

**EFFECT OF NATIONAL YOUTH SERVICE CORPS
SKILLS ACQUISITION PROGRAM ON THE ECONOMIC
STATUS OF BAUCHI STATE CORPS MEMBERS
{A CASE STUDY OF BAUCHI STATE CORPS MEMBERS}**

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DECLARATION

I hereby declare that this research work is original and was carried out by me under the supervision of Mallam L. G Saulawa. To the best of my knowledge and believe, this work has never been submitted to any institution for any award of degree. All materials consulted and used in the study have been adequately acknowledged by means of bibliography.

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CERTIFICATION

The project with the title “Effect of National Youth Service Corps Skills Acquisition Programme on the economic status of Bauchi State Corps Members”

A case study of Bauchi State Corps Members, submitted by Sani Emmanuel has satisfied the regulations governing the award of Master in Business Administration, Ahmadu Bello University Zaria, and Kaduna State, Nigeria.

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DEDICATION

This project work is first and foremost dedicated to God the Creator of ALL things and to my Wife Mrs. Sheny Emmanuel Sani and My Lovely daughter Victoria Emmanuel Sani who encouraged me to succeed despite glaring challenges.

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I give glory, honor and adoration to God Almighty for His strength, wisdom and showers of blessings upon my life, for allowing me to be alive to complete this programme.

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ABSTRACT

With the rate of unemployment towering high in the country, lack of vocational skills, business and managerial skills or knowledge as well as fear of the unknown have crippled youths from venturing into private businesses that could have encouraged self-employment. This paper focuses on tackling unemployment through vocational/entrepreneurship education as the way to get out of joblessness and dependence on white color jobs which are hard to come by. It is in the light of this that this paper examined the role and contributions of NYSC vocational/skills acquisition program to employment generation among Nigerian graduates, serving and ex-corps members. It is obvious from the paper that serving and ex-corps members found great value in skills acquisition believing that the fight against poverty cannot be won by hoping to get a white collar job that may not be found, but rather also acquire vocational skills that can enable self-sustenance through value creation. This study seeks to investigate the effectiveness of NYSC skills acquisition program among the youth corps member in Bauchi state. It intends to answer questions such as what is the effectiveness of the skills acquisition program. To what extent are the learning resources at the training centers adequate for assisting in the acquisition of the vocational skills? What are the different courses offered in these vocational training centers? What is the economic status of learners and ex-learners who have undertaken various income generation ventures upon the acquisition of the relevant skills? How does the training affect the learners' attitudes in acquisition and utilization of skills? To what extent are the learners satisfied with skills acquisition training program? Finally what are the factors that affect the acquisition and utilization and/or non-utilization of vocational skills in venturing into income generating activities?

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CHAPTER ONE

1.0 Introduction

The NYSC scheme was created in a bid to reconstruct, reconcile, rebuild and unite the country after the Nigerian Civil war. The unfortunate antecedents in our national history gave impetus to the establishment of the National Youth Service Corps by decree No.24 of 22nd May 1973 which stated that the NYSC is being established "with a view to the proper encouragement and development of common ties among the youths of Nigeria and the promotion of national unity".

As a developing country, Nigeria is further plagued by the problems attendant upon a condition of under development, namely; poverty. Mass illiteracy, acute shortage of high skilled manpower (coupled with most uneven distribution of the skilled people that are available), woefully inadequate socio-economic infrastructural facilities, housing, water and sewage facilities, road, healthcare services, and effective communication system. Faced with these almost intractable problems, which were further compounded by the burden of reconstruction after the civil war, the government and people of Nigeria set for

the country, fresh goals, and objectives aimed at establishing Nigeria as a virile nation.

Basically the youth are the major group suffering from this predicament. In order to contribute to the attainment of the Millennium Development Goal 1 (Eradication of extreme poverty and hunger) and the transformation agenda of the present administration the Skills Acquisitions and Entrepreneurships Development Department was inaugurated on 29th of March 2012, to compliment Job Advisory and Counseling unit in the scheme which has being collaborating with Central Bank of Nigeria for proposal writing, National Directorate of Employment (NDE) for the Entrepreneurship Development Program (EDP) in Orientation camps.

1.1 Background of the study

The number of Nigerians living in poverty is increasing significantly, revealing a perplexing contrast between the nation's economic statistics on rapid economic growth and minimal welfare improvements for much of the population, the World Bank has said. "Poverty rates remain high in Nigeria, particularly in rural areas. These rates declined between 2003-2004 and 2009- 2010, although not nearly as fast as would be expected from the pace of economic growth in the country," the World Bank said in its 'Nigeria Economic Report' May, 2013. "While the officially reported growth rates of GDP well exceed population growth in the country, the pace of poverty reduction does not, this implies that the number of poor Nigerians living below the poverty line has grown measurably."

The World Bank said the first Nigeria Economic Report is designed to give some attention to longer term trends in the country, including the puzzle of why a decade of rapid GDP growth by official statistics, concentrated in the pro-poor areas of agriculture and trade, did not bring stronger welfare and employment benefits to the population.

Aside from the increase in poverty, the organization said progress towards a number of the other Millennium Development Goals in Nigeria has also been disappointing, stating that Nigeria was ranked 153 out of 186 countries in the 2013 United Nations Human Development Index, as unemployment rates have been steadily increasing and younger Nigerians are encountering increasing difficulty in finding gainful employment. The organization said available data on unemployment suggest a similar story. "Job creation in Nigeria has been inadequate to keep pace with the expanding working age population. The official unemployment rate has steadily increased from 12% of the working age population in 2006 to 24% in 2011. Preliminary indications are that this upward trend continued in 2012.

Another issue the report highlighted was that the official definition of employment in Nigeria (less than 40 hours worked in the past week) is unusual, and is therefore not comparable to that in most other countries. The negative dynamic is very consistent, however, with perceptions of the population of increasing difficulties for finding gainful employment. Going by this, the problem in Nigeria might best be interpreted as underemployment in contrast to unemployment proper.

Reports over the recent years have continued to highlight the concern that the Nigerian economic statistics reveals a puzzling contrast between rapid economic growth and quite minimal welfare improvements for much of the population.

Nigeria's annual growth rates that average over 7 per cent in official data during the last decade place the nation among the fastest growing economies in the world. This growth has been concentrated particularly in trade and agriculture, which would suggest substantial welfare benefits for many Nigerians. "Nevertheless, improvements in social welfare indicators have been much slower than would be expected in the context of this growth. Poverty reduction and job creation have not kept pace with population growth, implying social distress for an increasing number of Nigerians. Progress toward the fulfillment of many of the Millennium Development Goals has been slow, and the country ranked 153 out of 186 countries in the 2013 United Nations Human Development Index" the World Bank said. The Organization said further data collection and investigations will be necessary to clarify this picture of what factors are responsible or explain the disparities between economic growth and the welfare indicators of the nation.

"Given the seeming inconsistencies between the national accounts data summarized above and statistics based on other surveys, it is imperative to conduct further investigations and statistical tests to uncover the true growth and development story in Nigeria" the World Bank said.

Against this backdrop, the World Bank said it is imperative that Nigeria finds a recipe to unlock rapid growth and job creation in a larger part of the country, as well as to increase standards of education, health, and other social services to enable its citizens to find gainful employment in the emerging growth poles. “In sum, statistics on poverty and unemployment in Nigeria, together with other direct indicators of welfare, suggest a story that is rather different from the national accounts data. GDP growth has not been sufficient to support levels of poverty reduction and job creation necessary to prevent a growing number of poor and unemployed (underemployed) Nigerians.”

Despite the challenges, the World Bank states that the macroeconomic outlook for Nigeria in 2013 appears fairly strong, assuming that oil prices do not decline sharply and oil output stabilizes. The foreign inflows that generated the balance of payments surplus and reserve accumulation should continue, and will stimulate domestic demand. In this context, particularly if there are better weather conditions in 2013, the pace of economic growth could accelerate somewhat.

“Overall, 2013 should have provided a favorable context for the realization of key reforms and investments (power, roads, business climate, education, health,

agriculture) that could generate the non-oil growth, productivity increases, and jobs needed to ensure the country's prosperous future". The Jonathan administration has increasingly made reference to Nigeria's GDP and economic growth as signs of successes while the opposition and several Nigerians lament that those growth have not had a corresponding effect on the lives of average Nigerians.

Unemployment remains one of the most critical problems facing Nigeria today. Nigeria, the most populous country in Africa and the second-largest economy in the continent with a population of over 160 million, is endowed with diverse and infinite human and material resources. Sadly, however, years of unbridled corruption, mismanagement and sheer waste have hindered economic growth in the country. Consequently, the nation's resources have been left underutilized leading to unemployment and abject poverty, the twin evils which experts believe may scuttle the attainment of the Millennium Development Goals in the country.

According to a recent World Bank statistics, youth unemployment rate is 38 percent, but realistically, 80 percent of Nigerian youths are unemployed, with secondary school graduates mostly found among unemployed rural population accounting for about half of this figure, while university and polytechnic

graduates make up the rest. What seems to be more worrisome is the fact that the nation's universities and polytechnics continue to churn out more than 150,000 graduates annually and available jobs remain inadequate to keep pace with the ever-expanding army of jobseekers.

It has been said that Nigeria may not be able to meet the requirements for the attainment of the MDGs by 2015 due to the challenges posed by unemployment. The security challenges in the country caused by incessant attacks by insurgents in the North and kidnapping in the South-east are part of the numerous causes of unemployment in the country because no investor will like to put his money where he will be afraid of moving freely.

It is pertinent to stress that if the current spate of unemployment continues unabated, many of these graduates may eventually be recruited into the rank of oil theft syndicates, armed robbers, kidnappers, militants and insurgents, while their female counterparts may end up as prostitutes. To reduce unemployment in the country, therefore, individuals concerned, the private sector and governments at all levels must put in place creative measures to stem the tide.

Poorly-skilled individuals are replete in all sectors of the nation's economy. To address this, acquisition of vocational skills has been identified as a tool for molding employable individuals as unemployed individuals' need more skills than

they already have to find new jobs. Graduates of various institutions should be encouraged to acquire vocational skills that can prepare them for self-employment and financial independence because with paid employment one earns a living, but with self-employment one's earning is unlimited.

On skill acquisition trainings for graduates, the National Youth Service Corps (NYSC) should be commended for introducing skills acquisition and entrepreneurship training for youths, including graduates undergoing the mandatory one-year national service. But for this skill acquisition to be effective, entrepreneurial finance training should be organized, where corporate organizations and financial institutions would be invited to enlighten the youths on suitable ways of financing their dream projects as they venture into Small and medium enterprises (SMEs) or small and medium-sized businesses (SMBs) to improve their Economic status and become self-reliant by driving innovation and competition in many economic sectors.

This study focuses on the Skills acquisition program in National Youth Service Corp scheme of Bauchi State. Bauchi State of Nigeria is a situated in northern Nigeria and the main language spoken is Hausa although there are about over 60 other languages spoken in parts of the state. The predominant tribes are Balewa,

Fulani, Hausa, Jarawa, Sayawa and, Tarewa. Majority of the inhabitants of the state are Muslims.

