



Faculty of Social Sciences and Humanities

**Skill Acquisition (TVET) and Empowerment: A Case Study of Returnee
Migrants in Edo-State, Nigeria**

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Skill Acquisition (TVET) and Empowerment: A Case Study of Returnee
Migrants in Edo-State, Nigeria

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DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Malaysia Sarawak. Except where due acknowledgements have been made, the work is that of the author alone. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.



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Date : 18-12-2023

DEDICATION

This study is dedicated to my late parents, Mr. and Mrs. Sylvester and Anna Ohagwu, who passed away in 2019 and 2016, respectively. May their souls rest in perfect peace.

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Firstly, I would like to thank the almighty God for giving me the strength to complete this study, despite the challenges I faced from the very beginning to the end. I also thank him for keeping me focused on my study and alive up to this moment.

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Thirdly, I would also like to thank the management of the Edo State Taskforce Against Human Trafficking (ETAHT), the International Organization for Migration (IOM), the National Commission for Refugees, Migrants, and Internally Displaced Persons (NCFRMI); and my research participants for their cooperation and assistance during my pre-study and fieldwork. May God bless them profusely, Amen.

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ABSTRACT

This study explored ETAHT TVET programmes as a platform that equipped individuals (research participants) with relevant TVET skills, thus empowering them to attain self-reliance and improve their socio-economic status. Relevant literature relating to this study's core subject matters—skill acquisition (TVET), returnee migrants, and empowerment—was discussed, with overwhelming support in favour of the assertion that the TVET programme is a pathway to empowerment and improved socio-economic development. A qualitative approach and non-probability sampling methods, specifically the snowball sampling technique, have been employed to conduct this study. Based on the three objectives of this research and using qualitative analysis and discussion approach – the findings of this study are; (1), ETAHT TVET programmes positively impacted socio-economically, in the lives of returnee migrants; (2), the majority of the research participants (50%), were empowered by ETAHT TVET programmes – therefore, TVET programmes are considered an empowerment pathway; (3), aside from the fact that ETAHT significantly impacted in the lives of returnee migrants (research participants) by making the majority of them self-employed entrepreneurs (93.33%); these entrepreneurs created jobs and wealth, hereby reducing Edo State's unemployment indices. Also, both ETAHT TVET programmes graduates-turned entrepreneurs' and their employees, directly and indirectly, pay taxes/levies to the Edo State government; thus increasing the State's revenue generation – used in developing the state. Although this study achieved its objectives, however, it noticed challenges confronted by TVET programmes in Nigeria, and based on these challenges, research participants offered approaches to address empowered-targeted TVET programmes as follows; (i), awareness creation; (ii), sufficient funding; (iii), tackling corruption and financial mismanagement; and (iv), monitoring of TVET graduates post-training. Based on

the recommendations, this study created a tested practical framework that applies to empowerment-targeted TVET programme; including approaches that sustain empowerment. Above all, this study asserts that well-structured TVET programmes are an empowerment technique.

Keywords: Skill acquisition (TVET), empowerment, returnee migrants, unemployment, poverty

Pemerolehan Kemahiran (TVET) dan Pemeraksanaan: Kajian Kes Terhadap Migran yang Kembali ke Wilayah Asal di Edo-State, Nigeria

ABSTRAK

Kajian ini menelusuri program TVET ETAHT sebagai satu wadah yang melengkapkan individu (peserta kajian) dengan kemahiran TVET yang relevan; sekaligus memperkasa mereka untuk memperolehi ketahanan diri dan memperbaiki status sosio-ekonomi. Kajian lepas yang berkaitan dengan kajian ini – peningkatan kemahiran (TVET), migran yang kembali ke wilayah asal, dan pemeraksanaan dibincangkan dengan kesimpulan kajian-kajian ini memberikan sokongan positif tentang perlunya program ini dilihat sebagai laluan memperkasa dan meningkatkan status sosio-ekonomi peserta program. Kajian lepas yang berkaitan dengan perkara teras kajian ini –pemerolehan kemahiran (TVET), migran yang kembali ke wilayah asal, dan pemeraksanaan turut dibincangkan dengan kesimpulan kajian ini yang memberikan sokongan padu tentang perlunya program TVET sebagai laluan kepada pemeraksanaan dan pembangunan sosio-ekonomi yang lebih baik kepada peserta program. Pendekatan kualitatif dan sampel bertujuan juga kaedah bebola salji digunakan dalam kajian ini, Pendekatan kualitatif dan kaedah persampelan bukan kebarangkalian, khususnya teknik persampelan bebola salji digunakan dalam kajian ini. Bertitik tolak dengan tiga objektif utama – kajian ini berhasil menemukan beberapa temuan penting iaitu: 1) program ETAHT TVET memberikan impak positif kepada sosio-ekonomi peserta, 2) sebahagian besar daripada peserta (50%) berjaya diperkasakan melalui program ini sehingga program ini dianggap sebagai laluan penting pemeraksanaan, dan 3) selain daripada fakta program ini berjaya meningkatkan status sosio-ekonomi peserta dengan menjadi pengusaha sendiri, para pengusaha ini juga dapat membantu kerajaan dengan mencipta kerja sekali gus mengurangkan kadar pengangguran di Edo State, Nigeria.),

Selain daripada fakta bahawa ETAHT memberi impak yang ketara dalam kehidupan migran yang pulang (peserta penyelidikan) dengan menjadikan sebahagian besar daripada mereka sebagai usahawan bekerja sendiri (93.33%); usahawan ini mencipta pekerjaan dan kekayaan, dengan ini mengurangkan indeks pengangguran negeri Edo. Program ini juga berjaya membantu Edo State meningkatkan pembangunan negara melalui sumbangan secara langsung dan tidak langsung – pembayaran cukai dan sebagainya. Kajian ini juga mendapati program ETAHT TVET ini mempunyai cabaran tersendiri – dan berdasarkan cabaran ini, peserta kajian mencadangkan beberapa langkah penyelesaian seperti i) mencipta kesedaran tentang kepentingan program ini, ii) dana yang mencukupi, iii) pembasmian rasuah dan salah-urus kewangan, iv) dan memantau peserta program selepas tamat tempoh program. Kesimpulannya, dengan pengurusan program yang berkesan, program ini dapat dilihat sebagai teknik pemeraksanaan terbaik bagi pembangunan negeri.

Kata kunci: *Peningkatan Kemahiran (TVET), pemeraksanaan, migran kembali ke wilayah asal, pengangguran, kemiskinan*

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LIST OF ABBREVIATIONS

ADP	Agricultural Development Programme
AVRR	Assisted Voluntary Return and Reintegration
CEDD	Centre for Edo Delta Development Initiative
CNN	Cable News Network
EPRS	European Parliamentary Research Service
ETAHT	Edo State Taskforce Against Human Trafficking
FGD	Focus Group Discussion
GEEF	Government Enterprise and Empowerment Programme
IOM	International Organization for Migration
KI	Key Informant
MIDA	Malaysia Investment Development Authority
NAFOWA	Nigerian Air-force Officers Wives Association
NAWEF	National Women Empowerment Fund
NBS	National Bureau of Statistics
NCFRMI	National Commission for Refugees, Migrants and Internally Displaced Person
NDE	National Directorate of Employment
OECD	Organisation for Economic Co-operation and Development
R	Research Participant
TVET	Technical Vocational Education and Training
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation

WDR	World Development Report
WPC	World Poverty Clock

CHAPTER 1

INTRODUCTION

1.1 General Introduction

This chapter discusses skill acquisition (TVET) and returnee migrants as the core subjects of this research by exploring skill acquisition programmes specifically established for returnee migrants in Edo state, Nigeria. This study focuses on empowerment through TVET programmes with returnee migrants in Edo state as a case study. However, it is important to explain key terms to be discussed in this chapter (i.e., TVET, and returnee migrants).

1.2 Background of the Study

Technical and Vocational Education and Training (TVET) is a form of training by individuals or a group of individuals that can lead to the acquisition of knowledge for self-sustenance (Idoko, 2014). Also, Chijioke (2013) asserts that TVET has been recognized as an approach that fosters sustainability, especially in economic and social development in our contemporary society. TVET as a vessel for economic development was regurgitated in a 2021 United Nations Educational, Scientific, and Cultural Organization (UNESCO) report, which postulates that TVET is a panacea for economic development, as it involves the training of people in different fields of trade under a legal agreement between the trainers and the trainees for a certain duration and under certain conditions (Idoko, 2014).

Furthermore, Ohagwu et al. (2021) assert that “*TVET equips individuals with transformative hands-on skills and knowledge for productive usage in the workplace.*”

Additionally, Silberman (2007) notes that TVET is a pattern of training that leads to productive outcomes connected with recalling, understanding, and applying specific skills and knowledge gained. This assertion was reaffirmed in the works of Nwogu et al. (2017) who stressed that TVET is a training process that imparts necessary skills leading to the production of craftsmen, technicians, and other skilled professionals for enterprising and self-reliant purposes. As postulated by Ohagwu et al. (2022) – TVET is a process that equips individuals with technical and vocational “*know-how*,” thus enabling them to thrive within the technical and vocational industries.

Previous studies conducted posit that TVET presents an opportunity for participants to demonstrate the habit of active thinking or behaviour in a specific activity (Ochiagha, 2014). Ochiagha further stated that skill acquisition is the ability to do or perform an activity that is related to some meaningful exercise, work, or job. Furthermore, Olughu (2020) posits that in the process of skill acquisition, proper knowledge, attitudes, character, and habits are learned to facilitate the acquirer to develop an emotional, intellectual, and ethical character, thus prepares the acquirer for a promising future.

Similarly, Donli (2004) views skill acquisition as the exhibition of ideas and knowledge through training geared towards instilling in individuals the spirit of entrepreneurship needed for meaningful development. He stressed that if individuals are allowed to acquire relevant skills required for self-sustenance in the economy, it will promote their charisma in any work environment. Donli further maintains that acquisition of TVET skills – increases competition and cooperation among people (2004).

Hence, Magbagbeola (2004) notes that skills acquisition involves the accumulation of different skills that enhance task performance through the combination of practical and

theoretical knowledge. Magbagbeola enumerated the guidelines for the sustenance of the skillacquisition programme to include the followings:

- Provision of training that gives the trainees the opportunities to acquire skills that are appropriate for preparation in a field of trade for gainful employment.

- Provision of definite skills that relate to each trade makes one a professional in one field instead of the others.
- Training must be executed by competently qualified TVET instructors
- TVET entails consistent practice, perseverance, passion, and capability.
- Skill acquisition requires a conducive environment.
- TVET involves productive human capabilities, enterprising skills, and fruitful ideas.
- The principles guiding training in a particular field in terms of attitude, customer relationship, productivity, efficiency, supply, and demand need to be appreciated (Magbagbeola, 2004, cited in Adeyemi, 2020).

Different writer's views on TVET; for instance, Idoko (2014) posits that skill acquisition is the “form of training by individuals or group of individuals that can lead to acquisition of knowledge for self-sustenance;” Ikegwu et al. (2014) further asserts that skills acquisition is the recipe for eradicating extreme poverty by creating employment opportunities, an avenue for jobs and wealth creation. These assertions were reaffirmed by the submissions of this study's research participants – hence, this study postulates that by providing participants with practical knowledge and skills, TVET is a hands-on training process that enables participants the opportunities to use skills acquired to earn a living and therefore improve their socioeconomic living situations. This study also notes that ETAHT TVET programmes have assisted returnee migrants in the transformation of skills and knowledge into creative business ventures, and with the majority of the research participants considering themselves to have been empowered by the TVET programmes – a programme initiated by the Edo State's Taskforce Against Human Trafficking (ETAHT) in collaboration with the International Organization for Migration (IOM).

As earlier mentioned, the main objective of this study is to explore and discusses whether skill acquisition (TVET) programmes, specifically ETAHT TVET programmes successfully empowered Edo state returnee migrants or not. However, at this junction, it is pertinent to highlight and explain the timeline and objectives of skill acquisition programmes in Nigeria.

