including quality primary and special education, strengthening the economic power of farmer, providing primary health care, and so on. This third scheme consist of four broad sub-categories, which are, the qualitative Education programme, Primary Health Care programme, farmers Empowerment Programme and social service programme.

The last is the natural resource development and conservation Scheme (NRDCS). The vision of this scheme is to bring about a participatory and sustainable development of Agriculture, Mineral and water resource through the following sub-division: Agricultural Resource Programme, Water resource programme, solid minerals Resource programme and environment protection programme.

The target of the National Poverty Eradication Programme is to completely wipe out poverty from Nigeria by the year 2010. Three stages to the attainment of this ambitious target have been identified as:

- I. The restoration of hope in the mass of poor people in Nigeria. This involves providing basic necessities to hitherto neglected people particularly in the rural area.
- II. The restoration of economic independence and confidence; and
- III. The wealth creation

However, the poor people of this country face a paradox of having so many alleviating programme to lessen the effect of poverty that's is ravaging them and at the same time having to cope with incessant increases in price of petroleum product which the same government that claim to be frighten poverty is foisting on them through petroleum products pricing and regulatory Agency (PPPRA).

The incessant increase has worsened the purchasing power of the masses because the multiplier effect of increase in petroleum product has aggravated the inflation rate to the extent that many people in the recent time have become scavengers. Since the advent of Obasanjo/Yar'adua government on 29th May 1999, which has so many committees saddled with responsibility to fight poverty, it well document that petroleum product prices had been review upward for about ten times (Punch January, 2012 pp. 1-2)

### **2.10 Funding of Nigeria Poverty alleviation program**

The available data reveals that Nigeria is one of the countries of the world that has greater number of poor People. The statistics on human development and social provision further reveal that the population of Nigeria is increasingly becoming one of the poorest in the world, and that Nigeria as a whole, is in a very vulnerable position. Although, successive governments in Nigeria have at one time or the other Put up a lot of poverty alleviation programmes, but surprisingly on the assumption of power in 1999, by the present government led by President Obasanjo, the World Bank's report indicated that Nigeria's Human Development Index (HDI) was only 0.416 and that about 70% of the population was

vegetating below the breadline. Some of the attempts made in the past to alleviate poverty include the Establishment of the Department of Food, Roads, and Rural Infrastructure (DFFRI) with the major Aims of opening up the rural areas and to improve the conditions of the vulnerable poor; this project had long been abandoned. The establishment of National Directorate of Employment (NDE) to tackle the problem of mass unemployment. The establishment of People's Banking Nigeria (PBN) to cater for the credit needs of the less privileged Nigerians. Others included the Better Life Programme (BLP) this was gender specific. It was meant to improve the life of rural women. The programme was later replaced by Family Support Programme (FSP). The programmes failed because the programmes were hijacked by position seeking individuals, who used most of the resources for personal aggrandizement rather than for the set objectives. Others such as National Agricultural Land Development Authority (NALDA), the Strategic Grains Reserve Authority (SGRA) and the Accelerated Crop Production (ACP) were all established to improve the productive capacities of peasant farmers as well as Improving their incomes and well-being. To assist in the eradication of illiteracy, which was found to be a major cause of poverty, The Nomadic and Adult Education Programmes were established.

Amongst the reasons why the past poverty alleviation attempts failed were:

- (i) The politics of personal rule a distinctive type of political system in which the rivalries and struggles of powerful and willful persons, rather than impersonal institutions, ideologies, public offices, or class interests, are fundamental in shaping political life.

- (ii) The master and servant relationships associated with the programmes to alleviate poverty.

Government claims to know and understand what poverty is, who the poor are and what they need in order to alleviate poverty, whereas, only the poor understands poverty and it is only him that tell how it can be alleviated.

The table below shows how the government had impoverished the people through incessant fuel increases.

**Table No.1 Fuel Price Increment by Various Regimes.**

| <b>Date</b>   | <b>Price Per Liter</b>   | <b>Regime</b>          | <b>Increase</b> |
|---------------|--|------------------------|-----------------|
| Jan. 1, 1999  | 42 Kobo for Commercial vehicles and 60 Kobo for Private Vehicles | Gen. Ibrahim Babangida | 43.0%           |
| Dec. 19, 1989 | 60 Kobo for all  | Gen. Ibrahim Babangida | 43.0%           |
| March 6, 1991 | 70 Kobo  | Gen. Ibrahim Babangida | 16.6%           |
| Nov. 8, 1993  | N5.00  | Chief Ernest Shonekan  | 614.0%          |
| Nov. 22, 1993 | N3.25  | Gen. Sani Abacha       |                 |

|                    |        |                     |        |
|--------------------|--------|---------------------|--------|
| October 2, 1994    | N15.00 | Gen. Sani<br>Abacha | 361.5% |
| October 4,<br>1994 | N11.00 | Gen. Sani<br>Abacha |        |

**Source: National Bureau for statistics 2010**

## 2.11 Organizational Structure

In order to ensure an effective implementation of the scheme's objectives, an organizational structure was outlined. The National Poverty Eradication Council (NAPEC) is the apex organ for policy formulation, coordination, monitoring and review of all poverty eradication activities in the country.

