The impact of the Youth Entrepreneurship Training programme (YETP) on Youths Quality of Life (QoL)

in Nigerian Slums

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LIST OF ABBREVIATIONS

CVL - Centre for Values in Leadership

NYIP - National Youth Intervention Programme

YETP – Youth Entrepreneurship Training Programme

QoL – Quality of Life

UNESCO – United Nations Educational Cultural Organisation

WHO – World Health Organisation

UN – United Nations

GEM - Global Entrepreneurship Monitor

NDE- National Directorate of Employment

GR - Green Revolution

NYSC - National Youth Service Corps

FSS - Farm Settlement Scheme

MCYEP - Micro Credit Youth Empowerment Programme

NEEDS - National Economic Empowerment & Development Strategy

FEAP - Family Economic Advancement Programme

SURE - Subsidy Reinvestment and Empowerment Programme

OFN - Operation Feed the Nation

NACB – Nigerian Agriculture and Cooperative Bank

NAIC - Nigerian Agricultural Insurance Cooperation

SAP - Structural Adjustment Programmes

NBTE - National Board for Technical Education

FSP - Family Support Programme

NACRDB - National Agricultural Cooperative and Rural Development Bank

COVID – Coronavirus Disease

NCNE - National Commission for Nomadic Education

UBE - Universal Basic Education

FEAP - Family Economic Advancement Programme

OECD – Organisation for Economic Co-operation and Development

UNODC - United Nations Office on Drug and Crime

GDP – Gross Domestic Product

ABSTRACT

Every year, youths in their thousands graduate from Nigerian Universities with no hope of gaining meaningful employment. This situation is most glaring amongst graduates from slums, whose families toil tooth and nail to get a university education with the hope of getting a good job and uplift the families out of poverty. However, rather than gaining skill-centred education, students will become self-employed amid the unemployment frenzy in the country, youths are trained to pass exams and have good grades. This has further exacerbated the rate of unemployment in the country. These gaps in youth development have thus inspired both government and non-government organizations to adopt entrepreneurship training to close the gap in youth unemployment in the country. This study examined the impacts of the Youth Entrepreneurship Training Programmes in improving the Quality of life of Youths in Nigeria. Achieving study aim, three objectives were formulated.

The researcher adopted a qualitative research design to examine the data obtained from the study. The data obtained from the study were the qualitative type of data. The researcher adopted a semi-structured interview to collect data from the participant. Using a snowballing technique, the researcher recruited the participants of the Youth Entrepreneurship Training Program (YETP)for the study. The researcher utilized an open-ended questionnaire consisting of 29 sets of questions, out of which 13 were presented in the study. The findings showed that most youths living in slums are graduates but lack jobs due to lack of skills. Also, the YETP program allows youth to explore the options to be empowered and break the cycle of poverty and unemployment. More so, the YEPT was able to equip youths with adequate soft skills and vocational skills required to become entrepreneurs and make employment opportunities for other youths. It was thus recommended that

the government develop more entrepreneurship opportunities for these youths to help reduce the unemployment rate in the country.

CHAPTER ONE

INTRODUCTION

<u>Research Background</u>

In every economy of the world, entrepreneurs are usually considered national assets that require refinement, motivation, and development at the highest level (Awlaqi, &Altheeb, 2019). Entrepreneurs can transform societal living standard with revolutionary success thus support improved quality of life. In addition to creating wealth entrepreneurially, they can also create jobs and the conditions for society to flourish. Entrepreneurship capital is "a region's endowment with factors conducive to the creation of new businesses", by exerting a positive impact on the region's economic output. As such, areas with a higher level of entrepreneurship capital show higher levels of output and productivity (Awlaqi and Altheeb, 2019).

In contrast, those lacking entrepreneurship capital tend to generate lower levels of output and productivity. The impact of entrepreneurship capital is stronger than that of knowledge capital. Evidence indicates that entrepreneurial capital plays a very important role in economic growth. Entrepreneurship is a vital part of countries development due to the impact in reducing unemployment. Every year, the Nigerian education system produces thousands of graduates who add to the growing number of unemployed youths (Kazeem and Asimiran, 2016). Most of these graduates are unemployed because they lacked the entrepreneurial skills required to make them self-employed and achieved a decent life in the 21st-century economy. Statistics availed that the unemployment rate in Nigeria in the year 2020 was approximately 9.01 per cent.

In Nigeria's contemporary economy entrepreneurship skill is vital for every graduate because, job availability in the Nigerian labour market has reduced significantly (Jacob and Ehijiele, 2019). Nigerian current unemployment state in Nigeria is an economic tragedy. In the current financial disposition of Nigeria, many graduates settle for any job to makes ends meet, which has thus reduced the quality of life significantly.

The Nigeria government have made different efforts to enhance youth entrepreneurship and employment. Other government administrations introduced several youth entrepreneurships programmes. For instance, in the year 1986, the former Head of Statement of Nigeria, Gen Ibrahim Babangida, introduced the Structural Adjustment Programme (SAP) was developed to improve youth entrepreneurship skills (Abah et al., 2019). Other youth empowerment programmes include Youth Empowerment Scheme, National Youth Employment and Vocational Skills Development Programme, Small-Scale Industries and Graduate Employment Programme (GEP), Agricultural Sector Employment Programme (ASEP), National Youth Service Corp (NYSC), Special Public Works Programme (SPWP), Subsidy Reinvestment and Empowerment Programme (SURE-P), the Youth Enterprise with Innovation in Nigeria (YOU-WIN), and so on (Edeme, 2019). The YOU-WIN programme was developed to make graduates of tertiary institutions entrepreneurs. The programme was anticipated to provide 40,000 to 50,000 new jobs and enabled young entrepreneurs to have a broad professional and business network by 2015 (NPC, 2013).

Previous research on the impact of entrepreneurship programmes on youth quality of life have focused on graduates from all works of life. However, not many types of research have examined the impact of entrepreneurship programmes on the standard of living of youths from slums.

The Nigerian slum is home to many unemployed graduates who live in appalling conditions not fit for human existence (Pat-Mbano & Nwadiaro, 2012). The quality of life in the slum consists of deprivation and social exclusion from adequate social amenities required to make the quality of life standard. Therefore, the denial of these natural human and civil rights implies that slum dwellers substantially face serious daily insecurities to their health and overall well-being (Lilford et al., 2017). Unskilled slum youths exist on the margins of opportunities and urban life benefits. They are ill-equipped to access social and economic benefits because they lack adequate knowledge and competencies to improve their standard of living (Lilford et al., 2017).

It is observed that instead of the government of Nigeria focusing on how to reduce unemployment, the government is focused on urban renewal. It is opined that if the government can focus on capacity development of young slum dwellers at the centre of the urban planning could rather than casting them away, unemployment and its ills can be reduced significantly (Undiyaundeye and Otu, 2015). As noted previously, unemployment in Nigeria has reached a record high, despite the abundance of resources in the country (UNICEF Nigeria, 2012).

The Nigerian government had a policy framework for youth entrepreneurship education with the creation of the 'National Directorate of Employment in 1986 and the Work for Yourself programmes in 1987' (Abioye, 2020). The principal aim of this was to train and create financial support for individuals interested in starting a business or gainful employment. Although the programme yielded some significant results, it suffered from a lack of sound knowledge of entrepreneurship (Abioye, 2020). In another attempt, the National University Commission adopted the Entrepreneurship Education Programmes scheme in 2006 (Okojie, 2009). The primary aim was to educate individuals in tertiary institutions on entrepreneurship, thereby building intention and impacting skills, attitudes, and competencies to ensure effectiveness in the workforce after

graduation (Olorundare and Kayode, 2014; Abioye, 2020). The programme is currently ongoing and is adopted in all federal universities in the country.

Entrepreneurship education is revealed as the effective empowerment tool needed in building up entrepreneurship intention and innovation, thereby increasing the number of industrialists to help reduce the country's unemployment rate (Akpoviroro and Adeleke, 2019). "Entrepreneurship education consists of three ingredients: creativity, which involves creating all kinds of ideas; innovation, which has to do with finding value in selected ideas; and entrepreneurship, which involves developing a business from the innovative idea." (Nwekeaku, 2013). Entrepreneurship education was set up to impact students with the knowledge, skills, and proper motivation. It was also designed to harmonize personal and national objectives in realizing an opportunity for social change in the community by creating jobs, adding economic and social values, and stimulating responsibility and self-reliance among the youths (Nwekeaku, 2013: 53; Ikebuaku and Dinbabo, 2018).

Unfortunately, extant studies revealed that the major challenge with the Nigerian educational system is that tertiary students are not adequately trained with necessary entrepreneurship skills. Oruku (2015) and Undiyaundeye and Otu (2015) observed that tertiary institutions often focus on imparting knowledge for current white-collar jobs rather than impart knowledge and competencies for job creation and enable individuals to improve on existing industries and their wellbeing. Based on the backdrop, this study sought to examine the Youth Entrepreneurship Training programme (YETP) on Youths Quality of Life (QoL) in Nigerian Slums.

Problem Statement

The growth rate of unemployed youths in Nigeria is alarming. Every year, thousands of youths, majorly from lower middle-income or lower-income classes, graduate from tertiary institutions with no hope for a good job, thereby increasing the country's unemployment rate. This tragedy implies that the quality of life and living standard of these youths and their families reduce significantly. The problem of massive youth unemployment cannot be entirely blamed on the inadequate supply of jobs from government, multi-national or private industry. The issue also lies in training given to students at their tertiary institutions. In Nigeria's traditional four-year tertiary institution, students are primarily trained to write exams and make good grades rather than practical skills acquisition and monetization (Adeyemo, 2010). Many students graduate with no skills, hoping to gain employment in a good organization, then the hopes dry out they settle for anything.