1.2.1 Skills Acquisition Programmes in Nigeria

Since Nigeria's independence in 1960, successive governments have instituted different skill acquisition programmes which according to Donli (2004), include the following:

- The green revolution programme was in response to the programme of operation feed the nation 1976.
- The 1978 school-to-land skills acquisition programmes.
- Youth vocational skills development and employment programme by (NDE) in 1986.
- The 1988 NDE small-scale programmes for industrial farmers and graduates.
- The national open apprenticeship scheme of 1988 (see, Idoko, 2014).

The need for citizens to survive through self-reliance programmes was a significant factor in the establishment and spread of TVET programmes in Nigeria. Donli (2004) claims that the government's original efforts to promote empowerment focused on agricultural production, but over time, the concept was diversified to include agricultural, industrial, and artisan productions that can earn money. However, in recent years, several training programmes have been established by the Federal and State governments to instil in

individuals and groups the culture of innovation and entrepreneurship in order to attain the intended goal. Among other things, the training programmes are:

1.2.1.1 National Directorate of Employment

The National Directorate of Employment (NDE) is a federal agency that trains people in employability skills. It was established in 1986 with the goal of reducing unemployment (Ngige, 2016). The National Directorate of Employment (NDE), according to prior analysis by Idachaba (2006), states that NDE seeks to accomplish this goal through a variety of means, including workshops, seminars, industrial lending programmes, and many more. NDE diversified the training programmes to ensure the success of these programmes. Among other things, the diversified training programmes include:

- **Workshop and Seminars**

In this case, the directorate organizes workshops and seminars on different trades and invited people to participate in such exercises. Experts were invited to workshops and seminars, thus enabling the trainee(s) to acquire the necessary knowledge for future productive usage.

- **On-the-job Training**

New workers of the NDE are customarily assigned specific jobs or work in shops, offices, and mechanics workshops, to enhance their creative ability (Idoko, 2014). The purpose of “On-the-job training” is to make use of experts to train new employees. This type of training according to Ochiagha (1995, 2014) is helpful because it makes the trainees master the job easily.

- **Off-the-job Training**

This form of training allows trainees to leave their specific job and acquire extra training, thus facilitating them to be familiar with new knowledge within the same working environment. NDE initiated this training as it was thought to be intensive and after the training, the trainees get accustomed to the work easily because of their experience on the job (Magbagbeola, 2004).

- **Programmed Instruction**

Is the method of training that uses teaching machines, programmed books, or filmstrip in training. People are recruited and posted to these training grounds to equip them with new training techniques that will better their future. “Programmed instruction” training is different from vocational training because it is operated with information and communication technology (ICT) knowledge.

- **National Open Apprenticeship Schemes**

According to Douli (2002), is the type of skill acquisition programme designed to help in the training of unemployed individuals or groups such as school drop out to acquire marketable skills that will help them to find meaningful employment on completion of training (Adekola & Ezekiel, 2013). While applying for the National open apprenticeship scheme, applicants are provided opportunities of stating their location, educational background, and vocational skill(s) of choice. The application forms according to Ochiagha (1995, 2014) are processed in the Youth Employment (YE) and Vocational Skill Development (VSD) departments at NDE headquarters. The decision to admit or reject an applicant is arrived at after weighing the individual factors, the quota, and other relevant

requirements and according to the Acting Director-General of NDE, Mr. Abubakar Nuhu-Fikpo (2021), within the first quarter (Q1) of 2012; NDE trained 1,542 youth nationwide in different TVET programmes (see; Vanguard, April 22, 2021).

The NDE training is mostly conducted by self-employed master-craft men and women in different trades where training is offered. The training programme according to Ozaga (1985) cited in Idoko (2014) has two components: theory and practice. Practical training is conducted five days each week representing 80 percent of the training, while Saturday is designed for theoretical training which represents 20 percent of the training. According to Idoko (2014) the training is by direct learning on the job (also see, Abdulmumin, 2020). The success or failure of these programmes lie in the trainers, as he/she is expected to impart the required skills and supervise trainees during all activities.

The most prominent event of the programmes is that the supervisory training experts conduct routine visits to the training facility to assess training programmes (Idoko, 2014). These visits are necessary to promote interaction between trainees and trainers and to learn about issues that have arisen during training (Ochiagha, 2014); the exchanges lead to suggestions for solutions. Idoko (2014) states that evaluations of the participants are conducted at the conclusion of the training period to determine the validity of the training and to help provide the required tools for establishing a business or trade (Olughu, 2020).

Such training has the distinct advantage of exposing trainees to a variety of skills that might help them become self-sufficient and self-reliant in their line of work. From the aforementioned justifications, it is important to highlight that the national open apprenticeship scheme is the most effective of all skill acquisition initiatives launched by the

federal government over the years. This is a result of its diverse objectives and according to Ochiagha (2014), the objectives are as follows:

- The placement of unemployed applicants as apprentices in private and government establishments for a period of one to three years, depending on their chosen trade and experience.
- It equips individuals or groups with skills that can make them employable
- It ensures that after apprenticeship registration, participants are given an orientation course that matches both their attitude and aptitude.
- It ensures balanced and all-around learning which is based on 20 percent theory and 80 percent on-the-job training.
- It ensures that at all stages of training; participants are monitored and given counselling where necessary.
- It ensures that participants who exhibit entrepreneurial skills are given small-scale business loans.
- It provides participants with basic kits and working capital to start a self-employment venture.

In a nutshell, the open apprenticeship scheme enables many participants to establish successful businesses that facilitate economic empowerment.

Nigeria has recently seen the formation of numerous skill acquisition programmes by both government and non-governmental organizations (NGOs), especially over the previous few years (2015-2019) – the below listed are a few of the skill (TVET) acquisition programmes launched in past recent years by the federal, state, and non-governmental organizations (NGOs) in Nigeria.

While Federal government of Nigeria established:

- National Women Empowerment Fund (NAWEF) – 2016 (see: Channels TV 4 September 2016).
- Government Enterprise and Empowerment Programme (GEEP) – 2016 (see: Channels TV 4 September 2016).
- Nigerian Air-force Officers Wives Association (NAFOWA) Vocational and Skill Acquisition Programme – 2016 (see: Nigerian Air-force's event update; 13 June 2018)

The government Edo State established:

- Agricultural Development Programme ADP – 1991 (Omoregbee and Ajayi, 2009).
- Centre for Edo Delta Development Initiative CEDD – 2012 (CEDD, 2018).

In addition and within the context of this study, the Edo state government through its' agency – Edo State Taskforce Against Human Trafficking (ETAHT) established skills acquisition (TVET) programmes that collaborated with both local and international non- governmental organizations like; Actionaid Nigeria and Ideal Development Resource Centre (Ohenhen, 2017), and International Organization for Migration (Bwalya, 2018).

According to Okolie and Asfa (2017) – the below listed, are the conventional types of TVET programmes in most TVET centres in Nigeria.

- Agriculture
- Business and Commerce
- Engineering and Technology
- Health and Paramedical

- Home Science
- Humanities, Education, and others

However, data gathered within the context of this study lists the below – as the types of skills acquired by returnee migrants (research participants) at the Edo state’s ETAHT-organized TVET programmes.

1.2.1.2 ETAHT TVET Programmmes

Below are the TVET skill programmes – offered at the ETAHT-operated/coordinated TVET centres;

1) Cosmetology

This skill training focuses on skincare and beauty products. Participants with this skill can produce bathing soap, body cream, lotions, and hair care products. It also included skills in a unisex salon (see Appendices). This is typically considered technical and vocational training as the production processes include and or require both techniques.

2) Welding

Welding is a technical skill that equips individuals with electrical, mechanical, and engineering problem-solving knowledge.

3) Plaster of Paris (POP) ceiling

This is an artisan skill of using materials to create a false ceiling

4) Agro-farm

This focuses on the agricultural sector’s business management skills. Some of the Agro-farm skills are; animal rearing, farm cultivations, and production for commercial purposes.

5) Catering services

This consists of individuals that were equipped with confectionery and event decoration-related skills.

It is pertinent to note that IOM categorized these skills as “*business skills*.” According to Ki3, “*all these skills are being acquired for commercial purposes*,” hence the term “*business skills*.” IOM stressed that it is more involved in the business skill model of TVET programmes, which is simply providing financial assistance as a start-up to TVET programmes graduates. This is indicative of their (IOM) financial support of businesses of returnee migrants who have been trained and graduated from the Edo state’s (ETAHT) TVET programmes.

The establishment of skill acquisition (TVET) programmes – “*seen as a panacea of economic development*” (UNESCO, 2021) is necessitated by the need to empower individuals with technical and vocational know-how (Ohagwu et al. 2021, 2022), geared toward addressing the global rise in unemployment and poverty – particularly in developing nations like Nigeria; where unemployment and poverty keep increasing. Unemployment has been a reoccurring social problem in Nigeria. In 2018 Nigeria’s National Bureau of Statistics (NBS) reported an unemployment rate of 23.1 percent in the third quarter of 2018 -- this figure increased to 27.1% in the second quarter (Q2), 2020; and 33.3% in the fourth quarter (Q4), 2020 respectively (National Bureau of Statistics NBS, 2018, 2021). In addition, youth unemployment/underemployment was 42.5% in the fourth quarter (Q4) of 2020 (Ibid). The rise in Nigeria’s unemployment rate is indicative of the poverty level in Nigeria.

In 2018, World Poverty Clock (WPC), a Vienna-based NGO that provides real-time poverty data across countries – conducted research and published its findings on global poverty. In their report on Nigeria, WPC noted that *‘Nigeria now has more people living in extreme poverty than any other country in the world’* (2018). More recently, WPC reports that approximately 90 million Nigerians (43% of Nigeria’s population) are “*living in extreme poverty*” – below the international poverty threshold of \$1.90 per day (2021).

The above statistics lead to an economic imbalance, thus a major reason, people embark on economic migration in search of greener pastures overseas (Walker, 2010). At this junction, it is imperative to discuss one of this study’s keywords, ‘returnee migrants.’

1.2.2 Returnee Migrant

The phrase returnee migrant was formed from the word ‘migrant’ and according to UNESCO (2017), the term migrant can be understood as *“any person who lives temporarily or permanently in a country where he or she was not born and has acquired some significant social ties to this country.”* However, this may be a too narrow definition when considering that according to some states’ policies, a person can be considered a migrant even when she/he is born in the country. In the United Nations Convention on the Rights of Migrants (2003) *“the term ‘migrant’ in article 1.1 (a) should be understood as covering all cases where the decision to migrate is taken freely by the individual concerned, for reasons of ‘personal convenience’ and without intervention of an external compelling factor.”* UNESCO further clarifies that migrant does not refer to refugees, displaced or others forced or compelled to leave their homes and that migrants are people who make choices about when to leave and where to go, even though these choices are sometimes extremely constrained (2017).

A case example was the infamous ‘Libya slave-trade saga which generated a global outcry. The Libya slave trade saw migrants mostly from sub-Saharan Africa being traded for \$400USD (see: CNN, 14 November 2017) – Regrettably, a high percentage (over 90%) of the ‘Libya slave-trade victims were Nigerians who seek to migrate to Europe but were unsuccessful, thus repatriated to Nigeria through the assistance of United Nations International Organization for Migration (IOM) and the Federal Government of Nigeria (IOM, 2018). Most of these returneemigrants embarked on their migration journey due to the alarming rates of poverty and unemployment in Nigeria (see: World Bank, 2017; National Bureau of Statistics NBS, 2018 and World Poverty Clock, 2018; 2020).

