

NATIONAL COUNCIL FOR ADULT EDUCATION JOURNAL

Volume 23 Issue II, June 2018



**A Publication of
NIGERIAN NATIONAL COUNCIL FOR ADULT EDUCATION**

Editorial Board

Editor

Professor (Mrs) Lucy Adesomon Okukpon (PhD), MNAE. University of Benin

Assistant Editor

Dr. Bala Zakari - Bayero University, Kano

Consulting Editors

Prof. Akpovire Oduaran - North West University, Mmabatho, South Africa

Prof.S.C.Nwizu - University of Nigeria, Nsukka

Prof. Idowu Biao - University of Botswana, Gabarone, South Africa

Dr. Bola Simeon –Fayomi - Obafemi Awolowo University,Ile-Ife

Prof.Rose Tawo - University of Calabar

Prof.. Deborah Egunyomi - University of Ibadan

Prof. Kolawole Kazeem - University of Benin

Prof. Dele Fajonyomi - University of Ilorin

Prof. C. O. Oladapo - University of Lagos

Prof. Gidado Tahir - University of Abuja

Prof. O.Obashoro-John - University of Lagos

Editorial Assistants

Mrs. Adesuwa Sarah Oimage - University of Benin

Mr. Felix U. Aghedo - University of Benin

Mrs. Grace C. Abey-Fashae - University of Benin

Mrs. Margaret O. Akerele - University of Benin

Adult Education in Nigeria

Volume 23, Issue II, 2018

Theme:

Sustainable Development Goals (SDGS) 2016-2030, Setting Achievable Agenda
for Adult and Lifelong Learning in Nigeria.



JOURNAL OF NIGERIAN NATIONAL COUNCIL FOR ADULT EDUCATION

Published For NNCAE by



#4, Otike-Odibi Avenue, Isiohor,
Via Ugbowo Old Lagos Road,
P.O. Box 5027,
Benin City, Edo State.
08074009192 | ambikpress4jesus@yahoo.com

(c) Nigerian National Council for Adult Education 2018

All Rights Reserved

ISSN: 2536-6696

The Nexus of Adult Education on Career Invention and Enhancement for Sustainable Development in Orlu Senatorial District Ofimo State <i>Otty, Christiana Amara, Ibeh, Johnmark Bello and Igwe, Justina Ada</i>	104
Non-Formal Education for Empowering Adults in Nigeria for Sustainable Development <i>Ekpenyong, Violet Oyo Ph.D, Tawo Catherine Njong and Oboqua, Ekpenyong David Ph.D</i>	120
Environmental Adult Education: A Strategy for Slum Dwellers' Participation in Sustainable Water Sanitation and Hygiene Practices in Rivers State <i>Okorie Christiana Uzoaru (Ph.D) and Dokubo Chidinma (Ph.D)</i>	128
Social Welfare Needs of Internally Displaced Persons (IDPS) In Kumbotso Local Government Area, Kano State <i>Abdulhamid Bashir Aminu</i>	143
Utilizing Basic Literacy As an Adult Education Programmes In Achieving Sustainable Human Resource Development in Enugu State-Nigeria. <i>James .O. Ezema Ph.d, Ukwuaba, L.C. Ph.d and Ali, Matthew Ayogu</i>	154
Ageing and Participation of Adult Learners in Basic Literacy Programme: An Imperative for the Attainment of Sustainable Development Goals (SDGS) In Kano State <i>Muhammad Ashiru Sharada PH.D</i>	166
Adult and Lifelong Learning: A Panacea for Achieving Sustainable Development Goals (SDGs) In Nigeria By 2030 <i>Ifeanacho, Victoria Afoma, Uba, Rita Ifeoma and Chukwuji, Obiageli Ngozi Dorathy</i>	173
Vocational skills training for women and sustainable poverty reduction in Sokoto state, Nigeria. <i>Mamir, Abba Ph.D, Dr Mbagwu, F. O, Dr. Osilike, C, Mrs. Igwe Ngozi and Mr Okafor, Ikechukwu</i>	184