This condition is most appalling for youths from lower-income families living in slums. Most of these youths were sent to school with the hope of graduating and getting employed. These youths go through a lot in affording education regardless of how expensive it may be. However, these youths are not trained in entrepreneurship skills; instead, they are prepared to pass exams and get good grades. After graduating, these students are sent to the already saturated Nigerian markets to fend for themselves, which usually is a disappointment. These students go back home with no job and hope. The quality of life of these individuals is generally poor and appalling before their admission to tertiary institutions. After the end of their programme, their condition worsens as they become freeloaders in their homes.

The life of youth living in slums is characterized by poor sanitation, terrible health condition, poor access to social amenities, poor nutrition and so on (Lahtinen, 2018). These conditions are further worsened amongst youths from developing nation life Nigeria, where the minimum wage is not

even enough to cater to a dog's health need (Babalola, 2019). However, it is essential to note that youths are Nigeria's building block in its social-economic development; thus, Nigeria is highly dependent on its youths' wellbeing and better educational outcomes to help promote its socio-economic development. Although the Nigerian government has developed many youth's entrepreneurship programmes, there is still a constant rate of unskilled and unemployed youths. This situation can be linked to the poor conditions in which the entrepreneurship programmes are executed, inadequate funding, corruption, and poor facilities (Ogbodo and Azubuik, 2017). The twist in this tragedy of entrepreneurship training in Nigeria is that rather than exacerbates the rate the unskilled and unemployed graduates.

In addition, the growing rate of unemployment in Nigeria affects the overall quality of life of individuals. According to Uddin and Uddin (2013), an increase in unemployment leads to a reduction in the quality of life, which manifests in different levels of financial and physical insecurity, tension and conflict, inadequate access to shelter, poor education, and health care as well as nutrition. In addition, studies suggest that long term unemployment increases the risk of depression and other health issues, which can, in turn, worsen the quality-of-life style. The implication of previous evidence suggests that youth in shanty towns are more prone to the risk of unemployment than youth in developed and built-up areas of the city. While research papers have acknowledged the social class differences in unemployment, the studies are very brief, and findings were presented as part of a far-reaching emphasis on the social distribution of economic opportunities (Bihagen and Halleröd, 2000; Elias and McKnight, 2003; Chan and Goldthorpe, 2007; Lucchini and Schizzerotto, 2010). Hence, this study sought to answer the research questions possessed in the study.

Research Question

The vital research question stands as follows:

What are the positive impacts of the Youth Entrepreneurship Training Programmes (YETP) on the Quality of Life of Youths in Nigerian slums?

The Sub question in this regard include:

- what are the impacts of YETP in reducing unemployment amongst youths in slums of Makoko, Lagos, Nigeria?
- What are the methods of awareness of participants of YETP in slums of Makoko, Lagos, Nigeria?

What is the quality of YETP in enhancing the entrepreneurship skills and knowledge amongst youths living in the slums of Makoko, Lagos, Nigeria? Research Aim and Objectives

The study aimed at examining the impacts of the Youth Entrepreneurship Training Programmes in improving the Quality of life of Youths in Nigeria. The main objective of the study was

- To assess the effect of YETP in reducing unemployment amongst youths in slums of Makoko, Lagos, Nigeria.
- To evaluate the method of awareness of participants of YETP in slums of Makoko, Lagos, Nigeria.
- To assess the quality of YETP in enhancing the entrepreneurship skills and knowledge amongst youths living in the slums of Makoko, Lagos, Nigeria.

Significance of the Study

Youth employment is a vital responsibility of the government of Nigeria because youths are the building block of the nation, and only when these youths are efficiently utilized can they significantly add to the country's socio-economic development. The examination of the impact of YEPT in QOL cannot be over-emphasized. The study will address the importance of YEPT on eradicating quality of life, reducing unemployment, and correcting youth's mental well-being.

The study's findings on the impact of YEPT on QOL will aid the organizers of the programmes, that is, Nigeria, to improve their efforts in the programmes to reach a more comprehensive network of Nigerian youths and increase the quality of life of youths in the country. Also, the study's result will present the study's impact in reducing unemployment in the nation by pointing areas that the programme has gaps and improve on the gaps. Also, the study will present results on how the programme aided in the improvement of the mental well-being of youths in the nation. The recommendations of the study will assist in the progress of the programme to increase its impacts.

Lastly, the findings of the study will identify the challenges of the programme. This will aid the government in improving the programme's outreach and impact on the nation. Also, the recommendation of the findings will help create awareness for youths and inspire them to participate in entrepreneurship training programmes.

Definition of Key Terms & Concepts

Youth

Tyyskä (2017) define youths as young people between 18-35 years of age. This age range denotes that youth is a young person's life, between childhood and adulthood. (Valentine, 2003; Klein,

1990). Youth can also be defined based on appearance and characteristics linked with freshness, enthusiasm, and attitude to life (Valentine, 2003; Klein, 1990). The young age is filled with experiences that shape the individual's life and progress, which makes it an essential part of any individual's life (Saud, 2020). The notion being that personal experience can be demonstrated by an individual's cultural norms or traditions. At the same time, a youth's level of dependency can evidence the extent to which they are still reliant on a loved one's support emotionally and economically (Andy, 2013).

Entrepreneurship

Entrepreneurship is defined as a process of identifying and selecting viable opportunities capable of generating economic opportunities and incomes under calculated risks for individuals seeking to become self-employed. -(Kent et al., 1982). The existence of entrepreneurs makes new and improved products, services, or technology available in existing markets, for instance, the introduction of personal computers into the technology market by Steve Jobs of Apple and Jeff Bezos of Amazon (Giannantonio and Hurley-Hanson, 2016) or the introduction of an existing product in a new market, for instance, the introduction of McDonald fast food joints in an all-new location in the United States (US) Entrepreneurs is essential to the development of a nation's economy because they increase employment opportunities, increase Gross Domestic Product (GDP), tax revenue and create innovative products (Acs, 2006).

Empowerment

According to Perkins & Zimmerman (1995), empowerment refers to the training process used to aid people in overcoming obstacles preventing them from achieving desired potentials. Empowerment helps majorly marginalized people to actualize their dreams and reach their most significant potential by overcoming artificial barriers created by a lack of competence or dominant groups and culture in their society (Perkins and Zimmerman, 1995). As posited by Pettit (2012), empowerment helps nations to reduce unemployment and increase capacity. It also leads to a better society, country, and a better world.

Entrepreneurship Training

Entrepreneurship training is a programme designed to impart skills and attitudes to enable entrepreneurs to start a new business or expand on an already existing enterprise (Hoppe, 2016). It is a systematic, structured, and objectified activity designed to increase an individual's skills and capabilities (Hoppe, 2016). Entrepreneurship training aids people from different socio-economic backgrounds to think creatively beyond personal obstacles and nurture unconventional talents and skills (Meyer and de Jongh, 2018). It, therefore, creates opportunities, ensures social justice, instils confidence, and stimulates economic growth to benefit both individual and societal development (Meyer and de Jongh, 2018).

Youth Entrepreneurship

According to Chigunta (2002), youth entrepreneurship involves the training of youths to identify opportunities for small or medium business development. Stimulating youth entrepreneurship can contribute to national growth and economic development (Lez'er et al., 2019).

<u>Structure of the Thesis</u>

The study is designed to examine the impacts of the Youth Entrepreneurship Training Programmes in Nigeria. It is divided into five chapters. The first chapter of the study is the introductory chapter of the study, which presents the background of the study. The background of the study introduced the global, regional and local perspective of the youth unemployment phenomenon and its social, economic, and political impact. Also, it introduces the concept of youth entrepreneurship training study and its impact in improving the presented socio-economic well-being of youths. The first chapter also raised the problem of study, research questions, research aim and objectives.

The second chapter presents the review of relevant pieces of literature concepts and theories that guided the study. The chapter presents previous studies' methods and findings, draws appropriate summaries, and shows gaps left by previous research.

Chapter three of the study focuses on building the framework of the dissertation based on the variables that are closely linked with the research topic, research aim, research question, and research objectives. For the formation of variables to support the study has been done along with that, the chapter has also analyzed the gap in the literature to guide the research further.

Chapter four presents the research methodology adopted in the study. It offers the research design, types of data, sources of data, method of data collection, sampling techniques, and data analysis data collection methods. In addition, the chapter also provides the interview guide utilized in the study for gathering the primary data with summarized interviews placed as an annexe.

The fifth chapter of this study aim to present research findings and interpretations, along with implications and critical analysis of data collected according to the study's objectives.

In the sixth chapter, a discussion has been carried out to answer the research questions and analyze the empowerment programmes contributions to the participants' future job prospects and quality of life.

The last chapter of the research presents the conclusion and recommendations of the study. It provides detailed deduction from the study concerning the impacts of YETP on the QOL of youths in the slums of Lagos, Nigeria. A summarized discussion and counterevidence presented help validate the changes to participants' ability to access good income opportunities and how being empowered has assisted their quality of life in the process.

CHAPTER TWO

LITERATURE REVIEW

<u>**Introduction**</u>

This chapter reviews extant literature about the study to examine the methods used by researchers' results and conclusions drawn in the study. In addition, the review of the literature presented the gaps in the extant pieces of literature which the study filled. Furthermore, the chapter presented a conceptualization of the relevant concept in the study and a review of theories that guided the study.

Conceptual Framework

<u>**Conceptual Framework**</u>

<u>**Youth Entrepreneurship Programmes**</u>

In many developing countries, like Nigeria, employment opportunities are insufficient to match the growing number of graduates in society. This has resulted in significant scale unemployment that plagues these regions. Every year many young people leave the university without hope for a better paying job or necessary skills to create a service niche and generate wealth. The need to

close the unemployment gap in most of these developing countries and make youth able to take hold of their future, entrepreneurship programmes were developed with specific targets on the Youths,

Youth entrepreneurship programmes are designed to provide youths with training to drive positive and innovative change to society by building impactful enterprises. These programmes teach entrepreneurial leadership, strategy, venture financing and start-up skills (University of California, 2019). The focus of the youth entrepreneurship programme can vary from one organizer to another, depending on its technology-enabled and socially responsibilities. Connecting participants to the vibrant start-up ecosystem of a given campus is an integral part for the local business community, and its global network drive (University of California, 2019). An outlook on the overall goal of a youth entrepreneurship programme as opined by Purcarea (2012) definition is that it provides youths with the skills and knowledge necessary to start, own and operate their own business. The resources youth entrepreneurship provides to youths include: "*knowledge of innovation of a business concept, knowledge to identify suitable and profitable business opportunities, knowledge on the procedures and components required for the development of a successful business plan, an understanding of all the Administrative functions of a chosen business and start-up funding required for the operation of a selected business*" (Purcarea, 2012).