The term ‘migrant’ – there are many misconceptions surrounding the word ‘migrant’ especially the categorizing of the migrant as an asylum seeker. These two words are quite different; according to the European Parliamentary Research Service EPRS (2017) an asylumseeker is:

‘A person who seeks safety from prosecution or serious harm in a country other than their own and awaits a decision on their application for refugee status under relevant international and national instruments

While IOM (2019, 2020) defined migrants as;

‘any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of (1) the person’s legalstatus; (2) whether the movement is voluntary or involuntary; (3) what the causes for the movement are; or (4) what the length of the stay is’ and ‘some migrant moves in search of work and economic opportunities.’

Therefore, a returnee migrant can be described as a migrant who was unsuccessful with the migration movement and repatriated to their habitual place of residence; voluntarily or involuntary. This submission is supported by EPRS (2017) which notes that a returnee migrant is *'a person who returns to their country of citizenship after having been an international migrant (whether short-term or long-term) in another country, and who intends to remain in their own country.'*

Returnee migrants are generally considered to be irregular migrants repatriated to their countries or their points of departure (IOM, 2011; UNESCO, 2017). In addition, a returnee migrant is someone who returns to their country of citizenship after having been an international migrant (whether short-term or long-term) in another country, and who intends to remain in their own country (EPRS, 2017).

Therefore, this study asserts that a "migrant" is an individual who either legally or illegally resides in a state or country other than their birth origin or nationality; with an intention to either stay temporarily or permanently. This assertion is based on data gathered from the research participants (returnee migrants) through in-depth interviews. In addition, while others migrate because of social or political turmoil in their home states or countries of origin, the majority do so to improve their economic living conditions.

On the other hand, a "returnee migrant" is a migrant – repatriated either from their migration transit or destination points to their country of birth-origin, nationality, or the points of their first departure/disembark. A returned migrant is considered an irregular migrant, hence their repatriation. A typical example of returnee migrants was the Nigerian migrants who were on their journey to Europe but were repatriated back to Nigeria from their transit point – Libya (EPRS, 2017).

In recent times, issues of returnee migrants have become a thing of international concern, thus its discussions have taken centre stage globally (UN, 2013; UNESCO, 2017) – this is a result of the quest by immigrants who seek greener pastures either through regular or irregular migration into different countries. According to Pew Research Centre (2017, 2018), Africa has the highest immigrant population in the USA and Europe. Some succeed while others are unsuccessful – these unsuccessful migrants end up becoming illegal immigrants that form the nucleus of returnee migrants.

African nations, particularly those in sub-Saharan Africa, are battling returnee migrant-related issues (Adavbiele, 2014). In search of greener pastures, returnee migrants typically get stuck in transit en route or at their desired destination; as a result, they are repatriated (returned) to their respective countries. Reintegrating returnee migrants has proven to be a significant difficulty for impacted nations, and according to Adavbiele (2014), the majority of them (such as Gabon, Senegal, Togo, Mali, Cameroon, Ghana, Eritrea, Somalia, South Sudan, Nigeria, etc.) have little to no contingency plans for them.

However, this has positively changed significantly in Nigeria, especially with the Federal and State government agencies' collaborations with non-governmental organizations to repatriate, rehabilitate, and reintegrate returnee migrants (Dabiri, 2017; IOM, 2019).

There are two types of returnee migrants: voluntary returnees and forced returnee migrants (IOM, 2011).

- **Voluntary returnee migrant(s):** is/are the assisted voluntary return of migrant(s) to the country of origin, transit, or another third country based on the returnee's free will.

While

- **Forced returnee migrant(s):** is/are the compulsory return of individual(s) (migrants) to the country of origin, transit, or third country based on an administrative or juridical act.

For the avoidance of doubt, this study focuses on voluntary returnee migrants as it is an orderly and humane return and reintegration of migrants – as most TVET programmes in Nigeria are easily accessible to voluntary returnee migrants, who are repatriated in an organized manner through the assistance Nigerian government agencies in collaboration with foreign governments and non-governmental organization (IOM, 2017).

To have robust research on the subject matter, especially within the current Nigerian practical context, it is paramount to mention and explain the functions of the three key government and non-governmental organizations that play pivotal roles in the repatriation, rehabilitation, and reintegration of migrants. These key agencies (NCFRMI, ETAHT, and IOM) listed below played major roles in the success of this study – by allowing the researcher access to interview its personnel (key informants) and also providing the researcher with both primary and secondary data that enabled a thorough data analysis.

1.2.3 Study Related Government and Non-Governmental Agencies

1.2.3.1 National Commission for Refugees, Migrants and Internally Displaced Persons

National Commission for Refugees, Migrants and Internally Displaced Persons (NCFRMI) is the main Federal Government of Nigeria's agency saddled with the responsibilities of reception, profiling, and provision of sustenance kits for returnee migrants. Alexander Oturu (2020) – NCFRMI's Head of Migration Unit pointed out that

between February 2017 to May 2018 the Commission in collaboration with government and non- governmental organizations successfully coordinated the repatriation of over 5000 returnee migrants and Edo State had the largest number of returnee migrants (3,834) – (see appendix).

As of January 2020, NCFRMI has successfully repatriated 19,430 voluntary returnee migrants and this process was made smooth with the Commission’s collaboration with another government agency – Nigerians in Diaspora Commission (NiDCOM) whose duty is to liaise with authorities from countries (migrants transit or destination points) on the modalities of repatriating the voluntary returnee migrants. Over time, these collaborations have enabled successful repatriations (Dabiri, 2017; see: CNN, November 29, 2017; Oturu, 2020).

In some cases, after repatriation – NCFRMI provides shelters for migrants who are stranded for a period of 90-days, during which time they are provided with skills acquisition training through NCFRMI’s Migrant Reintegration Centres (Otur, 2020). NCFRMI also collaborates with NGOs and appropriate State agencies that facilitate physical programmes in their respective States; to rehabilitate and reintegrate returnee migrants into society through different schemes (i.e., ETAHT TVET programmes).

In Edo state, the Edo State Taskforce Against Human Trafficking (ETAHT) is a state- sanctioned agency that handles returnee migrant-related issues, thus ETAHT established TVET programmes, which specifically enroll and trains returnee migrants in Edo state.

1.2.3.2 Edo State Taskforce Against Human Trafficking (ETAHT)

ETAHT is a key player in the drive to rehabilitate and reintegrate returnee migrants in Edo state. It was established in August 2017 by the state's governor (H.E. Mr. Godwin Obaseki) to among other things, receive returnee migrants from NCFRMI, and coordinate and enroll them into their preferred skills acquisition programmes in the state.

ETAHT is structurally set up to fight against human trafficking of Edo State indigene, to which most of the return migrants are victims – it also has and operates a practical framework that consists of technical and vocational education and training (TVET) programmes, where returnee migrants are trained on how to make cosmetology/cosmetics products (soaps, creams, perfumes, unisex hair salon, etc.); agro-farm harvesting and rearing; mechanical, electrical and engineering training (welding, etc); building and home furnishing (ceiling POP, etc.); and catering services (confectionery making and event decorations). After going through the training (usually 3 months), ETAHT in collaboration with IOM provides successfully graduated returnee migrants with financial assistance that enable them to start up businesses with the skills or crafts they acquired from the training programmes.

With over 5,000 returnee migrants received from August 2017 to January 2020, ETAHT has successfully trained over 500 returnees in different vocations/skills and referred over 1000 returnees to its other partner non-governmental organization (NGO) to be trained in various vocational skills (ETAHT, 2020). According to ETAHT, the objective of training returnees in skill development programmes was to empower them with adequate skills to meet modern industrial job demands – a major reason ETAHT collaborated with local (Edo state) and international migration NGO (IOM) – to organize vocational skill training programmes for returnee migrants, as technical and vocational skills acquisition is considered useful to them (returnee migrants) in the future (Bwalya, 2018; ETAHT, 2020).

Figure 1.1 below are TVET centres, specifically established for returnee migrants – under the coordination and joint operation by ETAHT and IOM.



Figure 1.1: Returnee Migrants at ETAHT Vocational Training Centre, Ovia South-West, Edo State

Photo: IOM Nigeria

1.2.3.3 International Organization for Migration (IOM)

As a United Nations Migration Agency, IOM has over 100 offices globally including in Nigeria. IOM Nigeria works closely with the Federal Government of Nigeria to deliver services based on a whole-of-government approach to migration management (IOM, 2020). Amongst other things, IOM works on migrant assistance through the Assisted Voluntary Return and Reintegration (AVRR) programme (AVRR report, IOM 2019).

AVRR is an essential part of a robust method of migration management aimed at facilitating organized and compassionate return and reintegration of migrants who are willing and eager to return to their respective countries of origin (Ibid). IOM dedicated itself to promoting humane and orderly migration through the provision of migration-related

services to migrants; hence helping to ensure proper management of migration issues, that facilitate migrants' capacity building. Based on IOM's AVRR report (2019), the AVRR programme serves as one of many core activities to support migrants and capacity building, especially migrants who moved because of economic factors; the programme has recorded success in its implementation – in over 40 years with over 1,500,000 migrants benefitting from its assistance globally.

In Nigeria, the IOM's AVRR programme began in 2001, and according to IOM's AVRR2019 report, working closely with federal and state government agencies through a whole- government approach to migration management – it collaborated with the National Commission for Refugees, Migrants and Internally Displaced Person (NCFRMI), the foremost migration agency in Nigeria – this collaborative approach by AVRR programme have aided the repatriation and re-integration of over 20,000 Nigerian migrants from over 20 countries including Libya.

The assistance rendered to returnee migrants starts from the return preparation to the reintegration stage – by engaging returnees in income-generating activities within their communities of origin, promoting inclusive local development while also reducing the socioeconomic challenges and impact of return migration on the receiving communities. However, IOM Nigeria provides these services to migrants who signify voluntary interest to return and integrate into their communities and rebuild their lives. IOM's reintegration programme is considered sustainable or successful when returnee has reached levels of economic self-sufficiency and are socially stable inside their communities.

IOM's reintegration assistance programmes are tailored towards the “individual,” “collective” (group), and “community.” While individual reintegration allows for a more

comprehensive framework tailored specifically for individual migrant's needs – collective reintegration facilitates capacity building and local ownership of micro-businesses by returnee migrants in group form. Finally, community reintegration focuses on the inclusiveness of the reintegration programme within the whole community, through strategic planning and effort strengthening that fosters communal partnership (IOM, 2019).

Due to the unavailability of research participants from the collective and community programmes, this study focused on and interviewed returnee migrants that participated in the individual reintegration programme framework, especially as the “*individual reintegration*” programme is considered more a comprehensive framework that is specifically tailored and targets returnee migrants – individually; because each returnee migrant has a unique case (IOM, 2019).

IOM Nigeria's individual reintegration assisted individual's Nigerian returnee migrants – individually. A case in point is in Edo State, where the scheme helped returnee migrants that have graduated from TVET or business skills programmes (i.e., ETAHT TVET programmes) to re-establish their lives within the state – the reintegration assistance from IOM comes in an installment form of financial assistance (start-up) provided directly to the returnee at the micro and macro levels (AVRR Report, IOM, 2019).

To ensure sustainable assistance, IOM in collaboration with NCFRMI, and ETAHT assessed returnees' necessary skills/qualifications to start a business. However, it is pertinent to state that the reintegration assistance to returnee migrants is subject to the availability of finance (ETAHT, 2020; IOM, 2019). These three agencies were very useful to this study as they facilitated the researcher's interviews with the research participants and the key informants, whilst also providing secondary data that helped the researcher to understand the

socio-economic impacts of skills acquisition on returnee migrants in Edo state Nigeria, thus a critical analysis in Chapter 5.

The returnee migrants' issue has become a recurring social problem in Nigeria and to achieve a comprehensive study and proper understanding of this phenomenon, below are the statistics and an explanation of Nigeria's returnee migrants.



