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## Influence of Values on Skills Acquisition: The Role of Youth Empowerment in Kano State Nigeria

Wan Shakizah Wan Muhd Noor<sup>1</sup>, Muhd Faizal Muhd Isa<sup>2</sup> and Magajiya Tanko<sup>3</sup>

<sup>1</sup> School of Business Management, Universiti Utara Malaysia, Malaysia, E-mail: [shakizab@uum.edu.my](mailto:shakizab@uum.edu.my)

<sup>2</sup> Associate Prof., Taylor's University, Malaysia

<sup>3</sup> Othman Yeop Abdallah Graduate School of Business, Universiti Utara Malaysia, Malaysia

**Abstract:** Kano State like many of its counterparts in Nigeria is challenged with the problem of a high number of its young population not having access to employment opportunities. The State Government having recognised the enormity of the problem has evolved under the Community Reorientation Council (CRC) several skills acquisition programmes as a strategy aimed at empowering the youth toward reducing the unemployment in the state. Assessing the impact of any of these programmes is an instrumental component required in policy making processes. Thus, the study was conducted to examine the influence of individual youth values, using the Kano State Economic and social Empowerment Scheme as a case study. A survey methodology was adopted for the study with structured questionnaires designed for the respondents who were beneficiaries of the programmes from seven (among others) Skill Acquisition Institutes in the State. The data acquired from respondents were examined aided by the use of statistical software, SPSS. To ensure a simple and well-articulated analysis in this study, descriptive statistics measures were utilised in the interpretation of the results acquired. The results gotten revealed that many factors have inhibited the continuity of the programmes to flourish toward achieve the desired objectives. The State Skills Acquisition Scheme was characterised by problems ranging from inadequate funding. There is an effective monitoring and supervisory mechanism coupled with the coordination amongst relevant government agencies, more especially after changing government/administration and excessive favouritism and lack of transparency in the distribution of empowerment opportunities, politicization of programs to assuage the anger of the youth, without any intention to guarantee the sustainability. The recommendations for the improvement of the Skill Acquisition Scheme include the expansion of channels and a clearer enrolment procedures into the scheme through collaboration with educational institution, maintenance of the already established training centres, the creation of linkages with social groups and the adoption of Public Private Partnership (PPP) developmental strategy in the scheme. With regard to the skills acquisition programme, component like youth values should be incorporated into the programme to cater for the participants in the post empowerment employment period. Thus, they are conceptions

that influence a person's readiness or likelihood of learning skills or performing successfully, based on the values they hold.

**Keywords:** values, youth empowerment; skills acquisition; Kano economic and social empowerment.

## 1. INTRODUCTION

The goal of human-resource-management is to create more globally competitive, knowledge-based industries by enhancing the youths with workforce skills, for the benefit of individual(s) and the society (Ikechuku, 2015; Idoko 2014; Odia & Odia, 2013; Nkechi, Ikechukwu & Okwchukwu 2012; Isike and Ovekaemo, 2008; Christenson, 1996). This is the fact that youth skills acquisition has the ability to empower youth within the reach of every individual irrespective of their social background, it's mainly a value driven processes with appropriate empowerment that help youth in focusing, and strengthen positive attitudes, skills and behaviours which improve proper functioning of organizations, institutions across a range of life activities. (Morton and Montgomery, 2013; Nwankwo, Obeta, & Nwaogbe, 2013). So Value will be determined by the moderating effect of youth empowerment on skills acquisition. For instance, Asian economies achieved extraordinary success, due to heavily and sustained investments in skills development, their income grew more rapidly in South Korea, Singapore, Hong Kong, Taiwan and Japan (Obadiah, 2008), the same was also true of Thailand, Malaysia and Indonesia (Wadda, 2000; Obadiah, 2008). Other researchers such as Hillary & Elizabeth (2014); Anya (2010); and Bunting, Hunt, Walker and de Roode (2002) also identified the importance of youth skills acquisition this is because the capacity of a nation to pursue a sustainable development goals, but solely dependent on the skills of its people as in the case of China, Japan and Singapore.