Youth entrepreneurship programmes commonly comprise the primary support services and a range of complementary services. Youth Entrepreneurship programmes focus is to provide interested youths with the opportunity to acquire the necessary knowledge and skills to become an entrepreneur. The programmes are usually designed to change young people's mindsets and focus on life skills that prepare them for entrepreneurship. In youth entrepreneurship training, it is

essential to note that goal setting is an invaluable lifelong skill youth can develop; hence, one of the core skills youths are trained in is setting goals and achieving them.

In conclusion youth entrepreneurship training programme aides' youth in gaining life-changing skills that will help them overcome the stress of unemployment by seeking opportunities and turning the possibilities into a money-making venture while providing jobs for other youths. The programme is a tool for self-realization amongst youths and is crucial to transforming youths' quality of life.

Capacity Development

In the view of the 'United Nations Women' (UN Women, 2010), capacity development is the process of individuals, organizations, and societies obtaining, strengthening, and maintaining the capabilities to set and achieve their development objectives over time. The Organization of Economic Cooperation and Development (OECD, 2006) defines capacity development as to how people, organizations, and society unveil, strengthen, create, adapt, and maintain capacity over time. According to the European Commission, "*capacity development in the same way and stresses that capacity relates to "abilities", attributes and a process*" (Mugerin, 2019). Capacity is modified by adapting to and reacting to external factors and actors, but it is not external. Thus, as a changing process, capacity development becomes internal to organizations and people. Also, the United Nations Development Programme (UNDP, 2021) defines capacity development as a process of change. It is often correlated with the availability of staff, training and workshops required for change. While individual training and workshops may be part of a comprehensive capacity development plan, they are not sufficient by themselves.

Capacity development can be adopted as a tool to manage risks, and they are used with risk assessments as they both identify areas that need to be addressed. The objective of a capacity assessment is to find places that need strengthening (Mugerin, 2019). It is agreed that capacity development efforts can be used to manage risk but, more critically, to ensure longer-term systems strengthening and sustainability.

According to World Bank, United Nations and the European Commission, capacity building consists of five target areas: policy framework, institutional development and legal framework, citizen/democratic participation and oversight, human resources improvements including education and training, and sustainability (Gwain, 2006). The United Nations Development Group Capacity Development Guidelines availed a capacity development framework, which consisted of three interconnected levels of capacity: Individual, Institutional and Enabling Policy (United Nation Development Group, 2017).

The concept of capacity development was relevant to the study because entrepreneurship training is to build capacity amongst youths. Hence an adequate understanding of the concept of capacity development would aid practical entrepreneurship training.

Theoretical Frameworks

Skill Acquisition Theory

The skill acquisition theory was developed by Robert Dekeyser (2007). The scientific basis of the skill acquisition theory is traced to the branches of psychology, such as behaviourism to cognitivism and connectionism (Dekeyser and Criado, 2013). The skills acquisition perspective lays its foundation in the notion t*hat learning a wide variety of skills exhibits remarkable similarity*

in development from the initial representation of knowledge through to initial changes in behaviour to eventual fluent, spontaneous, largely effortless, and highly skilled behaviour and that this set of phenomena can be accounted for by a set of basic principles common to the acquisition of all skills" (Dekeyser, 2007). Based on the theory, skill acquisition is a specific form of learning, where learning has been defined as "the representation of information in memory concerning some environmental or cognitive event" (Dekeyser, 2007). Hence, skill acquisition is a method of learning where "*skilled behaviours can become routinized and even automatic under some conditions*"" (Dekeyser, 2007).

In the context of learning theory, it is opined that youths begin learning new things via largely explicit processes. The approach also noted that with good practice and exposure move, learning moves into implicit methods. Skill acquisition involves the adoption of "*declarative knowledge*" followed by "procedural knowledge, with the latter's automatization" (Vanpatten and Benati, 2010).

In summary, the skill acquisition theory explains youths progress in learning different skills during entrepreneurship training; The idea explained the learning process from initial learning to advanced proficiency. Based on the theory skills studied, cognitive and psychomotor skills (DeKeyser, 2014) are applied in all facets of life, including entrepreneurship.

Diffusion of Innovation Theory

E.M. Rogers developed the Diffusion of Innovation (DOI) theory in 1962. It is one of the earliest theories in social science (LaMorte, 2019). The theory explains how ideas gain momentum and diffuses in a specific population and social system through time. According to LaMorte (2019), The factor that affects the adoption of a product or service depends on the customer or client. Based

on the theory, adopting a new product does not happen instantaneously in a social system; instead, it occurs in a process where some people are more willing to adopt an effect than others. Studies have shown that people who embrace an innovation early have different attributes than people who adopt the innovation later. Hence, when creating awareness of a product or skill, it is essential to consider the target population's characteristics. The theory presents five categories of adopters: innovators, early adopters, early majority, late majority, and laggards.

In conclusion, the diffusion of innovation theory explains how innovation in terms of product, knowledge or skills is transferred in society. Hence the approach was adopted in understanding how new entrepreneurship skills or expertise are introduced and adopted amongst youths in the society.

Empirical Review

Overview of Unemployment in Nigeria

According to Kemi Adeosun, Nigerian Finance Minister, the economic situation of Nigeria is in "its worst possible time" (Olufemi, 2020). Millions of youths are currently in critical economic conditions as the unemployment rate continues to aggravate in the current economic recession (Olufemi, 2020; Ogunmefun and Okuneye, 2020). A report from the National Bureau of Statistics (NBS) availed that the unemployment rate in Nigeria has increased from 12.1 per cent in the first quarter of 2016 to 13.3 % at the end of the second quarter (Oseni, 2017). The report further unfolded that "the *number of unemployed or underemployed increased from 24.4 million to 26.6 million people at the end of the first quarter and the second quarter of 2016*" (Oseni, 2017).

Currently, youths are becoming extremely restless and indulging in violent crimes (Galvão et al., 2020). The rate of youth involvement in violent crimes such as terrorism, kidnapping, cybercrimes, and political violence in regions such as Lagos, Kano, Niger, Benue, and Katsina, shows that unemployment within this region is a significant problem in the country (Ayegba, 2015). The impact of unemployment is mainly felt on youths in an urban slum. Statistic from the Nigerian Institute of Social and Economic Research (NISER, 2013) availed that most unemployed youths are female and account for more than 50 percent of unemployed youth between 2008 and 2012. The National Bureau of Statistics (NBS, 2012) observed that 42.7 percent of unemployed youths in Nigeria are graduates from urban slums.

The Nigerian unemployment situation is exacerbated because of the increasing number of unskilled youths graduated into society (Stutern, 2016). Rough estimates indicate that 2.5 to 3 million young Nigerians are graduated into the labour market with no employment prospect to boost (Stutern, 2016), and reports from World Bank, shows that economies of African countries, despite the decade long average annual GDP growth of 4-5% has not expanded rapidly enough to absorb the between 9-10 million youths that enter the labour market. Stutern (2016) noted that the unemployment rate in Nigerians could be linked to two factors, which are skills deficit and limited employment opportunities. Resolving unemployment issue in Nigeria requires that all stakeholders in the economy, including the government, academic institutions, start-ups, and local and multinational businesses, need to address the widening skills gap.

Evaluation of Entrepreneurship Programmes in Nigeria

According to Ewetan and Ese (2014), to avoid social and economic insecurities and the collapse of the Nigerian state, various governments have established different programmes and embarked on social campaigns to better the well-being of the populace and youths, especially those in the slum. Some of the notable policies and programmes utilized included: National Directorate of Employment (NDE), Green Revolution (GR), National Youth Service Corps (NYSC), Farm Settlement Scheme (FSS), Micro Credit Youth Empowerment programmes (MCYEP), National Economic Empowerment and Development Strategy (NEEDS), and The Family Economic Advancement programmes (FEAP), the Subsidy Reinvestment and Empowerment programmes (SURE) (Jato, 2013; Ojo and Ajayi, 2019; Ewetan and Ese, 2014).

The constant increase in unemployment and food insecurity compelled the Nigerian government to design programmes that will curtail the importation and rising food prices social and economic implications by promoting back-to-earth mobilization programmes (Olayiwola and Adeleye, 2005). The led to the development of different agro-partnership programmes to equip many youths in Nigeria to indulge in agriculture. In 1976 the Operation Feed the Nation (OFN) was designed to inspire high schools, colleges, and institutions graduate to submit in agriculture to become self-reliant in food production by growing, producing, and selling crop surplus (Newell, 2016; Arua, 1982; Koehn, 1979; Anikpo, 1985; Offu, 2013; Sokari-George, 1987). The government also used OFN to initiate Nigerian Agriculture and Cooperative Bank (NACB) to increase farmers' and agricultural credit schemes. In the views of Famoriyo and Raza (1982); Adeyemo (1984), GR main objective is to maintain reliable and adequate safe food supplies for a rapidly growing population as a pro-poor policy initiative. It means ensuring the nation's self-reliance in necessary food supplies; to help raise and stabilize the nutritional standards; to safeguard stability in food

commodity markets; guarantee fair and reasonable levels and distribution of income amongst producers in the supply and value chain process. However, the programme experienced some setbacks due to the government unwillingness to continue the programme because of regime change

Other subsequent programmes followed the same degree of setback. For instance, the Nigerian Agricultural Insurance Cooperation (NAIC) was formulated in the 80s to provide insurance cover for businesses engaged in agricultural production (Gusau, 1981; Forrest, 1981; Sokari-George, 1987). The NAIC programmes never got implemented owed to politicking at the federal level; thus, such a plan was made to fail its formulation. Also, the National Directorate for Employment (NDE) policy designed an instrument that provided vocational skills development programmes to high school leavers and tertiary institution graduates. Evawoma-Enuku and Mgbor's (2005) noted that NDE main goals included offering special public work programmes such as small-scale initiatives, agricultural employment targeted at youth's vocational skills acquisitions for the unskilled. Though NDE is still ongoing, the programme is almost unconscious, with its lack of addressing youth employment and vocational skills concerns. Evawoma-Enuku and Mgbor's (2005) study found that the NDE programmes are not doing enough to stem youth joblessness, let alone enhance their skill acquisition.