Bauchi State has 20 local government areas, listed in alphabetical order below: Alkaleri, Bauchi, Bogoro, Dambam, Darazo, Dass, Gamawa, Ganjuma, Giade, Itas/Gadau, Jama'are, Katagum, Kirfi, Misau, NingiShira, Tafawa Balewa, Toro, Warji, and Zaki

In addition to the local government listed above, Bauchi State has six emirates. They are Bauchi, Katagum, Misau, Jama'are, Ningi and Dass. Each of these is headed by an Emir.

Bauchi State is an agricultural state which grows maize, rice, millet, groundnut and guinea corn. There is also irrigation farming by the use of dams like Balanga, Gubi and Tilde-Fulani dams. Cattle and other livestock are also reared in the state. Although mineral resources exist in the state, these are largely unexploited. Bauchi State indigenes also engaged in producing arts and crafts including embroidered caps and gowns (known as babbanriga), fiber craft, decorated calabashes, metal works, agricultural tools, pottery, leather works and mat weaving.

Bauchi State is well known for being the home of the famous tourist attraction, the Yankari Game Reserve.

1.2 Statement of the problem

The NYSC Skill acquisition program is aimed at graduate youth empowerment for economic self-reliance. However, graduate youth unemployment continues to rise despite the program. This necessitates the need to study the entire NYSC Skill acquisition program as it relates to the economic status of Bauchi State corps members. This study seeks to investigate the effectiveness of NYSC Skill Acquisition Program. It is intended to find out the nature of the program on National Youth Service Corp members in improving their Socio-economic status and addressing one of the objectives of the Scheme which is to develop a culture of self reliance in our youth for sustainable Job Creation towards national development.

1.3 Objectives of the study

- i. To determine if there is any relationship between NYSC Skills Acquisition program on the Economic status of Bauchi State Corp members.
- ii. To determine the extent of such relationship, if any.
- iii. To assess the Impact of the NYSC skills acquisition program on Bauchi State Corp members.

1.4 Research question

Is there any relationship between NYSC Skills Acquisition program and the Economic status of Bauchi State Corp members?

Is there any relationship between NYSC Skills Acquisition program and Economic status of Bauchi State ex-corps member?

1.5 Hypothesis

There is no relationship between NYSC skills acquisition program and the Economic status of Bauchi State Corp members.

There is no relationship between NYSC Skills Acquisition program and Economic status of Bauchi State ex-corps member.

1.6 Significance of the study

It is important to know whether or not if there is relationship between the NYSC skills acquisition and Economic self-reliance of Corp members in the state. This will enable us ascertain the effectiveness and efficiency of the program and indeed the scheme in this direction and to further make appropriate recommendations on the way forward.

1.7 Scope of the study

The scope of the study will cover Bauchi State corps members that underwent and are undergoing the NYSC skills acquisition program from 2012 to 2013 who are still resident within the State. And to ascertain the Corps members level of achievement in line with the objectives of the Skills Acquisitions Department of the NYSC. This is to define the study limits as a prerequisite for Research.

1.8 Limitations of the study

This research work is limited because it is on records that some of the Corp member trainees have been relocated outside the State on various ground while others have completed their mandatory one-year service program and thereafter relocated to various places.

1.9 Definition of terms

- i. Corps members: Serving member of the National Youth Service Scheme
- ii. Ex-corps members: Corp members that have completed their one-year National service program.
- iii. Economic status: basically defined as entrepreneurial Income
- iv. Business Capital: financial resources used to start and fund the business enterprise
- v. Profit: Gross profit as determined by the surplus of business Income above business expenditure.
- vi. Loss: Gross loss determined by the deficit of business Income below business expenditure.
- vii. SMEDAN: Small and Medium Enterprise Development Agency
- viii. VE: Vocational Education
- ix. SAED: Skills Acquisition and Entrepreneurship Department
- x. Average income: mathematical mean calculated as sum of unit income divide by the number of individual unit income

CHAPTER TWO

2.0 Literature review

The purpose of Chapter Two was to present a review of the literature as it related to Vocational skill acquisition programs. In Africa, countries are challenged to develop their own vocational education programs. The vocational education initiatives across Africa in general are the result of economic underdevelopment, unemployment, poverty, hunger, disease, and other factors. According to the World Bank (1998), unless institutional reforms are implemented to enhance wealth creation, formal economies will continue to stagnate.

DEFINITION AND CONCEPT OF VOCATIONAL SKILLS ACQUISITION/ENTREPRENEURSHIP EDUCATION.

Skill is an ability and capacity acquired through deliberate, systematic and sustained effort to smoothly and adaptively carry out complex activities or job functions involving ideas (cognitive skills), things (technical skills) and/or people (interpersonal skills). Entrepreneurship along side is the act of being an entrepreneur or 'one who undertakes innovations, finance and business acumen in an effort to transform innovations/skills into economic goods'.

This may result in new organizations or may be part of revitalizing mature organizations in response to a perceived opportunity.

People who work in the informal sector mostly have limited access to formal education; profiles in terms of the years spent in education suggest quite low levels of training (Fluitman 1989; Lautier 2000). For instance, a recent survey of informal sector employment in Mali reveals that 76 percent of informal sector workers, that is 900,000 people, did not receive any education at all (Lautier, 2000). The West African Economic and Monetary Union states that this figure reflects the situation in other countries in the Western parts of Africa (see Gomez, 2000). Lubell's and Zarour's study (1990) shows that only 21 percent of the apprentices in Dakar had attended primary school. World Bank statistics (1995) for the informal sector in Ghana indicate that 36 percent of the informal sector workers in Ghana had completed the 10th grade and 10 per cent had some tertiary education.

In Tanzania, according to a National Informal Sector Survey of 1991, 80 percent of the informal sector workers are unskilled, 10 per cent are trained on the job and only 5 per cent are skilled (Kent and Mushi,

1995). In Kenya, a total of 85 per cent of all informal sector operators have not received any training at all and the situation might be even worse in the rural areas and amongst women. The situation in Uganda is similar; national micro and

small enterprise surveys show that the majority of all workers in the micro and small enterprises are without skills (Haan, 2002).

Nonetheless many of the informal sector workers do manage to acquire most of the basic skills and competencies that are necessary to carry out their activities (Overwien 1997). In some North and West African countries, informal sector workers have more years of training behind them than those in formal sector employment, given the time spent in getting trained informally. There is also a trend in some countries for increasing numbers of recent graduates going straight to the informal sector, as formal sector employment opportunities are so limited. In Senegal, for instance, the State provides some financial incentives for informal sector workers that attract recent graduates (Lautier, 2000).

King and Abuodha(1995) also observe in their Kenyan study on the educational levels of micro-entrepreneurs in the informal sector, the occurrence of a small number of highly educated persons, a new phenomenon in the informal sector. They also note that the educational levels of informal sector workers in Kenya have risen considerably during the past two decades. They see this as a trend that will continue because skilled workers who would normally work in the formal sector are looking for work in the informal sector. This is due to weakening employment prospects in the formal sector: the lack of jobs, falling real wages as

well as poor career development and advancement prospects. Informal sector activities are also more accepted, encouraged and have gained more publicity than before. In fact, some informal economy prospects may even attract successful and well-educated people away from stable jobs in the formal sector.

Most informal sector workers who possess skills have acquired them through non-formal training or traditional education/informal training outside the state schemes of formal education. Often these are the “better off” workers, because poorer candidates simply cannot afford the training or the time it takes. Informal training and learning-by-doing often play the most significant role in providing workers of the informal sector with skills (Overwien, 1997). In Latin America, informal sector workers acquire most of their competencies through practical, informal work. Formal and non-formal educations also play a part, with varying significance depending on the region. Non-formal and formal educations do not often reach the same level of significance as learning-by-doing (Overwien 1997). However, King's and Abuodha's study (1995) of 100 Kenyan micro-entrepreneurs in the informal sector shows that those who receive both formal and informal training are better off. King and Abuodha conclude that a combination of informal and formal sector training is the most effective as a formal sector exposure improves the

entrepreneurial and technical capabilities of the entrepreneurs. What kinds of skills are needed in the informal sector? A World Bank study of 1993 (see Fretwell and Colombano, 2000) on vocational education and training in developing countries shows that entry to the informal sector requires very few skills that can easily be learned on the job. Ganghnon (1997) shows in his study in Chad that the perception of training needs differs considerably between the informal entrepreneurs and the outside observers. While most informal sector workers are able to explain what they need to do, they are uncertain about what they need to know in order to accomplish the task efficiently. The process of completing a task is carried out more often by trial and error rather than any conceptual or technical mastery.

Baden (1997) found in her study on employment, income generating activities and skills training in post-conflict Mozambique that the women interviewees, mostly traders, expressed a willingness to participate in training, but did not know what kind of training they should take or of what benefit it would be to them. Some of the women mentioned sewing courses which may reflect the dominant perceptions of what is suitable for women rather than what will actually provide better incomes. Some women expressed their interest in training in accounting, business and marketing skills. Older and illiterate women were

most negative about training, because they believe they cannot get any training without basic literacy.

Abdelkader (see Easton, Gushee & Liebert, 1997) found in his study on the training needs of workers and apprentices in Chad that the most frequently expressed training needs concern technical skills (cited by 81percent of the respondents) and management skills (67 per cent). In Kenya, half of the micro and small enterprise owners indicated that their workers did not need any training, while 23 per cent suggested management training and 10 per cent technical training.

The situation was the same in Uganda: less than half of the informal sector operators indicated no need for training and the majority of those who were interested in training indicated a need for management training rather than for technical skills (Haan 2002). Kent and Mushi (1995) found in their study on the education and training of artisans in Tanzania that only 13 percent of the young male respondents considered education and training important for achieving their work-related goals. Both male and female respondents identified access to credit as the principal requisite for fulfilling their ambitions.

Siddiqui and Nyagura (1992) undertook a survey on the training needs of entrepreneurs in the informal sector in Tanzania by interviewing a sample of heads of training centres, trainers, and small-scale and self-employed entrepreneurs. Their study shows that the majorities of entrepreneurs prefer workshops and organized classes as means of receiving training. On-the-job Training was preferred by only 17 per cent of the respondents.

Looking at the situation in Nigeria, World Bank statistics, youth unemployment rate is 38 percent, but realistically, 80 percent of Nigerian youths are unemployed, with secondary school graduates mostly found among unemployed rural population accounting for about half of this figure, while university and polytechnic graduates make up the rest.

To Ebele (2008), entrepreneurship education is the teaching of knowledge and a skill that enables the students to plan, start and run their own business. In the view of Swartland (2008), entrepreneurship education aims to stimulate creativity in students, enable them to identify opportunities for innovation and motivate them to transform the ideas into practical and targeted activities whether in a social, cultural or economic context.

Amusan (2004) agrees that entrepreneurship education will provide opportunities for students to assess their altitude, aptitude and skills relating to those necessary for developing and running business.