In this context, the main issue in this study was to measure the moderating effect of youth empowerment on the relationship between the values and skills acquisition, and the main concern of this study is whether it could meet the expectations of Directorate of youth and social development in Nigeria. Moreover, this study focus on beneficiaries rather than programs themselves or the motivations of leaders for establishing them departs from the traditional approach to the issue, which tends to ignore the beneficiaries' values.

There is limited studies have that examined the role of skills acquisition in unemployment reduction in Kano and none that has examine such contributions by Community Re orientation Council (CRC) in the state. This study exists to fill such gap in the literature. Hence, the importance to this study is the attempt to establish and analyse the relationship between values while youth empowerment moderate the relationship between this values toward youth skills acquisition, to generate recommendations for the trainers, program developers, and leaders in government to the interplay of values on youth motivation for skills acquisition and self-empowerment application proper, and to identify areas for future scholarly suggestions. Further, the study will provide useful material to aid the youth in understanding the relevance of their own values as motivators that could influence their attitude towards self-empowerment through skills acquisition. Trainers and trainees would therefore find the work useful in crafting policy for youth development and empowerment.

## 2. AN OVERVIEW OF THE YOUTH SKILLS ACQUISITION

The study population is focused on youth in Nigerian context, youth constitute all young males and females aged 18- 35 which are citizens of the Federal Republic of Nigeria (National Youth Policy of Nigeria, 2001:4). The youth respondents were selected in this study, for the main reason that youths are the cornerstone and vehicle of growth and development in the society. They are seen as the leaders of tomorrow in any

nation (Uddin & Uddin, 2013). Secondly, frequent cases of deviant behaviors in Nigerian youths, such as theft, sexual promiscuity, social maladjustment, political thuggery, insubordination etc. These are the social problems that are expressed in different guises such as political crises, kidnapping, religious violence like *boko haram* (Paul, 2015; Adebayo, 2013). Recognizing the significant role of skills acquisition (YSA) programs in various States in the countries, as a means of empowerment in the creation of employment among the youths may not be overemphasized as expressed by Uduank and Christian (2016). In Nigeria, where statistics have shown that 70 per cent of the unemployed population of the country is unskilled (Ojei, 2010). The skill acquisition have been identified as remedy for the high youth unemployment, by creating avenues for jobs and wealth creation while inculcating self –sufficiency and self-reliance (Isaac, 2011). By recognition of youth unemployment was due to lack of skills for employability or to becoming self-employed the youth values has to be considered if such tantamount to reduction or elimination of joblessness in the society elimination of hunger and poverty. Consequently, reduction of crime through effective engagement of youth empowerment with an appropriate knowledge, attitudes, habits of thought and qualities of character (Baiyelo & Adeyemo, 2002; Ochiagha, 1995). All these are withheld in their values.

This paper is intended to fill the paucity in values with the role of youth empowerment in determining youth skills acquisition. The remainder of this paper is organized as follows. Section 2 consists of a literature review of the values, youth empowerment and skills acquisition. In Section 3 addresses the research framework, methodology, and measurement of variables. In Section 4, the results of the study are presented. In the last section, the implications of the study and recommendations for future research are discussed

### **3. LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT**

Before specifying the relationships in our research framework, the study provides a brief literature review of each construct and the development of a hypothetical basis for the relationship.

#### **3.1. Values**

Values are the spiritual beliefs of individual youth, which include characteristics that guide the behaviour of the individual on the basis of goal setting and motivation, which serve as a ground to evaluate behaviour (Crace & Hardy, 1997). The concepts of Values are beliefs that are about desirable end states or behaviours, which transcends specific situations and guide selection or evaluation of behaviour and events ordered by relative importance (Allport, 1960; Lavy & Guttman, 1974; Rockearch, 1973). Theorists have considered values central to the understanding of social behavior, and viewed values as deeply rooted abstract motivations that guide, justify and explain attitudes, norms, opinions and actions (Rokeach, 1973; Sverdlik, Roccas, & Sagiv. (2012). Schwartz, S. H. (2012) Propounded a recent theory concerns the basic values that people in all cultures recognize. It identifies ten motivationally distinct types of values and specifies the dynamic relations among them. Such as power, achievement, hedonism, stimulation, self-direction, universalism, benevolence, security and tradition. These values are representations of human goals, which people must communicate to motivate behaviour for achieving the desired objectives.

