

*Full Length Research Paper*

# **Assessment of relevance of the national directorate of employment (NDE) training programmes to the needs of the trainees in Southwestern Nigeria**

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**The study assessed the operational schemes of the national directorate of employment (NDE), and the relevance of its training programmes to the needs of the trainees. The study adopted the survey design. Precisely, six states in the Southwestern Nigeria were used for the study. The sample comprises of 1, 200 trainees, 420 trainers and 120 ex-trainees selected from a population of 382, 792. The results showed that the NDE had 11 operational schemes and 30 job categories. It also showed that the NDE training programmes met the needs of the trainees as 99.2% of trainees and 98.3% of ex-trainees said that they learnt the jobs they had wanted to learn at the NDE. Furthermore, all the ex-trainees, 120 (100%) said that the jobs they do at present were the ones they learned at the NDE. Results of the study also indicated that the NDE has impacted positively on the previously unemployed Nigerians by providing them with gainful employment (despite the operational challenges observed).**

**Key words:** Training, relevance, needs, trainees, unemployed.

## **INTRODUCTION**

The mass unemployment of qualified and able-bodied men/women has generated much concern all over the world. ILO (2011) noted that despite the rapid recovery in the global economy that took place in 2010, following two years of severely adverse labour market conditions, global unemployment remained elevated in 2010. According to ILO (2011) the number of unemployed stood at 205 million (6.2%) in 2010. The above scenario propels Nigerian government like other nations' governments around the world to take some practical steps towards alleviating unemployment. However, in spite of the frantic efforts towards the eradication of this

phenomenon, it is sad to know that Nigeria economy continues to experience increase in unemployment rate. Lack of employment opportunities in Nigeria has resulted in poverty, in turn poverty leads to alienation of poor people from political-economic functioning of the society. For example, the data in Table 1 show the registered unemployed persons according to the six geo-political zones and by sex as of year 2007. Out of the six geo-political zones, the North West Zone (comprises of Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto and Zamfara states) had the highest number of registered unemployed persons of 846, 872 (24.40%). South West (comprises of Ekiti, Lagos, Ogun, Ondo, Osun and Oyo states) had 718, 789 (21.56%). North East (comprises of Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe states) had 547, 759 (16.49%). South East (comprises of

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**Table 1.** Registered unemployed persons by geo-political zones and sex.

| S/No. | Zone          | No of registered unemployed persons |       |           |       | Total     |       |
|-------|---------------|-------------------------------------|-------|-----------|-------|-----------|-------|
|       |               | Male                                |       | Female    |       | No        | %     |
|       |               | No                                  | %     | No        | %     |           |       |
| 1     | North west    | 647,631                             | 19.42 | 199,241   | 5.98  | 846,872   | 25.40 |
| 2     | North east    | 385,518                             | 11.56 | 164,241   | 4.93  | 549,759   | 16.49 |
| 3     | North central | 239,307                             | 7.18  | 147,283   | 4.42  | 386,590   | 11.60 |
| 4     | South east    | 121,986                             | 6.39  | 217,859   | 6.53  | 430,845   | 12.92 |
| 5     | South west    | 365,310                             | 10.96 | 353,479   | 10.60 | 718,789   | 21.56 |
| 6     | South-south   | 230,900                             | 6.93  | 170,334   | 5.11  | 401,234   | 12.03 |
|       | Total         | 2,081,652                           | 62.44 | 1,252,437 | 37.56 | 3,334,089 | 100   |

Source: National directorate of employment (2007): Report of the registration of unemployed persons. Planning, research and statistics, NDE, Abuja.

Abia, Anambra, Ebonyi, Enugu and Imo states) had 430, 845 (12.92%). South-South (comprises of Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers states) had 401, 234 (12.03%). North Central (comprises of Abuja [FCT], Benue, Kogi, Kwara, Niger, Nasarawa and Plateau states) had 386, 590 (11.60%) of the total number of registered unemployed persons.