It aims at equipping students with peculiar qualities, skills and ability for immediate and future needs. Onifade (2004) views entrepreneurship as an act of floating a business enterprise through investment of capital and taking on the risks that may be associated with the investment. Entrepreneurship involves a dynamic process of creating wealth through the process of creating something new and in the process, assumes both attendant risks and rewards Izedonmi (2008) states. Vocational/entrepreneurship education is basically to prepare trainees for self-employment.

According to Sasaki (2006), youth entrepreneurship was shown to be a useful way to promote self-employment among young people. Important work in municipalities in several African cities have demonstrated that employment for young people can be created by actively promoting micro-enterprises- useful models of these can be found in waste recycling, for example. Young people often lack work experience and professional maturity which can make it difficult for them to secure employment. He states further that the overall objective of entrepreneurship training is to contribute towards the creation of an enterprise

culture in a country or society. It is not necessarily to have young people begin their careers as entrepreneurs or self-employed people immediately. Rather, it is to give them awareness and some practice of the opportunities, challenges, procedures, characteristics and other sources of information concerning self-employment and starting a small business, to assist trainees who might need them in the future.

The concept of entrepreneurship, in the opinion of Adeboye and Olubela (2009) is concerned with the new ways of looking at opportunities and identifying a new approach

towards solving problems. It also involves the consideration of a number of opportunities to enhance employees' performance and business profits.

Entrepreneurship is the dynamic process of creating incremental wealth.

Vocational/ entrepreneurship education majorly is to orient youth to other career options than paid employment. It prepares them for opportunities, self-worth as well as the courage to pull and maintain them out of poverty.

Vocational Education (VE), according to Agada and Ekpa (2007) encouraged many people to want to be their own boss someday. This goal serves as an incentive for thousands to become entrepreneurs. It encourages individuals, especially the unemployed ones to become creative and stop searching for the

jobs that are not there, rather they should start thinking of how to get themselves involved in doing one thing or the other on their own and therefore create employment for themselves, and if possible employ other people. It does not only empower trainees with life sustenance/employability skills to become productive and active participants in the task for socio-economic and political development and national unity but also checks the rising tide of crime and unemployment in Nigerian communities, Abefe-Balogun and Nwankpa (2010).

Vocational/entrepreneurship education inculcates in graduates or trainees the appropriate entrepreneurial skills and attitudes for creativity, innovation and enterprise which would enable them create, rather than seek for paid-jobs thereby tackling the ugly tide of graduate/youth unemployment, as well as provide business opportunities for larger percentage of Nigerian youths. Abefe-Balogun and Nwankpa (2011) assert that vocational education aims at combining skill, job ethics and training to encourage talented entrepreneurs, especially among young people. Self-reliance, can-do spirit, and commitment to succeed are cultivated through vocational/entrepreneurship education. This has become inevitably desirable not only to boost local production, create innovative and productive youngsters but also to enable them meet their future economic, social and developmental challenges.

The essence of vocational/entrepreneurship education is to produce knowledgeable, skilled and entrepreneurial graduates that would meet the needs of the labour market, Onifade (2004) reports.

World Bank (2008), states thus as traditional job-for-life career paths become scarce, youth entrepreneurship provides an additional way of integrating youth into today's changing labour markets and improving their economic independence. For some young people around the world, self-employment provides income, self-reliance and a dynamic path for growth and the development of human capital. In addition, young entrepreneurs may be more responsive to new economic opportunities and trends.

Entrepreneurship can unleash the economic potential of young people and be a source of new jobs and growth, while improving their economic independence. Young people can no longer expect to find job-for-life careers but rather portfolio careers (contract employment, freelancing, periods of self-employment, etc.) Entrepreneurial experience and/or education help youth develop new skills that can be applied to other challenges in life. Non-cognitive skills, such as opportunity recognition, innovation, critical thinking, resilience, decision making, teamwork, and leadership will benefit all youth whether or not they intend to become or continue as entrepreneurs.

2.1 Introduction

This chapter reviews the literature related to vocational skills acquisition and entrepreneurship development. The review is organized in sections dealing with the following issues; background of NYSC scheme, introduction of skill acquisition program into NYSC scheme, skills acquisition program as a tool for improving economic status, methodology of NYSC skill acquisition program, skill acquisition methodologies in other organizations, and determinants of economic status in supporting skills acquisition, courses offered at the vocational centres, staff and administration development at vocational training centres, engagement of acquired skills and other factors that influence skills acquisition and entrepreneurship development and finally summary of the literature review. There is no gain saying the fact that the future of any country depends on the youths. The youths of Nigeria acknowledge this fact, and have consistently laid claim to the nation's leadership. While one may give credence to the saying that leaders are born, not made, one must also concede to the fact that leadership in a modern society requires a certain degree of preparation and orientation before the assumption of that role.

2.2 Background of NYSC scheme

The universities and other institutions of higher learning are normally expected to be training ground for future leaders, except that, as we are all aware, these institutions are first and foremost committed to the advancement of learning and knowledge, training of people for good citizenship. Little wonder that the products of these institutions have been accused of being too elitist in their outlook, of not identifying with the plight of common man, and of inability to appreciate predicament of the vast majority of our people who live in the rural areas.

It was the need to look beyond the immediate present and to think of the future leadership of the country that necessitated the mobilization of certain categories of our youths through the National Youth Service Corps Scheme. This was done with a view to giving them the proper guidance and orientation relevant to the needs of the country. The National Youth Service Corps Decree No. 24 which has now been repealed and replaced by Decree 51 of 16th June 1993 was then formally promulgated.

The purpose of the scheme is primarily to inculcate in Nigerian Youths the spirit of selfless service to the community, and to emphasize the spirit of oneness and brotherhood of all Nigerians, irrespective of cultural or social background. The

history of our country since independence has clearly indicated the need for unity amongst all our people, and demonstrated the fact that no cultural or geographical entity can exist in isolation.

2.3 Introduction of skill acquisition program into NYSC scheme

In support of the Federal Government efforts to address the challenges of unemployment in Nigeria the NYSC under the leadership of its Director-General Brigadier-General NT Okore Affia established the Skill Acquisition and Entrepreneurship Department (SAED) on the 29th March, 2012 with the appointment of a Director, Mrs Dan Abia to see to the proper and smooth take of f of the programme with the mandate of promoting the culture of self-reliance and entrepreneurship development for job creation.

The Skills Acquisitions and Entrepreneurship Development was established with the aim of building the capacity of youth graduates as well as providing the enabling conditions for them to cope with the challenges self employment and wealth creation. The Department is headed by a Director and is made up of two divisions namely:

a. Skills Acquisition Division

i. Skills Acquisitions

- ii. Job advisory

- b. Entrepreneurship and Empowerment Division

- i. Entrepreneurships Development

- ii. Empowerment

(NYSC report on draft composite policy document, Aug., 2013)

Functions of the Department

Functions of the department include:

- i. Sensitize and mobilize 200, 000 young graduates for skill acquisition annually.
- ii. Facilitate the training and mentoring of 100, 000 young graduates in skill acquisition and entrepreneurship development for self-reliance annually.
- iii. Promote public-private partnership for entrepreneurship development and self-reliance amongst Nigerian youths.
- iv. Promote documentation and sharing of best practices on youth empowerment in Nigeria.
- v. Support evidence-driven advocacy efforts for favorable policies on youth empowerment in Nigeria.

- vi. Sensitization and mobilization of corps members for enrolment into the skill acquisition and entrepreneurship development program.
- vii. Development of a standard curriculum for the in-camp skill acquisition exercise.
- viii. Identification of organizations at state level to provide training and mentoring in specific skills sets.
- ix. Attachment of the corps members to the various organizations for skill acquisition and entrepreneurship development.
- x. On-going monitoring and supervision of trainee corps members.
- xi. Facilitate access to available funding opportunities.

(NYSC report on draft composite policy document, Aug., 2013)

Skills acquisition and Entrepreneurship program as a tool for improving economic status

According to Encarta Dictionary (2009), a skill is seen as ability to do something well, usually gained through training or experience. Skill acquisition on the other hand involves the development of a new skill, practice or a way of doing things usually gained through training or experience.

Generally, investing in knowledge and skills is seen by many governments as the cornerstone of developing an employable and globally competitive work force. A skilled and knowledgeable work force improves the investment climate because skilled workers create an attractive economic environment for investors. The returns to increasing investments in skills development tend to be high in rapidly growing economies, and can be low or non-existent in situations characterized by weak growth and poor governance. Among the most critical supporting factors of better skills utilization will be the macroeconomic reforms necessary to promote growth, and thus expand the opportunities for business development and employment. Strategies to promote national growth should emphasize skills development for the sectors with the most promising employment prospects if they are to have a maximum impact.

Important reforms to promote vocational and technical skills have been initiated both in the formal and informal sectors in a number of countries reflecting a more integrated approach to education, training and employment. A renewed emphasis on skills development has also been echoed by the African Development Bank (AfDB) 2007 High Level Panel which has recommended skills development as a critical pillar of the Bank's support to African countries in the 21st Century.

The development of relevant skills and knowledge is a major instrument for improved productivity, better working conditions, and the promotion of decent work in the informal economy. Better, less work-intensive and safer technologies can raise productivity and income, reduce work drudgery and occupational risks to health and safety, and improve products.

New skills and knowledge can open doors to more economically and socially rewarding jobs.

Basic life skills, such as numeracy and literacy, problem-solving and management, communication and negotiation skills, improve confidence and capacity to explore and try new income-earning opportunities (ILO 2000).

In addition, better-educated entrepreneurs are generally also more responsive to policy measures, which is important for the sector's development. Higher education levels mean more stable income generating enterprises in the informal sector as a whole (King and Abuodha 1995). Improving productivity is essential to the survival and growth of informal units. It is also a prerequisite to their gradual formalization. The improvement of productivity requires, among other things, easier access to training, which has often been lagging behind other interventions such as credit. But as Nelson (1997) points out, the

need to go beyond credit in order to stimulate business development in the informal sector is emerging as a priority among researchers, practitioners and policy makers. The positive impact of training on productivity in both the formal and informal sectors has been clearly demonstrated in the literature.

As Fretwell and Colombano (2000) point out, there is a considerable body of research that shows that skills and education have a positive rate of return and are essential to increased earnings and productivity.

Informal sector jobs are not always synonymous with urban poverty. On the contrary, they can offer opportunities for development both in terms of skills development as well as income generation. In Verner and Verner's (2000) analysis of the economic impact of a training programme in the informal sector in Côte d'Ivoire, some particular groups clearly benefited economically from the training. These groups included women, workers from the agricultural and electronics sectors and workers of firms employing 1 to 3 persons or more than 10 persons. The authors of the study do not however give any reasons for this.