#### **3.2. Empowerment**

Empowerment is a multi-level construct consisting of practical approaches and applications, in the form of social action processes that includes individual and collective outcomes. In the broadest sense,

empowerment encompasses individuals, families, organizations, and communities gaining control and mastery, within social, economic, and political contexts, over their lives in order to improve equity and wellbeing (Rappaport, 1987, 2000; Zimmerman, 2000). Youth empowerment programs (YEP) in Nigeria is fundamentally intended to be a preventive initiative that guides the youth from engaging in social vices such as violence, insurgency or criminal acts (Chinman & Linney, 1998).

### **3.3. Skills acquisition**

The meaning of the term skills acquisition is to enhance life skills and to improve the abilities of individuals as learners who will help themselves to be successful in living a productive and satisfying life (Hendricks & Bartlett 1996; Isaac, 2011). Studies have shown that skill acquisition is the most critical factor in the transformation of the life of the youth (Eccles, 1999). Likewise, Ikegwu, Ajiboye, Aromolaran, Ayodeji and Okorafor (2014) reaffirmed that skills acquisition act as a mechanism for the development of positive attitude towards work and the building of entrepreneurial skills and ability of the youth for self-reliance (Ekpe Razak, Ismail, and Abdullahi, 2015; Amadi, & Abdullah, 2012; Shane & Venkataraman, 2000). Therefore, human development must cue in line with the skills-driven world economic and development (Ukachuku & Iheriohanma, 2013). This could contribute greatly to the elimination of joblessness in Nigeria. If this, however, was not achieved and consequently, Nigerian youth continues to be plagued by the challenges of high rate of unemployment, youth neglect, social vices, poverty, negativism, inadequacy and ultimately, deviance and crime (Chukwuemeka *et al*, 2012). Hence, the societal and national advantage that manifest from concise and effective development of youths appear elusive in the Nigerian environment (Ukachuku & Iheriohanma, 2013). Yet, Ogundele (2010) emphasized the need for skilled personnel must be elevated to the search for, and provision of the necessary skills that will equip the individual with the skills that will make him self-reliant and enterprising.

### **3.4. Relationship between values and skills acquisition**

However, just the importance nexus between values and skills acquisition is that youths experience conflict between pursuing openness to change values or conservation values, and they also experience conflict between as early childhood experiences shape how personalities are formed, so early workplace experiences shape workers subsequent work-related attitudes, values, and behaviours. This is important in skills acquisition given that young workers' contact with the world of work occurs during the vulnerable years (Kronsnick and Alwin, 1989). In addition, this allows for more interdisciplinary interaction, suggesting that value systems are more basic in determining an individual's character and, therefore, are better analytical tools (Rokeach, 1973). Yet McGuire, Garavan, Saha and O'Donnell (2006) and Watson & Ryan Jr. (2010) stated that even though the nature of values and their structure may be universal, individuals and groups differ consistently in the relative importance and priorities they attribute to the values. Values is therefore, an emotional depictions of what is actually central in the lives of individuals and are able to motivate and to foster the necessary skills required to achieve the stated objectives that people have set for themselves (Caprara, Alssandri & Eisenberge, 2012). Thus, values are critical motivators of attitude and behaviours. Thus, these findings suggest further study on the relationship between the two variables is need more especially in the context of this study, hence it is hypothesized that:

H1: values will be positively associated with skills acquisition.