Lack of employable skills is no doubt, a major contributing factor to the problem of unemployment world over and especially in Nigeria. This is so because, the educational system operated at post-independence era in the country placed emphasis on liberal education rather than acquisition of vocational skills, which prepare the individual for better employment opportunities. In other words, the then system focused on and produced school leavers and graduates without vocational skills that could enable them to be self-reliant. The subsequent increase in population, as Adebayo (2006) observed, necessitates establishment of more schools and higher institutions of learning in Nigeria. This in turn produces school leavers and graduates, whose numbers are always on the rise year after year without commensurate provision of employment opportunities both in the public and private sectors. Adebayo (2006) corroborated this stance by saying that the primary and secondary schools in Nigeria had been rapidly expanded and student's enrolment in higher institutions had almost tripled in the last two decades.

Consequently, in its frantic efforts to seek a way out of the problem, the Federal Government constituted a committee known as the Chukwuma Committee on the 26<sup>th</sup> of March, 1986, to consider appropriate strategies for dealing with the mass unemployment problem in the country under the aegis of the Ministry of Employment Labour and Productivity. The report of the committee led to the institution of the National NDE in November 1986,

and charged with the following mandates:

1. To design and implement programmes to combat mass unemployment;
2. To articulate policies aimed at developing work programmes with labour intensive potentials;
3. To obtain and maintain a data bank on vacancies and employment opportunities in the country with other government agencies and;
4. To implement any other policy as may be laid down, from time to time, by the Directorate (NDE, 1997).

The philosophy of NDE is self enterprise, which emphasizes self-employment and self-reliance in preference to wage employment. This philosophy is pursued through policy planning and well articulated programmes of Rural Employment Promotion (REP), Vocational Skills Development Programme (VSD), Special Public Work Programme (SPW) and Small Scale Enterprise (SSCE) Programme. These programmes are set up across the nation in an effort to alleviate unemployment crises in the nation.

### Statement of the problem

Unemployment is one of the most serious problems facing Nigeria today. The bad situation has been exacerbated by mass production of graduates and school leavers from primary schools, secondary schools, colleges of education, polytechnics and universities without commensurate creation of employment opportunities. Although the Nigerian Federal Government in 1986 established the NDE with a view to alleviating unemployment, the rate of unemployed Nigerians keeps increasing daily. The focus of this paper is to assess the

extent to which NDE training programmes meet the needs of trainees and to which extent the programmes have alleviated unemployment situation in the country.

### Research questions

The following research questions were formulated based on objectives of the study.

1. What are the various operational schemes under which the apprentices are trained?
2. What is the relevance of the NDE training programmes to the needs of the trainees?

### LITERATURE REVIEW

Training is very germane to the acquisition of technical/vocational skills. Dike (2009) observed that vocational education and job training programmes has been an integral part of national development strategies in many societies because of its impact on human resource development, productivity and economic growth. Training, according to Coombs (2003), is a scheme designed to generate expertise or skills needed to perform a particular job or series of jobs. Vocational education is designed to offer training to improve individuals' general proficiency, especially in relation to their present or future occupations (Dike, 2009). Training is to educate, teach, change the behavior and make people acquire new knowledge and new skills. Training also teaches people to change their attitudes. Training in the deepest sense is to teach thinking, creating and learning to learn ([www.hubpages.com](http://www.hubpages.com)). Training is generally through practical exposure, either informally by practical exposure to job, or in formal institutions established for the purpose of providing exposure to required skills (Ogbimi, 2006). Training imparts an individual with skill required to function profitably in a particular job. A skill could be said to be an action required in order to perform a task that involves coordination of body movements.

It has to do with the application of trainee's knowledge. Knowledge is defined as an understanding of facts, principles, or concepts, including the cognitive process necessary to process information (Neitzel, 2007). The emphasis in training is on practical work and demonstration. That is, what the individuals can do with their hands applying vocational or technical skills. While education prepares the individual for eventual skills acquisition, the attainment of skill or expertise is provided by training (Ehiamezor, 2008). According to Kanaway (2005), training prepares people for work and life. Skills are largely developed in a working situation; competence develops through the improvement of awareness,

knowledge and skills. Any gap between a person's education and the skills needed for a job is bridged by training (Bright et al., 2003). A training objective is the specific knowledge, skills, or attitudes that the trainees are to gain as a result of the training activity ([www.sil.org/linguaLinks](http://www.sil.org/linguaLinks)). Armstrong (2003) defines training as the formal and systematic modification of behavior through learning, which occurs because of education, instruction, development and planned experience.