Moreover, during NDE policy initiation, the government indicated a willingness to accredit customary apprenticeship trainees to youths who complete the training via non-formal education if undertaken by its National Board for Technical Education (NBTE). However, no such

accreditation has been done for these trainees three decades since the NDE policy was approved. Not many youths know the programmes, let alone key into it (Evawoma-Enuku and Mgbor, 2005).

Another programme was the Better Life for Rural Women in which was developed in 1987 to improve the living conditions of rural women in the country but was later replaced with Family support programmes (Emeharole, 1991; Otto and Ukpere, 2014; Asoegwu and Asoegwu, 2007; Obamwonyi, and Aibieyi, 2014). The Family Economic Advancement Programme (FEAP) was enacted in 1992 to encourage job creation by utilising local raw materials and developing indigenous technology to provide access to credit for micro-entrepreneurs at the grassroots levels (Ogwumike, 2002).

FEAP was targeted at cooperative societies and informal associations to enable Nigerian's access to credit. FEAP has since phased out, while its functions got absorbed by the National Agricultural Cooperative and Rural Development Bank (NACRDB). The Family Support programme (FSP) became another policy designed to promote youths, women, and children's wellbeing, mainly focusing on young people, women, and children (Ogwumike, 2002). Like FEAP, FSP policy was phased out with its functions absorbed by the NACRDB. Commonalities to all absorbed policies and programmes are that they have all been considered failed policies due to a culture of tribal politicking and the short-sightedness of political regimes and institutional implementers (Ogwumike, 2002).

Youth Entrepreneurship Training Programme (YETP)

The Youth Entrepreneurship Training Programme (YETP) is developed by the Centre for Values in Leadership (CVL). It is a 12-months youth entrepreneurship development programme initiated with youth as its target population (YETP, 2021. The programme further targets youths who are

already into business or have plans to own and run a sustainable enterprise and are between 18 and 35 years old. The programme provides these youths with business guidance and support (technical, business information, start-ups, and access to financial links).

The programme offers vocational skills acquisition and agro-processing programmes for the youths in slums. The programme duration is 12 months (YETP, 2021). It is regarded as a national-level programme for youth intervention because its targets cover every youth in Nigeria (Chigozie et al., 2020). The primary aim of YERP is to tackle violent extremism and youth unemployment in Nigeria through entrepreneurship, agriculture, information communication and technological engagement of the Nigerian youths.

In addition, the programme's set objectives are as follow: to improve entrepreneurship skills of young people via entrepreneurship training, mentoring, and business internship within 12 months, to aid youths commence their business via seed funds within 12 months, to accelerate youths' access to financial support from investors, credit banks, and other micro-finance houses for start-up capital and business growth/expansion purpose and lastly, to reduce youth restiveness and unemployment (YETP, 2021).

The features of YETP Programme are:

- Mentoring:
- Business Training/Capacity Building:
- Building CVL Entrepreneurship Network and Financial Links by providing member-based financial services such as links to Bank of Industry (BoI), Bank of Agriculture (BoA), SMEDAN, and other Micro-finance Banks;

Currently, the entrepreneurship programme is ongoing, and it's expected that at the end of the 12 months the programme would have achieved its objectives.

Impact of Entrepreneurship Training/Education on Youth Unemployment in Nigeria

Jacob and Ehijiele (2019) examined the impact of entrepreneurship education on youth unemployment in Nigeria using a quantitative study. The researcher described unemployment as a condition where people capable of working cannot find suitable paid employment. The researcher adopted a questionnaire was administered to collect primary data. The hypothesis was formulated, tested, and analysed using the Chi-square test with Statistical Package for the Social Sciences (SPSS) software. The research findings unveiled that entrepreneurship education has a significant and positive effect on unemployment eradication in Nigeria. Hence, it is recommended that students be motivated to participate in entrepreneurship education or become wealth creators by being self-reliant. In addition, the study observed that the need for enhancing alternative vocational and skills acquisition centres with the provision of the necessary entrepreneurship education materials to assist entrepreneurial skills development that are required to set up cottage industries by individuals.

Aun et al., (2018) study, assessed the impact of entrepreneurship skills development on youth employment in Kwara State, Nigeria. The study noted that youths are the building blocks of any nation; however, most of them are unemployed and cannot contribute to the country's growth. The data were analysed using both Pearson correlation and simple regression analysis. The study results revealed that a positive relationship exists between entrepreneurship skills development and youth employment generation. The study hence concluded that entrepreneurship skills

development affects youth employment. The study recommended that private sectors and government invest in programmes and schemes that focus on developing entrepreneurship education.

Lastly, Muogbo and John-Akamelu (2018) examined the impact of entrepreneurial skills in reducing youth unemployment in Nigeria regarding ABC Transport Company in Anambra State. The research adopted a descriptive survey and a questionnaire as its instrument. The study's findings noted that e entrepreneurial skills are essential to eradicating unemployment in Nigeria through entrepreneurial development. Furthermore, it also shows that youths in Anambra state can be given basic training on how best to establish and grow business enterprise in local communities within the state. Hence, the study recommends that government remove corruption and greed and formulate policies that will promote the success of entrepreneurship and free enterprise; government should assist entrepreneurs through regular marketing workshops and seminars in conjunction with the manufacturers association of Nigeria (MAN) and chambers of commerce and industries.

Summary of the Literature Review

The empirical overview of YETP is given to increase the entrepreneurship skills of the youth and instil the intention of entrepreneurship among Nigerian Youth relating to specific communities. In the chapter, the ideal economic environment is explored. It is implied that an unstable or poor economic environment can stimulate its youth to be involved in illicit acts of increasing their income source, which eventually worsened the financial condition. Several research papers have been explored to showcase how the quality of life can be affected due to unemployment and the non-entrepreneurship mindset. From the review of past policies and internship programmes, it is

noticed that several programmes and policies were a significant failure though they have been planned out properly. The reason employed in the studies is linked with creating a wrong mindset of youth that tend to hunt the job in the market instead of making employment opportunities.

CHAPTER THREE

METHOD OF STUDY

Introduction

This chapter presents the methods adopted in the study. The chapter begins with the presentation of the adopted research design, then discusses the types and sources of data, sampling, data collection procedures, data analysis techniques, research ethics, validity, and reliability.

3.1 Research Design

The study adopted a qualitative research design. The qualitative research design is a research design that adopts a systematic subjective approach used to the explained phenomenon and availed meaning to it and give them meaning. The research design aims to understand the phenomenon, explore the depth of a situation, and understand the complexities surrounding the case. Due to the aim of the study, the researcher deemed it fit to adopt the qualitative research design because it offers an in-depth understanding of the impact of youth entrepreneurship training on youth employment in Nigeria. The qualitative research design adopted in the study consisted of a semi-structured interview of beneficiaries of the Youth Entrepreneurship Training Programme and a critical informant interview of the programme's organisers. The types of data collected during the

interview were focused on the knowledge of the respondents on the impact of YETP in reducing unemployment amongst youths in slums of Makoko, Lagos, Nigeria, method of awareness of participants of YETP in slums of Makoko, Lagos, Nigeria and quality of YETP in enhancing the entrepreneurship skills and knowledge amongst youths living in the slums of Makoko, Lagos, Nigeria.

3.2 Procedure for Data collection

A semi-structured interview was conducted in the research. The semi-structured interview was used to gain the perception of the programme's beneficiaries on the impact of the YETP on the employment of youths in Makoko Lagos. Data for the semi-structured interview were collected using an open-ended set of questions in the survey. In conducting the semi-structural interview, the researcher utilized a face-to-face interview technique with the participants. The face-to-face interview helped to minimize non-response and ensure data quality. In addition to the procedure to the data collection, the section also presented the sample technique and instruments for data collection in the study.

Sampling

The recruitment of samples in the study followed the snowballing technique. According to Krueger (1998); Dawson et al. (1993); Morgan, (1997); Patton; (2002) snowball sampling technique is a sampling technique in which the initially recruited participants can assist further in the recruitment of others with similar backgrounds and knowledge to research theme under investigation. Furthermore, the snowball sampling technique is often used in hidden and excluded populations such as slum dwellers, drug users or sex workers, who are often difficult for researchers to access

(Goodman, 2011; Noy, 2008; Biernacki and Waldorf, 1981; Frank and Snijders, 1994; Hart-Johnson, 2014), which makes it more suitable for this study due to the target population. In addition, the researcher adopted purposiveness in selecting the number of beneficiaries interviewed.

Instruments

The instrument utilized in the study was an open-ended questionnaire. The open-ended questionnaire was designed to receive feedbacks from respondents in the survey. The open-ended questionnaire was appropriate for the study because of the study's research design-a qualitative research design—using this instrument will enable the respondents to get total control of their response. This was appropriate because it gave room for the respondents to provide more information than expected. The open-ended questionnaire was designed to reflect the research questions of the study. In addition, the researcher utilized an audio recorder from a phone and an e-notepad to capture participant's responses.

3.3. Procedure for Data analysis

Data in the form of responses acquired from the survey were analysed using narrative analysis. The narrative analysis is a type of qualitative data analysis technique that utilizes the power of narration or storytelling to discuss respondents' responses and draw relevant conclusions. The responses gotten from the respondents were sorted and sieved, so those appropriate responses obtained from the respondents were combined to answer the research questions and draw the relevant conclusion in the study.