Figure 1.2: Nigerian Returnee Migrants

Source: Leadership.ng (13 July 2018)

1.2.4 Statistics and Explaining Nigerian Returnee Migrants

As can be seen in Figure 1.2 – in the past few years, many Nigerians have been voluntarily repatriated back from Nigeria. Over 8,000 Nigerian returnee migrants were successfully repatriated between April 2017 and May 2018 with the help of the Federal Government's Nigerians in Diaspora Commission (NiDCOM) and the National Commission for Refugees, Migrants, and Internally Displaced Persons (NCFRMI). Over 7,000 of these migrants were repatriated from Libya (IOM, 2018).

According to Alexander Oturu (Head of Migration Unit, NCFRMI), as of the first quarter of 2020 – 2,130, returnee migrants were solely repatriated to Nigeria; while

collaborating with IOM, 17,300 were repatriated; thus, a total of 19,430 Nigerians were repatriated (Oturu, 2020). From the above statistics, Edo State Government through ETAHT has so far received over 5,000 returnees, thus representing the largest number per state in Nigeria (ETAHT, 2020). This is an alarming number, which the relevant government agencies and non-government organizations have collectively been working to address – so as to nip in the bud, the cause of irregular migrations – which this study believes constantly reoccurs as a result of economic challenges confronting the majority of Nigerians and Edo state in particular.

Therefore, the leading factors associated with returnee migrants cannot be overemphasized hence after the in-depth interviews, this study notes that the core reason for migration is to improve socio-economic living conditions – these concerns are necessitated by the poverty rate in Nigeria.

For example, a June 26 2018 report by CNN notes that despite the fact that Nigeria is the biggest economy in Africa – it is incidentally positioned as the nation with the biggest number of individuals living in extreme poverty, with an evaluated 87-102 million Nigerians, around half of the populace, thought to be living on less than \$1.90 a day (also see: World Bank, 2017; World Poverty Clock, 2018, 2020). Nigeria's unfavourable economic reality essentially contributes to Nigerians' sporadic relocation to Europe – seeking a greener pasture. It is pertinent to stress that most of the irregular migrants end up being repatriated to Nigeria to face an unsure future which may expose them (returnees) to all sorts of social vices and crime.

In Nigeria, the urge to address problems relating to returnee migrants necessitated the establishment of federal and state government agencies, with the mandate of making sure

that returnee migrants' welfare is given utmost priority. Furthermore, few state governments, particularly Edo state established ETAHT, an agency which between August 2017 to January 2020 received over 5000 repatriated Edo state residents and successfully rehabilitated, trained (TVET), and reintegrated returnees' migrants into society (ETAHT, 2020).

Consequently, ETAHT collaborated with IOM and they have collectively trained returnee migrants in different technical and vocational skills through its established TVET programmes, especially technical vocational education and training TVET centres such as; Agricultural Development Programme (ADP), Centre for Edo Delta Development Initiative (CEDD) and Edo State/United Nations Development Programme UNDP partnership on youth empowerment drive with a specific focus on Edo state returnee migrants. These collaboration efforts enabled ETAHT to train returnee migrants through its TVET programmes; while IOM provided stipends for business or craft start-up funds to the ETAHT TVET programmes graduates (ETAHT, 2020; IOM, 2020).

Such measures according to UNDP's Country Director Samuel Bwalya are solely aimed at empowering returnee migrants with TVET skills (2018). Bwalya further notes that the IOM and UNDP's partnership with the Edo state government specifically targets equipping Edo state's returnee migrants with technical and vocational skills, as it sees such platform (skill acquisition/TVET) as a key to dissuading returnee migrants from social vices (Bwalya, 2018; see: PMNewsNigeria March 2018) – thus helps in reducing social problems such as unemployment and poverty.

1.2.5 TVET, Empowerment, and Returnee Migrants

Overtime skill (TVET) acquisition has been relegated to the background of our educational system – this is manifested in our modern education system that puts more

emphasis on theoretical knowledge rather than practical, which is how technical and vocational skills are acquired (Adavbiele, 2014) – the relegation of TVET has led to the lack of knowledge on the significance of developing TVET.

Writers have emphasized the significance of skills (TVET) acquisition, more importantly, the fact that it serves as an empowerment pathway. Asante (1991 cited in Donjor 2011) asserts that TVET is the process(es) and the means of releasing human energy, required for productive contribution toward personal and community development. Furthermore, TVET provides trainees (participants) the opportunities to learn and acquire skills; thus, it involves the development of a new skill, the practice of a way of doing things usually gained through training or experience (Speelman, 2005). A previous study by Ogundowolo (1998 cited in Idoko, 2014; and Ohagwu et al., 2021) – asserts that the emphasis of TVET as a means of empowerment is that it prepares and equips people with relevant TVET skills that might be useful in the future. Ogundowolo stressed that the ideal TVET is capable of ensuring value reorientation amongst individuals or groups, by transforming them into wealth and employment creators (Ibid).

Furthermore, TVET has been termed by writers as the panacea for eradicating poverty, as the acquisition of TVET creates employment and wealth creation, thus facilitating individuals' self-reliance and self-sufficiency (Isaac, 2011 cited in Ikegwu et al. 2014). Most of this study's research participants opine that TVET played a key part in their current "self-sufficiency" and "self-reliance," which they consider as "empowerment." This assertion reaffirms Ogundele et al. (2012) who posits that TVET is an empowerment approach that promotes the improvement of human social welfare conditions.

Drawing knowledge from writers' assertions and also data gathered from research participants, this study opines that TVET is the process that equips an individual with technical and or vocational know-how for future productive private (personal) or commercial use. Furthermore, depending on circumstances, TVET, particularly ETAHT TVET programmes have been able to serve as an empowerment pathway for the majority of this study's research participants.

The above assertion was due to both government and non-governmental organizations now understanding the importance of TVET as an empowerment platform. The projected empowerment feat was achievable through the collaborations between government agencies and non-governmental organizations – especially the Edo state government (ETAHT), IOM, and UNDP's collaboration on returnee migrants' skills acquisition and empowerment drive programmes which have successfully trained 1500 persons in different skill acquisition programmes, some of which are this study's research participants – majority confirming to have been empowered through the programmes (ETAHT, 2020).

Returnee migrants' progress and completion (see; Figure 1.3) of various TVET programmes, particularly the programmes by the Edo State government (ETAHT), IOM, and UNDP collaborations are laudable, as the established ETAHT TVET programmes structures have achieved remarkable success toward addressing the cause and prevention of possible irregular migration. However, it is imperative to note that in Nigeria most skill acquisition (TVET) programmes are considered to be in-comprehensive and unproductive due to insufficient resources – most times occasioned by corruption, unqualified and inadequate teachers, poor funding, and or lack of transparency in the spending of funds

allocated for TVET programmes, thus leading to funds embezzlement meant for TVET (Aina, 2009). These and more are some of the problems this research seeks to explore.



Figure 1.3: Returnee Migrants in a Training Session

Source: TV360 (22 February 2018)

1.3 Problem Statements

Problems associated with returnees' migrants have become an issue of global concern. It is general knowledge that most migrants left their countries of origin due to economic hardship and embarked on migration journeys in search of greener pastures and financial stability (IOM, 2022). However, due to a lack of finance and other resources to migrate legally, a large percentage of Nigerians, seek migration illegally by land and seas, en-route European countries (i.e. Italy) through Libya (International Centre for Investigative Reporting ICIR, 2022). The majority of Nigeria's irregular migrants are victims of transnational human trafficking – with most of them, particularly the females lured into

prostitutes to earn a living, either in their transit (Libya) or migration destination (Italy) country (also see: Infomigrants, 7 September 2022).

Irregular migrants, pass through horrendous conditions whilst on their migration journey. A case example is Nigeria's irregular migrants on transit in Libya or destination in Europe (i.e., Italy), who were sold as slaves, physically tortured, used as forced labour, forced into prostitution, and other dehumanizing activities (Adeyinka et al., 2023). Unable to endure these inhumanities meted at them by their traffickers, some of these irregular migrants chose to be voluntarily repatriated to Nigeria; however, the knowledge of the economic hardship in Nigeria, not forgetting the rehabilitation and socioeconomic reintegration challenges returnee migrants are likely to face becomes a thing of great concern (see: Infomigrants, 17 September 2019).

It is imperative to state that before migration journeys, most of these returnee migrants are from poor family backgrounds with little or no educational qualification, thus faced with employability challenges. Ogwo and Ezekoye (2020), assert that most of Nigeria's returnee migrants lack the proper education qualifications and or competent skills required to secure limited jobs due to high unemployment in Nigeria. According to the National Bureau of Statistics (2021), in the third quarter (Q3) of 2018, Nigeria's unemployment rate stood at 23.1%, rose to 27.1% at the end of (Q2) 2020, skyrocketed to 33.3% in (Q4), 2020, and 45.5% in (Q4), 2021 respectively (National Bureau of Statistics – NBS, 2018, 2021).

While unemployment breeds poverty, poverty breeds an increase in crime and other social vices. The 2017 World Bank report noted that more than 85 million Nigerians are living below the internationally recognized poverty line of less than \$1.90 per day. In a 2018

report, World Poverty Clock (WPC), a Vienna-based NGO that provided real-time poverty data across nations – conducted research and subsequently published its global poverty findings. In their report on Nigeria, WPC noted that ‘Nigeria now has more people living in extreme poverty than any other country in the world’ (2018). More recently, WPC reports that approximately 90 million Nigerians (43% of Nigeria’s population) are “living in extreme poverty” – below the internationally recognized poverty benchmark of \$1.90 per day (2021).

According to NCFRMI (2020), between 2017 to 2020 the Nigerian governments repatriated 19,430 Nigerians from Libya, and Edo state recorded the highest number per state – this means an increase in Nigeria’s unemployment statistics, further posing socioeconomic problems to Nigeria and Edo state in particular. It is imperative to note that most unemployed people, especially returnee migrants have the potential of becoming a danger (crime, and other social vices) to the communities they live in if the state fails to adequately provide them with rehabilitation, reintegration, and programmes (Fonseca et al., 2015, Anser et al., 2020).

As mentioned earlier an increase in unemployment rates leads to an increase in crime and other social vices. According to the National Bureau of Statistics (2017), Edo State recorded 1,729 (persons) crime cases with over 50 percent being unemployed or non-productively engaged youth who resorted to crime as a means of survival, thus a problem to their communities.

In a quest to address irregular migrant-related problems, affected countries – international and national migration-related organizations collaborate in the repatriation, rehabilitation, and reintegration of returnee migrants to their home countries (IOM, 2020b).

There are several approaches to rehabilitating and reintegrating returnee migrants into society, however, this study sees socioeconomic strategies as a holistic approach to addressing returnee migrants' rehabilitation, and reintegration problems, noting that the socioeconomic approach is more comprehensive as it addresses both potential social and economic challenges faced by Nigeria's returnee migrants.

One of the recognized socioeconomic approaches that have helped in the reintegration and empowerment of individuals is TVET programmes. In the work of Odu et al. (2014), they postulated that TVET is considered a process of equipping individuals with transformative hands-on skills and knowledge thus boosting employability or self-employment (entrepreneurship) and ultimately empowerment, which according to Bwalaya (2018) while reintegrating returnee migrants, the ultimate goal of TVET is to empower them. Furthermore, Ohagwu (2020), posits that "TVET is a pathway to empowerment" and a reintegration strategy. The understanding of the importance of TVET as a catalyst for empowerment and an avenue to tackle Nigeria's rising unemployment led the Nigeria government through its relevant agencies, to collaborate with several non-governmental organizations (NGOs) to establish TVET centres,

However, due to corruption and financial mismanagement, most empowerment-targeted TVET programmes in Nigeria have been viewed as inefficient, hence, cannot achieve the empowered target of TVET programmes. It is quite unfortunate to note that corruption and financial mismanagement have become endemic in Nigeria, thus affecting the efficiency level of most sectors in Nigeria, including TVET programmes (Oshionebo, 2017). Additionally, corruption and financial mismanagement spill over to negative socio-economic (unemployment, poverty, crime, etc.) implications on participants in human

development and capacity-building projects like the TVET programme – these and other challenges result in the inefficiencies in TVET projects; necessitating the urge of some returnee migrants to resort to crime while others contemplate returning to Libya, en route Europe (Okoduwa cited in Agbeze, 2018). As mentioned above, corruption and financial mismanagement have negative socio-economic implications on Nigeria and Nigerians – for instance, the effects of corruption and public finance mismanagement have a direct linkage to Nigeria’s dwindling economy as it impedes the nation’s economic growth and spillover to other socioeconomic-related problems such as increases in unemployment, poverty, crimes, and other social vices (Rotimi et al., 2022).