Many people lack skills, or have skills that are outdated or of little relevance to present conditions. Furthermore, they have little to depend on other than their own physical strength.

Thus, Armstrong (2003) believed that training and capacity building for both men and women is key priority for poverty reduction in order to address lack of appropriate skills and capacity both within the private and public sectors. The bane of unemployment has been lack of technical/vocational skills that are relevant to the modern and technological advanced world by most Nigerian graduates and school leavers. Dike (2009) lamented that Nigeria is lagging behind in preparing her workforce for the challenges of the rapidly changing global economy. To curb this menace, vocational/technical education must be reprioritized in the country's educational system. The National Policy on Education (NPE) defines technical education as the aspect of education, which leads to the acquisition of practical and applied skills as well as basic scientific knowledge (NPE, 2004). The terms vocational educational and technical education are often used interchangeably to refer to the same type of education. Technical education is a planned programme of courses and learning experiences that begin with exploration of career options, support basic academic and life skills and enable achievement of high academic standards, leadership, preparation for industry-defined work and advanced and continuing education (Dike, 2009). Okoro (1991) defined vocational education as any form of education whose primary purpose is to prepare persons for employment in recognized occupations. He further stated that vocational education provides the skills, knowledge and attitudes necessary for effective employment in specific occupations. Dike (2009) believed that vocational/technical education prepares learners for careers that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation.

Vocational education assumes that a choice of an occupation has been made and that appropriate training is needed to enable the individual enter or advance in his chosen occupation. Vocational education is designed to develop occupational skills. It gives individuals the skills to live, learn and work as a productive citizen in a global society (Dike, 2009). In the same vein, Armstrong (2003)

emphasized that rapid technological changes and globalization have made training of the workforce a prerequisite in any nation that wishes to survive. Afeti (2009) enumerated three major objectives of technical and vocational education as:

1. The acquisition of relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or occupational area;
2. Flexibility, adaptability and life-long learning; and
3. Developing technical and vocational education as a vehicle for rapid industrialization, as well as economic empowerment and social mobility of the individual.

Regrettably, training systems in developing countries generally and in Africa in particular, are inadequate in supporting those seeking work or self-employment, and need to improve their relevance in the emerging competitive world (ELDIS, 2009). People are unemployed either as a result of lack of employment or lack of employable skills. The latter is the need that must be met if the individuals must be employed. Provision of relevant job skill training is very essential to meet employable skills that might be lacking in the unemployed. There will always be job opportunities but people remain unemployed as long as they lack employable skills. Ozigbo (2008) lamented that Nigeria, a rich oil producing nation, lacks sufficient skilled human capital to manage the oil industry. Armstrong (2003) reiterated that if people lack in technical skills, knowledge and entrepreneurial skills, the natural resources will tend to remain unutilized, underutilized, or even miss-utilized.

According to Marjor-Ritta (2009), the core issue in providing relevant training is to identify what the real training needs are. He believes that a related issue is the gap between perceived and real needs. To make training count, it must be matched directly to the needs of the people (Rosner, 2009). It has been identified that an important characteristic of technical and vocational education is that it can be delivered at different levels of sophistication.

This presupposes that technical and vocational education institutions can respond to the different socio-economic and academic backgrounds and prepare the clientele for gainful employment and sustainable livelihoods. Thus, the youth, the poor and the vulnerable of society can benefit from vocational/technical education. Meeting the training needs of the prospective trainees of the National Directorate of Employment is what makes the training programmes of the Directorate relevant to the plights of the unemployed. To identify and evaluate people's needs, adult educator must understand the nature and role of needs in the training programmes. Recognition of this fact nearly 25 years ago was a central force in bringing the NDE into being. NDE training

programmes are created and maintained to enable people to make changes in their way of living (unemployed situation) and of making a living. Hence, effective training is an intentional effort, carefully designed to fulfill certain specially predetermined and presumably important needs. Training, therefore, stems from belief in the need for change that results in progress – from the view that change in certain directions is good and that it is possible to help people find more satisfactory modes of meeting needs (Legans, 2002).