Burki and Ubaidullah (1992) refer to research conducted in Pakistan demonstrating that returns to investments in human capital in the informal sector are very similar to returns in the formal sector: human capital investments are

rewarded in the form of higher earnings. King and Abuodha (1995) found in their survey on training needs of 100 informal sector entrepreneurs in Kenya a correlation between the level of education and the performance of the enterprise. Combined formal and informal training seemed to strive for the best firm performance whereas neither formal nor informal training alone led to good performance. But at the same time, it was noted that some entrepreneurs who participated in the study had no training at all and yet reached high income levels. This finding, as the authors point out, challenges the conventional wisdom of the correlation between the level of training and income.

However, as the sample size was small and the study focused on particular trades, generalizations cannot be made. It is undeniable that overall income levels are low for the majority of people employed in the informal economy although some workers may earn more in the informal sector than they would in the formal sector. In particular, unskilled workers and micro-entrepreneurs may find themselves better off in the informal sector than in the formal sector.

Surveys in the Pacific Islands show that the informal self-employed perform as well as or even better than those working in the formal sector. In urban Juba, in southern Sudan, the majority of entrepreneurs and one third of the wage earners

in the informal sector earn more than the minimum wage in government service (Lautier, 2000). In Bangkok, the average earnings of vendors, brick-haulers and carriers in the informal sector are found to be higher than those of unskilled workers in the formal sector (House and Paramanathan, 1994). In Pakistan, the earnings in the informal sector are favourably compared to the earnings in the formal sector. But even if the level of income may be acceptable for some in the informal sector, the issues of social protection and working conditions remain problematic.

Non-formal training refers to training outside the formal education system. It is provided mainly by various voluntary or non-governmental organizations. Also many governmental agencies as well as private institutions are involved in non-financial promotional programmes related to training in the informal sector. Non-formal education normally has an identifiable clientele and its learning objectives are clear. It is often seen as an effective means of education of specific target groups in terms of costs, accessibility and participation. It can help deliver education in those regions which governments are unable to reach through formal education measures. Also governments are increasingly interested in non-formal education that is mainly organized by non-governmental and voluntary organizations. For instance, non-formal educational programmes play a

significant role in UNESCO's Education for All framework which commits governments to guarantee that all children, young people and adults have the human right to benefit from an education that will meet their basic needs, including learning to know, to do, to live together and to be (Wojtasik, 1998; The Dakar Framework for Action, 2000). Non-formal training programmes targeting the informal sector can be described as follows (see Singh, 2000):

- i. Vocational training for those who are already working, in the framework of a trade boosting programme.
- ii. Training for young people to facilitate access to formal vocational training.
- iii. Improving the training abilities of entrepreneurs as masters.

Training measures within community development schemes (counselling, women's groups, youth activities etc.) (see Singh, 2000)

The strength of non-formal training lies in its flexibility and organizational form. Non-formal education strives to provide education at the grassroots level, from the grassroots level with the help of people familiar with the conditions and situation in question. This is in contrast to formal education stemming from the principle of 'from the top downwards' and predetermined curriculum same for all. One innovative training approach used in the informal sector mainly by government departments and NGOs is mobile teams, which provide training in immediate work contexts and assist individuals and small groups on-site at the

workplace. For instance in Haiti, the government has launched a mobile team to reach the working poor that are unable to attend training because of the timing of the courses, the cost of leaving their job for training, or because they are reluctant to participate in structured classes. The mobile teams are running three cycles a year giving training in basic subjects. This mobile team model is based on encouraging results from ongoing mobile training by a public centre in Haiti (Inter-American Development Bank,1998).

Non-formal education has its limits, though. Most non-governmental organizations tend to provide very specific training and are able to reach only a limited number of potential beneficiaries. Training services are often provided by inexperienced staff who are not necessarily familiar with the needs of informal sector workers. The scope of the training depends completely on the organization in question and often the focus is on civics/development education and literacy programmes with limited involvement in vocational training. Given the diversity of the NGOs, the focus and extent of NGO involvement tends to vary radically between countries (Fretwell & Colombano, 2000). Also co-ordination between various programmes is frequently lacking and duplicated activities are common (House and Paramanathan, 1994).

The experience in West African countries (Benin, Burkina Faso, Ivory Coast, Guinea-Bissau, Mali, Niger, Senegal and Togo) shows that the impact of non-governmental training arrangements on qualifications of informal sector workers has been marginal. This is due to various reasons, including the scale of requirements, the inability of training organizations to identify the training needs and to develop training contents in line with the specific nature of the sector, and the poor coordination of training activities (Godiho Gomez, 2000). However, in Ethiopia, as Bissrat (1993) reports based on an assessment of the work of eleven NGOs, the NGOs have had a clear impact on the working conditions, productivity and skills acquisition in the informal sector. In addition to credit, the NGOs have provided training on various topics ranging from how to keep records of income and expenditure to how to operate small businesses to training in crafts and in agricultural activities. Yet, the duplication of training courses and lack of coordination also characterize the non-formal training provided by the Ethiopian NGOs. As a result too many workers are trained in certain trades, such as crafts, whereas other trades are lacking skilled workers.

While both formal and non-formal training typically imply the involvement of training experts to design training, set training goals, and decide on training methods, informal training is characterized by its lack of structure, the absence of underlying curriculum and the fact that no particular time is set aside for the

learning. Normally, the theoretical aspect of the training is missing or minimal, and training and learning mainly take place within the family or neighbourhood, in the streets, or during the working processes. Informal training includes informal on-the-job training, community-based training and mentoring. Many of the 'training methods' are so common that they are not considered to be training methods at all. Probably the most prominent form of informal training is learning on-the-job. In the following section informal apprenticeship which is a commonly used method of training in the developing countries is viewed in more detail.

As a concept, informal apprenticeship is contradictory: apprenticeship as such refers to a structured learning process whereas informal learning processes are not planned. Informal Learning is through imitation and identification (Overwien, 1997; Mauro, Gerard and Parodi,1999). The requirement to produce a product or provide a service while learning the skills that are necessary to complete the task is the formative cornerstone of the informal apprenticeship.

Therefore, the learning and the skills developed are very specific to the job, context and person in question and do not stem from a standardized curriculum like in the formal education. The tension between the economic and pedagogical orientation often remains strong. If the economic interest prevails, little is learnt. In turn, if the learning interest dominates, the master/entrepreneur is losing too

much of her/his productive time. In addition to learning technical skills, learning related to socialization of the apprentices is a significant part of apprenticeship (Overwien, 1997).

More young people acquire competence through informal apprenticeship than it would be possible through more formal educational schemes (Overwien, 1997). Informal apprenticeship can in the ideal case allow for flexible and dynamic skills transmission that is self-regulating and costs the government virtually nothing. Apprenticeship does not require much initial skills or experience from the apprentice, but willingness to undertake the training and an agreement with a willing master, who often is a relative (House and Paramanathan 1994). In West Africa up to 60 percent of workers in micro-enterprises have acquired their technical and generic skills through traditional apprenticeship. In Ghana the figure is 55 per cent according to the World Bank (1995).

Regardless of its many advantages, the informal apprenticeship has several limitations. As traditional apprenticeships are based on the technologies and ideas of the previous generations, the quality of the training is just as good as the skills of the master and her or his willingness and ability to pass on the knowledge and skills to the next generation. The theoretical aspect of the learning

is weak or absent, only the simplest skills are learnt and these result in low quality products. The apprentices often lack exposure to modern training systems and technologies as well as the innovative aspect of learning. The range of skills tends to be narrow, limited to a particular product or phase in production; these skills may easily become useless in the fast changing labour markets (Overwien, 1997; Mauro, Gerard and Parodi, 1999). These observations are supported by case studies in Mali, Senegal, Mauritania and Benin, even if in some countries, like Benin, the informal apprenticeship training is relatively well organized (Mauro, Gerard and Parodi, 1999).

Due to the traditional gender division of labour, fewer informal and traditional apprenticeship opportunities are available for women. In addition, the danger of exploiting the apprentices as cheap labour is inherent in the model of informal apprenticeship (House, Birks, Fluitman, Oudin and Sinclair, 1994). Also, as Burki and Ubaidullah (1992) point out, there is no denying that the exploitation of child labour takes place in the guise of apprenticeship training in the informal sector. Their study shows that the time children should spend at school is being wasted in contributing to their respective family incomes. Another study of 898 apprentices in Dakar, Senegal, shows that 27 per cent of them had started their apprenticeship between the ages of 7 and 14. These children are therefore

engaged in productive work as part of the training (Mauro et al., 1999). The issue of child labour should be addressed both in terms of regulating the protection of young people as well as providing support for the entrepreneurs.

2.4 Methodology of NYSC skill acquisition program

Most of technical training in the micro and small business enterprise (MSE) sector is carried out through traditional apprenticeship system, particularly in manufacturing and services. Apprenticeship is the largest source of skill training in the informal sector Yambo(1991). A study carried out by the World Bank in (1990) estimated that 40% of all trainees acquire their skills through traditional apprenticeship. Apprenticeship method of learning has an advantage because of its cost effectiveness King (1996).

NYSC skills acquisition has two components namely In-camp and Post-camp training:

In-camp component of the project would focus largely on creating the entrepreneurship and self-reliant spirit, helping corps member explore various income generation opportunities available with a view to identifying the one that best suits their personality, circumstances and professional training, some sort of hands-on training as well as development of business plan.

Post Camp component would provide the platform for a more rigorous training of interested corps members with a view to equipping them with the necessary technical/vocational skills as well as competence needed to start up businesses; this would be carried out by various partners at organizations/enterprises with cognate competence and experience in the identified skills sets. Mentoring and linkages with available funding opportunities and access to the market would also be a key feature of the post camp component of the project.

The methodologies and strategies used by NYSC skills acquisition program include:

- i. Sensitization and mobilization of corps members for enrolment into the skill acquisition and entrepreneurship development program. This is done from orientation camp.
- ii. Institutional capacity building is a strategy basically about actions to improve organizational & project effectiveness and efficiency. In order to ensure that the objectives of this project are achieved the capacity of NYSC SAED department to fulfil her role of as the centrepiece of coordination and drivers of the project.
- iii. Building the capacity of corps members to transit from employment seekers to employers of labour. This is done through a well structured curriculum

on Entrepreneurship and Skills acquisition training used and practical skills training on various vocational skills.

- iv. Entrepreneurship and hands-on training in and out of camp at training centers or points.
- v. Identification of organizations as the state level to provide further training and mentoring in specific skills area like: carpentry, bread making, wire works, tailoring & design, knitting, catering etc.
- vi. Attachment of the corps members to the various organizations for further skills acquisition and entrepreneurial development through apprenticeship and mentoring.
- vii. Support corps members in Business plan/feasibility report development and collation to seek financial and technical support from both public and private organizations.
- viii. Ongoing monitoring and supervision of trainee corps members at apprenticeship centres to ensure effective skills acquisition and address any challenge in the process.

2.5 Skills acquisition methodologies in other organizations

The National Directorate of Employment (NDE) was established by the National Directorate of Employment Act 1989. Its organs are the Director-general (sections 6 to the Board (section 3), the National Advisory Council (section 4) and the State Advisory Committees (section 5). The objectives of the Directorate are to: Design and implement program to combat mass unemployment; Articulate policies aimed at developing work program in the youth.