3.4. Research Validity

To ensure the validity of the questions designed for the respondents, the researcher consulted the supervisor's expertise to assess the research instruments. The experts independently evaluated the adequacy of content coverage with the purpose of the study and clarity of the language used. The views on the content and language were incorporated in the final draft of the instruments before administration to the targeted respondents.

CHAPTER FOUR

PRESENTATION OF DATA

Question 1: Can you describe yourself and your current unemployment/employment situation?

The first question sought to understand the socio-economic characteristics of the respondents. The question also shed light on the respondents' current employment or unemployment status. It was thus discovered that most participants mentioned that they have a history of either living in slums or being homeless previously. For example, participant 1 noted that he "*previously lived homeless in the Ijora Badia slum before relocating to Makoko slum after his initial migration from Kwara State*". Similarly, some of the other participants also described themselves as living in slums for a long time or experiencing poor living conditions for a longer time. Participant 2, for instance, stated that "*she has been living in the Makoko slum for more than four years following her parent's death* ". Many of the female participants in the interview were school dropouts whose education

came to a halt due to their socioeconomic inability to go to school. However, it was also observed that some participants had the better socio-economic condition. For instance, Participant 3, a schoolteacher, also noted that she is an entrepreneur who specialized in the production and vending of footwear and clothing lines. The participant noted that "*the combination of her job as a schoolteacher and an entrepreneur help her in catering for her family who depends on her wages for survival*. The findings further showed that people living in Nigerian slums, including males and females, experience deteriorating living conditions, yet some had described them as entrepreneurship

The findings also availed that some of the participants are described as either unemployed or seeking job opportunities. For example, participant 8 stated that "since he lost both parents after high school, he has been searching for a job to carter for his family". Currently, the participant is a beneficiary of the YETP cohort and is presently acquiring training on photography. When inquiring about the reason behind his choice of entrepreneurship skill development, the participant noted that "photography has always been his childhood passion". It was discovered that the YETP had created an opportunity for him to achieve his childhood dream. In conclusion, people living in Makoko slums are within the lower income class. The majority of Makoko youths are unemployed and are thus seeking a job. These youths are burdened with family responsibility, which has further limited them from progressing due to pressures from family.

Question 2: Why CVL: Young Entrepreneurship Training Programmes (YETP)?

The second question sought to discover why participants applied for the Young Entrepreneurship Training programme (YETP) and their core intention in the programme. This question aimed to understand the perception of participants on entrepreneurship training in Nigeria. The findings

from the survey showed that youths in Makoko are indulged in YEPT because they want to explore the right opportunities to be empowered and break the cycle of poverty and unemployment. For instance, Participant 7 stated that "*before the YETP engagement, I wanted a position to earn my way out of poverty, rather than to rely on others*". The Participant also noted that his parent's death meant he restricted himself financially as he was constantly a freeloader in relatives' homes. The participant indicated that the YETP has been relevant to achieving his future goal to pursue higher education and improve his competency and quality of life from its current state. For example, the participant testified that the programme granted him valuable experiences in communication skills, including the use of oral and written skills, as well as analytical, problem-solving and decision-making skills. The testimony of the respondents showed that YETP is an excellent opportunity for youths in Makoko. Many youths enrolled themselves in the programme to achieve their pending long-haul dreams of becoming empowered and serving society.

The research findings also showed that the participants also realised that before YETP, good opportunities for youth were not easily accessible, which thwart the youths from achieving their dream despite their firm determination to become entrepreneurs. For example, Participant 5 stated that "*I choose YETP because it offers vast numbers of skill development programmes which allow me to acquire skills and knowledge in my field of interest instead of getting generic and orthodox subjects to study*". The participants noted the programme offers youth the opportunities of partaking in other entrepreneurship skill developments that fit their career goals. For example, Participant 8noted that the programme granted him the chance of being a photographer, and Participant 5 noted that the programme gave her the opportunity of being a stylist. In conclusion, most participants from the Makoko Nigerian slum choose to enrol themselves in YETP due to its

ability to help people cultivate their desired skills and knowledge and prepare them for entrepreneurship.

Question 3: How did you hear about the CVL Programmes?

The third question in the interview examined how participants became aware of YETP. The aim of the question was to identify popular means the participants were able to get informed about YETP. Most of the participants mentioned that they got aware of the YETP from friends and families. For example, Participant 1 stated that "*I came across the about YETP programmes through my neighbours after it was advertised to her in her church*". Similarly, Participant 2 said that "*My husband, who got information from his colleagues in Makoko, told me about the programme*". Friends and families, an essential role in publicizing the programmes. Another participant, Participant 6, mentioned that "I *heard about the YETP vulcanizer programmes from a football friend during a football game*". It can thus be concluded that most of the participants heard about YETP from family, friends, neighbourhood, or relatives.

Question 4: What was your initial feelings and thoughts of empowerment programmes before and now?

The next question sought to understand the impact of YETP on youths in slums of Makoko, Lagos, Nigeria by comparing the condition of youths before the programme and after the programme. Based on the responses of the participants, it is observed that the participants have mixed feelings

about the programme. For instance, Participant 3 stated that "I *was reluctant to embark on YETP at first because I felt it was inferior compared to a college degree*" After the end of the programme, the participant noted that her later feelings were different and showed that she identified the importance of YETP for females. This was buttressed by the client state that "*I gained valuable socio-cultural and economic management knowledge client management.*".

Also, some of the participants showed a positive attitude at the beginning of the programme and considered it promises to change their employment. The participants had positive anticipation of improving their quality of life by increasing their entrepreneurship skills through YETP organised by CVL. As mentioned by participant 5 that "Before embarking on the YETP project, the female was of the view that her chances for employment post-programme could potentially improve significantly owed to skills to be acquired". After attending the programmes for 12 months, the 5th participant mentioned that "Before embarking on the YETP project, I was of the view that my chances for employment post-programme could potentially improve significantly owed to skills to be acquired". Likewise, she after perception was also complementary to the initial supposition as she mentioned that "YETP project has dramatically enhanced my employment opportunities, currently employed as a stylist; I feel confident because of the skills acquired, which I consider relevant to my current status in the labour force despite the monthly pay falling short of her anticipated expectations". She further added that she had perceived YETP as the one that helped her in "becoming very creative, leaned good teamwork, and can maintain a cautious approach to issues in a friendly manner with excellent communication skills. She also learned to be open-minded to learning new ideas and techniques with closer attention to detail. And personal cleanliness and proper personal grooming of hair are useful skills she enjoys the most to retain her customers at work". Thereby, it is analysed that there was a difference between initial perceptions

regarding YETP; however, the final verdict for the YETP is favourable. Most of them were satisfied concerning the development of skills needed for their area of entrepreneurship.

Question 5: Have the Programmes been relevant to your socioeconomic status thus far?

This question sought to understand the impact of the YETP programme in improving the socioeconomic status of participants.

Participant 1 of the study mentioned that "*there are good socioeconomic connections with improved quality of life. For example, once probed on the changes needed to improve YETP programmes quality, the male states that nothing needed changing because the staff and facilities already provide adequate services to meet the expectations of any new participant to build their capacit*y". Additionally, Participant 6 of the study noted that the programme has helped empower the participants in improving their socio-economic condition. The participant buttresses his opinion by stating that "*the YETP project has empowered him with credible skillsets for socioeconomic independence away from the family's home*". Therefore, it was concluded that the programmes have been relevant to improving the participants' socioeconomic status thus far, which means that it has aided in improving the quality of life of Nigerian Youth living in Slums.

Question 6: What relevant skills have you acquired in this programme?

As noted in previous responses, Nigerian Youth has a diverse range of interests in terms of entrepreneurship. For example, participant 4 mentioned that her passion for makeup and art

inspired her to take the recommendation from her friend to participate in the YETP makeup artist learning project of 2017. The participant noted that she acquired skills relevant to the makeup artistry and other "*soft skills such as communication skills, time management, customer service, negotiation skills, problem-solving and decision making, team building, and emotional intelligence to serve the best customer's need*". Similarly, Participant 7 noted that he also gained other relevant skills regarding his interest and aim of getting enrolled in YETP. They stated that many participants YETP *has been appropriate for my future goal of attaining higher education to improve my competency and quality of life than currently is the case. For example, participants claimed that I gained beneficial experience at grasping complex and dynamic legislation through the programmes. Including developing the capacity to explain, apply and monitor them through practical communication skills, both oral and written, with patience and resilience analytical, problem-solving, and decision-making skills*".

Question 7: How useful was the Programmes location, quality, and training facilities for you gaining new skills?

From the responses gathered so far and analysed in this chapter, the answer to the specific question is positive because most participants preferred the location and quality of training provided by the YETP. However, for the training facility, the responses have shown that "the training facility is excellent and met the need of the participant to learn comfortably" – as mentioned by the 1st participant. If acquiring new skills is concerned, the previous questions have illustrated that participants learnt new skills regarding their choice or interest and developed themselves as professionals in their respective fields. The 5th participant also mentioned training facilities that

"The professionalism of tutors is considered superb, as well as the facilities". Therefore, it can be said that YETP was one of its unique kind of programme in Nigeria that enables the youth for their interest and helped them recognising what they can do to improve their quality of life eventually.

Question 8: Were the programme's staff knowledgeable and professional about your capacity-building experience?

The participants involved in the interview process noted that the staff was professional and knowledgeable, building their capacity and experience. Participant 2 specifically mentioned that the tutors have superb professionalism, which increased the participants' interest in learning more than they had aimed for. Moreover, it was also said by Participant 6 that having a knowledgeable staff at YETP was one of its unique aspects that allow learners to build our experience and develop the confidence that helped us in communicating with customers in the practical world and apply the knowledge into our work. It is analysed from the extract of the interview given by the 6th participant mentioning that "Male perceived programmes facilitators as professionals in their job but lacked a growth mindset to teaching due to the use of the authoritarian instructive method. Moreover, programmes delivery and facility quality were not ideal for impacting modern vulcanizing in Lagos, Nigeria. Worth bearing in mind is that this facility and its staffs were not members of the YETP chosen team; instead, this facility and teaching staffs were sources by the participant's family guided by their religious conviction".