President Obasanjo is the chairman of the organ while Vice-President Atiku Abubakar is the vice chairman. The Secretary to the Government of the Federation is the secretary of the organ, while 13 ministers whose ministries are involved in poverty alleviation activities are members.

The participating ministries in the scheme are those of agriculture and rural development, education, works and housing, women affairs and youth development, industry, science and technology, solid minerals development, water resources, health, power and steel, employment labour and productivity, environment and finance. The Chief Economic Adviser to the President and the National Coordinator of NAPEP are also members of the council.

The second most important organ in the structure of NAPEP is the National Assessment and Evaluation Committee. This committee, which

serves as a forum for regular monitoring of the activities of NAPEP is chaired by the Vice-President, and draws membership from representatives of the Economic Policy Coordination Committee (EPCC), the National Economic Intelligence Committee (NEIC) the Federal Office of Statistics (FOS), the National Planning Commission, Non-Governmental Organizations, the World Bank (Nigeria), the United Nations Development Programme (Nigeria) and the European Union (Nigeria). The National Planning Commission is the secretariat of the council.

The third organ is the National Coordination Committee, which is chaired by the Federal Coordinator of Programmes, is saddled with the task of executing the directives of the National Poverty Eradication Council and ensuring that activities of ministries and agencies involved in the poverty alleviation programme are coordinated. The committee also reports to the council, updates on poverty alleviation efforts in the country. Members of this committee are drawn from representatives of the ministries, parastatals and agencies participating in NAPEP who should not be below the rank of director, President of the Nigerian Guild of Editors, President of the Nigerian Labour Congress,

President of the Manufacturers' Association of Nigeria. Others are the President of the Nigerian Association of Chambers of Commerce, Industry, Mines and Agriculture (NACCIMA), President of the National Association of Small Scale Industries, President of the Nigerian Employers' Consultative Association (NECA), representatives of registered political parties and the permanent secretary of the National Poverty Alleviation Programme who will serve as the secretary of the committee.

There are also state coordination committees in all the 36 states in Nigeria, including the Federal Capital Territory, Abuja. The state coordinating committees have chairmen appointed by the president.

Similarly, local government monitoring committees have been established in all the 774 local government areas in the country. The National Poverty Eradication Programme is not under any ministry, parastatals of agency, but these bodies are the major executors of its programmes. NAPEP in turn, also periodically executives what is called intervention projects to complement the efforts of ministries and agencies that are involved in poverty alleviation initiatives.

## **2.12 Funding of Nigeria Poverty Eradication Programme (NAPEP)**

The Poverty Eradication Fund (PEF) which is administered by the National Poverty Eradication Council (NAPEC) directly funds the National Poverty Eradication Programme. However, all poverty alleviation programmes originally budgeted for by participating ministries will continue to be funded from those budgetary provisions under the supervision of NAPEC. NAPEP is also funded from contributions given to it by state and local governments, the private sector and special deductions from the Consolidated Fund of the Federal Government. It also gets donations from international donor agencies such as the World Bank, the United Nations Development Programme, the European Union, the Department for International Development, the Japanese International Cooperation Agency, and the German Technical Assistance.

When NAPEP came on stream in January 2001, it was given a take-off grant of N6 billion (\$42.8m). This money was used to establish NAPEP

structures in 36 states, the Federal Capital Territory, Abuja and 774 local government councils. Part of the money was also used in the NAPEP employment generation intervention which translated to the training of 100,000 youths, attaching 50,000 unemployed graduates in various places of work, training of over 5000 people in tailoring and fashion design, and the establishment of rural telephone networks in 125 local government areas. Other uses to which the money was utilized include of the delivery of the KEKE-NAPEP a three-wheeler vehicle project involving 2000 units in all the state capitals of Nigeria, the establishment of 147 youth information centers across the senatorial districts, the delivery of informal micro credit ranging from N10, 000 (\$71) to N50, 000 to 10,000 beneficiaries most of whom were women, and so on.

Also under the mandatory Attachment Programme for unemployment graduates, 40,000 beneficiaries were attached in 2001, each of whom was paid a monthly stipend of N10, 000. The installation of equipment under the Rural Telephone Project is currently in progress, while the KEKE NAPEP project is currently being vigorously implemented. The project offers:

- I. A vehicle with a powerful diesel engine, and a fuel tank capacity of 10.5 liters
- II. A vehicle with a passenger capacity of four people
- III. A vehicle with a payload capacity of 320kg
- IV. A vehicle with adequate room for passenger language
- V. A vehicle whose maximum speed is up to 80 km per hour

- VI. A vehicle that is suitable for intercity commuting and commercial passenger carriage; and
- VII. A vehicle that has a low fuel consumption of 38km per liter.