Obtain and maintain a data bank on employment and vacancies in the country with a view to acting as a clearing house to link job seekers with vacancies in collaboration with other government agencies; and Implement any other policy as may be laid down, from time to time, by the Board.

Under the partnership with the National Directorate of Employment, successful graduates from training courses in the Institute under program such as the National Employment Training Scheme (NETS), where skills are acquired, are employed in the Oil and Gas, Telecommunications and Banking sectors of the economy among others. The NDE promotes graduate employment through a range of training scheme and attitudinal re-orientation to explore self-employment and self-reliance as an alternative to limited opportunities for paid employment by venturing into skills acquisition and entrepreneurship. The

organization is promoting long-term structural change in self-employment by offering both theoretical and practical skill acquisition at its learning centre.

The Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) was established in 2003, to facilitate the promotion and development of a structured and efficient Micro, Small, and Medium Enterprises (MSMEs) Sector that will enhance sustainable economic development in Nigeria.

The Agency is the apex and coordinating institution for all matters relating to starting, resuscitating and growing MSMEs in Nigeria with the overall objective of alleviating poverty, expanding gainful employment opportunities, wealth creation and sustainable economic growth and development. The Agency is also saddled with the responsibility of contributing to the attainment of Vision 20-2020 and the Cluster Development Approach of the Ministry of Trade and Investment. That provides the following Services:

- i. Generation and dissemination of Business information
- ii. Business Awareness creation
- iii. Business Development Services
- iv. Access to Market and Finance
- v. Advancing Entrepreneurship Education
- vi. Stimulating Entrepreneurship/Enterprise Development

vii. Enterprise cooperation and clustering

viii. Policy Advocacy for improved Business Operating

Activities strategies or methodologies employed in all our Offices and at our service outlets i.e. Business Support Centres (BSCs) and Business Information Centres (BICs), Zonal Offices and Industrial Development Centres (IDCs) as listed below:

- i. Information and Advisory Services including sensitization and needs assessment which provided the basis for attitudinal change and effective business decisions.
- ii. Business Development Service (BDS)- embracing training, counselling and mentoring – providing the platform for MSMEs to see themselves as players in a globalized environment.
- iii. Enterprise Linkages, Cooperation & Clustering – to stimulate international competitiveness (working with existing and prospective entrepreneurs).
- iv. Advocacy and other Operating Environment Issues
- v. Partnerships
- vi. Facilitating access to critical resources such as finance and workspace

DEC Nigeria is a membership, non-governmental, non-religious, non-political organization that is providing social and micro financial services to women groups, communities and NGOS in Nigeria to enhance their capacity for sustainable development. The Development Exchange Centre (DEC) was established in November 1987 as a result of a joint research conducted by the Canadian university services Oversea(CUSO) and the Adult and Non Formal Education Agency (ANFEA) Bauchi State.

The research findings showed that women especially those in the rural areas are greatly disadvantaged in both social and economic terms, (usually resulting from cultural, religious and some harmful traditional practices, this is coupled with degree of material poverty among women have combined to make them highly dependent on men).

There was a strong need CUSO and ANFEA to establish in programme to respond and address this in balances in more sustainable way.

The centre started as a resource centre for sharing and exchange of developmental information with women in groups.

DEC has continued to pursue its broad objective of empowering women through the provision of micro finance services and entrepreneurial skills development,

training/capacity building workshops, water supply, sanitation and hygiene promotion, reproductive health, gender, education and Information sharing.

DEC skills acquisition strategy include Centre-based and skills acquisition workshop will is periodically organized to train artisans.

The measures to support and develop the informal apprenticeship must start from its weaknesses: in the informal apprenticeship the learning is limited to the knowledge and experience of the 'master', whether it is the owner of the firm or an employee. The limits of learning by imitation and trial and error could be lifted by combining formal forms of instruction and informal training and by offering well-integrated training with a strong element of theoretical knowledge about the field concerned. The strategy to minimize the mismatch between an overly academic focus and a production focused training by combining elements of formal academic education and practical on-the-job training has been successful in countries like Germany.

However, it remains unclear how this could be implemented in the informal settings in less developed countries. The skills possessed by the entrants entering the informal sector training as well as the needs of the various sub sectors vary a

lot. This makes it difficult to plan coherent training that would combine the academic and practical streams (Easton, Gushee & Liebert, 1997).

The literature on informal apprenticeship refers to many ideas on how to improve the informal apprenticeship system. Apprenticeship can be extended by including a training component of specific training for instance on technical skills that could be provided at the workplace or in a supporting centre. Technical learning on the job and theoretical learning could be combined. Furthermore, training should not be provided in isolation from the general socioeconomic conditions of the region in question in order to ensure the relevance of skills learned. The content of learning should have a strong practical and productive component, bridging theoretical and practical knowledge and allowing the participants not only to earn some money while completing their training but also to apply what they have learnt immediately. The training should combine technical and business management skills (Overwien, 1997).

Formal training can be offered at the workplace through mobile units or trucks equipped with complete workshops that regularly visit workplaces and provide instructions on problems at hand. Alternatively, an apprentice may also be released for a day once a week or for longer periods from their on-the-job training to attend classes. Close collaboration with a training centre would be essential for

success in such arrangements. In order to acquire a broader array of skills, apprentices could sometimes “swap” roles within a pool of small enterprises (Overwien, 1997).

However, this may be difficult to put into practice, as generally small enterprises in the informal sector are in competition with each other and not willing to spread their knowledge and skills to other entrepreneurs.

Combining elements of formal and informal training can obviously improve the content of learning. Karcher (1998) suggests that this can also make the learning process a more interesting proposition. The combination of formal and informal options could also enhance the learning process outside the formal education system and open up formal learning opportunities for those in the informal sector. In addition, a formally recognized certificate on training completion is definitely attractive for the trainees.

Informal apprenticeship training can also be improved by enhancing the skills of the entrepreneurs who provide training. Overwien (1997) suggests incentives in order to motivate and encourage enterprise owners to take apprentices on board and provide quality training.

However, the issue of incentives has to be carefully considered. As Overwien points out, based on experience from Costa Rica, the reluctance to train cannot always be countered simply through incentives. Instead, encouragement can be offered through increased availability and accessibility of new means of production or new premises. Incentives too can be integrated into a general package for the promotion of small enterprises. This "package " could include the following: access to loans and cheaper raw materials, access to new skills such as financial management and technical skills for the owner-operators.

Ferej (1996) suggests that the receipt of fees motivates the masters to train: his observation is supported by his analysis of informal apprenticeship in Kenya, which shows that the apprenticeship fees are an important motivator for the employers. The apprenticeship fees do not necessarily form a barrier for all informal sector workers entering training even if they stop some informal sector workers, usually the most vulnerable and poorest, from applying for training. Siddiqui's and Nyagura's survey (1992) on training needs of the entrepreneurs in the informal sector in Zimbabwe shows that 72 percent of the entrepreneurs would be willing to pay for training which would respond to their needs and which they would see beneficial and relevant. Also Nelson's

(1997) analysis of two market-driven training programmes in Kenya shows that fees were not a problem for the informal sector workers who entered training.

The core issue in providing relevant training is to identify what the real training needs are. A related issue is the gap between perceived and real needs. Entrepreneurs and informal sector workers are clients of the training providers, and as such, their needs must be transformed into demands for services. However, entrepreneurs themselves do not necessarily recognize the needs that are identified by various service providers. Demand must often be stimulated, which requires investing in marketing, demonstrating the benefits and opportunities that the training will help to gain and access, maintaining proximity to the clients in order to respond to their emerging needs, and linking training to tangible benefits (Nelson, 1997). Boehm (1998) adds that a market-driven system which allows the consumer to choose education and training courses offered by competing suppliers might tailor training programmes more closely to the world of work than an exclusively public sector based education and training system.

A survey by the Donor Committee on Small Enterprise Development (1997), drawing from experience around the globe, identified the following emerging principles of good practice that facilitate market driven training:

- i. Training must respond to client's demands rather than the demands of the donors, NGOs or other suppliers of training.
- ii. Training must address clients' immediate needs to ensure a high degree of relevance.
- iii. The supplier of the training must know his/her clientele and the training must be provided in a participatory manner.
- iv. Trainers should charge fees for their services. Clients' willingness to pay is an indicator of the training's relevance to real needs and demand.

Literature on training in the informal sector points consistently to the lack of an explicit policy for training and skills development for the informal sector. This is despite the growing interest in and importance of the informal economy. The lack of explicit policy, as it is pointed out in the literature, may reflect the lack of appreciation concerning the role and growing size of the informal sector. However, as the literature also points out, there is great diversity in the informal sector between different regions and trades (and even within trades). Policies therefore should encourage a multifaceted, flexible and coherent approach to skills development in the informal sector.

Given the number of suggestions on the improvement and development of training policy as well as the delivery of training for the informal sector, several

authors have come to the conclusion that there is no one formula on how to proceed. It is also recognized that traditional training focusing on technical skills and managerial competencies is not sufficient for overcoming economic vulnerability; a much wider set of skills such as social and political awareness, life skills and above all, basic literacy and numeracy, are needed (Bennell 1999).

However, there is growing concern over issues of training for informal sector workers - a change after years of priority to minimalist credit schemes. A lot of literature and research on the informal sector points out to the importance of thinking locally and starting from the needs of the defined target group. The commitment and support of all parties is needed: support of those at the very top who have the power to create the financial, institutional and policy framework, and of those actually delivering training. This requires a flexible and open system and an array of tools to suit different demands.

In conclusion, the literature points to the following recommendations for action to achieve tangible results on a broad scale:

- i. Sensitize national authorities to the role of the informal sector in employment generation; and the importance of training for informal sector

workers in order to improve the productivity of informal micro-enterprises and eventually enable them to become formal.

- ii. Urge national authorities and training providers at the local level to be responsive to the training needs of informal sector workers and to use multiple methods in addressing these needs in the most efficient manner.
- iii. Bring the authorities and social partners together in order to formulate a coherent but flexible policy, to avoid duplication of activities and to achieve a common understanding of the goals and means of training.
- iv. Develop means to assess training needs.
- v. Develop means to assess capital.
- vi. Document good practices that demonstrate the benefits of training. A great deal of the information on training in the informal sector is in the form of suggestions without being systematically studied. At the same time it needs to be recognized that due to the heterogeneity of the sector, the studies on the informal sector will always be 'case-studies' with observations that cannot always be generalized.
- vii. Create tools to promote skills development and combine various forms of training.

Fluitman's comments from 1989 are still valid: 'training for work in the informal sector should be broadly conceived to apply to any organized transfer of knowledge or skills which people use in earning an income; as an investment therefore. Training need not remind one of schools, nor always be called training, it may escape government control, involve illiterate people, ignore borderlines such as those between technical and entrepreneurial skills, it may come early or late in life, but it is training'.