Islamic Approach to Financing Adult Education and Community Development Activities: A Panacea for Achieving Sustainable Development Goals in Nigeria <i>Dr. Airwalu Halilu and Hadiza Saidu</i>	201
An Assessment of Teaching Materials of Post-Literacy Programme in Kano State: Implications for Achieving Sustainable Development Goals (SDGS) <i>Idris Wada Aujara PhD and Ahmed Jamilu</i>	212
The Role of Adult Education in Achieving Sustainable Community Development in Ungogo Local Government Area, Kano State <i>David Usiwe</i>	224
Reengineering the Fight against Corrupt Practices through Workers Education in Nigerian Federal Universities for Sustainable Development <i>Dr. Bala J. Ogu, Ekwealor Nwakaego Ebele and Imo Charity Onyeodiri</i>	231
Sustainable Development Goal Attainment: Elixir for Healthy Lifestyle and Positive Adjustment to Ageing <i>Obuèkwe, Grace Ifeoma</i>	245
Sustainable Livelihood Strategies for wheelbarrow Pushers in Ekeawka Market, Anambra State <i>Dr. Helen Adebola, Chieke, Joseph and Aniemeka Gloria Nwanneka</i>	256
The Place of Environmental Literacy and Lifelong Learning in Achieving Sustainable Development in Nigeria <i>Omeje Mercy Ebere and Ezeala Joy Ijeoma</i>	267
Challenges in Sustaining Youth Empowerment Programmes in Nigeria: The Way Forward <i>Kayode, Sadiq Toyin, & Najmudeen, Aminat Hassan and Mr. Sholagberu, Abdulsalam .O.</i>	277
Women Empowerment: A Panacea for Self Reliance and Reduction of Breast Cancer <i>Peterside, Henry Vincent, Uzoagulu, Promise Nneze and Acha, Joseph Odama</i>	285

Enhancing Entrepreneurial Skills through Effective Leadership for Sustainable Development in Rivers State <i>Olori, Christian N. (Ph.D), Okide, Charity C. (Ph.D) Koledoye, Uzoamaka, L. (Ph.D)</i>	294
The Perception of Egor Local Government Area Traders towards Locally Made Goods in Nigeria: Implication for Sustainable Development <i>Prof. F.E.O. Omoruyi and Margaret Omolara Akerele</i>	305
Demographic Changes and Its Consequences: Challenges on the Sustenance of Fitness and Wellness for Aged Nigerians <i>Garba Abdullahi Barume</i>	318
The Role of Adult Education in Achieving SDG 8 through Unemployment Reduction <i>Dr. Oyeyemi Aitokhuehi and Prof. 'Supo Jegede</i>	328
The Role of Correctional Education in Enhancing Skills Development among Inmates in Nigeria <i>Balarabe Abubakar & Musa Hussaini</i>	338
Assessment of the Contributions of Adult Education Programmes and Sustainable Education for Self- Actualization: A Case of Akamkpa Urban <i>Olabisi Bella Charles</i>	347
Achieving Sustainable Development Goals through Stakeholders Participation in Nigeria <i>Usman Abba Idris, Ph.D & Rabi Ado Abubakar</i>	360
Adult and Non-Formal Education as an Indispensable Tool for Sustainable Development in Nigeria <i>Momoh Sunday Otaru</i>	376
Utilizing Adult and Non-Formal Education to Acquire Entrepreneurship Skills Towards Achieving Sustainable Development Goals (SDGS) <i>Dr. L.C Ukwuaba, Dr. Ukamaka T. Eze and Mrs. V.N Odenigbo</i>	384

Utilization of audio-visual aids in teaching and learning adult basic literacy for lifelong learning in Enugu state.	
<i>Awachukwu Ruphina, U, Dorida, N and Prof. P.N.C. Ngwu</i>	396



CHALLENGES IN SUSTAINING YOUTH EMPOWERMENT PROGRAMMES IN NIGERIA: THE WAY FORWARD

KAYODE, Sadiq Toyin

Department of Adult & Primary Education, University of Ilorin.

&

NAJMUDEEN, Aminat Hassan

Department of curriculum Studies and Educational Studies

Kwara State College of Education, Ilorin

&

MR. SHOLAGBERU, ABDULSALAM .O.

Department of Adult & Primary Education, University of Ilorin.

Abstract

Unemployment has become a major problem affecting the lives of Nigerian youths, causing increased militancy, violent crimes, kidnappings, restiveness and socially delinquent behaviour. Youth unemployment is devastating to both the individual and the society as a whole both psychologically and economically. The paper examine the issues of youth unemployment, consequences and possible solution such as potential intervention measures for effective career guidances, technical and vocational education. Recommendations were made which include that youths should be trained to possess skills which are congruent with real labour market demands, developing a special focus on career guidance, and robust platform for youths to develop their creative potentials. The paper concludes that the stakeholders should provide job opportunities to positively empower the youths to make them self-reliant through vocational and technical education (Agriculture, Fishery and Bee keeping) so as to reduce drastically unemployment that could mar their future by involving in undesirable behaviours.