### **3.5. Relationship between Empowerment and skills acquisition**

Jennings, Parra-Medina, Hilfinger-Messias, and McLoughlin (2006), Altman & Feighery, (2004), Morton and Montgomery (2013) highlighted the relationship between youth empowerment with Skills acquisition, emphasizing that youth empowerment is not only a right to be protected, but a modality for improving youths' developmental outcomes and strengthening institutions and communities by way of young people's contributions. Similarly, Alsop & Heinsohn (2005) and Garba (2010) forwarded that Youth empowerment as an opportunities for youth to gain freedom, choices and skills development that will benefit them to earn their living and also become problem solvers and decision makers (Zimmerman, 2000). However Anayochukwu (2014) opined that if empowerment was found to be unsuccessful, and therefore reduced the enthusiasm of the youth for involvement in skills empowerment programmes. Consequently, youth empowerment play a role in skills acquisition as it helps in development of youth potentials and ethical values that enable them to contribute effectively to national development. Thus, it enhances moral values among the youth in line with the natural aspirations of developing a caring and discipline society Busenitz, Gómez and Spencer (2000); (Chinman and Linney (1998). Therefore, the promise of empowerment or its prospects has moderating implications for youth involvement in government run skills acquisition programs.

H2: youth empowerment has effect on skills acquisition.

### **3.6. The relationship between values youth empowerment and skills acquisition**

The most outstanding rational for the growth and expansion of skills acquisition programmes in Nigeria was the need for the survival of the youths through self-reliance programmes (Donli, 2002). Chinedu & Oladiran, (2015) considered youth empowerment program in terms of skill, values development with the aim of making the individual self-reliant and useful to him or herself and the society at large. Alsop & Heinsohn (2005) and Garba (2010) In addition, Skills acquisition leads to the production of craftsmen, technicians and other skilled personnel to be empowered towards enterprising and self-reliant (FRN, 2004). However, the achievement of these programs have been stunted in both high and low places because of corruption, characterized by improper management and accountability (Abdullahi, Abdullahi, & Mohammed, 2013). Nevertheless, Nwankwo, Obeta, and Nwaogbe (2013), lamented that SA could only be achieved if well implemented will build practical and applied skills in an individual youths which are essential for national development. Youth empowerment is therefore a value driven program designed to provide job to the youth and extended to cover political, economic, intellectual and social power that make the youth to have a sense of belongin (Garba, 2010).

H3: youth empowerment moderates the relationship between values and skills acquisition

### **3.7. Underpinning theory**

Albert Bandura's (1977) social learning theory will be the underpinning theory in this inquiry. Bandura suggests that "the more rudimentary mode of learning" is that which is derived from direct experience, and the positive and negative consequences that ensue from the process, which shapes individual behaviour, for good or bad. In this way, people abandon unpleasant experiences, and embrace pleasant ones. This reinforcement process is "mechanistically" assumed to consciously or unconsciously shape behaviour and has no different from the individual values (Bandura 1977, P. 17). However, response consequences are