In Furtherance, while comprehensive TVET programmes provide an empowering opportunity that promotes job and wealth creation; thus, addressing unemployment and poverty (Ohagwu et al., 2021, 2022), the inefficiencies associated with TVET programmes in developing nations like Nigeria, increase unemployment and poverty; a worrisome development in Nigeria. Globally TVET has been recognized as a “panacea of economic development” (UNESCO, 2021); nevertheless, in most developing countries (i.e., Nigeria) – TVET programmes encounter structural and operational challenges, hence the majority of TVET initiatives with an economic empowerment goal are considered inefficient, thus elusive (Oxford Business Group 2013 and Fund, 2014).

Another problem is the lack of adequate awareness of the importance of TVET in Nigeria. A study by Okolie and Asfa (2017) stressed that there is a lack of proper awareness about the significance of TVET in Nigeria; especially as TVET is faced with educational recognition challenge. Overtime TVET has been relegated to the background in Nigeria’s educational system – the relegation of TVET is due to the perception that it is a “second-

class” option for “school dropouts” or people with low academic abilities, hence unable to pursue “conventional education” (Yusoff et al., 2020). Nigeria’s educational policy of 6-3-3-4 incorporates 3-3 (6 years) technical education in post-primary (technical colleges) and 4 years post-secondary (polytechnics) education levels; nevertheless, more emphasis is placed on the conventional or mainstream education (Egugbo & Salami, 2021). Although Nigeria’s 6-3-3-4 educational policy includes technical education, the policy favours and focuses more on the mainstream education system (secondary and university), in the areas of funding, research, and development as against TVET (Adavbiele, 2014). The relegation and lack of adequate funding, research, and development in the TVET education system have led to inefficiencies and significantly affected TVET development in Nigeria (Idoko, 2014).

Furthermore, Nigeria has a “National TVET Policy” whose vision is “to enable everyone learn anywhere anytime and anyhow using educational technologies in widening access to the TVET sector to ensure that Nigeria has a skilled and globally competitive human resource base” (National Board for Technical Education – NBTE 2018); however, public perception and stigmatization discourages potential TVET participants from enrolment, thus may affect the reputation and recognition of TVET programmes (Yusoff et al., 2020).

In a nutshell, this study was concerned about the comprehensiveness and efficiency of skill TVET programmes, especially those established to train returnee migrants in Edo state, Nigeria; thus explored the possibilities of empowering returnee migrants through ETAHT TVET programmes – especially as empowerment through TVET has been considered elusive in most developing countries (Oxford Business Group 2013 and Fund, 2014). Based on the above problems, this study presents the below questions.

1.4 Research Questions

The main objectives of this research are to gain knowledge and create awareness of the significance of skill (TVET) acquisition, as an approach to empowering individuals and groups, particularly returnee migrants in Edo state. Therefore, in order to gain the aforementioned knowledge, the research participants were asked the following research questions were posed to research participants.

1. What are the socioeconomic impacts of ETAHT TVET programmes on returnee migrants in Edo State?
2. How empowering are the ETAHT TVET programmes to returnee migrants in Edo State?
3. What are the socioeconomic implications of ETAHT TVET to Edo State?

1.5 Research Objectives

This study hopes that the following objectives will provide knowledge on the importance of TVET as a tool that empowers and positively improves the socioeconomic state of individuals and communities respectively.

1. To assess the socio-economic impact of ETAHT TVET programmes on returnee migrants in Edo State.
2. To ascertain the empowerment status of ETAHT TVET-trained returnee migrants in Edo state.
3. To discover the socio-economic implications of ETAHT TVET programmes to Edo state.

1.6 Significance of the Study

Most empowerment studies are centred around skills (TVET) programmes and the socioeconomic impacts it has on participants (see: Nagda, McCoy & Barrett, (2006); Harris, (2010); Wagaman, 2011 cited in Lindsey Gates Groark, 2013). In Nigeria, there have been many studies on TVET and empowerment; however, this study is pioneer research on TVET and empowerment that focuses on the returnee migrants; thus, it explored and understood the uniqueness of empowerment-targeted TVET programmes, with a specific focus on returnee migrants in Nigeria. This is significant as it creates an understanding of the role played by TVET in the economic empowerment of returnee migrants – hence, improved economic living conditions for the majority of the returnee migrants in Edo state (research participants).

Through exploration, this study understood and creates awareness of the impacts of skills acquisition (TVET) in the international and national fight for the reduction of unemployment and eradication of poverty, through an effective, productive engagement and ultimate empowerment of most Nigerians (returnee migrants in Edo state) via TVET programmes.

In addition, this study understood and created awareness of different phenomena surrounding this study's subject matter through its critical analysis of research participants' submissions – which includes positive and negative opinions. This study enumerated progressive recommendations on the way forward for TVET programmes in Nigeria and hopes that this knowledge and awareness created will help to bridge the gap between stakeholders in skills acquisition, empowerment, and returnee migrants on ways to address challenges confronting this study's subject matters.

In a sense, this study hopes that in the future, the knowledge gained from research participants, key informants, and other stakeholders might be useful to forge a new direction and policy implications for policymakers.

1.7 Chapter Summary

This chapter discussed the historical background of TVET programmes in Nigeria; as an approach adopted by the Nigerian government in its quest to address unemployment challenges. This chapter also discussed the rising unemployment and poverty in Nigeria – a problem that needed to be addressed. Addressing Nigeria’s unemployment has been seen as pertinent, thus, Nigerian federal and state governments (Edo state) agencies in a collaborative effort with non-governmental organizations (IOM); initiated ETAHT TVET programmes that have helped in equipping participants (returnee migrants) with technical and vocational skills – thus facilitating their (returnee migrants) economic empowerment and an improved socio-economic living condition.

CHAPTER 2

LITERATURE REVIEW

2.1 Overview

To accumulate academic knowledge of the study areas, this chapter comprises reviews of different writers' scholarly works and theories on this study's key subjects; and especially on the importance and various understandings of TVET, empowerment, and their linkage; to this research case study, returnee migrants.

Furthermore, in-depth analysis, arguments against and support for different writers' viewpoints on skill acquisition and the significant impacts it plays on individuals', especially on returnee migrants were discussed in this chapter. Therefore, this chapter reviewed the literature on keywords such as '*skill acquisition (TVET)*,' '*empowerment*,' and '*returnee migrant*' and also explored applicable theoretical frameworks.

2.2 Understanding Empowerment

Discussions in this chapter will not be comprehensive enough without explaining the keyword 'empowerment.' Generally, the term empowerment is associated with human development, achieved through multifaceted approaches, with the aim of improving individuals' socioeconomic status (Pettit, 2012; Frediana et al., 2019; International Science Council, 2020).

It is pertinent to state that the term 'empowerment' has different definitions by several writers and bodies as it relates to the specific subject they are dealing with (Nwankwo et al., 2013). However, this study focuses on the sociology and development studies (socio-economic) understanding of empowerment; the type of empowerment that leads to the

“expansion of assets and capabilities of poor people, to participate in, negotiate with, influence, and control resources that affects their lives” (Narayan, 2002; Dewi, 2021). Additionally, WorldBank (2002; 2007) sees empowerment as the process of enhancing the capability of individuals or groups to make choices and to convert those choices into desired actions and outcomes (also see: Fox & Romero, 2017).

Furthermore, according to Ki-moon, empowerment is a process that promotes human skill development, to achieve sustainable development (2012). These assertions’ view empowerment in the light of human capacity building to make the individual or group self-reliant.

Meanwhile, Alsop and Heinsohn (2005) delineate empowerment as a person’s ability to make effective choices; that is, as the ability to transform choices into actions and outcomes (Haddad & Toney-Butler, 2023). Building on the above Luttrell et al. (2009) noted that empowerment is focused on achieving transformative outcomes. As rightly pointed out by Christens (2019), empowerment when properly managed *“builds self-efficacy and engenders a virtuous cycle of action and satisfaction”* of the empowerment processes by the participants. From these assertions, it can be suggested that empowerment is a practice of building individuals in the aspects of skill, economic, finance, social, moral, and psychological development, with the ultimate goal of making the individual(s) independent and usefulness to him or herself and the society (Nwankwo et al., 2013; Haddad & Toney-Butler, 2023).

Luttrell et al. (2009) believe that empowerment is closely connected to addressing the causes of dis-empowerment and seeks to deal with disadvantages necessitated by how power relations shape opportunities, choices, and well-being – thus giving power to the

powerless. Therefore, empowerment brings about the power to change the socio-economic and development of a country (Jayaraman, 2008, cited in Sultan and Yahaya, 2018). These aforementioned authors help us to understand that the majority that has little or no power (powerless), needs to be empowered to gain power, thus reducing class inequality.

Hence, reaffirms the work of Sadan (1997); Coburn and Gormally (2017) whose arguments posits that empowerment is seen as a transition process from powerless to relative control (power) of one's destiny, life, and social environment. Furthermore, Israel et al. (1994) and Malhotra et al., (2002) cited in Sultan and Yahaya, (2018) postulate that empowerment is the capability of people to achieve understanding and control over personal, economic, social, and political forces to take action towards an improved life situation. In furtherance, Batliwala (2014) posits that empowerment is an approach that puts the notions of 'people' and 'power' with a core mission in the right and justice struggle; stressing that empowerment is deep-rooted in a people-centred viewpoint of social change, in which the key force of transformation is the action and active reflection of the individuals and social groups affected by social injustice and poverty.

In the work of – Celik and Yenilmez (2019) they assert that empowerment is the power an individual or group possesses and uses to improve their political, social, and economic situation within a community. However, within the context of this study, Celik and Yenilmez assertion means – empowerment can be described as the power individuals' or a group possess, in hope of using it to improve their social and economic living conditions within a community. Furthermore, Ohagwu, (2020) opines that the "power" derived through empowerment provides individuals or groups with the *"abilities to control and make*

favourable decisions” toward the improvement of their lives and positively impact the larger community/society.

The phrase "empowerment" has become crucial to the work of many community and development groups since the 1980s, and as a result, has a worldwide perspective. Berg et al. (2013), in their World Food Programme (WFP) Report, points out that the term "empowerment" can have a variety of meanings depending on the sociocultural and political setting. Furthermore, the World Bank's statement that empowerment is multifaceted in its 2001 World Development Report makes this clear. Hence, WDR (2001) provides the following quotation to further describe "empowerment":

“An exploration of local terms associated with empowerment around the world always leads to lively discussion. These terms include self-strength, control, self-power, self-reliance, own choice, the life of dignity by one's values, capable of fighting for one's rights, independence, own decision making, being free, awakening, and capability—to mention only a few.” These definitions are embedded in local values and belief systems (WDR 2001; Chapter 2, p. 10; United Nations, 2012).

According to the Swiss Agency for Development and Cooperation SDC (2004), empowerment is a process of emancipation in which those who are less fortunate are given the freedom to exercise their rights, get access to resources, and actively participate in forming a society and making decisions (Ani et al., 2018). Different people define empowerment differently; for some, it is a political idea that entails a group struggle against repressive social connections. Others interpret it to mean people's consciousness and their ability to express and take action on their desires.

