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7. The suitability of the programme for the graduate in question.

8. Provision of supervisory staff to supervise the beneficiaries of the programme at least six (6) months from the day they establish their businesses.

Once these factors are put into consideration, then the empowerment programmes will really achieve the set objectives, making use of TVET.

How Could TVET Improve YES
Youth Empowerment Programmes are designed to be accessible for every youth regardless of the individual's social status, class of degree of graduation, course of study and year of graduation. Though different courses or TVET are offered in technical colleges, polytechnics and universities, but much emphasis are not placed on practicals.

For TVET to improve YES, different projects that can be sold to the society have to be embarked upon. Some institutions have established some projects like chairs, beds, and art products etc. which are available to the public at cheaper rates. The statistics of these schools is less than 20% nationwide (Abusowam 2004). TVET has the potential to create jobs, if only YES is allowed to operate within the confines of TVET. TVET is a programme that is designed for those that need it, want it and want to live by it (Olaotan 1999). It is a programme that empowers the youths to be employers of labour to be dependant or self-reliant fellow and future job creators rather than job seeking individuals.

Presently YES in some states majorly operate by giving the youths KEKE-NAPEP, i.e. Niger, FCT, Plateau etc. while some give taxis (i.e. Enugu, Oyo etc.). These states made frantic effort to empower the youths but investing on TVET would have been better. KEKE-NAPEP, Taxis may develop mechanical faults which may engulf the youths money during repairs, they are also prone to accidents which may result to total devastation to the youths.

Investing on TVET would be a valuable venture for the youth by teaching them a trade which is synonymous to teaching on how to “catch fishes” if a trade (i.e. carpentry, motor repairs, computer repairs, phone repairs, bricklaying, farming, pottery, tailoring etc) is given none of these trade would drain their money as much as when KEKE or Taxis breaks down.

Kano state government, under the youth empowerment programme, trained over two hundred and fifty youths in the areas of poultry and tailoring, each of these youths was given Fifty Thousand Naira. (Kwankwaso 2013)

An attempt in this direction could make the youth to providing the society with saleable and marketable services. If this happens the youth in return could adequately get food on their tables, live a comfortable life with smile on their faces always. TVET is also relevant to subsidy Re-investment and Employment Programme (SURE-P) introduced by the Federal Government of Nigeria, therefore the programme should also be adopted in the curriculum of final year students in our institutions e.g. Secondary and Tertiary levels. In that case students must have been well trained in trades of their own discipline or interest. On graduation or after service year they would have something to fall on if there is no opportunity to secure white-collar jobs. They could embark on something like Computer repairs, Phone repairs, Shoe repairs, Maintenance, Motor repairs, Refrigerator and air-condition repairs and a list of others.

Objectives of the Youth Empowerment Scheme
The overall objective of the YES is to equip the youths with knowledge and life skills to make them self-reliant and economically empowered as well as enhance their socio-economic status.

Specific objectives of the YES are to:

1) Provide vocational/technical skills training for selected unemployed youths.
2) Expose them to skills required to start, operate and manage their business start-up.
3) Facilitate the acquisition of basic tools for business start-up.

4) Stimulate entrepreneurial development and achieve attitude re-orientation among selected youths.

Osolar (2012) the Minister of State for Education, Chief Nyesom Wike, that the Federal Government will invest in Technical and Vocational Education to create about one Million jobs through collaboration with Educational Institutions in Taiwan, South Korean and United Kingdom to create access to functional vocational education for Nigerian youths. Osolar (2012) continued that the main focus of TVET is to create jobs for Nigerian youths. In actualization of the World Bank advocated for a three-lens approach which includes the following:

- Working for youth as beneficiaries
- Engaging youth as partners
- Supporting youth as leaders

Technical and Vocational Education and Training (TVET) is the best aspect of education that can empower youths by providing them with knowledge. Vocational and technical skills.

Concept of Technical and Vocational Education and Training (TVET)
Technical and Vocational education and training (TVET) is used as a comprehensive term referring to those aspects of educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition practical skills, attitudes, understanding and knowledge relating to the occupations in various sectors of economic and social life (FRN, 2004). Accordingly, the goals of technical and vocational education as contained in the National Policy of Education, technical, and vocational education (NPE, FRN, 2004) are to:

- Provide trained manpower in the applied science, technologies and business particularly at craft, advance craft and technical levels.
- Provide technical knowledge and vocational skills necessary for agricultural commercial and economic development.

- Give training and impart necessary skills to individuals who shall be self-reliant economically.

The set goals are formulated in order to place TVET on a proper perspective; hence it could serve as an effective tool for youth development and empowerment.