### **2.13 Poverty Alleviation**

Poverty alleviation connotes a process of reducing poverty to a bearable level and not its total elimination. The concern over increasing poverty levels especially in the developing countries and the need for its alleviation as a means of improving the standard of living of the people has led to the conceptualization and implementation of various poverty alleviation programmes worldwide (Nwachukwu and Ezeh, 2007).

**2.14 The inevitability of poverty:** Non-industrialized economies produced very little while population grew almost as fast making wealth scarce (Encyclopedia Britannica, 2008). Poverty reduction or poverty alleviation has been largely as a result of overall economic growth (Ogwunike, 2009). Food shortage was common before modern Agriculture technology and in places that lack them today such as nitrogen fertilizers, pesticides and irrigation method. The dawn of industrial revolution led to high economic growth, eliminating mass poverty in what is now considered the developed world.

Sen. (1992) in his theory of poverty implies the idea that poverty is not a natural phenomenon within larger frame inequality problems, rather it can be eliminated if people are enabling to become from needs. No real development is possible if basic needs are unmet and larger larger strata of the population are kept in condition of dependency. Rejecting the idea of poverty as a natural object, and its inevitability in human societies help to

orient our questioning towards concert social practices treating poverty, their transformation and their effects.

As Manning (2007;) observe, rapid and sustained poverty reduction requires' pro – poor growth, that is a pace and pattern of growth that enhance the ability of poor woman and, men to participate in contribute to and benefit from growth. In essence, growth should be broad-based across sectors and regions and inclusive of the large part of the workforce that poor men and women make up. Also, policies for sustaining growth such as those aiming at strengthening institutional capacity, promotion democratic and effective governance should increase poor people's incentives, opportunities and capabilities for employment so they can participate in and benefit from growth. However, poverty alleviation also involves improving the living condition of people who are already poor. Aid, particularly in medical and scientific areas, is essential in providing better lives, such as the green revolution.

According World Bank (2001) empowering women has helped some countries increase and sustain economic development. When given more rights and opportunities women begin to receive more education, those increasing the overall human capital of the country; when given more influence women seem to act more responsibility in helping people the family or village; and when better educated and more in control of their live.

In his book " the end of poverty " Jefrey Sachs (2010) laid out a plan to eradicate global poverty by the year 2025. Following his recommendation, international organizations such as Global Solidarity

Network are working to help eradicate worldwide with intervention in the areas of housing, food, education, basic health, Agriculture inputs etc. programs of the Adamawa state government for the period.

## **CHAPTER THREE**

### **THE METHODOLOGY OF THE STUDY**

**3.1 Research Design** This involved data collection through the use of questionnaires, personal interviews and documentary sources (Book, journals, and newspapers) and the Internet. These methods were adopted in order to afford the researcher relevant and genuine data for analysis.

#### **3.2 The Population OF the Study**

The target population of the study comprised of 1426 of all the beneficiaries of Technical Training Skill Acquisition centers spread all over the three Senatorial Districts of Adamawa State. With each Senatorial Districts having 475 beneficiaries.

#### **3.3 Sample of the Study**

From each of the cluster in the three (3) Senatorial Districts, (40) questionnaires were distributed to the beneficiaries in each of the senatorial districts and only (78) were retrieved out of 120 distributed to the three Senatorial District. The reason for the researcher using stratified random sampling was due to the paucity of the data and terrain in order to obtain the data for the study.

#### **3.4 Sampling Technique**

The Sampling technique used is the stratified random Sampling. The beneficiaries of Technical Training Skills centers are stratified in to (3) according to the Types of education; Tertiary, Secondary, Primary education and non-formal education/illiterates.

### **3.5 Method of Data collection:**

The sources of Data collection was based on two sources which are primary and secondary sources. Data was collected through questionnaires and interview with the beneficiaries and also physical observation, while data was collected from relevant documents, journals and other related work.

The questionnaire was used to collect quantitative data and factual information about many things related to Technical Training Skills centers. Interviews saved to obtain qualitative data related to the programme that could be explored in greater depth. In addition the researcher also engaged in physical observation and library research.

The physical observation give the researcher clear picture about the training the beneficiaries received at their training centers.

### **3.6 Description of Instruments for Data Collection**

The instruments for collection of data included questionnaire for primary sources of data, and personal interviews with the respondents during the research work.