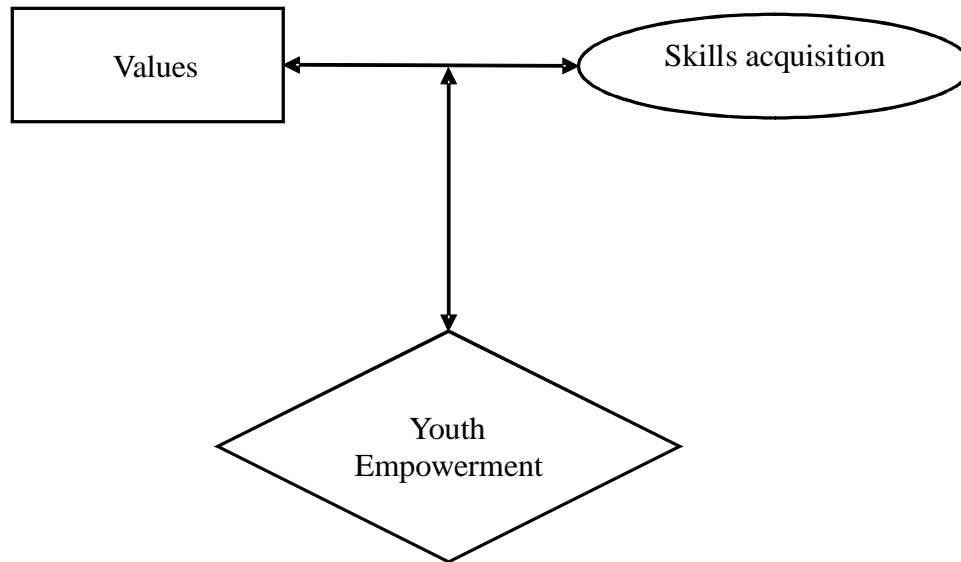


Figure 1: Research framework

more complex than was generally assumed. To establish his case, Bandura posits that these consequences can function as a source of information, as a motivator when they are positive, and as reinforcers of automatic response. Thus, Bandura's assertion that "most human behaviour is learned observationally through modelling" (P. 22) which is so central to youth skills acquisition and empowerment programs that based their pattern of imparting knowledge on modelling. That is, observing others perform a task and then try to imitate it, thereby forming new behaviours. In this way, costly errors are avoided, and people use their model as a guide to action.

#### 4. METHODOLOGY

A quantitative study was conducted to assess the relationships between values and skills acquisition. The theoretical propositions inform the development of following the hypothesized model and research hypotheses. Based on the literature review, Figure 1 illustrates the research framework, showing the moderating effect of youth empowerment on the relationship between values and skills acquisition.

##### Sample and data collection

In choosing the sample size therefore requires an ideal use of population and sample size table generated by Krejcie and Morgan (1970) of which population of 16,312 has a sample size of 377. This means 377 would be required to represent the population of this study to make statistical significance test sensitive. A simple random sampling technique was deployed to select 377 in determining sample size, by using simple percentage of all the graduated youth. This provided the percentage of youth that will be administered with a questionnaire graduated from each institute, for instance  $377 \div 16,312 = 0.023$ , then  $0.023 \times 100 = 2.3\%$ . Therefore 2.3% will be the proportional percentage obtained from each of the trainees groups and such will be used to administer the questionnaire, for instance obtaining 24 trainees from 1,056 and 37 from 1600. Thus,  $1,056 \times 2.3\% = 24$ . So also 2.3% of 1,600 = 37. The same process applies to all in order to obtain the 2.3 % from each group.

**Table 1**  
**Demographic Analysis of the Respondents' Profile(n 319)**

<i>Demographic Variable</i>	<i>Categories</i>	<i>Frequencies</i>	<i>Percentages</i>
Gender	Male	185	58.2
	Female	133	41.8
Age	18-22 years	54	17
	23- 27 years	90	28.3
	28 -32 years	96	30.2
	33 -35 years	78	24.5
Marital Status	Single	145	45.6
	Married	158	43.4
	Divorced	24	7.5
	Widowed	11	3.5
Education	SSCE	105	33
	Certificate or Technical Vocation	59	18.6
	National Certificate of Education/Diploma	112	35.2
	Degrees	38	11.9
	Quranic science study	4	1.3
Youth Training Program	Agriculture	130	40.9
	Hospitality/ Tourism	14	4.4
	Corporate Security	99	31.1
	ICT	25	7.9
	Farm Mechanization/Implements	49	15.4
	Others	1	0.3
Department/Division/ Organization of employment	Agriculture	124	39
	Hospitality& Tourism	15	4.7
	Corporate Security	89	28
	ICT	23	7.2
	Accounting and Finance	25	7.8
	Admin and planning	42	13.2
Types of employment	Permanent	225	80.2
	Temporary	63	19.8
Length of Service in Current Organization	1- 6 Months	30	9.4
	7- 12 Months	30	9.4
	13-18 Months	25	7.9
	19-24 Months	233	73.3
The ownership of the organization	Public Sector	140	44
	Private Sector	125	39.3
	Nongovernmental Sector	31	9.7
	Self employed	22	6.9
Size of Organization	Small	120	37.7
	Medium	63	19.8
	Large	135	42.5
Number of Employee in the Organization	Less than 100	87	27.4
	101-500	77	24.2
	501-1000	43	13.5
	More than 1000	111	34.9