The African Union (AU), in its plan of action for 2006 to 2015 recognized the importance of technical/vocational education as a means of empowering individuals to take control of their lives and consequently recommends the integration of vocational training into the general education system ([www.africa-union.org/root/au/.../29.../VET\\_Strategy\\_english](http://www.africa-union.org/root/au/.../29.../VET_Strategy_english)).

Economics Community of West African States (ECOWAS) in its Conference in 24 to 26 September, 2002 declared that technical/vocational education is designed to improve access of ECOWAS citizens to technical education and vocational training (TEVT) of quality at all levels of the educational system; to strengthen the training capacities of TEVT; and to establish and promote TEVT centers of excellence ([www.africa-union.org/.../...](http://www.africa-union.org/.../...)). In the process of making final decisions about what to include in a training programme, it is important that the needs of people – economic, social, aesthetic, or moral constitute the fulcrum on which rests the success of adult education. Harmonizing needs as people see them with those as viewed by the professional adult educator is a significant responsibility of professional trainers. The NDE consequently has a lay down procedure for enlisting who actually need its training programmes. Thus in its brochure, the NDE writes that participation in its various programmes is opened to all unemployed Nigerian youths and retired public/private workers who are interested in contributing meaningfully to the economic growth of the country.

## RESEARCH METHODOLOGY

The *ex-post facto* research design was employed for the study. The term '*ex-post facto*' is used in reference to an experiment in which the researcher, rather than creating the treatment, examines the effect of a naturally occurring treatment after it has occurred ([www.thefreedictionary.com/ipsos+facto](http://www.thefreedictionary.com/ipsos+facto)). In other words, it is a study that attempts to discover the pre-existing causal conditions between groups. This design was employed because the researcher was not involved in the manipulation of any of the independent variables.

## Population and sample

The target population comprised the trainees and the ex-trainees of

the NDE in Ekiti, Lagos, Ogun, Ondo, Osun and Oyo States, which constitute southwestern Nigeria. Multi-stage sampling technique was used to select 1,320 respondents. These comprised 1,200 trainees with 200 from each state. Each state was stratified into the 3 existing senatorial districts; 10 local government councils were randomly picked from the senatorial districts and then a sample size of 20 trainees per local government was obtained. One hundred and twenty (120) ex-trainees (20 per state) were also selected. Snowballing sampling technique (that is, one ex-trainee directing the researcher to another ex-trainee) was used to select the ex-trainees.

### Instrument

The data for the study were gathered through the use of two questionnaires that contained structured and open-ended questions. The questionnaires are the "NDE Trainees' Questionnaire" (NTEQ), "NDE Ex-trainees' Questionnaire" (NTEQ), for trainees and ex-trainees, respectively. On NDE scheme such questions as: 'what job are you being trained to do?' 'Under which scheme/programme of NDE is your training being done?' While on the relevance of the NDE training programmes such questions as: 'what job were you doing before you enrolled for NDE job training programme?' 'What work would you like to do after your training?' among others were asked.

### Procedure for data collection

The administration of the research instrument was done within two weeks simultaneously in all the six states covered by the study. All the 120 questionnaires for ex-trainees were returned while 1,120 out of 1,200 questionnaires for trainees were returned.

### Data analysis

Data were analyzed using descriptive statistics. The data were presented in tables and charts, using absolute figures and the comparative percentages capable of self-explanation and further analysis. The tables and charts were structured in line with the particular item(s) or group of items relevant to the issue being highlighted.

## RESULTS AND DISCUSSION

The data presentation, interpretation and discussion are based on the responses obtained for the earlier two research questions raised:

1. What are the various operational schemes under which the apprentices are trained?
2. What is the relevance of the NDE training programmes to the needs of the trainees?