TVET and Youth Empowerment
Technical and vocational education and training (TVET) is increasingly being recognized as an effective means of empowering youths to engage in productive and sustainable livelihoods. The initiatives in the Arab Spring have proposed youth empowerment and TVET on the political agenda at the highest level in Africa. King (1990) noted that the phenomenon would be more evident in urban, rural and in developing countries, not least because of the marked absence of formal sector jobs during the 1880s. The re-orientation of education and training systems towards enterprise and self-employment, King (1990) stated that governments have been requiring schools, college and vocational training institutions to explicitly develop an enterprise orientation amongst their students, this he said has thrown up great diversity of programmes and initiatives over the 1880s.

He, however observed that the tendency is emerging in African and ministry of labour in that continent are beginning to subscribe to the view that training institutions should be oriented away from a product-oriented sector towards enhancing skills which focus on preparing school leavers for wage employment in modern sector, towards enhancing technical skills which are needed for self-employment in both rural and urban areas (ILO, 1988). In addition, the purpose may be to facilitate the transition from education to enterprise, by increasing the awareness in young people of the resources of skill, knowledge, capital, and technology required. UNESCO (2012) also observed the rapid technological progress which implies the need for workforces that not only have specialist knowledge and skills, but have developed the generic skills needed to adapt quickly to new emerging technologies. Youth empowerment through TVET therefore should be with knowledge and skills that can face competitiveness and globalization.

In view of the above, there is need TVET reformulation and transformation.
The main concern of decision-makers is to put in place an education programme that will equip learners for full participation in society as productive and engaged citizens. One essential element of this programme is technical education. One aspect of this education is to lead to Technical and Vocational Education and Training (TVET) within the ambit of technical colleges and secondary education. The Youth Employment and Skills Scheme commenced in 2003 and has developed other vocational and skills training programmes. The YES has developed major programmes such as:

1. Small Scale Enterprises (SSE)
2. Special Public Works (SPW)
3. National Open Apprenticeship Scheme (NOAS)
4. Waste to Wealth (WTW)

Small Scale Enterprises Programmes
The small scale enterprises programmes are implemented by the Small Scale Enterprises Department and focus on unemployed graduates of tertiary institutions (NDE 2002). The target group is exposed to entrepreneurship development programme to build on their own business. They are also set on to internships to acquire practical experience and to develop close contact with the local community. The benefits of Small Scale Enterprise include contribution to the economy in terms of output goods and services, creation of jobs at relatively low capital cost, especially in the fast growing service sector; develop a vehicle for reducing income disparities; develop proof of skilled and semi-skilled workers as basis for the future industrial expansion. Improved community and social activity, provide opportunities for developing economically, socially and geographically diverse sectors of the economy, provide opportunities for developing managerial talent, the critical shortage of which is often a great handicap to economic development among others.

National Open Apprenticeship Scheme (NOAS)
This scheme was established in some states (e.g. Niger and Nasarawa) NDE (2003) on the realization that majority of the unemployed youths are school leavers who lack the necessary skills for gainful employment. The main objective of the scheme is to promote the spirit of self-reliance among the school leavers and dropouts by imparting basic skills and vocational skills through training and also to provide a pool of trained artisans to serve industrial and commercial sectors of the economy. On obvious means of meeting our manpower needs stressed by Agusobo (1985), is training the school leavers and giving them some industrial or commercial skills as means of self-reliance. In view of the above, the trainees of the NOAS scheme are attached as apprentices to master craftsmen and women in Niger State for a maximum period of three (3) years to enable them acquire the requisite skills in their respective trades. All participants of the scheme are registered with the state ministry of employment, labour and productivity. Under this scheme, apprentices are exposed to practical work skills. Each participant is being paid a monthly stipend (allowance) based on his/her maintenance whilst in training. Approved trainer organizations and individual craftsmen and women are paid a fee for imparting their skills to the beneficiaries. They are being paid a monthly fee of Two Hundred and Fifty Naira per trainee attached to them. The number of trainees that will be attached to a trainee depends on the capability or capacity of the trainer who would be able to train a time.

There are over eighty-six trades being offered under the scheme with the training period from six months to three years depending on the trades and participants learning capacity. There is an expanding array of skill being learned, some of these include:

1. Fabrication and welding
2. Foundry
3. Plumbing Work
4. Tailoring and Fashion Designing
5. Leather Works
6. Typing and Shorthand
7. Carpentry and Joinery
8. Bricklaying/Masonry
9. Refrigeration/Air Conditioning Practice
10. Electrical/Electronic Work
11. Auto Mechanics Works
12. Hair Dressing/Barbing

Some of the activities of the National Open Apprenticeship Scheme (NOAS) since the inception in 1987 till date in Niger State include:
1. New trainees are being recruited to replace graduated ones
2. Orientation/induction/counselling course are being given to the newly recruited trainees under the scheme.
3. Routine supervision of trainees and trainees are being carried out of payment of trainees’ fees.
4. Updating statistical data on the operation of the NOAS training.