Introduction

Youth unemployment is becoming a serious issue in many parts of the world. In Nigeria, it has become one of the most serious socio-economic problems confronting the nation. The effect of this can be appreciated if accurate statistics could be obtained from the Federal Bureau of Statistics on the number of unemployed youths roaming the streets of Nigerian cities. Awogbenle and Iwuamadi (2010) as obtained in Ajufu, observed from the excerpts of statistics obtained from the National Manpower Board and Federal Bureau of Statistics that Nigeria has a youth population of eighty (80) million representing 60 percent of the total population of the country as at 2010. Sixty four (64) million of them

are unemployed while one million six hundred thousand (1.6 million) are underemployed.

Unemployment has become a major problem bedeviling the lives of Nigerian youths causing frustration, dejection and dependency on family members and friends, who also have their own problems to contend with. Consequently the high rate of unemployment among the youths in Nigeria has contributed to the high rate of poverty and insecurity in the country. Unemployment is a worldwide economic problem, causing poverty and lack. In recent times, there have been notable adverse social, economic and political developments in Nigeria, a consequence of youth unemployment and underemployment, particularly exemplified by increasing militancy, violent crimes, kidnapping, restiveness, Boko Haram and political instability. The Nigerian situation is further compounded by the recent global financial crisis that has crippled businesses and the prospect of securing jobs for young people (Fanimu and Olayinka, 2009). Adejumola and Tayo-Olajubulu (2009) contended that unemployment has been identified as one of the major causes of social vices, including armed robbery, destitution, prostitution, political thuggery, kidnapping and many more. Musari (2009) corroborated this statement by saying that about 4.5 million enter the labour market every year without any hope of getting employment for life sustenance.

However, Youth's unemployment in Nigeria is a product of several factors. The first major factor is the increase in the population growth. Nigeria has continued to experience high rate of population growth, this has produced an overwhelming increase in the youth population thereby resulting in an increase in the size of the working age population. Related to the rapid population growth is the massive rural-urban migration by the youth. According to the United Nations (UN) Report (1999), the high degree of geographical mobility of youth in Nigeria is in form of rural to urban which has been influencing youth unemployment. In Nigeria, youth migrate to the cities more than other migrants and in the cities, job opportunities are very limited. Thus, the rate of urbanization of the youth has continued to create unemployment problems.

Consequences of youth unemployment

Youth unemployment poses a risk to the survival of Nigerian as a nation. The effect of this problem, if no major corrective measures are taken, could be dangerous to the development of the nation. Youth unemployment can lead to desperation which can drive many youths to abuse the laws of the land living outside the law in order to make ends meet and as a means of expressing dissatisfaction at the apparent neglect of their very existence. Similarly, the negative consequences include poverty, psychological problems of frustration, depression, hostility, abduction, murder, armed robbery, and all manner of

criminal behaviours causing general insecurity of life and property of the people (Adebayo, 1999; Egbuna, 2001; Alanana, 2003; Okonkwo, 2005). To check mate the above vices, Career Guidance in Vocational/ Technical Education should be introduced in schools curriculum.

The Concept of Youth Empowerment and Sustainable Development

Though VTE can be a decisive tool for youths to participate in the work force and to improve their living conditions and social status, yet the current preoccupation with the university education in Nigeria reduces economic opportunities of those who are more oriented towards work than academic, not everyone needs a university education, but who would employ them if everyone becomes a university graduate? Graduates of vocational and technical institutions are the empowered youths, they are highly skilled entrepreneurs, and many of them were called "expatriate engineers" who are being paid huge sums of money in dollars to build roads and bridges in Nigeria. Graduates of vocational colleges are rated higher in many part of the world yet Nigeria is not taking this sector seriously. Youth empowerment by VT education is therefore a means to aid sustainable development if adequate consideration is given to sector. Integrating Skill Development in Education for All (EFA) Ensuring that all learning needs of young people and adults are met through equitable access to appropriate learning and life skills programmes is one of the six education for all (EFA) goals established at the world education forum in Dakar 2000.