### NDE schemes under which trainees and ex-trainees are trained

Data in Table 1 show that the scheme that had the

highest percentage of trainees more than other schemes is start your own business (SYOB). More than two-thirds of respondents, 767 (68.5%) were under SYOB, which shows that trainees love to start businesses of their own (be self employed). Nearly one fifth, 199 (17.8%) of the total trainees were under basic business training scheme (BBT). About seven percent (82) of the total trainees were under vocational skill development (VSD) programme followed by graduate farmers scheme with about five percent of the total trainees that were under NDE training schemes. Other schemes had very low proportions such as TRE, (0.1%), EDP (0.2%) among others. However, what might be responsible for the highest proportion of trainees under SYOB might be due to the fact that whichever scheme under which the trainees were trained the end result was for them to be self employed, that is, start their own businesses. So it was possible that trainees under other schemes just indicated SYOB having that in their minds.

On the other hand, it is shown that approximately two-thirds, 78 (65%) of the ex-trainees were trained under VSD while, one-fifth of the ex-trainees, 26 (21.7%) were trained under BBT. Other ex-trainees, 13 (10.3%) were trained under SYOB and 3 (2.5%) were trained under REP. Data in Table 2 show that 296 (26.4%) of the trainees were engaging in buying and selling, that is, trading. Approximately one-fifth, 210 (18.8%) were trained for business and entrepreneur. Piggery had a low percent of 0.2%. The varieties of job that trainees were being trained for are not normally distributed among the trainees. The kolmogorov – smirnov  $Z = 6.887$  and the  $p$ -value is 0.000 within 0.05 significance level (Okpalaet al., 2003). Also, the data in Table 2 show that, 28 (23.3%) of the ex-trainees were into catering, 19 (15.8%) were into carpentry. House painting and building and bricklaying had 9 (7.5%), respectively, iron fabrication, plumbing and poultry farming also had same proportion of 3 (2.5%), respectively. Hair dressing had 12 (10%), while fashion designing 8 (6.7%). These, among others, describe different categories of job of ex-trainees as at the time of the survey Table 3.

### The relevance of the NDE training programmes to needs of the trainees and ex-trainees

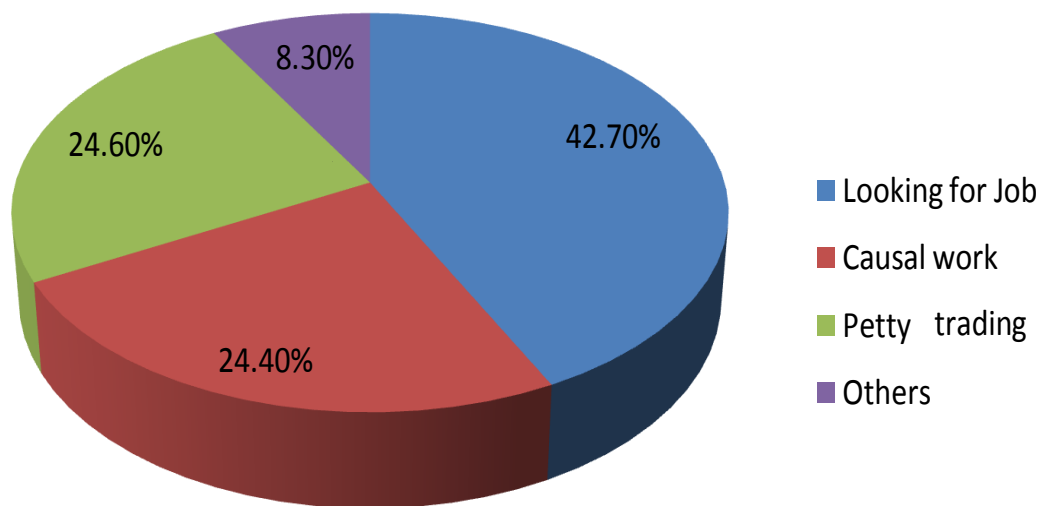
Data in Figure 1 show that two in every five, 447 (42.7%) trainees were looking for job and those that can still be categorized as under-employed (casual work and petty trading) were one out of every four trainees (24.4 and 24.6%). The figure shows that the analyzed employment statuses of trainees were those that were looking for job and those that were not gainfully employed. And so, these categories of unemployed were in the region of unemployment before enrolling for NDE training