The questionnaire comprised of open-ended and closed ended questionnaire. Open-ended questionnaire involved the respondents to answer the question which gave him/her a room to express his/her mind while close ended questionnaire did not allow the respondent to express his/ her mind for example a question that answers a Yes, No, None of the above or select from a list of options. Also in personal interviews were used. The structured one only allowed the interviewer (researcher) to ask question and get the answer from the beneficiaries. In the none-structured

one, the respondent gave his/her answer which enable the researcher to frame another question out from the answers the researcher got from the respondent which were useful and not in the earlier questions.

### **3.7 Instrument for Data Collection**

The instruments for data collection were personal interviews and questionnaires which were structured and unstructured. These are the instrument the researcher used in the collection of data.

### **3.8 Validation of Instrument**

After the drafting of the questionnaire, it was passed through the process of vetting by the Lecturers Collogues and finally corrected by the supervisor before it was distributed to the respondents in the study area.

### **3.9 Technique for Data Analysis**

Descriptive and Inferential statistics were used for data analysis. Descriptive statistics was used to describe the socio- economic characteristics of the beneficiaries that are; Age, educational background, etc. Inferential Statistics (paired t-test was used to determine the effects of the programme on the beneficiaries' life and productivity.

**CHAPTER FOUR**  
**PRESENTATION AND ANALYSIS OF RESULTS**

**4.1 Introduction**

The chapter analyses the various parameters used for getting the results and also interpreting the data obtained.

**4.2 Data Presentation and analysis**

**Table 4.1 Frequency of Responses**

| <b>Responses</b>    | <b>Frequency</b> | <b>Percentage</b> | <b>Real frequency</b> |
|---------------------|------------------|-------------------|-----------------------|
| <b>Total issued</b> | <b>90</b>        | <b>100</b>        | <b>100</b>            |
| <b>N0. Returned</b> | <b>78</b>        | <b>86.67</b>      | <b>86.86</b>          |
| <b>Not returned</b> | <b>12</b>        | <b>13.33</b>      | <b>100</b>            |
| <b>TOTAL</b>        | <b>90</b>        | <b>100</b>        | <b>100</b>            |

**Source Field survey 2012**

The questionnaires were issued to beneficiaries of the programme. Out of the retrieved questionnaires, seventy eight (78) were screened, coded and found appropriate for analysis. This study is therefore based on the ninety (90) retrieved questionnaires.

The researcher used questionnaires, personal interviews and observations of events in the field, to obtain the following data related to the effects of the program on the lives of the beneficiaries.

**Table 4.2 Age of respondents**

| <b>Age (in years)</b> | <b>Frequency</b> | <b>Relative frequency (%)</b> |
|-----------------------|------------------|-------------------------------|
| <b>20</b>             | <b>2</b>         | <b>2.56</b>                   |
| <b>21- 40</b>         | <b>54</b>        | <b>69.23</b>                  |
| <b>41-60</b>          | <b>21</b>        | <b>26.92</b>                  |
| <b>61</b>             | <b>1</b>         | <b>1.29</b>                   |
| <b>Total</b>          | <b>78</b>        | <b>100</b>                    |

**Source Field Survey 2012**

According to table 4.2 majority of the program enrollees are between the ages of 21-40 years of age. The implication of this age bracket shows that most of the youth and those that are supposed to be working class is the vulnerable group in the society, which represents 69.23% of the respondents. This comprises of the average age bracket of the active beneficiaries.

**Table 4.3 Sex of respondents**

| <b>Sex</b>     | <b>Frequency</b> | <b>Percentage</b> |
|----------------|------------------|-------------------|
| <b>Males</b>   | <b>56</b>        | <b>71.70</b>      |
| <b>Females</b> | <b>22</b>        | <b>28.30</b>      |
| <b>Total</b>   | <b>78</b>        | <b>100</b>        |

**Source Field Survey 2012**

Figure 4.3 indicates that Male enrollees outnumber the Female enrollees in all the study area; however, the number in Numan is much higher than those of the other study centers. Yola south records the lowest number of female enrollees. This is attributable to the beliefs in some cultures and religion that technical training is majorly men's job. The other

reason is because of gender discrimination which the few females that enroll but that they enrolled pointed out that more females would have loved to enroll but that they were considered as weaker sex even though the responsibility to some families' upkeep rests on the solders of some women most especially divorced and widowed women.

However, data gotten from the Special program Projects Unit – the Coordinating body for the program showed that Michika and Madagali centers have more female enrollees than male counterparts. This is as a result of the tradition in those areas where the Males leave the town to trade in the cities like Yola and Maiduguri and the females are left with the responsibilities of family upbringing.

#### 4.4 Marital Status

| <b>Marital Status</b> | <b>Frequency</b> | <b>Relative frequency %</b> |
|-----------------------|------------------|-----------------------------|
| <b>Single</b>         | <b>55</b>        | <b>70.50</b>                |
| <b>Married</b>        | <b>22</b>        | <b>17.95</b>                |
| <b>Widowed</b>        | <b>6</b>         | <b>7,70</b>                 |
| <b>Divorced</b>       | <b>3</b>         | <b>3.85</b>                 |
| <b>TOTAL</b>          | <b>78</b>        | <b>100</b>                  |

#### Source field survey 2012

Majority of the enrollees of the program are the youth which constitute about 70.50% followed by those that are married with 17.95%. The widowed and the divorced enrollees constitute about 7.7% and 3.85% respectively.