Question 9: Have your future employment opportunities and quality of life improved with CVL or not?

While most of the participants could not create a direct link with the quality of life, many of them have admitted that by enrolling in YETP, their employment opportunities have been widened. For example, the 5th participant mentioned that "The participant thinks that the YETP project has dramatically enhanced her employment opportunities, currently employed as a stylist; this female feels confident because of the skills acquired, which she considers relevant to her current status in the labour force despite the monthly pay falling short of her anticipated expectations". It implies that she improved drastically in terms of opportunities for employment which eventually assist in improving the quality of life, as the research framework of this work has illustrated. To enhanced engagement and improved socioeconomic status, quality of life could be improved. Therefore, it can be summarised that the YETP programme offered the youth of Nigeria living in slums to improve their instances and opportunities of employment that supports in bringing improvement in their quality of life from improving work, better opportunities, skill improvement, capability development, life satisfaction, and personal security. The participants have mentioned that their happiness in life has also improved as they started to have better opportunities. Thereby, it can be suggested that YETP has assisted in improving the quality of life of Nigerian Youth living in slums by allowing them to have better opportunities for employment, increased skill acquisition, employment, and life satisfaction.

Question 10: What perceptions do you now hold for CVL to improve the quality of lives of youths in Makoko?

Since the slum that was considered for this interview was Makoko in Nigeria, this question asked participants' perception to answer the recommendations they are expected to bring to other offers the benefits. This can be linked with unfolding any different dimension of improving quality of life that this research has not considered and the perspective of Nigerian Youth living in slums can offer. The only improvement that was underpinned in the responses was linked with providing financial support from the government at the initial level. For most participants, investing the money on their own at the initial level was a slight drawback of this programme. Thereby, suppose the government agencies' support can be received. In that case, they could have increased their security further, improving the quality of life of youths living in Nigerian Slums, such as Makoko.

On the contrary, some of the participants have raised the concern of flexibility and freedom in training by mentioning that "As such, the participant complaint of apprentices not given the freedom to improvise their skills and creativity during the learning process. They were made to consult instead and implement the order of the senior staff, which cannot wholly be attributed to the YETP programmes administrators alone without observing for the role play by the male's family—questioned on the relevance of the YETP vulcanizing for future job prospects and earnings potentials". It suggests that some of the participants felt bounded and could not improve much in terms of their creativity, limiting them to achieve the desired life satisfaction; thus, the chances of improving the quality of life remain persistent.

Question 11: What changes can YETP make to improve service quality that meets jobless youth's needs?

Though none of the interviewees has mentioned anything explicitly regarding what precise improvement should be brought, the 8th participant noted that "While the YETP photography

project location was ideal, the cost and service delivery on-site was not excellent. For example, a male complained about the rudeness and unprofessionalism of teaching staff he felt were motivated by their dislike for those less affluent than they are. On why he perceived things that way, the participant claims that when mistakes occur in training, senior staff, especially the studio owner, would sometimes smack his face or scream at him and call him demeaning names by referring to his Makoko background". From this exert, it is identified that stereotyping and labelling people from Slums tend to impact negatively, which stimulates them to perceive it as poor service quality. Although most of the participants have indicated the tutor's professionalism and their service, this aspect was raised by one of the participants, which showcases the need for improvement.

Question 12: What socioeconomic and cultural benefits do you think the YETP brings to Makoko Youths?

About the socio-economic and cultural benefits of the programme, most respondents find the programme to ensure social inclusion and well-being. For instance, Participant 1 mentioned that "My client now trust me to be able to provide electrical engineering services in some of Lagos affluent areas without facing discrimination or stigma in the vicinities of Victoria Island, Ikoyi and Lekki Peninsula often hosting Nigerian most influential political, foreign, international and local elites as residents". The Participants indicated that social inclusion and well-being are the top socio-economic perceived benefits YETP programmes brings to Youths of Makoko. For the cultural perceived benefits, there was not much that can be extracted from the interview as it was observed that Nigerian Youth living in slums had been disadvantaged due to their cultural roots either in terms of being a school dropout or enduring a failed relationship.

Question 13: In the future, would you recommend YETP to your closest friends and family, and why is that?

The twelfth question asked participants if they will recommend CVL to their closest friends and family to assess the extent of benefit they have achieved from enrolling on YETP. Along with that, the interview schedule also asked the reason why they wanted to recommend. The responses have shown that all of them tried to recommend YETP to their close friends and families, and the reasons they wanted to do so are linked with the mediating variables of this research. Some tried to recommend better employment opportunities, while some tried to suggest skill development and improve well-being. The aim of participants to recommend CVL organized project to their close friends and family is linked with helping them improve their living situation, which can relate to the quality of life. For example, the 8th participant mentioned that "he is happy to recommend closed relative to go through a similar experience to acquire new skills for job opportunities".

Question 14: Would you say the YETP Programme has Empowered You?

The question in the interview schedule asked participants about their perception after completing the YETP. Since the youth entrepreneurship training programmes aimed to empower Nigerian Youth and help them become strong entrepreneurs, this question would shed light on whether the YETP has been achieved or not by Nigerian Youth. As these were the programmes designed for Nigerian youth living in slums, the answer to whether it has empowered their search for employment or source of income can better be analysed by asking them directly. In this question,

the work search is not linked with searching for a job in the market; rather, it is meant to earn by setting up their own business or companies instead of merely seeking jobs to become an employee. From the responses from the interview, most participants mentioned that they have become empowered and started their own business after attending the 12-month programmes of youth entrepreneurship. As the first participant stated, "through the YETP programmes, he has been able to gain experience, confidence and self-esteem and the open-minded required to freelance his job search into other geographical locations far from Makoko slum for better socioeconomic connection. He is also able to utilize gained skillsets and experiences in YETP to take advantage of every opportunity presented him as well as use them to improve his living conditions and quality of life". In support, most participants revealed they could start their entrepreneurship venture because they feel empowered. An empowered confidence instanced by participant 3 suggestion that "she was empowered through the YETP project owed to prioritizing her life goals and the capacity to build new ventures. In the YETP project, this female learnt to be more averse by weighing up strategic business options carefully and making good patiently, considered choices available to her in the slum". Though some participants considered the programmes not effective initially, such as participant 6th who was "not enthusiastic about the YETP project, because he felt forced against his professional footballing career"; but on programmes completion "The project experience made him feel strongly connected emotionally in the community but not financially. For instance, a male feels he lacks any friend who can financially bail him out in times of emergency, but, can support himself emotionally. Note that this participant was not born initially in Makoko; instead, he migrated into the area after the death of his father and the breakdown of his relationship with family members because the dad married lots of wives. For safety reasons, the male relinquished his inheritance to stay alive and fulfil his dad's dream. Educationally, the

participant intends to further as a means of improving the vulcanizing industry. But, beyond the high school, academic qualification acquired, the male has no higher education aspiration to pursue and is satisfied with that." Thereby, the overall perception of YETP for the participant is positive, unlike the literature that has indicated that many of the past programmes have failed to fulfil their purposes in Nigeria (Chigozie et al., 2020).

CHAPTER FIVE

DISCUSSION OF FINDINGS

The study's overarching goal was to examine the impact of the YETP programme on the quality of life of youths living in the slums of Makoko, Lagos, Nigeria. Specifically, the study assesses the effect of YETP in reducing unemployment amongst youths in slums of Makoko, Lagos, Nigeria, method of awareness of participants of YETP in slums of Makoko, Lagos, Nigeria, and quality of YETP in enhancing the entrepreneurship skills and knowledge amongst youths living in the slums of Makoko, Lagos, Nigeria. The study's result was presented in a set of 13 questions designed for the research.

The first question presented a description of the participants in the study. It was discovered that the majority of the participants are within the lower-income class and migrants from other cities who moved to Makoko with hope for a better life. This conclusion supports the results of Uriri., Makanju and Ikpe (2019) finding which noted that the socio-economic profile of people living in

urban slums like Makoko is below the poverty line. Furthermore, the study availed that many residents combine their primary job with other entrepreneurship jobs to increase their income and meet family demands. This finding also corroborates the findings of Mada and Yusof (2015)

Furthermore, the second question presented the reasons why the participant participated in YETP. It was observed that most participants indulged in the programme; the programme offers the participant the opportunity to explore the suitable options to be empowered and break the cycle of poverty and unemployment. In addition, many participants indulge in the programme because it was relevant to his future goal to pursue higher education and improve his competency and quality of life from its current state. This finding therefore cements the results from Anekwe et al., (2018) discovery that many youths engage in entrepreneurship to gain employment or make extra income.

The third questions sort to examine the means which the participants heard about the YEPT. The study findings indicates that the majority of programme respondents became aware of YETP from information given to them by friends and families. The fourth question presents the perception of the participants about their initial feelings before and after the programme. The findings showed that some of the participants initially were sceptical about the programme; however, after the programme was over, the respondents testified that they gained immensely from it. The finding was in line with Kim et al., (2020) study.

The fifth question examines the impact of the programme on the socio-economic condition of the participants. The study showed that the respondents noted that the programme improved the socio-economic condition of the participants. In addition, the sixth question pointed out that some of the skills acquired by the participants include soft skills like communication skills and business

management skills, as well as vocational skills like photography, hair styling, and so on. This finding was following the objectives of the programme (YETP, 2021)

The seventh objective assessed the usefulness of the programme in terms of quality, location and facility. The findings showed that the participants noted that the programme was helpful in quality, area and facility. This finding relates to the objective of YETP (YETP, 2021). In addition, the result showed that the participants were happy about the quality of the instructors noting that they are professionals. Lastly, the study pointed out that the respondents were happy and grateful to participate because it empowered them. Also, these findings were in line with the results of Kim et al., (2020) conclusion.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

The conclusion is based on the results and discussion of the study. This research aimed to analyse the impact of the Youth Entrepreneurship Training programmes on reducing unemployment amongst the youths and the extreme poverty concerns in Lagos State slums. Moreover, programmes empowerment has been analysed to see its impact on the unemployed youth in Makoko slums that are usually low-skilled. It is based on their post programmes' ability to live a better life against the daily urban marginalisation. Thus, processes and implementation mechanisms are also used in training and certifying participants. The OECD Better Quality of Life Index Indicators were used as an assessment tool.