**Table 2.** Frequency and percentage distribution of NDE schemes under which trainees and ex-trainees are trained.

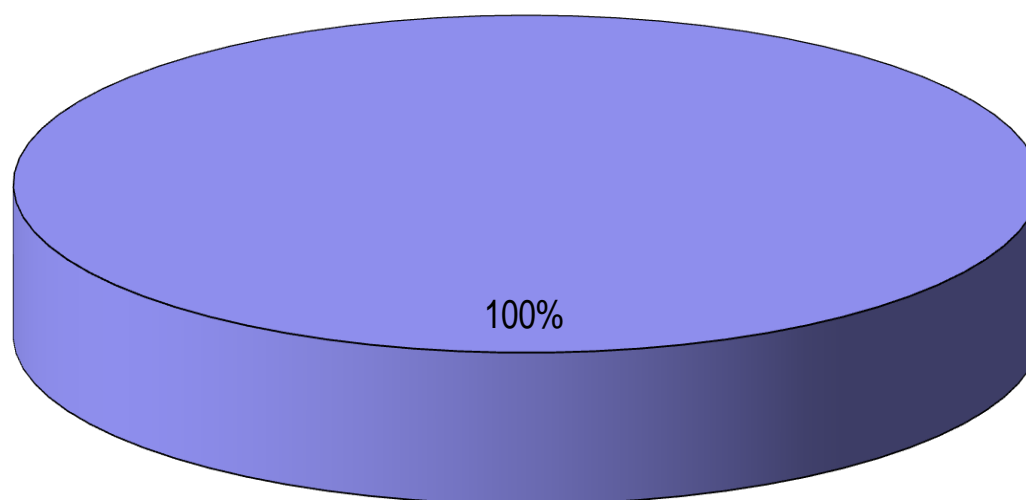
| Scheme                                                     | Trainees  |      | Ex-trainees |      |
|------------------------------------------------------------|-----------|------|-------------|------|
|                                                            | Frequency | %    | Frequency   | %    |
| Entrepreneur development/business training programme (EDP) | 2         | 0.2  | -           | -    |
| Training for rural employment (TRE)                        | 1         | 0.1  | -           | -    |
| Graduate farmers scheme                                    | 53        | 4.7  | -           | -    |
| School leaver farmer training programme                    | 5         | 0.4  | -           | -    |
| Special public work (SPW) training programme               | 3         | 0.3  | -           | -    |
| Environmental beautification scheme                        | 1         | 0.1  | -           | -    |
| Small scale enterprises (SSE) programme                    | 7         | 0.6  | -           | -    |
| Vocational skill development (VSD) programme               | 82        | 7.3  | 78          | 65.0 |
| Start your own business (SYOB)                             | 767       | 68.5 | 13          | 10.8 |
| Basic business training (BBT) scheme                       | 199       | 17.8 | 26          | 21.7 |
| Rural employment promotion (REP)                           |           |      | 3           | 2.5  |
| Total                                                      | 1120      | 100% | 120         | 100% |