A comprehensive and diversified approach will recognize the potential of formal education and training as well as non-formal and informal training and utilize this potential towards a commonly agreed goal. Training and skills development in the informal sector clearly leave us faced with the challenge of 'thinking globally but acting locally'. As training is becoming more important as a source of success, and lack of access to training as a source of failure, it is clear that the skills development and training for the informal sector is an urgent matter.

2.3 Determinants of economic status

Socioeconomic status (SES) is basically an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. When analyzing a family's SES, the household income, earners' education, and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed. While there are many less traditional approaches, ES and its various components are typically incorporated through various income and endowment measures that are included in the resource constraint, the production technology, or both (see Strauss & Thomas 1995).

The conception of various sources of income from the engagement of acquired vocational skills and entrepreneurship are the only aspects of economic status included in this study. Income is defined as business income which captures various distinct elements related to skills area like wages, profits, service charge and any flow of earnings received on vocational skills engagement and entrepreneurial undertaking.

Research by economists has demonstrated that these various sources of income have different effects on household or individual behaviour. For example,

Hoddinott & Haddad (1995) use data from C^oted'Ivoire to show that when women bring in a greater share of the household income, the household budget is shifted toward food and away from alcohol and cigarettes.

Summary

The opportunities for youth empowerment available to the programme are unassailable. The NYSC SAED programme therefore requires the support of stakeholders to galvanise the resources to develop the culture self-reliance in our youth for sustainable wealth creation and overall economic development. (NYSC report on draft composite policy document, Aug., 2013)

Informal sector workers can acquire their skills through formal, non-formal and informal training. However, the distinction between formal and non-formal training is not clear -cut. Fretwell and Colombano (2000) point out that the concept that some education is formal and some informal contradicts with the concept of life-long learning which promotes the idea that all learning taking place in a variety of settings should be equally recognised and that 'formal credits' can and should be obtained from a variety of institutional and non-institutional programmes. In addition, the concept of non-formal education and training often incorrectly connotes short-term and somewhat lower quality education and training even if they are often delivered by formal institutions.

As House and Paramanathan (1994) point out, no single model or form of training can alone overcome problems associated with training in the informal sector. But certain principles are common. Karcher (1998) emphasizes that 'a person-centred learning concept has to be established in which the interests of the learners and their opportunities for active acquisition of a particular set of skills is at the centre stage'. Appropriate approaches to training in the informal Sectors have to be therefore designed differently according to the situation of each particular group of workers in a particular region.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Research methodology

This chapter gives a brief overview of various steps and methods used by the researcher. These include research design, target population, sample and sampling procedure, instruments of data collection ,validity and reliability of the research instruments, data collection procedures and data analysis.

3.1 Introduction

In a study of this nature, collection of relevant data is a pre-requisite for attainment of the objective. Against this background, the researcher designed a well structured questionnaire and will administer them randomly to respondents to serving and ex-corps members of Bauchi State. The main purpose is to obtain primary data on the NYSC skills acquisition program in the State. Secondary data collection was also used in this research.

3.2 Research Design

Orodho (2005) states that research design is the plan, structure and strategy of investigation proposed for obtaining answers to research questions. This study adopted a descriptive survey design. Frankel and Wallen (2003) define survey as the method that involves asking a large group questions about a particular issue. Information was obtained from a sample rather than the entire population at one point in time. This ranged from one day to a few weeks. Descriptive survey research collects data in order to test hypothesis or to answer questions covering the current status of the subject in the study. It also allows for quick collection at comparatively cheap cost Grinnel (1993).

3.3 Population.

This study was done on NYSC Bauchi State. From serving corps member and ex-corps members of 4,257 who attended the training for the period under review 2012 to 2013, the total of 1,916 relocated on security, marital and health grounds to other states of the federation leaving us with the gross **population of 2,341** out of which the 300 sample size was calculated. There were three hundred (300) random samples of serving and ex-corps members in number comprising of both males and females. The information provided was used to determine factors affecting acquisition of vocational skills among Bauchi State Corps Members.

3.4 Sample size

Items were picked at random from a list container or table of random numbers. The technique was used in the study because it ensured that each member of the sample size had an equal and independent chance of being included in the sample.

Using Yamane (1967) sampling formula:

$$n = \frac{N}{1 + N(e)^2};$$

Where n=Sample size;

N=Population;

e=Margin of error which is estimated at 5.5%;

$$n = \frac{2341}{1 + 2341(0.055)^2}$$

$$n = 293$$

When computed the sample figures would be 293 which is rounded to 300 to accommodate for unreturned and void questionnaires. In this study a total of 300 individuals were sampled and used at random. To minimize costs of information, the sample was carefully selected using random sampling method to make it as representative of the entire population as possible.

3.5 Source of data

The data used in this study were gathered from both primary and secondary sources. The questionnaires and personal interviews were administered to elicit relevant information from corps members. Personal interviews with skills Instructors/officers of the NYSC SAED unit were also conducted. The secondary sources which the researcher also relies on were data obtained from the Bauchi State NYSC SAED unit reports and records for the analysis of the NYSC skills acquisition program in the state. Also, various books, journals and government publications were extensively used for the analysis.

3.6 Instruments for Data Collection.

The researcher used questionnaires with open and closed ended questions and unstructured interviews in order to give detailed level of content. The questionnaires contained information on personal details, information about skills acquisition program and resources available. Also, various books, journals and government publications were some of the instruments used.

3.7 Techniques of Data Collection

Questionnaires were administered to respondents. This is because the method yields high response rate at low cost and enables the researcher to explain and answer questions from the respondents Fraenkel and Wallen (2000).

Also, a personal unstructured interview with NYSC SAED unit staff/skills Instructors, serving and ex-corps member was adopted, along with the consultation of various books, journals and NYSC publications. The researcher visited the NYSC skills acquisition centre and introduced his topic and explained the assistance he needed from them. The questionnaires were distributed to the ex/serving corps members of the state. The contacts addresses, emails and phone numbers of ex-corps member were given to the researcher to reach the target audience. The corps member filled the questionnaires after a brief explanation by the researcher.

3.8 Techniques of data analysis

Validity is the extent to which an instrument measures what it is supposed to measure. Best and Kaln (1989) say that validity of the instrument is asking the right questions framed from the least ambiguous way. Fraenkel and Wallen (2000) observe that an instrument may be constructed to measure a number of things hence the validity of such instruments must be established.

They further stress that before testing the questionnaire, it is important to define the variables to be measured and ask the experts in the area of research to evaluate the content of the questionnaires to determine their content and face validity. Furthermore, Instrument reliability is a measure of degree to which a research instrument gives consistent results after repeated trials. The reliability of instruments was ascertained by testing the questionnaires. The respondents were asked to comment on relevance and clarity of the questions. Respondents' suggestions were used to improve and clear vagueness and ambiguities in some parts of the questionnaires. The statistical instruments and techniques to be employed in hypotheses testing would be percentages, Pie charts, Bar charts and proportions.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Data Presentation and analysis

The sources of data collection for this project are (i) Primary Source and (ii) Secondary Source. Primary source has to do with direct information gathered from personal interview and administration of questionnaires, for this project administration of questionnaires is what the researcher made use of while the secondary source has to do with the data obtained from the NYSC Office Bauchi, various books, journals and government publications were used extensively.

The questionnaires were distributed at random to some serving and ex-Corps Members of in the state. A total of 300 questionnaires were distributed and 284 were returned, which is about 94.67% of the total 300 questionnaire distributed.

Below is the table that represents the response of the respondents.

Table 1: Details of the Respondents by Category.

Respondents Category	No of Questionnaires Distributed	No of Questionnaires Answered	Percentage of Return Rate
Male Ex-Corps Members	35	32	91%
Female Ex-Corps Members	15	12	80%
Male Serving-Corps Member	150	142	95%
Female Serving-Corps Members	100	98	98%
TOTAL	300	284	95%

Source: Research Questionnaire response

4.1 Introduction

Under this chapter, attempts were made to present and analyze the data collected and also discuss the findings of those data. Findings of this study are discussed in this chapter. The findings are in three sections. Demographic information on the respondents is analyzed in the first section in a tabular form. The second section discusses and describes various factors affecting acquisition of vocational skills in

the area of study. Tables, pie charts and discussions will be used. Summary of the responses comes in the last section.

4.2 Presentation of data

The data collected for the purpose of this study can be seen on the questionnaire responses Table 2, Bar chart 1 below and secondary data collection from Bauchi State NYSC Office.

Table 2: Details of the Responses by Questionnaire

S/N	QUESTIONS	NO OF RESPONDENTS	PERCENTAGE
1.	Did you attend the entrepreneurship training on camp?	284	95%
	Yes	246	86%
	No	26	9%
	Nil	12	4%
2.	Did you attend the skills acquisition training in camp?	284	95%

	Yes	238	84%
	No	32	11%
	Nil	14	4%
3.	Did you attend the skills acquisition training after camp?	284	95%
	Yes	114	40%
	No	136	48%
	Nil	34	12%
4.	If your answer to No.3 is No, please give reasons	134	48%
	Not Interested	22	16%
	Financial constraint for Registration	54	40%
	Distance & Time constraint	38	30%
	Not aware	10	7%

	Others	10	7%
5.	What was the motivation for the skills training?	114	40%
	Personal Interest	68	60%
	Entrepreneurial Lectures	31	27%
	Previous knowledge	15	13%
6.	Has the training made any positive impact on you?	284	95%
	Yes	244	86%
	No	25	8%
	Nil	15	5%
7.	Can you be self-reliant based on the skills learnt?	284	95%
	Yes	204	72%
	No	38	13%
	Nil	42	15%
8.	Did the training cover formal and informal	284	95%

	Learning?		
	Yes	204	72%
	No	36	13 %
	Nil	44	15%
9.	What are the shortcomings of the training?	284	95%
	Inadequate Staff/Trainers	30	11%
	Inadequate learning materials	70	25%
	Cost of post camp training	87	31%
	Inconducive training environment	22	8%
	Inconvenient Date & Time	66	23%
	Others	9	3%
10.	How can the skills/entrepreneurial training be improved?		
	Provision of adequate Trainers & Staff	34	12%
	Provision of adequate materials & facilities	70	25%

	Training enrolment should be free	85	30%
	Fix convenient Date & Time	55	19%
	Conducive training environment	30	11%
	Others	10	7%
11.	Are you into skills/entrepreneurial ventures upon the NYSC Skills acquisition acquired?		
	Yes	114	40%
	No	170	60%
12.	What type of skills/entrepreneurship venture do you undertake?	114	
	Cosmetology	21	18%
	Wired works	9	8%
	Beads making	17	15%
	Food processing	16	14%

	ICT	10	9%
	Fashion design	11	10%
	Electronic Installation	5	4%
	GSM Repairs	2	2%
	Home extra moral lessons	12	11%
	Poultry & Fish farming	11	10%
13.	What are the sources of your business capital?		
	Personal	107	94%
	Government loan-War Against Poverty (WAP) on Millennium Development Goals MDG	4	4%
	Commercial Bank loan	3	2%
	Government grants	0	
14.	What type of Business organization do you operate?		
	Sole proprietorship	96	

	Partnership	18	
15.	<p>What is your average gross monthly business income?</p> <p>BI= $\frac{A1+A2+A3...NA}{\sum A}$</p> <p>BI=Business Income, $\sum N$=Summation of number of the amounts, A=Individual Amount, NA=Number of Amounts</p>	NGN 19,600.00	Note: The average Business Income cuts across various Skills ventures and micro enterprise undertakings.
16.	What are your major business challenges?		
	Inadequate Business Capital	72	63%
	Poor Location	8	7%
	No market for sales of products	20	18%
	Unstable power & electricity	14	12%
17.	How can those business challenges be overcome?		