Furthermore, Luttrell et al. (2009), note that these variations are caused by the term's many historical applications. For example, Organization for Economic Co-operation and Development – OECD (2012), opines that empowerment occurs when a person (or people), individually or collectively, conceives of, defines, and pursues better lives for themselves through skills expertise from technical vocational education and training (TVET), in a quest to achieve a better economic and social living condition. Particularly as TVET has been recognized to expand prospects for empowerment and social-economic development (Ogbuanya & Obierika, 2015). In light of the various viewpoints on the topic, there is a need to further investigate "what is empowerment."

In a sense, as was already mentioned, various authors from various fields and organizations have utilized the word "empowerment." For example, empowerment literature may be found in academic disciplines like social work and psychology, as well as in the work of feminist and development groups. As a result of the term's widespread usage, all of these have led to a diversity of understandings of empowerment (Oxaal & Baden 1997; UN, 2022).

Despite being used frequently in development work, the phrase "empowerment" is rarely specifically defined, as there are many different perspectives on what it entails. A thorough definition of empowerment was developed during a global conference hosted by the United Nations Department of Economic and Social Affairs (UNDESA), which gathered comments from participants around the globe on the subject. According to UNDESA (2012);

“Empowerment is the process of enabling people to increase control over their lives, to gain control over the factors and decisions that shape their lives, to increase their resources and qualities and to build capacities to gain access, partners, networks, a voice, to gain control.”

However, a clear and concise definition is that empowerment is the provision of the means and opportunities to take positive decisions and actions that directly affect oneself. In other words, empowerment creates an environment where people or groups have the power to decide in a way that is in their best interests (Tschohl, 2010). Tschohl further emphasized that empowerment places you in control of your performance and gives you the responsibility for ongoing development. In a sense, “empowerment is viewed as a process or an outcome’ (Haddad & Toney-Butler, 2023).

Different empowerment strategies like TVET have been adopted to nip in the bud the increasing unemployment and poverty rates, particularly in Nigeria; where households are faced with “vulnerable socio-economic shocks” (Opoku, 2020). These TVET strategies – economically empower poor households with training and resources that enable them to become self-sufficient and take full control of their lives (Opoku & Demedeme, 2022).

This study notes that the beauty of empowerment-structured strategies is that they imbibe in individuals and groups (i.e., returnee migrants) the spirit of craftsmanship and entrepreneurship which makes them job creators instead of job seekers.

Hence, within the context of this study, empowerment focuses on instilling in individuals or groups the spirit of self-reliance and the ability to possess control of various kinds of resources – physical resources, intellectual or mental resources, human resources, and financial resources (Batliwala, 2014). Therefore, this study explored the impacts of skills acquisition on returnee migrants. Especially as skill acquisition programmes established specifically for returnee migrants have been tagged empowerment programmes (Ohenhen, 2018).

This study postulates that empowerment is the capability that individuals or groups possess; channelled into productive commercial use; thereby enabling an improvement in their socio-economic living standards. This study bases this assertion on writers' views on empowerment, along with in-depth interviews and data gathered from research participants. In addition, the effective application of skills learned through TVET programmes enables individuals and communities to become self-reliant, which is often regarded as an essential step toward empowerment.

While exploring empowerment through TVET and linking it to returnee migrants, the main question this study posed was: why focus on Nigerian returnee migrant empowerment? It is important to note that the repatriation of irregular migrants has raised concerns across the globe and contributed significantly to socio-economic problems in affected nations (European Migration Network EMN, 2015). EMN also mentioned that Nigeria has the highest percentage of returnee migrants in sub-Saharan Africa, making it urgent to address the issue by setting up TVET programmes and resource centres that cater to the re-orientation, and empowerment of returnee migrants so they can seamlessly reintegrate into society (2015). According to the aforementioned procedures, effectively and comprehensively empowering returnee migrants means providing them with technical and vocational skills, which can only be achieved through well-planned empowerment targeted skill (TVET) acquisition process.

2.2.1 TVET as an Empowerment Process

As earlier mentioned in the background study (page, 1) skills (TVET) acquisition is a training process that results in outcomes related to remembering, comprehending, and using certain learned skills and knowledge (Silberman, 2007). Additionally, it is a type of

instruction given to people or groups that might result in the learning of skills necessary for self- sustenance (Idoko, 2014). Also, TVET comprises processes where individuals or groups are trained in various areas of trade under the terms of a written contract between the trainers and the trainees for a specific period of time. The goal of TVET is to instill into participants, the transformational idea, skill, and knowledge required for employability and or the spirit of entrepreneurship needed to attain an improved socio-economic living condition, and ultimately – self-sustenance and empowerment (Donli, 2004; Iroegbu, 2017). UNESCO (2023) posits that TVET is a skill acquisition process that fosters employment, entrepreneurship, and an ultimate goal of empowering TVET participants. In a sense, TVET is considered an empowerment process.

Data collected from this study's research participants further reaffirms the above writers' views on TVET acquisition. Hence, this study asserts that TVET acquisition is a training process that equips participants with hands-on skills and knowledge, thereby enabling them to use skills acquired to generate income and significantly improve their socioeconomic status. This study further notes that the majority of returnee migrants (research participants) in Edo state, benefitted immensely from TVET programmes, as they were able to make use of skills acquired to venture into different creative business crafts. For instance, through the ETAHT TVET programmes – the majority of this study's research participants (returnee migrants) – consider themselves empowered.

Furthermore, according to the Swiss Agency for Development and Cooperation SDC (2004), empowerment is a process of emancipation in which those who are less fortunate are given the freedom to exercise their rights, get access to resources, and actively participate in forming a society and making decisions.

In furtherance Wallerstein (1992) cited in John Lord and Peggy Hutchison (1993), states;

“Empowerment is a social-action process that promotes participation of people, organizations, and communities towards the goals of increased individual and community control, political efficacy, improved quality of community life, and social justice.”

Whitmore (1988) viewed empowerment as:

“An interactive process through which people experience personal and social change, enabling them to take action to achieve influence over the organizations and institutions which affect their lives and the communities in which they live (p.13)”.

Whitmore went on to say that empowerment is a process that aims to increase people's awareness of and aptitude for social change, as well as their understanding of their part in that change (Ibid). The following contribution is consistent with Boraian (2008), who saw empowerment as a way to create a social context in which one can make decisions and choices for social transformation either individually or collectively (Khan, 2018). Boraian continued by saying that empowerment improves intrinsic talent through the acquisition of knowledge, strength, and experience. The author also claims that a person who feels empowered works to improve their social circumstances, and that one of the stages of empowerment is skill development (Boraian, 2008).

According to Nwanesi (2006), empowerment is basically a bottom-up process, meaning it starts at the local level. The work of Sivachithappa (2014) supports the aforementioned claim by reiterating the efficacy of the bottom-up empowerment strategy. Sivachithappa adds that the bottom-up empowerment process is comparable to the grassroots

empowerment approach. From this angle as well, empowerment is viewed as a methodical progression. Boraian (2008), asserts that empowerment aims to establish a social channel via which individuals or groups can make decisions and choices that result in social transformation (also see: Bhat, 2015; Khan, 2018); as a result, empowerment promotes individuals' responsibilities. The statement made above about individuals who are in charge of their life and take part (directly or indirectly) in decisions affecting their future and surroundings is further supported by Marzuki (2015). In a way, the fundamental idea of empowerment is that it aims to break the cycle of societal problems, which are frequently challenging to overcome.

Therefore, this study opines that an empowerment process is a self-development process that begins from the acquisition of skills through TVET programmes – to reach a competence stage with skills acquired, to ultimately use skills acquired to improve the socio-economic living conditions of individuals, groups, and or communities. In addition, and within the context of this study, the empowerment of returnee migrants through skills acquisition (TVET) is viewed as an empowerment process that promotes individuals, groups, and national development (Nwankwo et al., 2013; Malaysia Investment Development Authority – MIDA, 2021). For instance, the majority of this study's research participants (returnee migrants) confirmed that ETAHT TVET programmes were self- developing and empowering processes.

Supporting the above assertion on empowerment, Jimba (2006); Khalid et al. (2020) stressed that empowerment helps people or groups in various ways that result in positive changes in their socioeconomic status. Fletcher (2013) posits that empowerment is the structural, cultural, and psychological process that provides people the capacity and authority

to take action to improve their lives and the lives of others (Also see: Nnadi et al., 2012). Therefore, skill development, capacity building, wealth creation, and empowerment are all potential outcomes of skill (TVET) acquisition (Odu et al., 2014).

The above notion is especially true considering that over time, TVET programmes have been recognized as an empowering strategy. The work of Ogundowolo (1998), cited in Ohagwu et al. (2021) notes that TVET programmes are empowering – in the sense that it prepares and equips individuals or groups with suitable skills that can be helpful to them in the future, reiterating that developing ideal skills through TVET can help people or organizations re-orient their values, making them employment and wealth creators (Ibid).

The above assertion was reinforced in the recent work of Minani and Sikubwabo, (2022) which posits that a well-planned TVET programme “plays a crucial role in empowering people.” This study supports the writers' assertions and notes that a well-structured TVET programme is indeed a pathway to empowerment – as it equips individual technical and vocational skills that facilitates the drive to be empowered and self-reliant, thus enabling them to create wealth and employment – these leads to poverty reduction; thus, promotes an improved socio-economic living condition (Ohagwu et al., 2021).

2.2.2 Empowerment of Returnee Migrants through TVET

In Nigeria, many TVET programmes have been described as empowerment platforms. Donjor (2011) opine that the best method to empower individuals is through TVET acquisition. This viewpoint aligns with that of Samuel Bwalya (2018) the UNDP Country Director, in Nigeria – who stressed that the essence of the UNDP/IOM partnership with the Edo state government is to empower returnee migrants within the state. Therefore, training returnee migrants with skills that will help them find employment or allow them to

start their own businesses will go a long way toward raising their standard of living and the economy of the state respectively.

Inglehart and Welzel (2005) state that the importance of empowerment cannot be over- emphasized as it leads to a rise in self-expression values, which is a development stride (also see: Adolfsson & Moss, 2021). One of the findings of a previous study conducted by the researcher on twenty-seven youths in Sarawak Malaysia, 90 percent of the research participants affirmed that skill acquisition (TVET) is a pathway to empowerment (Ohagwu, 2020). Furthermore, the study stressed that the importance of empowerment cannot be overlooked as it brings about positive socio- economic changes to an individual(s) and society at large.

According to Jimba (2006), empowering an individual or a group encompasses a variety of strategies that enable adjustments and improvements in their lives. He insisted that empowerment refers to a strategy for instilling in people the spirit of turning ideas into creativity. Jimba adds that empowerment is viewed as a way to give individuals access to education or training that will enable them to be productive. It includes several means by which people or groups can be exposed to various trades, which might enable them to engage in sustainable paid or self-employment (UN Women, 2022).

Consequently, providing returnee migrants with exposure to necessary skills has taken on a new dimension by including them in vocations that generate revenue (Alhasa & Abdullahi, 2013). They went on to say that acquiring new skills through TVET is essential for improving the well-being of a person or community. They believed that training in skill development increased opportunities for people or groups (returnee migrants) to become more empowered (Alhasa & Abdullahi, 2013).

In this vein, the significance of TVET as a relevant component toward the empowerment of returnee migrants and nation-building is crucial, keeping in mind that TVET's purpose as a tool for empowerment, is to prepare and equip the people with suitable skills that can be useful to them in the future (Ogundowolo, 1998). He said that the optimum talent is one that can enable value reorientation and turn returnee migrants into wealth creators through employment or self-employment. In addition, a study by Doma et al. (2020) posits that TVET is a recognized tool for empowerment, especially among youth. Furthermore, *“TVET is a tool for empowerment, for sustainable livelihood and social economic development”* (Yusuff & Soyemi, 2015; cited in Soyemi & Soyemi, 2019).

This study can summarize the above submissions – that the acquisition of TVET empowers individuals with specific skills; thus, facilitating job and wealth creation; hence reducing unemployment and poverty, which simultaneously promotes an improved socioeconomic living condition of individuals in the country.