**Table 3.** Frequency and percentage distribution of trainees and ex-trainees by categories of jobs trained for.

| Job categories                           | Trainees  |      | Ex-trainees |      |
|------------------------------------------|-----------|------|-------------|------|
|                                          | Frequency | %    | Frequency   | %    |
| Fashion designing                        | 39        | 3.5  | 8           | 6.7  |
| Medicinal/provision store                | 21        | 1.9  | -           | -    |
| Buying and selling (trading)             | 296       | 26.4 | 7           | 5.8  |
| Poultry                                  | 84        | 7.5  | 3           | 2.5  |
| Garri (cassava powder) processing        | 31        | 2.8  | -           | -    |
| Business/entrepreneur training           | 210       | 18.8 | -           | -    |
| Welding (iron bending and fabricating)   | 18        | 1.6  | 3           | 2.5  |
| Computer business/training and repairing | 64        | 5.7  | 2           | 1.7  |
| Self employed                            | 85        | 7.6  | -           | -    |
| Candle making                            | 27        | 2.4  | -           | -    |
| Fishing                                  | 77        | 6.9  | -           | -    |
| Live stock farming                       | 34        | 3.0  | -           | -    |
| Drum manufacturing                       | 6         | 0.5  | -           | -    |
| Typing and shorthand                     | 11        | 1.0  | 2           | 1.7  |
| Shoe making/leather works                | 17        | 1.5  | -           | -    |
| Photography                              | 9         | 0.8  | -           | -    |
| Catering                                 | 7         | 0.6  | 28          | 23.3 |
| Piggery                                  | 2         | 0.2  | -           | -    |
| Hair dressing                            | 14        | 1.2  | 12          | 10.0 |
| Block (bricks) making                    | 28        | 2.5  | 9           | 7.5  |
| Automobile mechanic                      | 4         | 0.4  | 5           | 4.2  |
| 'Pure' (sachet) water production         | 4         | 0.4  | -           | -    |
| Vulcanizing                              | -         | -    | 4           | 3.3  |
| Carpentry                                | -         | -    | 19          | 15.8 |
| Weaving                                  | -         | -    | 6           | 5.0  |
| Plumbing                                 | -         | -    | 3           | 2.5  |
| House painting                           | -         | -    | 9           | 7.5  |
| Other types                              | 32        | 2.9  | -           | -    |
| Total                                    | 1120      | 100% | 120         | 100% |



**Figure 1.** Initial job status of trainees.

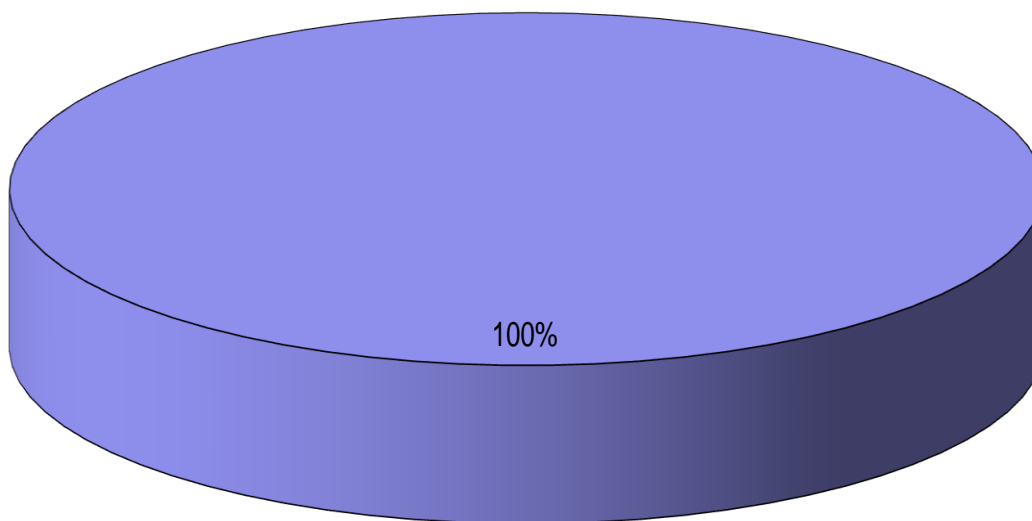


**Figure 2.** Distribution of ex-trainees' who have jobs of their own after their training in NDE.

programmes. Thus, from the analysis of the data in Figure 1, the initial job status of trainees revealed that the socio-economic characteristics of the trainees before they enrolled for training under NDE were characterized with unemployment and poverty. The unemployed lack the means to earn living. This analysis can however, be compared with the analysis of data in Figures 2 and 3, where all the trainees and the ex-trainees who had initially been in the regions of unemployment and or casual jobs are now gainfully self-employed aftermath of their training in the NDE.