It is said that marriage comes with a level of responsibility thus, the reason for more married people seeking for ways to improve and better

their earnings ability so as to be able to meet up with family responsibilities.

**Table 4.5 Educational Qualification**

The table below shows the educational qualification of the respondents

| Level of Education           | Frequency | Relative frequency (%) |
|------------------------------|-----------|------------------------|
| Non formal education         | 11        | 14.10                  |
| Primary edu.incomplete       | 6         | 7.9                    |
| Primary edu. Completed       | 26        | 33.33                  |
| Secondary edu. Completed     | 22        | 28.22                  |
| Secondary edu. Uncompleted   | 9         | 11.53                  |
| Others (Higher certificates) | 4         | 5.13                   |
| Total                        | 78        | 100                    |

**Source field Survey2012**

The socioeconomic factors which is important and impact on the overall skills acquisition training is education (Amalu 2005).

The educational status of the respondents is as shown on table 4.5. 14.10 And 28.22 are primary and secondary graduates who have a requirement for basic education but lack skills to be self-employed there by looking for means of survival. Some of them train as apprenticed or go for direct selling of their wage Labour. This program according to them has opened their eyes and consciousness to engage in technical trading themselves when they acquire new skills and tools to work. They have even started practicing their newly acquired skills in workshops of their parents, relatives or friends. The urban dwellers have more access to training facilities than the rural dwellers and it is much easier for urban dwellers to

have access to practice their newly acquired skills training to enhance their productivity.

The high variety of educational level enrollee is an indication that the program is reaching the targeted people who are poor, unemployed and with basic education.

**Table 4.6 Family Size of Respondents**

| <b>No. of family members</b> | <b>Frequency</b> | <b>Percentage</b> |
|------------------------------|------------------|-------------------|
| <b>5-9</b>                   | <b>48</b>        | <b>61.54</b>      |
| <b>10 and above</b>          | <b>14</b>        | <b>17.95</b>      |
| <b>0-4</b>                   | <b>16</b>        | <b>20.51</b>      |
| <b>Total</b>                 | <b>78</b>        | <b>100</b>        |

**Source field Survey 2012**

The dominant family size of 61.54% has great implications on the amount of skills and Labor available to the household for skills production or variety of different skills. Family Labour is greatly used in urban areas in terms of the skills available for production of goods and services.

**Table 4.7 Occupation of Respondents**

| <b>Occupation</b>            | <b>Frequency</b> | <b>Percentage</b> |
|------------------------------|------------------|-------------------|
| <b>Artisan</b>               | <b>2</b>         | <b>2.56</b>       |
| <b>Plumbing</b>              | <b>8</b>         | <b>10.56</b>      |
| <b>Electricals</b>           | <b>6</b>         | <b>7.68</b>       |
| <b>Computer/ GSM Repairs</b> | <b>34</b>        | <b>43.58</b>      |
| <b>Metal/Aluminum works</b>  | <b>10</b>        | <b>12.82</b>      |
| <b>Computer programming</b>  | <b>8</b>         | <b>10.56</b>      |

|                      |           |              |
|----------------------|-----------|--------------|
| <b>Home economic</b> | <b>8</b>  | <b>10.56</b> |
| <b>Others</b>        | <b>2</b>  | <b>2.56</b>  |
| <b>Total</b>         | <b>78</b> | <b>100</b>   |

**Source Field Survey, 2012**

The result indicated that the largest percentage of the respondents were Computer/GSM repairs representing (43.58%) while majority of them combine Computer with other skills as occupations.

This explains why technical skills acquisition has been and will continue to be the largest employer of Labour in Nigeria.

Those that combine technical skills Labour with other occupation do so as a means of earning extra incomes while others do it as a hobby. However, the technical acquisition centers program which do not only teach enrollees to increase their technical skills production only, but also show them the business perspective of technical skills. Therefore technical skills enable the beneficiaries to see themselves not only as technicians but also as businessmen and women.

**Table 4.8 Awareness of the programme among Respondents**

| <b>Aware</b> | <b>Frequency</b> | <b>Percentage</b> |
|--------------|------------------|-------------------|
| <b>Yes</b>   | <b>63</b>        | <b>80.77</b>      |
| <b>No</b>    | <b>15</b>        | <b>19.23</b>      |
| <b>Total</b> | <b>78</b>        | <b>100</b>        |

**Source field Survey 2012.**

Over 80% of the respondents were aware of the governments poverty alleviations programme especially the technical skills centers, while 20% were not aware of the programme. This is a very large percentage

even though all those that were not aware of the existence of the programme were non beneficiaries. This implies a weak grass root governmental discrimination systems. This means government the rural dwellers were not fully involved because of the level of literacy at rural areas.