Government financial grants	77	66%
Low Interest loans from Commercial Banks	21	18%
Government low Interest loans	16	14%

Note: Component percentages may not sum to 100% because of rounding to the nearest whole number

Source: Research Questionnaire response

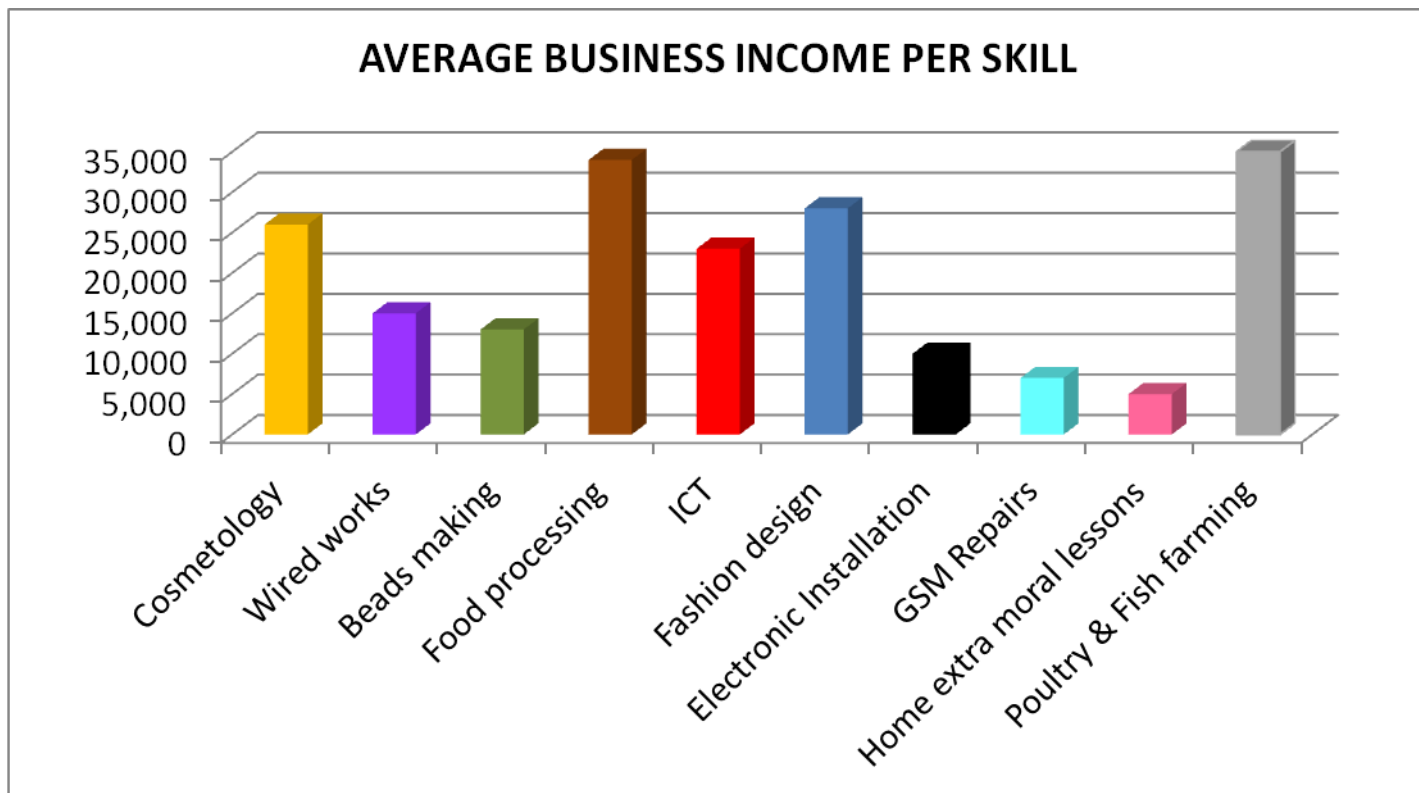
Table 3: AVERAGE BUSINESS INCOME PER SKILL

S/N	SKILL /ENTREPRENEUR TYPE	AVERAGE BUSINESS INCOME =N=
1	Cosmetology	26,000
2	Wired works	15,000
3	Beads making	13,000
4	Food processing	34,000
5	ICT	23,000
6	Fashion design	28,000
7	Electronic Installation	10,000

8	GSM Repairs	7,000
9	Home extra moral lessons	5,000
10	Poultry & Fish farming	35000
	TOTAL	N196,000

Source: NYSC SAED records 2012 & 2013

Bar Chart 1: AVERAGE BUSSINESS INCOME PER SKILL



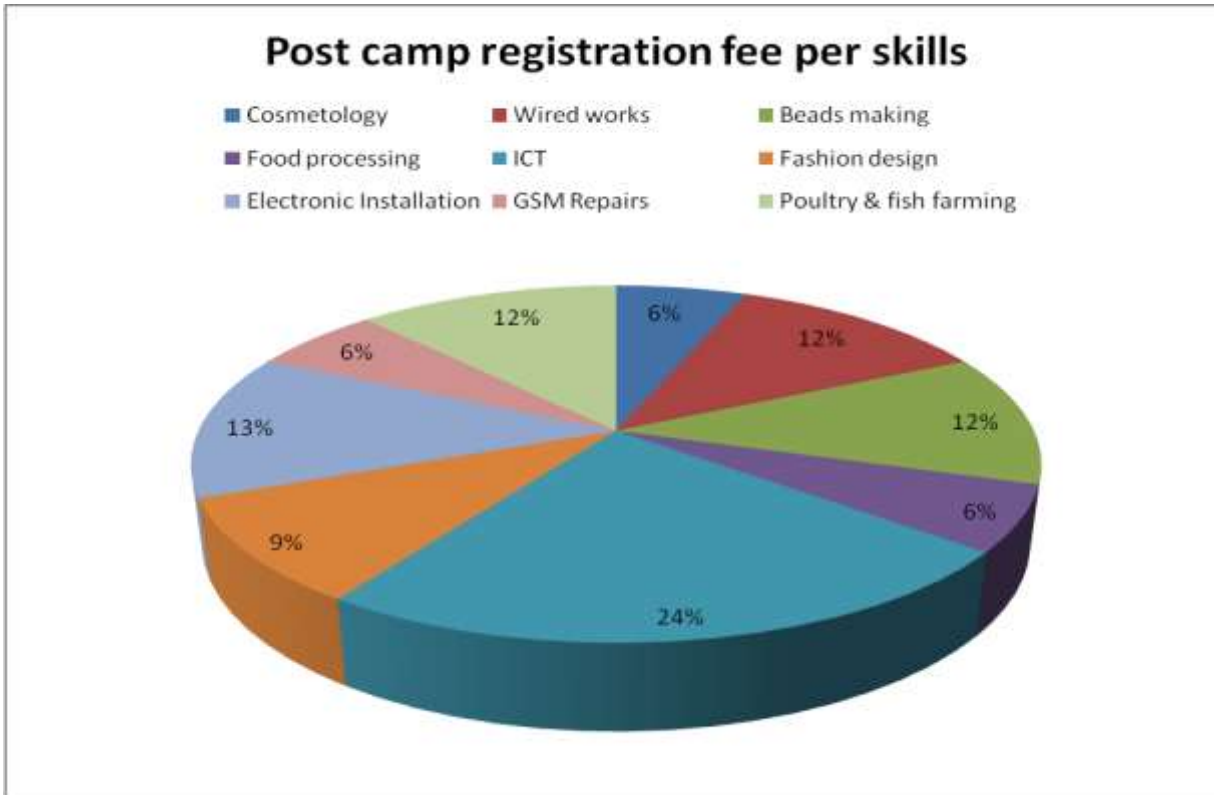
Source: NYSC SAED records 2012 & 2013

Table 4: POST CAMP REGISTRATION FEE PER SKILL

S/N	SKILL /ENTREPRENEUR TYPE	POST CAMP REGISTRATION FEE =N=
1	Cosmetology	5,000
2	Wired works	10,000
3	Beads making	10,000
4	Food processing	5,000
5	ICT	20,000
6	Fashion design	8,000
7	Electronic Installation	11,000
8	GSM Repairs	5,000
9	Poultry & fish farming	10,000
10	Home extra moral lessons	Free mentorship by Federal Ministry of Education (FME)

Source: NYSC SAED trainers register Bauchi

Pie Chart 1: POST CAMP REGISTRATION FEE PER SKILLS



Source: NYSC SAED records 2012 & 2013

4.3 Data analysis

According to the response from the questionnaires gathered, these are the information. Responses gathered through questionnaire on **Table 2** indicate in the above, that there is a relationship between NYSC Skills acquisition training and the Economic status of Bauchi State Corps Members, both serving and ex-Corps Members. 86% of the respondents attended Entrepreneurial training on Camp, 84% also attended the NYSC skills acquisition training on Camp. The post

camp attendance in Skills acquisition training however drop to 40% with a number of reasons. 40% of those who did not attend the training state that it was due to Financial constraints for training registration, 30% compliant on Distance/Inconvenient timing, 16% were not interested, 7% not aware and the other 7% gave other excuses. 72 % of the trainees affirm that they can be self-reliant based on the skills learnt, 13% said the contrary while 15% made no indication. See Table 1 for details

The motivation for enrolling into the Skills training indicated that 60% driven by Personal interest, 27% were motivated by the Entrepreneurial lectures while the 18% balance had previous knowledge. Furthermore, 86% the trainees affirm that the training made a positive impact on them. This resulted into 40% of the trainees undertaking various Skills/Entrepreneurship ventures. 60% however are not into any form of Skills/Entrepreneurial ventures in spite of the training. The major reason given was lack of Business Capital and Personal interest.

The NYSC Skills acquisition training is not without challenges. 31% indicated high cost of post Camp training, which range from N 5,000 to N 20,000 to be the major shortcoming. Others include: inadequate learning materials which is 25%, 23%

indicate inconvenient date and timing of training and 11% state inadequate Staff/Trainers, 8% identify inconducive training environment as the challenge.

Despite the challenges, the training has recorded resounding successes not only in skills acquisition program delivery to Bauchi State Corps Members but also in attitudinal change of Corps Members who have venture into various Skills/Entrepreneurial undertakings for their self-reliance and economic benefits.