The provision of vocational skills training youth empowerment should therefore constitute an important component in national strategies if the (EFA) goal is to be achieved. But developing countries including Nigeria tend to concentrate on universal primary education and literacy, but do not pay sufficient attention to skill training for youths, even though there are numerous initiatives focusing on providing education and training people. This in most case are often small in scale and are not always recognized as part of a comprehensive national education strategy. There is the need for government to urgently consider redesigning the curricula with emphasis on skill acquisition, especially on youth empowerment, if the government target of reducing poverty by the year 2020 is to be achieved. In 2013, existing skills training programmes for the disadvantaged groups were reviewed, policies and institutional environments were analyzed in four countries in Africa and Asia (Mali, Senegal, Laos and Nepal). The experience of these selected countries was shared with other developing countries at an inter-regional seminar held at International institute for education planning (Paris, 22-23 January 2004).

Concept of Vocational and Technical Education

According to Dawodu (2006), technical and vocational educations are the reliable vehicles for self- sustenance, economic prosperity and political supremacy of a nation over years. (UNESCO, 2010) sees Vocational education as the education designed to prepare skilled personnel at lower levels qualification for one or group of occupations, trades or jobs. Okoh (2000) also describes Vocational Education as part of the total experience of the individual whereby he/she learns successfully how to carry on a gainful occupation which involves the development of skills, knowledge, and attitudes required for success in the occupation. According to the Federal Government of Nigeria FGN (2004), vocational and technical education is a comprehensive term referring to those aspects of the educational process involving in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understandings, and knowledge relating to occupations in various sectors of economic life.

Vocational and Technical Education for Sustainable Development in Nigeria

Education in whatever form, is aimed at modeling a child or the individual into a better person relevant to his immediate environment. Sustainable development cannot be achieved without education. Development is a process where an economy undergoes social and economic transformation leading to a rise in the standard of living, access to basic amenities for all through knowledge. Sachs (2004). It is in recognition of the above concept of development that Vocational and Technical Education in empowering youth for poverty alleviation should be given utmost priority by government at all levels, having in mind the future consequence and task ahead for sustainable development. The future prospect and success of VTE would depend on the continuation and expansion of the existing training programmes, and strengthening the existing cooperation both national and international, as well as by starting non-formal training programmes for the unemployed youths and the community at large as part of government poverty alleviation efforts toward sustained welfare of the youth and development.

Vocational and Technical Education and Poverty Eradication

The way the production forces in the economy are organized, determines the development process of any country, for most countries, the development of industry depend greatly on the private sector, with entrepreneurship playing a major role. Entrepreneurship is the capacity and attitude of a person to undertake venture, with a risk or failure. It demands that the individual be prepared to assume a reasonable degree of risk and a good leader in addition to being highly innovative. Since entrepreneurship involves leadership, leadership abilities

determine a person's or organization's effectiveness. Hence the entrepreneurship could become a major avenue to accelerate economic growth create job opportunities, many youths aspire to become a successful entrepreneurs, but their ability to make use of their skills remain constrained if they are not empowered.

At the policy level, VTE plays a critical access and equity role in achieving employment for youth, managing work / life balance, and providing citizenship and parental skills for youth. Therefore, expanding VTE is integral for youth in crisis or post conflict situations, tackling poverty, and promulgating cultural inclusion for tolerant peaceful society. The youths through vocational and technical education are encouraged to assume entrepreneurial position, as there is nothing that can surpass the effectiveness of hands on training. (Alwasi, 2002). Through VTE the youths who are full of fresh ideas ingenuity can build up confidence resourcefulness and experience early in life, so that these youths can begin to change the society into a bloomy economy thereby eradicating poverty.

Problems of Sustaining the Programme

1. Climate change threatens to increase in the absence of adequate protection and there is a need to promote the integrated and sustainable management of natural resources and ecosystems and take mitigation and adaptation action in keeping with the principle of common but differentiated responsibilities;
2. Hunger and malnourishment, while decreasing in many developing countries, remain constant in other nations, and security food and nutrition remain to be an unachievable goal for too many;
3. Inequality in income within and among many nations has been rising and has reached an extremely high level, invoking the spectra of heightened tension and social conflict;
4. Rapid urbanization, especially in developing countries, calls for major changes in the way in which urban development is designed and managed, as well as substantial increases of public and private investments in urban infrastructure and services;
5. Energy needs are likely to remain unmet for hundreds of millions of households, unless significant progress in ensuring access to modern energy services is achieved;
6. Recurrence of financial crises needs to be prevented and the financial system has to be redirected towards promoting access to long-term financing for investments required to achieve sustainable development programmes. Over the past years, the global challenges to sustainable development programmes have been driven by a broad set of "megatrends", such as changing demographic profiles, changing economic

and social dynamics, advancements in technology and trends towards environmental deterioration. A better understanding of the linkages among these trends and the associated changes in economic, social and environmental conditions is needed. The United Nations Conference on Sustainable Development, held in Rio de Janeiro, Brazil, from 20 to 22 June 2012, highlighted a range of interlinked challenges which call for priority attention, including decent jobs, energy, sustainable cities, food security and sustainable agriculture, water, oceans and disaster readiness.² The present *Survey* focuses on three of these cross-sectoral issues with immediate implications for realizing sustainable development, namely: (a) sustainable cities, (b) food and nutrition security and (c) energy transformation..