Therefore, within the context of this study, TVET is seen as a process that equips returnee migrants with a skill required for productive and commercial usage and benefit respectively. While Ochiagha (1995) pointed out that TVET creates empowerment opportunities that develop basic ideas – these ideas become useful for social and economic survival for TVET graduates and the nation in general. Furthermore, Idoko (2014) viewed that TVET-empowerment strategies are expected to imbibe in individuals or groups (i.e., returnee migrants) the spirit of craftsmanship and ultimately becomes beneficial to relevant industries.

Fortunately, over time – Nigeria's federal and state governments have understood the need to address returnee migrants' issues through TVET-empowerment strategies –

hence their collaborations with international and national non-governmental organizations by initiating TVET programmes to empower and reintegrate returnee migrants. These efforts can be seen in several non-governmental organizations' collaborations with federal and state agencies, particularly in Edo State which has the largest number of Nigerian returnee migrants (see, Chapter 1 Section 1.1.4). According to ETAHT (2020), collaborations with IOM, UNDP, Actionaid Nigeria, and Ideal Development Resource Centre target empowering returnee migrants. Initially, these collaborations seek to empower 1,600 returnee migrants through skill acquisition (Ohenhen, 2017; see: PMNewsNigeria, September 9, 2017). Meanwhile, to achieve the aforementioned statistics, ETAHT has cumulatively successfully trained 1,500 returnee migrants in different skills (ETAHT, 2020).

It is worth noting that some TVET programmes have had significant success. For example, the Agricultural Development Programme (ADP), a government organization in Edo State, organized a skills acquisition workshop on 2 December 2017 for 150 returnee migrants, who were repatriated from Libya. The graduates received N100 million and 150 hectares of land to launch their enterprises in Benin City (Obaseki, 2017; also see: VanguardNgr 17 December 2017). Speaking at the graduation, Obaseki (the governor of Edo State) emphasized the value of TVET as an instrument for empowerment, encouraging returnee migrants to participate in his administration's skill development programme, which he saw as a means to their empowerment.

Additionally, the International Organization for Migration (IOM) trains returnee migrants from Nigeria in business skills; 1,087 of the 2,051 returnee migrants from Nigeria who have received this training are indigenes of Edo state. IOM asserts that the training is intended to give them business entrepreneurship skills and empowerment information to

make it easier for them to reintegrate into the community (IOM, 2018). However, only a well-organized approach will enable the accomplishment of the above assertions.

The governor of Edo State, Godwin Obaseki, stated that the state's skill-acquisition initiatives, developed in partnership with IOM and UNDP, had favourably benefited returnee migrants' reorientation, integration, and, most importantly, empowerment (Obaseki, 2017). He continued by saying that the beneficiaries and graduates (returnee migrants) will be able to generate wealth and job prospects thanks to the skills they would have acquired and the start-up stipends they would have received (Ibid). Therefore, empowerment is the capacity to build wealth through skill development and subsequently achieve self-reliance.

Based on literary works, this study opines that TVET is an approach that leads to empowerment. Supporting the above viewpoint, Wagaman's (2011) works, emphasized that empowerment is a process that develops individuals. Hence, the reason TVET is recognized as a "process" that "develops" "individuals" "skills." The author also emphasizes that an empowered person aspires to use skills acquired to positively transform his/her socioeconomic conditions (Haddad & Toney-Butler, 2023).

According to Nwokolo-Ojo (2018), TVET is an empowerment strategy that develops individuals' technical know-how; pointing out that TVET acquisition builds human ability and cognitive understanding needed for productive operational purposes within the workspace; particularly in our evolving modern work environment. Nwokolo-Ojo, et. al., further posit that *“apart from poverty reduction potentials of TVET, it is also an antidote for youth employment, where the labour market is saturated;”* noting that the *“aim of TVET is to prepare people for self-employment,”* and self-sufficiency – attributes of economic empowerment (2018).

Contrary to the above assertions, there have been concerns raised about empowering people in Nigeria through TVET programmes, particularly when the word "empowerment" is used to describe a programme that hasn't been empirically shown to be empowerment-focused (Duru & Ogbonnaya, 2010).

Amedorme and Fiagbe (2013) list a number of criticisms of TVET programmes, including their limited availability, inadequate technical teachers or facilitators, lack of facilities and training materials, and difficulty in career advancement as a result of the general public's unfavourable attitudes and perceptions of TVET. Ismail and Abiddin (2014) noted that perceptions of TVET are problematic due to people's attitudes toward it. They asserted that the public does not have faith in the TVET's potential - these issues and many more below according to Idoko (2014) have served as major grounds for argument.

Other difficulties facing TVET programmes include:

- **Location of skill acquisition workshop:** Most of the skill acquisition workshops are located in the major cities of the country which may be far from the house of abode of most potential participants. This means that most of them who are not residents of that environment or location are expected to rent rooms to live alone. Living alone and living far away from home may constitute a lot of problems for the participants and the scheme all over the country.
- **Problems of instructors:** lack of trained and competent instructors to handle the workshops is another problem that might constitute a lot of threat to the smooth running of the scheme. According to Ogundowolo (1988), most instructors recruited for the TVET schemes are neither experienced nor well-trained to

handle the scheme. Consequently, most of them cannot competently handle the programme.

- **Lack of money and start-up kits:** lack of money according to Ozoga (1985) is one of the major problems confronting TVET programmes. This is because most of the participants (i.e., returnee migrants) may lack pocket money and that reduces their interest in the scheme. Also, provision of money and start-up kits for take-off among the graduating apprentices might be problematic to many homes and that may militate against the youths joining the scheme.
- **Lack of Interest:** one thing about a project is who is interested and who will benefit what? To be able to ascertain who among the returnee migrants is interested in the scheme, there is a need to re-orientate them on the pros and cons of skills acquisition, to ensure they are not forced against their will.

In addition, the direction of educational policy presents considerable obstacles for TVET. Buttressing further on a policy level, critics have also claimed that the TVET system is costly, ineffective, and unresponsive (Marope et al., 2015). The OECD (2012) further contends that there must be fairness and competition between the general (mainstream) and technical education services before prospective TVET students will respond or acquire a willingness to enrol in TVET training facilities. The challenges pointed out by the OECD are now seriously impeding the development and acceptance of TVET. Hence, according to the OECD, a balanced approach to educational reform is necessary (2012).

Also due to corruption, most empowerment initiatives through skill acquisition in most developing nations have become elusive (Oxford Business Group 2013; Fund, 2014). Furthermore, a study by Oshionebo (2017) found that mismanagement of public finances

and corruption are the main obstacles to the effectiveness of projects like TVET programmes in Nigeria. The study asserted that these issues have caused the general public to have doubts about the effectiveness of government projects (such as TVET programmes) that aim to improve the economic living conditions of the majority of Nigerians.

However, he asserts that to attain an efficiency level in the drive to address unemployment and poverty through schemes like TVET, there is a need to tackle corruption and mismanagement of finance within such projects; thus, helping achieve the projects' aim of skill development and empowerment.

Despite the critics and challenges, achieving empowerment through TVET cannot be overlooked rather these challenges can be addressed to bring about positive change by providing well-structured TVET programmes that lead to comprehensive skill acquisition by participants; thus, serving as the power that provides the abilities to control and make favourable economic decisions that improve one's lives (Ohagwu, 2020; Ohagwu et al., 2021).

Regarding TVET-related issues, Ogundele et al. (2012) adds that the TVET system needs to be fully supported in order to harness the skills that result in innovative transformations for sustainable economic development. This study firmly supports the calls for creating a sense of community among graduates of general (mainstream) education for TVET graduates. Hanushek et al. (2011) concur that TVET facilitates the labour market, which increases productivity, and as a result, it should not be devalued.

Additionally, according to Rauner and Maclean (2008), the majority of the already developed and operational TVET programmes suffer from inadequate teacher quality. This is because there is a shortage of conceptual resources for constructing or rebuilding a TVET

system (2008). This study recognizes that it is a difficult task to construct or rebuild TVET centres and provide them with the necessary tools for proper operation, including qualified teachers.

However, with careful planning, a sound conceptual framework, and funding for construction or reconstruction, an effective TVET system can be realized. The aforementioned summary was underlined in Gasskov (2000)'s writings, who noted that creating or re-creating a technical training system will offer more value to people and the socioeconomic of a country since TVET looks to make more coherent decisions that are more relevant to economic growth, labour markets, equity issues and utilization of training capacity (Ile & Boadu, 2018).

Additionally, a well-planned TVET programme would considerably advance the aspirations of people, businesses, the economy, and society inside the country (Eze, 1990; cited in Okolie & Asfa, 2017). This is especially true because obtaining TVET enables people to find respectable, long-term employment and lift themselves out of poverty. Okolie and Asfa (2017) added that TVET positively impacts individuals or groups (i.e., returnee migrants) economic and technological development, by providing them with the opportunities to create wealth or enabling them to be employable in the labour market thus promoting social inclusion and economic balance. They further stressed that a well-structured TVET system enables productivity, enhances competitiveness, and promotes entrepreneurial activity.

Jimba (2006) and Fletcher (2013) stressed that empowerment is a process whereby individuals or groups acquire knowledge and skills that enable them to bring about positive change to their lives, those of others, and society at large. This study equally believes that

TVET programmes aim to empower their participants -- this viewpoint correlates with a related study by Ochiagha (1995). Alhasan and Abdullah (2013) add support for the aforementioned claims by pointing out that TVET promotes opportunities for empowerment. TVET also increases empowerment opportunities and socio-economic development, argued Ohagwu (2020).

Indeed, some TVET programmes in Nigeria have facilitated empowerment opportunities for their participants. For instance, as mentioned earlier, the skill acquisition collaboration by the Edo state agency, ETAHT, and non-governmental organizations (IOM, etc.) have so far trained and graduated 1,500 returnee migrants with most of them developing skills that have been useful for commercial benefits – these opportunities were made possible by an effective and sustainable well-structured TVET programme framework (ETAHT, 2020).

2.3 Theoretical Frameworks

This section explored empowerment theoretical frameworks – especially those linked to TVET. Many researchers have postulated theoretical frameworks that have been useful in the advancement of knowledge within this area of study – TVET and empowerment. Hence this study tapped into the established knowledge of writers that have worked and developed suitable TVET, empowerment theories, and theoretical frameworks. Therefore, for a clear understanding, this sub-chapter explores applicable theoretical, research frameworks; while also using data gathered from research participants to provide a contemporary, comprehensive, practical framework.

Theoretical framework is very important to this study, in fact, aside the challenges facing empowerment targeted TVET programmes in Nigeria, this study's researcher noticed

a study (knowledge) gap in this subsection – hence created knowledge. It is pertinent to note that many empowerment authors, emphasized on the importance of TVET as a gateway to empowerment, however, they did not push further on the approaches to sustain empowerment – after graduation from a TVET programmes in Nigeria. Hence, with literature reviewed and data gathered from research participants, this study identified the study gap experienced by empowerment targeted TVET programmes, and contributed knowledge through this study’s framework – “TVET Empowerment Model” (see, Figure 2.2).

TVET and empowerment theoretical frameworks often include both processes (TVET) and outcome (empowerment) – processes that include productive skills acquisition actions, activities, or structures that lead to an empowerment outcome (Swift & Levin, 1987; Zimmerman, 1995; Virginia Commonwealth University, 2021).

It is important to note that most empowerment and skill acquisition theory requires an integration process to make clear the interrelations among the individual, community, and professional empowerment (Sadan, 1997; Hassan & Wai, 2019). This integration process is the bedrock on which this study’s theories are built. One of this study’s theoretical frameworks is The Dreyfus model of skill acquisition theory which is explained below in the work of Ekong and Ekong (2016).

2.3.1 The Dreyfus Model of Skill Acquisition

The Dreyfus model (Dreyfus, 2004) posits that, in the acquisition and development of a skill, one passes through five levels of proficiency: 1) Novice 2) Advanced beginner 3) Competent 4) Proficient 5) Expert.