Those activities have led to the following achievements among others:
1. Many youths are recruited in the state.
2. Many trainees are undergoing training in different trades in the state.

Waste to Wealth Scheme (WTW)
This scheme involves the acquisition and development of skills through the conversion of discarded waste items into decorative and ornamental household materials. Unemployed youths are taught the art of converting waste items such as small or sea shells, coals, horns, among others into useful decorative materials like toys, furniture and hangings, which can be used to suit small scale businesses by the youths because they could be sold in the market. The objectives of the scheme are to enhance the entrepreneurial skills of youths in technological ventures and expose them to employed persons in craftsmanship. To achieve this, they are made to undergo a short orientation course during which their creative capabilities and ingenuity are further developed. Waste to Wealth offers services in business planning, organizational capacity building, business development and operations support to businesses and social ventures engaged in:

- Creating a just and sustainable food system
- Restoring and protecting natural resources
- Reducing and converting waste
- Investing in people and communities
- Creating jobs that pay family supporting wages and opportunities for advancement.

Waste to Wealth works with companies and non-profit organizations to craft strategy, create clear workable plans and design operational systems that let you know which parts of your plan are working and which need attention.

This scheme has gone a long way in empowering youths, empowering youths financially, those with or without entrepreneurial abilities to be self-employed so that the FCT can curb the problem of unemployment among the youths.

The following activities and achievements are carried out under this scheme:

1. Identification of beneficiaries for participation in trade fair and exhibitions in the FCT.
2. Introduction of new product lines into the mobile training workshop (MTW) scheme through the identification of additional waste items in the state.
3. Acquisition of some public buildings as workshops in the state for displaced practitioners of mobile training workshops (MTW) trades.
Challenges of TVET to Youth Empowerment

The delivery of quality TVET is dependent on the competence of the teacher/trainee in terms of theoretical knowledge, technical and pedagogical skills as well as being abreast with the new technologies in the workplace. The focus of TVET policy aims and reform choice often call for improved training for TVET teachers and trainers. The low status of TVET teaching as a profession and the lack of training are frequently barriers. Also, TVET teachers and trainers are a diverse and dispersed occupational group, and yet they are often expected to provide successful and innovative programmes for over more heterogeneous groups of learners. Almost everywhere there is a shortage of continuing development of TVET teachers and trainers, how they will stay ‘qualified’ and how they will progress in their careers have received little attention. Policy options regarding TVET teachers’ and trainers’ learning, skills and career development include:

1. Considering the competence profile and frameworks that may be appropriate for TVET teachers and trainers.
2. Enhancing the professional development of TVET teachers and trainers.
3. Optimizing pre-service TVET teacher and trainer education.
4. Providing continuing professional development for TVET teachers and trainers.

Teachers training policies should take into consideration barriers preventing teachers from actively contributing to TVET reforms and participating in investing in lifelong learning. Immediate measures to reward teachers and trainers may work in the short term, however using the transformative lens would suggest promoting teachers’ participation in decision making processes, developing career management and improving support to career progression (UNESCO, 2012). Other challenges include poor perception of TVET, inadequate training equipment, tools and materials. These challenges affect the quantity and quality of youth empowerment and could be reduced or finally eliminated if consideration for YES is observed.

Recommendation

Based on the findings of this study, the following recommendations were made:
1. TVET is capital intensive, to be able to cater for YES, Government, Non-governmental organizations, philanthropists should finance practical materials in our institutions.
2. Loan should be made available to students on graduation to start their Businesses. Their certificates should serve as collateral.
3. Public enlightenment should be intensified because students/youths don’t value the importance of TVET, which they considered as dirty jobs.
4. Emphasis should be made on the importance of TVET for youth seeking admission into tertiary institutions so that they can be easily self-employed at the completion of their study.
5. Financial provision to start a business should be made available to graduates of technical institutions. This will serve as bait to other youths to embrace technical education.
6. Adequate monitoring and counselling of the beneficiaries after loan disbursement in order to keep them on a good footing.

Conclusion

Majority of the countries across the globe had one time or the other faced with youth unemployment. Some of these countries made effective use of TVET to confront their problems. Today, they have become countries that majority of their youths live on self-employment while few on wage-employment, example of these countries are China, Japan, India, Taiwan, Brazil, and Singapore. Nigeria youths unemployment will become a thing of the past if TVET is adequately articulated in YES, this will in turn lead to national economic growth.

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