The fact that this programme has been in existence for over 2 years and a good proportion of the people were still not aware of the programme is not in the best interest of the people particularly the rural dwellers.

#### **4.9 Testing of Hypothesis**

In testing the hypothesis, the paired t-test statistics was employed because of its suitability and applicability in assessing effects (impact) by comparing responses from beneficiaries of the programme. The adoption of t-test statistics was based on similar work, which assessed the effect (impact). The impact of skills Acquisition Programme on poverty alleviation a case study of Farm Skills Demonstration Centers in Adamawa State. Furthermore the data generated from the paired T-test was analyzed in chapter four

#### 4.10 Testing of Hypothesis

Levels of production, productivity, of technical skills income and business size.

|            |         | Paired Deference's |                  |                |         |            |
|------------|---------|--------------------|------------------|----------------|---------|------------|
| Categories |         | Means              | Standard Deviant | Standard error | Means   | T-calT-tab |
| Pair 1     | X1      | 3.6628             |                  |                |         |            |
|            | X2      | 0.5707             |                  |                |         |            |
|            | X1 – X2 | 3.09               | 20.33            | 2.77           | 1.12**  | 2.05       |
| Pair 2     | X3      | 0.3109             |                  |                |         |            |
|            | X4      | 0.6220             |                  |                |         |            |
|            | X3 – X4 | 0.32               | 0.72             | 9.82           | - 3.17* | 2.05       |
| Pair 3     | X5      | 5.4815             |                  |                |         |            |
|            | X6      | 1.7474             |                  |                |         |            |
|            | X5 – X6 | 3.73               | 15.05            | 2.05           | 1.83**  | 2.05       |
| Pair4      | X7      | 46748.370          |                  |                |         |            |
|            | X8      | 13044.722          |                  |                |         |            |
|            | X7 – X8 | 33703.65           | 28644.65         | 3896.09        | 8.65*   | 2.05       |

Source: Computed from field survey, 2012

\*Significant at 5% level

\*\*Not significant at 5% level

- X1 Total production (Tons) of beneficiaries
- X2 Total productions (Tons) of non-beneficiaries
- X3 productivity (Total output HA) in ton of beneficiaries
- X4 productivity (Total output HA) in ton of non-beneficiaries
- X5 Skills input (Ha) of beneficiaries
- X6 Skills input (Ha) of non-beneficiaries
- X7 Skills income (Naira) of beneficiaries
- X8 Skills income (Naira) of non-beneficiaries

#### **4.11 Research finding and discussions**

Having examined the impact of skills acquisition programme on poverty alleviation in technical skills acquisition centers in Adamawa State and subjected the data obtained using T-test. Our analysis indicated that on category pair 1, the T-calculated is less than the tabulated value we then accepted our null hypothesis that; there is an extent of awareness and participation of the people in the local acquisition skills centers.

Furthermore, in category pair 2, it indicate that the T-calculated is less than the tabulated value we therefore accept the null hypothesis that; there is benefit in terms of skills acquired category pair 3 indicate that the T-calculated is less than the tabulated value than the null hypothesis is accepted that; there is impact of the programme on the income of the beneficiaries. Regarding category pair 4, the t-calculated is greater than the tabulated value. Therefore, the null hypothesis is rejected and the alternative is accepted that; lack of awareness causes the failures of poverty alleviation programme of the state government in the past.

## **CHAPTER FIVE**

### **SUMMARY CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Summary**

The study determines the impact of skills acquisition programme on poverty alleviation in Adamawa State. The study also identified the socio-cultural background of the beneficiaries. The study assesses the level of awareness and participation of the people in the Technical skills acquisition centers. The study further determines the impact of the program on the beneficiaries' interests of skills acquired. Lastly, the study determines the impact of the program on the income of the beneficiaries and identifies the causes of failure of past poverty alleviation program of the state government.

The review was carried out under chapter two which covers the following: Introduction, definition of poor person, Definition of poor person, the state of poverty, poverty and education, Trend of poverty in Nigeria, poverty Gap, Dimensions of poverty, and conceptualization of poverty for the four measures, relative measures, expenditure, and expenditure share of house hold human development Dimensions of poverty, 2011 poverty forecast, vocational and technical skills acquisition, skills acquisition program and skills acquisition, skills acquisition and self-employment, institutional framework for tackling poverty, funding of Nigerian poverty alleviation program, poverty alleviation, and the inevitability of poverty.

The design for the study is survey design. The population comprises of 1,426 of students. The sample was drawn from 3 Senatorial districts. Stratified sampling technique was also used to enable the researcher reach out its targeted

population. Data was collected through questionnaire, interview and observation. Data was also collected from relevant documents and journals. Descriptive and inferential Statistics were used for data analysis.