Out of the 284 respondents who attended the training 204, which represents 72%, affirm that they can be self-reliant based on the skills learnt. Although, responses indicate that only 40% of the trainees have actually engaged in Skills/Entrepreneurial ventures, there remains a 32% unengaged potential who could be engaged if the challenges of engagement will be addressed.

It is observable from Bar Chart 1, Table 3, that Poultry and fish farming skill gives the highest average business income, followed by Food processing and Fashion design. The skill with the least average business income is Home extra moral lesson.

Looking at the post camp skills training registration fee on Table 4, Pie chart 1, however, reveal that ICT skills has the highest fee followed by Electrical Installation. Wire works, Beads making, and Poultry & fish farming have the same registration fee of **N10,000** each. The least registration fee is Cosmetology, which is **N5,000**. Only Home extra moral lesson is free, being conducted by Federal Ministry of Education (FME). The disproportionate relationship between average skills income and training registration fee is as a result various factors like the required cost of training materials, number of trainees, processes, time. Etc

4.4 FINDINGS

From the above data analysis, we can deduce that there is a relationship between NYSC Skills acquisition training and the Economic status of Bauchi State corps member as can be seen below.

Also worthy of note is 86% of the respondents attended Entrepreneurial training on Camp, 84% also attended the NYSC skills acquisition training on Camp. This indicates that a significant number turn up for the skills training.

We observed that 72 % of the trainees affirm that they can be self-reliant based on the skills learnt, which is quite significant.

This resulted into 40% of the trainees undertaking various Skills/Entrepreneurship ventures. 60% however are not into any form of

Skills/Entrepreneurial ventures in spite of the training. The major reason given was lack of Business Capital and Personal interest.

The NYSC Skills acquisition training is not without challenges. 31% indicated high cost of post Camp training, which range from N 5,000 to N 20,000 to be the major shortcoming or challenge to Corps Members.

63% of Corps Members indicated lack of business capital to be the greatest challenge. In fact, 94% personally sourced their business capital.

The training has recorded resounding successes not only in skills acquisition program delivery to Bauchi State Corps members but also in attitudinal change of Corps Members who have venture into various Skills/Entrepreneurial undertakings for their self-reliance and economic benefits.

On the average, Bauchi State corps members who upon skills acquisition undertake a skills/entrepreneurial venture, earn a monthly business income of N19,600 across various skills/business ventures.

With an average business income of N19,600, which is Nigerian minimum wage, the economic status and well being of the corps members is greatly enhanced.

Important to mention is that, N19,800 is the current federal government monthly allowance given to each corps member. Thus, a corps member who engages in skills/entrepreneurial venture can earn roughly double, N39, 400 per month.

Looking at the research finding above, we can answer the research question affirmatively by saying that there is relationship between NYSC skills acquisition program and the economic status of Bauchi state corps members as analyzed and described above.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0. Summary

In chapter one, we considered the concept of skills acquisition. Vocational education's main aim is to offer skills to trainees. Corps members trainees are expected to acquire specific skills for self employment. The NYSC Skill acquisition program is aimed at graduate youth empowerment for economic self-reliance. Two research questions were developed namely: Is there any relationship between NYSC Skills Acquisition program and the Economic status of Bauchi State Corp members?

Is there any relationship between NYSC Skills Acquisition program and Economic status of Bauchi State ex-corps member? Two hypotheses also drawn:

There is no relationship between NYSC skills acquisition program and the Economic status of Bauchi State Corp members.

There is no relationship between NYSC Skills Acquisition program and Economic status of Bauchi State ex-corps member.

In chapter two, we observed however that graduate youth unemployment continues to rise despite the skills acquisition program. These necessitated the study of the general concept of skills acquisition and particularly study the

NYSC Skill acquisition program as it relates to the economic status of Bauchi State Corps Members and national development. The literature review related to this study provided the guidelines and laid foundation on which the interpretation of the data collected was laid.

Chapter three showed the total corps members posted to Bauchi state which was 4, 257 for the period under study, 2012 to 2013. Out of which 1,916 relocated on security, marital and health grounds leaving us with the population of 2,341. Random sampling technique was employed to arrive at 300 corps member sample that were administered research questionnaires. The study made an attempt to establish the nature and effects of skills acquisition on economic status of Bauchi state Corps Members. The study also examined the level of satisfaction among the trainees on the vocational training program.

In chapter four, the questionnaires responses and other secondary data from NYSC office Bauchi were analyzed with instruments like: percentages (%), Bar charts, Pie charts, Tables and other statistical instruments to arrive at findings through the testing of hypotheses and answering of research questions. 86% of the respondents attended Entrepreneurial training on Camp, 84% also attended

the NYSC skills acquisition training on Camp. The post camp attendance in Skills acquisition training however drop to 40% with a number of reasons. 40% of those who did not attend the training state that it was due to Financial constraints for training registration, 30% compliant on Distance/Inconvenient timing, 16% were not interested, 7% not aware and the other 7% gave other excuses. 72 % of the trainees affirm that they can be self-reliant based on the skills learnt, 13% said the contrary while 15% made no indication. Furthermore, 86% of the trainees affirm that the training made a positive impact on them. This resulted into 40% of the trainees undertaking various Skills/Entrepreneurship ventures. 60% however are not into any form of Skills/Entrepreneurial ventures in spite of the training. Moreover, a good number of youth corps member leave vocational centers without adequate acquisition of skills. They opt to go for other jobs after NYSC skills acquisition program other than practicing the skills acquired in various ventures.

Chapter five drew conclusions on the study. The questionnaire was used as the instruments to collect data from the respondents alongside other secondary data sources like NYSC skills acquisition records and policy. The return rate of questionnaires was 94.67%. Given that the sample is sufficient for the study to draw conclusions concerning the whole population. Tables, Pie Charts, Bar

Charts, Percentages, and narration were employed in the presentation and analysis of the data. The study findings indicated that According to the findings, the training registration fees, business capital, business expansion fund, inadequate instructors, inadequate learning materials, poor learning environment and lack of interest by some corps members remain the challenges of the NYSC skills acquisition program. On a positive note however, 40% of the trainees have ventured into various income generating venture with the skills acquired and the entrepreneurship training received. 86% of the trainees affirm that the training made a positive impact on them.

5.1. Conclusion.

The government of Nigeria is committed to Vocational Education/training for graduates of tertiary Institutions since it has great impact on human resource development and self employment potential. However, many factors have been identified to be affecting skills acquisition especially among NYSC corps members. According to the findings, the training registration fees are a great hindrance to post camp skills acquisition program. This has led to low enrolment in the vocational centres and high dropout rates. Another important factor was established to be funding, which was limited. Therefore running the programme became difficult especially for the trainers of the various skills.

The government has not been providing sufficient funds or learning materials to run the skills acquisition program effectively and efficiently.

Vocational Education training centres were found to experience learning material inadequacies. Some of the skills could not operate well when trainees had not paid their fee in time. Other factors affecting acquisition of vocational skills were lack of sufficient trainers or instructors. Inconvenient times, dates of training and training location were also factors that were cited that affected acquisition of vocational skills. Enrolment dropped every year as dropout rate went high because corps member were unable to pay their fees in time.

5.2. Recommendations.

As a result of the findings of this study and conclusion drawn, the following recommendations were made.

- i. A simplified but comprehensive financial access should be institutionalized in the program as further funding opportunities are sorted out for from both public and private sector and donor agencies to address the need of Business capital and Business expansion funding needs.
- ii. The government should engage more Trainers/Instructors for the various skill areas, with adequate incentive, at the Vocational training centres.

- iii. The government should increase appropriate learning resources and improve physical facilities. For the privately owned centres, the managers should improve the facilities to standard to enable effective skill acquisition.
- iv. Successful Corps Members from vocational centres should be given incentives and financial grants, aids and soft loans as business capital and expansion fund to encourage them to do better in their businesses. This can be done by the government, NGOs, Philanthropists, Financial and non-financial Institutions, private or public by provision of cash, Input resources and technical support on various skills and business administration and management acumen.
- v. The government and stakeholders should allocate resources to improve infrastructure in the centres like learning facilities, water and electricity so as to enhance learning.
- vi. Campaigns for Vocational Education should be carried out by all stakeholders, especially the NYSC, in the country to encourage corps member enrolment, retention and completion of the skills acquisition programme and also on the need to engage into business ventures upon completion of the skills program.
- vii. Bring the authorities and social partners together in order to formulate a coherent but flexible policy framework on skills acquisition in Nigeria, to avoid

duplication of activities and to achieve a common understanding of the goals, standards and means of training.

- viii. Replication of this study in other States of the county so as to establish the nationwide state of NYSC skills acquisition programme. If this is done, findings that would assist in policy formation and decision making among Vocational Education stakeholders would be formed.

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APPENDIX I

School of Postgraduate
Department of Business Administration
Ahmadu Bello University, Zaria

Dear Sir / Madam,

I **SANI Emmanuel** a student of Master Degree in Business Administration (MBA) Faculty of Administration, Ahmadu Bello University Zaria Kaduna State, Nigeria, hereby write in reference to the research project which requires the assistance of the Skills Acquisition and Entrepreneurship Development Unit of the National Youth Service Corps Bauchi State and Corps members of the State to get data's needed for the completion of this project.

The questionnaire on 'Effect of National Youth Service Corps Skills Acquisition Program on the Economic Status of Bauchi State Corps Members {A case study of Bauchi State Corps members} will be distributed to retrieve data necessary for the completion of this project.

Thank you for the anticipate cooperation.

Yours faithfully,

Emmanuel Sani

QUESTIONNAIRE

Kindly complete this questionnaire as it will be treated as confidential with the aim of assessing the effects of NYSC Skills acquisitions program on Bauchi State Corps Member.

PERSONAL INFORMATIONS:

Are you serving corps member or an ex-corps member? :

Service Year:

Skill Learnt/ Learning:

Sex:

SECTION B

Tick and fill appropriately please.

1. Did you attend the entrepreneurship training on camp? (a) Yes (b) No
2. Did you attend the Skill acquisition training in camp? (a) Yes (b) No
3. Did you attend the Skill acquisition training after camp? (a) Yes (b) No

4. If your answer to No.3 is No, give reason.....

5. What was the motivation for the training? (a) Personal interest
(b) Entrepreneurship lectures

(c) Previous Knowledge

6. Has the training received made any positive impact on you? (a)
Yes (b) No

7. Can you be self reliant base on the Skills learned? (a) Yes (b) No

8. Did the training cover formal and informal learning? (a) Yes (b)
No

9. What are the shortcomings of the training?

10. How can the skills/entrepreneurial training be improved?

11. Are you into skills/entrepreneurship ventures upon the NYSC
skills acquisition acquired? (a)Yes Yes (b) No.

12. What type of skills/entrepreneurship venture do you
undertake?

13. What are the sources of your Business Capital?

14. What type of business organization do you operate? (a) Sole proprietorship (b) partnership?

15. What is your average gross monthly business income?

16. What are your major business challenges?

17. How can those business challenges be overcome?