*contd. table 1*

<i>Demographic Variable</i>	<i>Categories</i>	<i>Frequencies</i>	<i>Percentages</i>
Youth Occupation / Business of placement organization	Educational related	14	4.4
	Agricultural related	158	49.1
	Tourism/ Hospitality related	21	6.6
	Security related	100	31.4
	Computer related	21	6.6
	Ware house	4	1.3
Parent/ Guardian Educational Background	Senior Secondary Certificate Education (SSCE)	100	31.4
	National Certificate in Education/ Diploma	64	20.1
	Degree and above	73	23
	Certificate Technical Vocation	81	25.5
Parent/ Guardian Occupation	Employed	103	32.4
	Self employed	134	42.1
	Unemployed	36	11.3
	Retiree	45	14.2
Parent /Guardian Income	N0 to N18, 000	66	20.8
	N18 to N36,000	94	29.6
	N36 and above	158	49.7

**Table 2**  
**Model Summary**  
Model Summary<sup>b</sup>

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>	<i>R Square Change</i>	<i>F Change</i>	<i>Change Statistics</i>		<i>Sig. F Change</i>	<i>Durbin-Watson</i>
							<i>df1</i>	<i>df2</i>		
1	.671 <sup>a</sup>	.451	440	.44123	.451	42.641	6	312	.000	1.541

a) Predictors: (Constant), Youth empowerment, Values,

b) Dependent Variable: skills acquisition

**Table 3**  
**ANOVA<sup>a</sup>**

<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	49.808	6	8.301	42.641	.000 <sup>b</sup>
	Residual	60.741	312	.195		
	Total	110.549	318			

a) Dependent Variable: skills acquisition

b) Predictors: (Constant), Values,

## 4. MEASUREMENTS

4.2.1 Values In this study, the 14 -item of Life Values Inventory (LVI) by Crace and Hardy(1987) was adapted to measure the individual values. Each adapted item was assessed on a seven-point scale ranging from one (strongly disagree) to seven (strongly agree). An example item that was included in the V5 It is important to have new idea or to create new things. And V9 It is important to follow the community



tradition'. The LVI scale was adapted in this study because items were validated in a number of studies and were found to have a high internal consistency with Cronbach's alpha value is 0.83 (Grace & Hardy, 1997).

4.2.2 Youth empowerment program is a scheme designed to equip the youth with the skills and orientation to work for themselves and play a role in which they can shape their lives under existing and future conditions (Chinman & Linney, 1998). In Nigeria, it means the ways and means through which the youths are assisted by the state to be self-employed and successful in life. Youth empowerment is a moderating variable in the study, and is operationalized as an active youth orientation to a work role in which an individual wishes and feels able to shape his or her work role and context (Spreitzer, 1995). The youth empowerment is measured by twelve items adopted from Spreitzer (1995). In the past studies have reported that the scale has adequate internal consistency the cronbach alphas for the 12 items was found to ranging from 0.72 and above (Spreitzer, 1995).

4.2.3 Skills acquisition Skills acquisition is operationalized as the ability to learn a skill, which can be intellectual such as learning to listen, speak, read and write manual such as learning to build or make something. It involves the development of a new skill, practice or a way of doing things usually gained through training or experience (Ikegwu *et al.*, 2014). Skills acquisition are measured by 10 items adopted from Ikegwu *et al.* (2014). The 10 items have satisfactory internal consistency and was found to be more than 0.75 (Ikegwu, Ajiboye, Aromolon, Ayodeji & Okorofor, 2014).