Chapter four focuses on data analysis, in this chapter, the documents stated were thoroughly analyzed and chapter five focuses on summary conclusion and recommendation.

## **5.2 Conclusion**

From the analysis of the result obtained from this study, it can be concluded that Technical and vocational education training (TVET) is a veritable tool in skills development and poverty alleviation. The impacts of the programmes are manifest especially in the area of productivity and business size income. The notion in some quarters that such poverty alleviation programmes do not yield the desired result is not only incorrect but baseless.

However, the implementation and the awareness of such programme among the people living in the rural areas especially should be increase for the programme to have the desired impacts. Most people living in the rural areas are where the majority of the poor people reside.

## **5.3 Recommendations**

Based on the findings of this study the following recommendation are made

1. Government skills acquisition programmes such as the technical skills acquisition centers should be strengthened and should include all classes of the populace irrespective of their educational levels or political affiliation,

2. Bottle necks in the process of enrolment in to the programme should be removed and made easier for every interested citizen to be able to enroll and particularly Adamawa state indigenes and obtain the requisite skills.
3. Government should include in its educational curricula a Skills Acquisition Programme starting from higher primary school through the secondary schools where student would be thought skills acquisitions and the rudimentary of technical skills.
4. There is a greater need for the government to embark on serious awareness creation of the existence of poverty alleviation programme through the use of village/town criers. Village meetings radio and television jingles in the local dialects.
5. Policy makers should de-emphasize the issue of top down flow of information. This approach has the great disadvantage of reducing between policy makers and rural dwellers as well as participation. Community driven Development (CDD) Approach should rather be used and this medium offers the both the urban and rural the opportunity to actively involved in the entire process of conception. Identification and execution of any poverty alleviation programme that will benefit them.
6. Technical tools should be made available and affordable to all citizens and particularly Adamawa state indigenes who participated in Technical Skills acquisition centers. Also all barriers to skills acquisition should be removed.
7. An enabling environment should be provided by the government to enable people practice what they have learnt in the programme. Such enabling environment could include provision of basic necessities that will stimulate

and enhance living standard of the beneficiaries in their business production.

8. Government should enact more policy on counterpart funding between Federal. State. Local

## RESEARCH QUESTIONNAIRE

### TOPIC: THE IMPACT OF THE SKILLS ACQUISITION PROGRAMME OF THE TECHNICAL SKILLS ACQUISITION CENTERS ON POVERTY ALLEVIATION IN ADAMAWA STATE.

**INSTRUCTION:** Please Tick ( ) or State the Correct Information in the Space  
Provided

#### SECTION A: PERSONAL DATA

1. Name of Local Government .....
2. Name of village: .....
3. Age: a.(a) 20 (b) 20-40 (c) 40-60 (d) 60 and above [ ]
4. Sex: (a) Female [ ] (b) Male [ ]
5. Marital status: (a) Married [ ] (b) Single [ ] (c) Widow [ ] (d) Widower
6. Number of children (a) Males [ ] (b) Female [ ]
7. Number of Dependents [ ]
8. Educational Qualification (a) Illiterate [ ] (b) primary [ ] (c) Secondary [ ]  
(d) Tertiary [ ] (e) Non-formal education [ ] (f) Other, specify .....
9. How long have you been enrolled in to programme? (a) 1 year [ ] (b) 2 years  
(c) 3 years [ ]
10. What other occupation/vocation do you have? (a) Civil Servant [ ] (b)  
Business/Trading [ ] (c) Artisan [ ] (d) Other Specify: .....
11. What is your spouse's qualification? (a) Illiterate [ ] (b) Primary [ ] (c)  
Secondary [ ] (d) Tertiary [ ] (e) Non-formal education [ ] (f) Other, specify  
.....
12. What is your spouse's Occupation? (a) Civil Servant [ ] (b) Business/Trading  
[ ] (c) Artisan [ ] (d) Other Specify: .....

13. What school do your children attend? (a) Public  (b) Private  (c) Non-formal Education  (d) Other Specify .....
14. What is your resident status? (a) Leaving with parent/friends/Relatives  (b) Single Room apartments  (c) Luxury Apartment  (d) Large spacious apartment
15. Do you own your Home  or your Rent
16. What is the social status of your parent/guardians? (a) Politicians  (b) Civil servant  (c) Other specify .....
17. What is your annual income? (a) N 10,000 P/A  (b) N 20,000-N100, 000 P/A (c) N100, 000 – 500,000 (d) N 500,000 and above.