It has been found in the study that YETP empowers the youth by providing them with the skillset they would need to become economically engaged and improve their quality of life. The programmes are not efficient enough to measure morality amongst the participants. It does not have any indicator to measure the development of youths on an emotional and psychological level. To give specific proof that the youth has now got the improved morality. Similarly, the YETP programmes have made no conscious effort to do the evaluation. There is no baseline and end-line data to statistically measure the degree of empowerment and enhancement in the quality of life of youth that has gone through the training. No such mechanism is found that can track the performance of the trainee's post-programme.

Therefore, plans should be put forward by the programmes to implement at least two years post YETP training evaluation mechanism. In which the participants are obliged to conduct regular reports to their supervisor. In this case, the supervisor should also have regular visits to the participants' workshop for data and the provision of technical assistance. It has also been observed that the programmes didn't make provisions for start-up or expansion capitals that could help the trainees to make the most of their skillset and strengthen their family ties. One of the positive points that can be seen is that this programme has a multiplier effect. This means that if attained by one, the trainees will empower more youths under their wings. Only one participant reported that he knows he can move to a better accommodation with fewer cohabitants.

The issue of stigma among the facilitators has made some participants lose confidence in the programmes. The participants who had religious beliefs were seen to have strong motivation among the youth before every aspect of life. However, religion has a dual effect in Africa as those who are deeply rooted in faith can be seen communally engaged and socially connected. Yet, some people used it for self-gains or ideologies. The educated people more likely understood the YETP

programmes and found them relevant to enhance their quality of life. They understood how to use the acquired skillset to improve their experience, to build financial competence. This made them know how to motivate themselves based on their skills and expertise.

The less educated people considered themselves of low worth, and facilitators also didn't give them much importance. They used to feel less motivated, find that more work is needed outside their comfort zone, and liken their success to religious beliefs. The formal background's quality obstructed the facilitators from defining YETP goals to the participants who used the programmes as survival rather than feeling empowered and fabulous. This gives the idea that there is no need to assess participants to know their needs properly and address them systematically—moreover, developing a participant's writing and reading skills. There is a need for youth to participate in the programmes to address their needs by planning, implementing, and evaluating the programmes.

Due to the lack of adequate government and stakeholders funding, great facilitators and facilities were scarce. Facilitators should come with new ways by adopting practical and result-oriented modules to help get better goals and operation of the programmes to participants. They can also define and classify the participants based on their strengths and weaknesses to reduce stigma and increase the programmes' outcome. The migrants were seen to have less enthusiasm to consume communal engagements. The participants were also not comfortable with the deplorable environmental condition of the area. They have this idea in mind to make more money to get out of the slums. The less educated also had low motivation due to the belief in corruption and other social strata influences.

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APPENDIX

<u>APPENDIX ONE</u>

<u>Interview Guide</u>

In this interview guide, a basic structure of inquiry based on several comprised questions, sections and sequence in areas shall be developed on each interview conducted. With each section comes the initial question amid the possibilities for further questioning and discussions from the interview guide. Therefore, the initial question offers the interviewer the complete freedom and flexibility to explore and probe the participant's responses in depth. Open-ended questions play a significant role here for their ability to obtain qualitative data in the detailed descriptive form containing programme participants and focused group bureaucrat's terms and phrases to lived experiences. These open-ended situations provided some unexpected or unanticipated answers to previously unthought-of relationships or hypotheses about the effects and contribution of the YETP on the youth. The first stage of each interview involved the youths in their natural habitat in Makoko slum and surrounding vicinity to help the participant feel comfortable and familiar. It is essential to note that the verbal probes were relevant to the discussion process to gain in-depth participants' perceptions. Using the capability and empowerment framework questionnaire as an interview guide enables the interviewee's response with explicit knowledge of the study aim. A mixture of question styles was used to focus data gathering on participants' contextual lived experiences to reflect programme objectives better and improve said realities with empowerment for better life quality. The combinations of study construction and type of questions thus encompass a range of insight characteristics associated with programme capability and its developmental goals implications. The youths and programme staff are introduced into the study theme by questioning

the extent participants can describe the effects and contribution of YETP on youth's employment opportunities and better quality of life status alike.

Recording Device

To conduct all interviews, the intention is to utilize audio and hand-written devices, including a mobile phone recorder and a writing pad. This would allow one to best capture and study participant's responses. Based on Fernandez and Griffiths (2007) definition, recording devices include any digital or handheld strategies used to record short reminders and discussions. These devices are utilized for their flash memory ability to store messages which are also retrievable sequentially or by direct access electronically or in written form (Bucher et al., 1956). In Fountain's (2004) study, it has been evidenced that narrative data obtained during interviews from participants are often rich and could be used to plan new services, alter current ones, inform policies, and test new theoretical models. The benefit of utilizing audio, video or note-taking as a research tool does warrant that the threat of manipulated behaviour of self-being can be contained with the imposition of controls on factors likely to affect the interview process. However, in Al-Yateem (2012) quality of data literature review on the usefulness of recording interviews with devices, participants were found to be more affected by a research device presence as the presence of recording devices tended to inspire participant's awareness of them being a part of a study. Therefore, participants may recognize that their experiences, opinions, actions, and attitudes are listened to and watched, and thus they might be evaluated or judged by others (Al-Yateem, 2012).

Al-Yateem (2012) position suggests that recording interactions are more significant in group interviews, mainly when the participants are probed to exemplify their ideas, concerns, experiences, opinions, and sometimes private data to the group. Al-Yateem (2012) conducted

interviews further evidence therein the suggestion that communication tended to flow easily in less formal, more pleasant, and spontaneous ordinary conversations during considerable interaction if there is a sense of ease taking hold, which encourages a give-and-take of evidence. Al-Yateem (2012) finding drew a conclusion based on data showing that participants accepted to be recorded at first. But the interactions that took place on record meant that the same participants displayed a less relaxed attitude once they achieved a high level of conversational interaction similar to those known before recording began that were more complex. At the same time, some participants who rejected Al-Yateem (2012) recording offers were seen actively engaged during group discussion after the recording tape was turned off.

It is essential that one can enlist the help of strategies that are likely to aid the study control all affecting factors of data gathering during interviewing and participant's response recording. One such technique involves a prolonged engagement of participants before the interview takes place or by digitally conducting a couple of interviews before the primary interview (Heyl, 2001). These strategies offered me plenty of time before discussions to engage and inform participants of exciting facts about the study and themselves to create a bond and feeling of being known respectfully. Modern technology as recording devices during interviews can offer much more for qualitative researchers. Likewise, they can also affect data quality gathered; therefore, I decided to imperatively utilize an alternative method in notetaking to compliment data-gathering efforts because recorded data should be significantly affected for reasons beyond one's control the alternative will suffice. Whilst the note-taking process is designed to support data gathering, steps such as using an appropriate study schedule with a prepared interview guide to make researcher questions seem and feel spontaneous to the participant are taken. In addition, I shall organize suitable, sensitive, and non-obstructive mobile phone recording devices to avoid such visual

indication of study participants being recorded with external devices without their consent. I intend to explain the research study to obtain participants' consent before carrying out the primary interviews.

APPENDIX TWO

Ethical Consideration

There tend to be ethical issues present in all kinds of research. According to Orb et al. (2001), Brinkmann and Kvale (2005), Rosenblatt (1995), the review research process creates tension between the aims of research validation for the good of others and the rights of participants to maintain privacy. Therefore, research ethics pertains to doing well to avoid harm for participants (Brinkmann and Kvale, 2008). Damages are prevented or reduced with appropriate ethical principles application. The protection of participants in any research study is imperative (Orb et al., 2001). Instances from past violations of participant's rights in scientific research constituted some of the darkest moments in research history. The ethical problems in qualitative research studies are subtle and different compared to those observed in quantitative analysis. Batchelor and Briggs (1994) posit that the failure of researchers to address ethical issues in studies often results in researchers being ill-prepared to cope with the unpredictable nature of qualitative research. The rationale for closer attention to ethical issues that could affect participants is found in Orb et al. (2001) example. If qualitative health research is focused on people's experiences concerning their health and illness, the possibilities, therefore, exist for the practitioner's role as researchers and as clinicians to become conflicted. Ethics in social and perception research include the

appropriateness of the research design, the methodological design, and the behaviours in reporting data.

The researcher considered some basic ethical principles to guide the study in navigating some ethical dilemmas likely to be of research concerns to study participants. Several ethical principles to consider before, during, and after interviews as laid out in Orb et al. (2001), indicate that these principles are at the core of what research ethics are meant to consider; which entails a researcher's need to do well (beneficence); as well as in their need to not harm (non-malfeasance). To establish these core ethics, Allmark et al. (2009) outlined principles such as a researcher's obligation to: (a) obtain informed consent from potential participants; (b) to minimize the risk of harm to participants; (c) to protect the participant privacy and discretion; (d) to avoid using deceptive practices; and (e) a researcher mandate from informing the participants about their right to withdraw from the research study. Therefore, measures were taken to ensure these basic ethical principles be met in this study. For example, some steps are already taken, including obtaining both written and verbal permission to record respective study sample responses on CVL empowerment programme effect have been discussed at every turn of interaction. The ethical clearance needed to conduct fieldwork will be pursued amid the intention to obtain full approval from the Ethical Review Board at Oslo Metropolitan University in Oslo, Norway.