## 5. RESULTS AND DISCUSSION

The objective of this study is to examine the moderating effect of youth empowerment on the relationship between values and skills acquisition regarding the Kano Economic and Social Empowerment Programme Initiative via Community Re orientation Council CRC) both theoretically and empirically. The results of the current study shows that 159 are the majority of the participant at (49.1) percent are trained on an agriculturally related empowerment skills there was no much differences concerning gender disparity. In the shown in Table 2. With regards to overall model fit, looking at Table 2 shows that the coefficient of determination,  $R^2$ , is 0.451, which suggests that the contribution of each variable to the model is good enough while, the ANOVA Table 3, it can be seen that the regression fit is acceptable ( $p$ , 0.001). In terms of multicollinearity, the variance inflation factor (VIF) for each variable is not greater than five, hence multicollinearity is within the conventionally acceptable levels (Hair, Black, & Babin, 2010). Also, the Durbin-Watson result indicates that there is no autocorrelation in the range 1.5–2.5. Overall, therefore, the model fit is acceptable. The next stage therefore involves looking at the coefficient table to assess the regression estimates of the hypothesized relationships to determine if they are significant and in the expected directions. The results for above hypotheses when tested among variables including values, youth empowerment and skills acquisition of Kano state youth economic and social empowerment Tables 4. The analysis highlighting the relationships between youth empowerment and skills acquisition shows that they are statistically significant ( $p$ , 0.001). Therefore, youth empowerment plays an important role youth skills acquisition. While at the same time revealing that there is no significant relation between youth empowerment and skills acquisition, the results of the study demonstrate that hypotheses H1 and H3 are accurate. This means that the Skills acquisition institutes have to improve on youth value consideration design to empower the youth by way of removing the psychological fear to engage in risk taking for business start-ups.

**Table 4**  
**Coefficient**

<i>Variables</i>	<i>Standard error</i>	<i>Beta</i>	<i>t. value</i>	<i>Sign</i>
Values	0.53	0.399	7.015	0.000***
V& SA	0.53	0,408	7.269	0.000***.
YE, V& SA	0.53	0.784	1.042.	0.298 <sup>NS</sup>

## 6. CONCLUSION AND RECOMMENDATION

Values is an important factor in youth skills acquisition when determining the possibility and readiness of individuals to seek, acquire, and adapt the skills necessary for them to advance in their chosen career. Empowerment and skills acquisition is a viable mechanism for self-development of youth positive attitude towards work. Thus, the elimination of joblessness and wealth creation, at the same time instilling self-sufficiency and self-reliance Ayodeji and Okorafor (2014) Ikegwu *et al*, 2014). (Amadi, & Abdullah, 2012). The results of this study show that values (individual characteristics) has a direct relation and is a factor that significantly affects skills acquisition. This finding supports H1, and the result is consistent with the findings of Velada, Caetano & Michel (2007); Gilley, Mcmillan and Gillary (2009). Some other studies have affirmed the fact that values Values play an important role in the functioning of individuals in all walks of life because of their central relevance to individuality. As per Olaitan (1996) justly identified, skill acquisition is meant for those who need it, want it, and can profit from it.

7. Owing to limitations of time and budget, the study was carried out in one State, which could be expanded in future at National level. In addition, there exists a significant difference in the literacy levels of youth in different regional areas, which may be taken into account in future studies.

8. Recommendation for future study Kano Economic and Social Empowerment initiative would require a holistic review in terms of the implementation template, structure and funding strategies.

The process of enrolment into the Skill Acquisition Scheme should be expanded not only for those who have gone to school but those who are physically or psychologically fit therefore encouraging more youths in the state to key-in into the scheme.

The skills acquisition centres currently sited across the state are quite adequate to cater for the training of the large pool of unemployed youth in the state, but without maintenance culture and more training staffs are required at the training centres more especially women.

Creation of labour market that work better for the youth and promotion of conducive atmosphere for investment.

Strengthen of existing institutions by appointing people to head them, respect their tenure and appoint successors rather than political appointee.

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