**SECTION B.**

1. What other vocation do have before joining the programme? (a) Business/Trading  (b) Artisan  (c) Other Specify: .....
2. How the skill contributed i9n you achieving your objective in the programme? (a) Greatly  (b) little  (c) None  (d) Other specify .....
3. Were you on training before joining the training programme (a) yes  (b) No
4. If no, why .....
5. If yes how did you get in to the Training (a) Through SA Programme  (b) Learn it as a vocation  (c) as a last resort because I can find any job  (d) Other Specify .....
6. What types of training engage on? (a) GSM Repaired  (b) Computer technicians  (c) Other Specify .....
7. Do you also operate your own (a) Yes  (b) No

8. What type of training did have (a) Auto Mechanic [ ] (b) Plumbing [ ] (c) Iron Soldering [ ] (d) Black meting [ ] (d) Other specify .....
9. Why do produce them? (a) Domestic Consumption [ ] (b) Commercial Purpose [ ] (c) Aesthetic purpose [ ] (d) Other Specify .....
10. What was your income before joining the programme? (a) N 10,000 P/A [ ] (b) N20,000 – N 100,000 P/A (c) N100,000 – N500,000 and above

**SECTION C**

1. What new skill of Training have you learnt since joining the programme? Please specify .....  
.....
2. What is the out put on your new skills now specify .....  
.....
3. How much do you now earn from your new skills .....  
.....
4. Is your income level now in proved as a result of your enrolment in the programme? (a) Yes [ ] (b) No [ ] (c) Other specify .....  
.....
5. Has the programme benefited you in terms of increasing in your economic power and social status? (a) Yes [ ] (b) No [ ] (c) other specify .....  
.....
6. What motivated you to enroll in to the programme? (a) Self persuasion [ ] (b) persuasion from relatives/friend [ ] (c) Advert from the media [ ] (d) Nomination from ward [ ] (e) reference by the politicians/government official [ ] (f) other specify .....

7. Did you encounter any problems while enrolling into the programme? (a) Yes  
[ ] (b) No [ ]

8. If yes what are the problems? Please state

- i. ....
- ii. ....
- iii. ....
- iv. ....

9. What new social status symbol have you enquired lately? (a) A car [ ] (b) A  
motorcycle [ ] (c) A bicycle [ ] (d) A house [ ] (e) Mobile phone [ ] (f) Television  
set [ ] (g) Radio Set [ ] (h) other specify .....

10. What new club membership do you now belong to which you hitherto did  
not belong to specify

- i. ....
- ii. ....
- iii. ....

**SECTION D**

1. What is your perception of the Adamawa State government poverty  
Alleviation programme? Please state.....

2. Do you think the programme is relevant to the poverty alleviation drive of  
the government in line with MDGs? (a) Yes [ ] (b) No [ ] (c) other specify  
.....

3. Do you think programme justifies the resource spend Establishing it? (a)  
Yes [ ] (b) No [ ]

4. If no what are the types of program do you think the state government  
should have embarked upon? Please state.....

- .....
5. Have you ever been enrolled into any poverty alleviation or skill acquisition programme before? (a) Yes [ ] (b) No [ ] (c) other specify.....
  6. If yes did you really benefit from the programme? Please state how you benefited .....
  7. If no, why did you not enrolled? (a) Lack of information [ ] (b) Government Bureaucracy [ ] (c) Nepotism [ ] (d) Indifference to the programme [ ] (e) other specify .....
  8. In your opinion, why did you think other programme fail?
    - i. ....
    - ii. ....
    - iii. ....
    - iv. ....
  9. Is the technical Training Centre Adequately equipped of the training? (a) Yes [ ] (b) No [ ] (c) other specify .....
  10. What facilities do you think are missing? Please state
    - i. ....
    - ii. ....
    - iii. ,.....
  11. Are the facilitators in the centers adequate and knowledge enough to pass the required knowledge to the participant? (a) Yes [ ] (b) No [ ]
  12. What do you think they should have done different
    - i. ....
    - ii. ....

iii. ....

13. Do you know any poverty alleviation programme being implemented by any government in Nigeria? (a) Yes [ ] (b) No [ ]

14. How would you rate the performance of the programs compared to the Adamawa State Government's programme? (a) Better [ ] (b) Below [ ] (c) Same [ ] (d) Other specify .....

15. Are you a graduate of any poverty alleviation in Adamawa State  
Yes [ ] No [ ]

16. If yes were you given starter pack (tools) after graduation?  
Yes [ ] No [ ]

17. If yes what type of Starter Pack were you given indicated  
.....

18. How effective is the  
Satisfactory [ ] Not satisfactory [ ]

19. How do you start using the tools?  
Yes [ ] No [ ]

20. If yes how much do you earn per week  
Less than 500 [ ] Less than 500-1000 [ ]  
# 1000 and above [ ]

21. Kindly suggest possible ways of improving the poverty alleviation programme of the state government and specifically the technical training skills centers.

- i. ....
- ii. ....
- iii. ....
- iv. ....

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