Conclusion

The paper conclude that introducing vocational education at all levels of education throughout the nation will, no doubt, play a significant role in the quest for economic and social transformation of the nation. Vocation and technical education is the hope for our country to reduce hunger, poverty and unemployment of our teaming youths. In the light of this, vocational education is an important tool for sustainable youth empowerment. Vocational education must be taken seriously by the education industry of a nation like Nigeria where there little or no funds is devoted to vocational studies.

Recommendations

The role of vocational and technical education in empowering youths cannot be underestimated as it will go a long way to produce quality entrepreneurs in our society, which can reduce the rate of unemployment, hunger, and poverty in the society. Therefore, the following are recommended.

1. The Federal Ministry of Education should ensure that the curriculum to be used in both secondary and tertiary institutions should be practical oriented
2. Government should endeavour to develop a culture of entrepreneurial thinking by integrating entrepreneurship into nation's the education system to give room for youth's empowerment.
4. Government at all levels should ensure that vocational and technical schools and agencies are adequately funded
5. Workshops, seminars, and conferences should be organize for training and retraining of vocational and technical resource personnel and the youths so that they can be adaptive to innovation and changes through technical invitations

References

- Adebayo, A. (1999). Youth Unemployment and the National Directorate of Employment, Self-employment Programmes||. *The Nigerian Journal of Economics and Social Studies*, 41(1).
- Akambi, K. (2005). *Strategies for Ensuring Quality in the Teaching of Vocational Education in Secondary School*. *Journal of Qualitative Education: Lagos*
- Awogbenle, A.C. and Iwuamadi, K.C. (2010). Youth Unemployment: Entrepreneurship Development Programme as an Intervention Mechanism. *African Journal of Business Management* 4(6) 831 – 835.
- Dawodu, R.A (2000). *Relevance of Technical Education as an agent in achieving National Development. A paper presented at the 6th National Annual conference of National Association of Curriculum Theories, Ondo State University, Ado Ekiti Nigeria.*
- Duffy, N. F. (1996). *Essays on Apprenticeship.*
- Daniel, N.S. (2001). *African Education in the Twenty-First Century: The Challenge for Change. Journal of International Cooperation in Education* 14 (1), 21-38.
- Fanimu, D. and Olayinka, C. (2009). Tackling unemployment challenge in Nigeria. *Guardian Newspapers*, April 28.
- Federal Republic of Nigeria. (FGN 2004). *National Policy on Education, Ma'aji', S.A., Hassan, A.M. (2012), Assessing the Unemployment Initiative Programmes in Collaboration with Technical Vocational Education and Training (TVET) Institutions in Nigeria. Proceedings of the 25th Annual Conference of the Nigerian Association of Teachers of Technology.*
- Musari, A. (2009). Youth and the National Youth Employment Action Plan, Abuja, *Guardian Newspapers*, March 19
- “Nigeria World Bank Supports Youths Employment and Empowerment in Nigeria (2005)”. *The World Bank Group*. January 24.
- National Bureau of Statistics (NBS, 2009). *Social Statistics in Nigeria*, Abuja: The NBS Publication.
- Ohize., E. J., & Adamu, M. J. (2009). *Case Study of Youth Empowerment Scheme of Niger State, Nigeria in Poverty Alleviation. Technical Report, Federal University of Technology, Minna, Niger state, Department of Industrial and Technology Education, Minna.*
- Okoh, E.C.(2000), *Fundamental Issues in Vocational and Technical Education. Kontaora: Amaka Enterprises.*
- Olaitan, S.O (1996), *Vocational and Technical Education in Nigeria: issues and Analysis*, Onitsha: Noble Graphics Press.
- Olaitan, S.O (2006), *the meaning of Vocational Education and its implication to National Policy on Education*, Nsukka, University of Nigeria.

Sachs (2004). Techniques of vocational and Technical Education in Human Resources Development and Utilization. Journal of Vocational and Technical Education 7(1), 78-82, April.