Informed Consent

The principle of informed consent is an ethical and legal requirement with research involving human participants (Sudore et al., 2006). Cohn and Larson (2007) define informed consent as whereby study participants are informed about all aspects of study importance and their decisions to participate before, during and after engaging in the process voluntarily. As embedded in the

Nuremberg code report, informed consent is an inevitable requirement before every research of human beings as subjects for study. Obtaining consent help to inform the issues on their rights, study purpose, and the procedures involved, including participation risks and benefits. Auditioning, via consent, participants are made aware of study duration, the extent of personal confidentiality and demographic data that will enable their participation to remain entirely voluntary (Nordentoft and Kappel, 2011). While it is not possible to know exactly what information to expect from a potential candidate before an interview, the aim is not to leave out any sensitive information I feel may influence whether consent would or not be granted. An additional component of informed consent is the principle that participants should be volunteers who participate in the study without being coerced and deceived. Where informed consent cannot be obtained from participants, I intend to explain why this is the case. I shall, within my competence, do all I can to be aware of instances that may require informed consent and the need for a situation to be relaxed.

<u>Minimize Risk</u>

Dickson-Swift et al. (2008) defined "minimal risk" as the "probability and magnitude of harm or discomfort anticipated in a research process to not be more significant in and of themselves, compared to that encountered daily. Therefore, research risk is the probability of causing harm or injury to a participant's physical, psychological, social, legal, or economic well-being. Apitz and Power (2002) study found that the probability and severity of potential harm vary significantly. The potential harm and its magnitude is the summative measure of the severity, duration, and reversibility. Research protocol with a low probability of damage occurring. But, with very high severity of harm should it happen, it can be determined as having a greater than minimal risk. This

was especially the case involving a very severe allergic reaction to a new medication or stigmatization from an unintentional release noting the negative health status of study participants (Dickson-Swift et al., 2008).

On the other hand, a protocol with a high probability of harm occurring but a low severity of the damage could be assigned minimal risk for participants, mainly from cases of itchiness after electrode tape removal or related distress to replying sensitive, personal questions (Bassett and O'riordan, 2002). To minimize risks, a reminder for people's right to withdraw from research or limit their participation is set in case they become uncomfortable, provide counselling or psychological support for those who may experience distress, and thoroughly debrief them after sessions are completed. I shall also protect participant's social and legal confidentiality of research data to ensure all relevant local and social laws, including the age of consent and mandatory reporting, are followed. To protect participant's physical risks, I shall carefully follow protocols closely monitoring participants' power, social, economic, political and health dynamics so appropriate populations are given extra care if needed. I shall also engage with community leaders and law enforcement officials to obtain their support of the study but do not intend to reveal details of sensitive topics to be addressed through data collection. I shall also inform myself to recognize and respond to victims of social ills via information to seek assistance to their physical, mental, or emotional abuse.

<u>Confidentiality & Anonymity</u>

Kaiser (2009) defined confidentiality as a condition whereby a researcher knows the identity of a subject but must take steps to protect that identity from being revealed by others. Maintaining

participant confidentiality is critical to protect private information (Baez, 2002). Confidentiality in this study shall be protected by keeping participants records secure through protected files and data encryption to send data over the internet. These methods frequently do not record data in ways that link subject responses with identifying information, such as using a code known only to a researcher. Also, because participants may often not be identified by names alone, but by other identifiers or by combinations of information about subjects, thus this allows for researchers to only report aggregate findings, not individual-level data, to the public (Lancaster, 2017). Study anonymity, as defined, is the condition whereby a participant's identity is hidden from the public (Coffelt, 2017). In an anonymous study, the researcher cannot trace data to an individual participant. Demographic data may be collected from participants from which researchers can describe participant's features in aggregate. By so doing, only a general appreciative view of the participants in a study and appraise how representative a sample may be of a larger population obtained (Coffelt, 2017). Protecting participants' anonymity and confidentiality means they are more comfortable participating in an experiment or interview if they have some assurance of their safety and that the information provided is secure. It will not reveal who they are (Coffelt, 2017). Therefore, as a researcher, it is my ethical responsibility to ensure that the participants in the research are not connected to the study of identifiable by name, address, or birthdate.

Deceptive Practice

Deception in research is defined as deliberate misleading communication with subjects about research purposes or activities (Miller et al., 2005). There is active and passive deception. Active deception involves intentionally providing false material likely to induce stress on study subjects. Passive deception consists of the suppression of information, or incomplete disclosure of

information, with the intention of misleading subjects about the research purpose or procedures. When place in a cultural context, one can find similarities between the deception situation and the ancient practice of shamanism. Shamanism is a religion practised by indigenous peoples of far Northern Europeans and Siberian with the characterized belief for unseen gods, demons, and ancestral spirits that are responsive only to shaman's faith (Singh, 2018).

A view since described as utilitarian by Pendleton (2014) morality of action often determines its consequences. Thus, lying is justified if used in the subject's best interests. Kantian perspective does, however, see deception in research as wrong. The practical position is supported by a qualitative study done by Cunningham (2005), which found that if staff felt that the costs of telling the truth were high and the benefits were small, then deception is justified. Put by Rogers (1946) people-centred approach to research on human subjects, it was argued that lying could never be justified. Because, for any social study relationship to be successful, there must be genuine, honest, and respectful communication between the researcher and participants. Müller-Hergl (2007) claimed in a similar vein that deception in research is unethical and disrespectful. Yet, a research pragmatist, Walker (2007), envisions no easy answers in such situations, leaving staff with no alternative means of explanation but deception. Perhaps there are simply no solutions to these situations. Müller-Heigl (2007: 11) opinion under such a situation is that 'suffering does not justify unethical actions because the use of deception is unethical thus can never be person-centred.

<u>Right to Withdraw</u>

The right to withdraw participation in research has international recognition in both the Declaration of Helsinki of 1964 and the Nuremberg Code of 1947 (Eriksson and Helgesson, 2005). While the Helsinki Declaration and other subsequent documents gave individuals the right to withdraw

regardless of reasons, the Nuremberg Code conceived research as a common good and saw subjects as participants in a critical humanitarian project, which led to a different view of the right to withdraw. This right of withdrawal enables participants to end and leave a study at any time they feel uncomfortable and, in the ability, to also remove already provided data. While not the first incident of research harmful practices on unwilling subjects, another example is the Nazi Medical War Crimes (1939-1945), which was considered one of the worst. The experiments Nazi physicians conducted during World War 2 were unmatched in scope and to the degree of harm and suffering they had done against humanity. In Grodin and Annas (1996) historical literature review, the medical experiments performed on thousands of Nazi concentration camp prisoners involved torture by injecting subjects with toxic gasoline and live viruses. By implication, research subjects were forced to ingest poisons without consent or their right to withdraw from the studies, which breached their rights and research ethics practices. Another example of how the denial of the subject's right to withdraw ended with severe consequences is seen in the Willow-brook studies. Rothman (1982) noted that the survey carried out in 1963-1966 state school for those with learning difficulties was meant to understand the transmission of infectious hepatitis. It was also subsequently used to test for the effects of gamma globulin in preventing or alleviating the disease. However, the evidence since shown that the residents of Willowbrook, all of whom were minors, were deliberately infected with hepatitis by ingesting the stools of infected persons or receiving injections of more-purified virus preparations.

Corrigan (2003) notes that the subject's ability to withdraw from the study goes hand in hand with the informed consent paradigm giving people the right to withdraw their participation in a study at any point. Generally expected is that information sheets and consent forms must state to the participants their right to withdraw from the study at will if uncomfortable. Thus, researchers must

be vigilant about participants non-verbal expressions in their reluctance to further participate due to an apparent lack of interest or irritation in the process (Corrigan (2003). In research involving a marginalized group with minimal expressible socioeconomic capitals, the use of 'stop' cards can help communicate with the participants when it is held up for a simple nod of approval and disapproval (Wiles et al., 2005). I intend to offer interviews and group participants the chance with the stop card method in advance to enable them to communicate distresses, including if the need to quit study arises without further pressure to continue.

APPENDIX THREE

Questions

1st Section:

Makoko Youths in Person Interviews

1.   Can you describe yourself and your current unemployment/employment situation?

2.   Why CVL: Young Entrepreneurship Training Programme (YETP)?

3.   How did you hear about the CVL programme?

4.   Would you say it has empowered your employment search?

5.   What was your initial feelings and thoughts of empowerment programmes before and now?

6.   What was the recruitment process like for you?

7.   Has the programme been relevant to your socioeconomic status thus far?

8.   What relevant skills have you acquired in this programme?

9.   How good was the programme location, quality, and training facilities to gain new skills?

10.   Were the programme staff knowledgeable and professional to your capacity-building experience?

11.   Have your future employment opportunities and quality of life improved with CVL or not?

12.   What perceptions do you now hold for CVL to improve the quality of lives of youths in Makoko?

13.   What changes can YETP make to improve service quality that meets jobless youth's needs?

14.   What socioeconomic and cultural perceived benefits do you think the CVL programme brings to Makoko?

15.   In the future, would you recommend CVL to your closest friends and family, and why is that?

16.   Is there anything you like to add or request before the interview conclusion?

2ND Section:

Bureaucrats Group Interview

1.   Please introduce yourself and describe what the programme is about?

2.   Why target the youths in Makoko?

3.   What do you think were their socioeconomic and cultural needs in Makoko?

4.   What makes YETP any different from prior failed programmes implemented in Makoko?

5.   What does your organization aim to achieve with this programme?

6.   Would you recommend the programme to yourself or your loved ones?

7.   Were the youths involved in designing and setting the programme objectives?

8.   How relevant do you perceive the programme to be for social and economic security in Makoko?

9.   Can you describe the recruitment process and what the selection criteria were to ensure inclusivity?

10.   Are participants offered any support before, during and after participation in the CVL programme?

11.   How would you describe the effect of YETP on participant's job prospects and quality of life?

12.   What changes would you say is required in CVL delivery to best attain its goals in the future?

13.   Is there anything you did wish to add or suggest that you feel we did not talk about in the interview?