The hitherto unemployed now have jobs of their own.

Thus, this brings about a shift in their socio-economic characteristics from that of unemployment and poverty to that of gainful employment and hence equipped with skill and ability to earn their living. The NDE training programmes, therefore, are seen to meet the needs of the trainees by equipping them with the relevant job skills that made them self-reliant/self-employed. Data in Figure 2 show that respondents (ex-trainees) had jobs of their own. All of the ex-trainees had jobs of their own and they were the types of job that they actually learned under the NDE training programmes. Hence, the relevance of the Directorate's training programmes to their needs. It could,



**Figure 3.** Distribution of ex-trainees' who are doing the actual jobs they learned under NDE.

therefore, be submitted that the NDE training programmes met the needs of the clientele. This submission is not farfetched from the fact that the NDE training programmes enjoy the patronage of many trainees who enrolled under the Directorate as their last resort as indicated by the trainees', ex-trainees' responses, respectively.

### SUMMARY OF FINDINGS

The first research question examined the operational schemes under which the apprentices were trained by their trainers. The findings showed the following as some of the NDE operational schemes: Entrepreneur development programme (EDP), training for rural employment (TRE), graduate farmers scheme and school leavers farmer training programme (GFSSLFT), (SPW), environmental beautification scheme (EBS), small scale enterprises (SSE) Programme, VSD Programme, SYOB, BBT Scheme, and Rural REP Programmes among others, (Table 1). It was also discovered from the data analysis that the trainees were trained for the following job categories: fashion designing, poultry farming, 'garri' (cassava powder) processing, entrepreneurial training, welding and iron fabricating, computer training, candle making, fishing, drum manufacturing, typing and shorthand, shoe making and leather works, photography, catering, hair dressing, blocks (bricks) making, automobile (mechanical) engineering work, 'pure' (sachet) water production, vulcanizing, carpentry, weaving, plumbing, and house painting among others, (Table 2).

Thus, from the findings, the NDE has enough schemes and job categories from which the prospective beneficiaries can acquire necessary skills that will guarantee their employment. However, the finding showed that trainees enrolled more in certain schemes at the expense of others which have scanty enrollment of trainees. The second research question sought to find out the relevance of the NDE training programmes to the needs of the trainees. The findings revealed that 447 (42.7%) trainees were looking for jobs, 258 (24.6%) were doing petty trading and 225 (24.4%) were doing casual work before enrolling in the NDE. These three categories totaled 960 (91.7%) were in the region of unemployment before enrolling for training under the NDE (Figure 1). Further investigation into whether or not the jobs they do now are the ones they learned in the NDE, all the ex-trainees, 120 (100%) answered that they have jobs/businesses of their own and that the jobs/businesses they do now were the ones they learned in NDE (Figures 2 and 3). All these positive responses are indication that the NDE training programmes met the needs of the trainees.

### CONCLUSIONS AND RECOMMENDATIONS

The results of the data from this study suggest the following conclusions:

1. The Directorate was found to have many operational schemes/job training programmes under which the prospective trainees could enroll and acquire employable skills. For instance, 11 schemes and 30 different job



categories were identified and listed by the respondents.

2. The NDE training programmes were found to be very relevant to the needs of the unemployed in the country as it imparted employable skills into the trainees who enrolled under its training programmes and consequently, these trainees were self-employed. For instance, 99% trainees responded that they would establish the jobs they were trained for while 100% ex-trainees responded that they were doing the jobs trained for under NDE.

3. The activities of NDE need to be constantly appraised and efforts should be made to link up more with both the informal sector where apprenticeship activities are carried out without proper basic structure of sustaining the apprentices when they finish learning the jobs, and the formal school system where individuals could acquire those skills as part of their educational programme. The NDE will have to re-strategize its operational procedures/guidelines with a view to ensuring even enrollment of prospective trainees into its different operational schemes.

4. To bring the services of the Directorate closer to the grassroots, it should have its liaison offices in local governments' headquarters across the Federation

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