1. **Novice:** At the novice level, beginners have no experience with the situations in which they are expected to perform tasks.
2. **Advanced beginner:** The advanced beginner can demonstrate marginally acceptable performance. The advanced beginner, or instructor of the advanced beginner, can formulate guidelines for actions in terms of attributes and aspects.
3. **Competent:** Competent level typified the period by which the learner has been on the job for two to three years.
4. **Proficient:** With continued practice, the competent performer moves to the proficient stage.
5. **Expert:** At the expert level, the performer no longer relies on an analytical principle (rule, guideline, or maxim) to connect her/his understanding of the situation to appropriate action. These levels reflect steps towards achieving an excellent skill performance stage referred to as an expert stage.

Dreyfus's skill development model has been a very useful theoretical and practical framework, especially in the areas of individuals or groups attaining the "expert" stage of skill acquisition; considered the technical know-how empowerment stage. However, with the Dreyfus model focusing more on the processes – steps and stages individuals or groups pass to achieve skill competency – the model failed to address the post "expert" monitoring and skills updating stage, especially in our contemporary society, this study sees this as a gap in the theoretical framework of TVET theory. This was further confirmed during this study's data collection, where most of research participants mentioned a lack of post-TVET graduation supervision or monitoring to assess their craft business success or otherwise by ETAHT and IOM officials. This study noted and addressed Dreyfus's model loophole in its

comprehensive, contemporary designed TVET-empowerment framework, named “TVET Empowerment Model” (see: Figure, 2.2).

Another applicable theory that reflects on the integration process and is widely used by empowerment researchers is – the critical social theory of empowerment.

2.3.2 Critical Social Theory of Empowerment

Critical social theories are interdisciplinary in origin and focus on emancipatory processes that give rise to community actions and the promotion of social justice (Campbell, 1991 cited in Checkoway & Gutierrez 2006). Learning from the Critical Social Theory of Empowerment, Jennings et al. (2006) proposed Critical Youth Empowerment (CYE) which according to them encompasses those processes and contexts through which youth engage in actions that create change in organizational, institutional, and societal policies, structures, values, norms, and images. Additionally, CYE is built on, integrating, and expanding existing conceptual models of youth development and youth empowerment. It should be noted that most Nigerian returnee migrants fall within Nigeria's youth age category of 18 – 35 (National Youth Policy, 2009).

Critical Social Theory of Empowerment is significant to this study, especially as it focuses on youth skill acquisition and empowerment, which are this study's key focus. More importantly and practically, all of this study's research participants fall within Nigeria's youth age bracket of 18 to 35 years old. Also, this study's research participants noted that their aim in participating in the ETAHT TVET programme was to become empowered. The above aligns with the ideology behind the Critical Social Theory of Empowerment inspired by Critical Youth Empowerment (CYE) proposed by Jennings et al. (2006); whose

contribution has been a useful framework in addressing skill acquisition and empowerment-related issues.

Another useful theoretical framework that has served as a model for many empowerment researchers is Keiffer's Theory of Empowerment which is considered the main theoretical framework adapted in explaining this study's conceptual framework. The reason is that Keiffer's framework gives a clear illustration of the processes of empowerment that are compatible and applicable to TVET.

2.3.3 Keiffer's Theory of Empowerment

An important theory applicable to this study is Keiffer's (1984) "personal empowerment" theory which deals with TVET as an empowerment process. Keiffer's theory is a key empirical study that explores personal empowerment as a process and gives its stages clarifications.

Keiffer's theory applies to individuals in the process of empowerment; where in a quest to become empowered – participants pass through many skills development (TVET) phases. It shows the patterns and processes of the participants' transition from a state of novice to expert (Essay, UK. 2013). The overall goal of Keiffer's empowerment theory was for individuals or groups and communities to achieve positive proximal (direct/personal) outcomes and distal (indirect/public) outcomes. An adaptation of Keiffer's theory explained in the work of Ohagwu (2020), listed and gave details of the different stages of the empowerment-driven skill acquisition programme (see, Figure 2.1). His work reiterated the important benefits of each stage towards a socio-economic improvement of an individual and society.

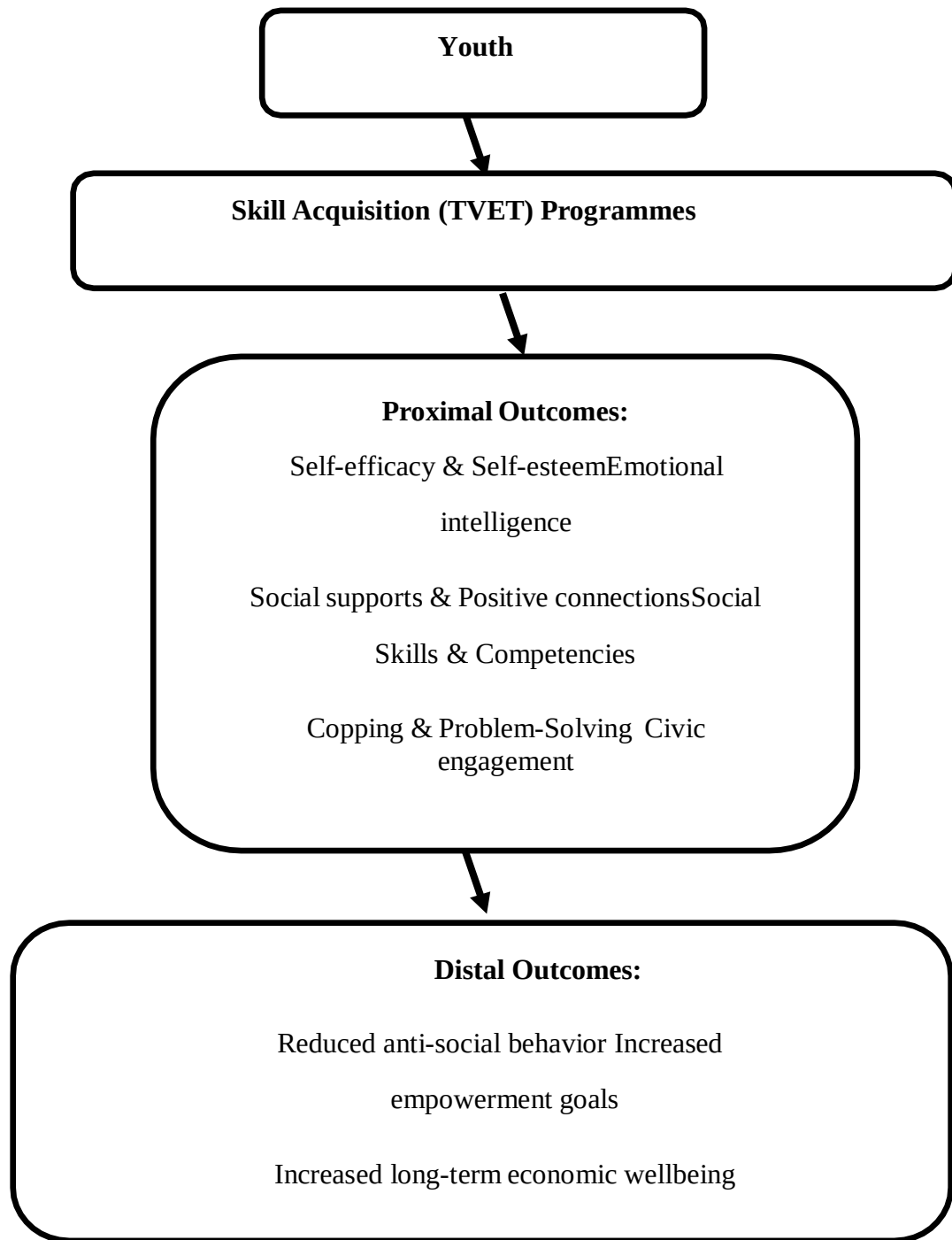


Figure 2.1: Youth Empowerment Process Concept
(Ohagwu, 2020; Adapted from Keiffer's 1984 cited in Essay, UK 2013)

In adapting Keiffer's theory, Ohagwu (2020) explains that empowerment through skill acquisition (TVET) consists of four stages; "*Youth — Technical based youth empowerment programmes — Proximal outcomes — Distal outcomes*." He further explained that all these stages are interlinked in order to achieve "*Proximal outcomes*" and "*Distal outcomes*" for participants and stakeholders.

Although this adapted framework proved to be effective within the study area (Sarawak, Malaysia), however, due to a lack of post-TVET programmes graduate supervision, business progress assessment, and monitoring by ETAHT and IOM officials, the above framework will only be useful when properly adapted and corrections made to address the shortcoming noticed during the course of this study's data collection. Nevertheless, before that, it is important to discuss all the mentioned theories and the roles each played in the formulation of this study's conceptual framework.

Arguing based on skills acquisition and empowerment theoretical frameworks, Rappaport (1981, 1984) cited in Perkin and Zimmerman (1995) – makes one understand that empowerment is a construct that links individual strengths and competencies, natural helping systems, and proactive behaviours to social policy and social change as stated. Based on that submission, creating that construct that strengthens individual competencies are paramount towards addressing the key study, '*empowerment*,' and how it can be achieved through a well-structured skills acquisition TVET model.

Addressing the key study, there is a need to explore useful conceptual frameworks as they serve as a roadmap to success. Wallerstein's (1992) empowerment model argues that empowerment is a social practice that seeks to encourage individual involvement in order to increase individual and community control and improvement of its life and social justice.

This argument is further supported in the works of Inglehart and Welzel (2005) who believed that empowerment leads to a rise in self-expression values, thereby generating a society that is increasingly people-centred. According to them, this replicates a humanistic change of modernity (2005). In short, socioeconomic modernization brings the capacity objective which facilitates people to base their lives on independent choices.

Not forgetting, Keiffer's (1984), empowerment theory applies to individuals in the process of empowerment, where the (empowerment) process passes through several phases in the participants. This concept-like theory shows the patterns and processes of the participants' transition from state powerlessness to empowerment.

Arguing on the Dreyfus model of skill acquisition and critical theory of empowerment, this study subscribes to their concept and views. Dreyfus's model of skill acquisition postulated phases towards the actualization of required skill, from novice to expert, and considers any skills acquisition participant that attains the 'expert' stage as empowered (2004). While Jennings et al. (2006) critical youth empowerment (CYE) encompasses those processes and contexts through which participants engage in actions that create change in organizational, institutional, and societal policies, structures, values, norms, and images. They further stated that critical social theory is built on, integrating, supporting, and fostering positive community development and socio-political change that promotes stronger, more equitable communities which improve the self-esteem of an individual and group.

The researcher also supports Keiffer's theory which applies to individuals in the process of empowerment – explaining that empowerment is a process of several stages passed by participants; Keiffer's work is an appropriate adaptation for this study's returnee

migrant TVET-empowerment framework below, which illustrates research participants viewpoints on the important roles played by well-structured TVET programmes towards the empowerment and the maintenance of sustainable empowerment for TVET participants' and graduates respectively. This study hopes, that stakeholders and policymakers take note of the below conceptual framework in their decision-making processes.

2.3.4 TVET-Empowerment Model

The Ohagwu's "*TVET-Empowerment Model*" is a tested framework that illustrates and explains the practical TVET stages an individual passes through before attaining sustainable empowerment. Although "returnee migrants" are the case and context of this study; however, the above framework applies to individuals or groups participating in TVET programmes. The above model is a representation of data gathered; identified knowledge gaps, which formed recommendations from the majority of this study's research participants – on how TVET programmes have empowered them and recommended approaches to maintain sustainable empowerment.

Aside from the criticisms against empowerment targeted TVET programmes, this study identified knowledge gap in previous TVET and empowerment literature and theories. Hence, opines that the study gap – spotted in the frameworks (structure and operation) is a contributory factor to the inefficiencies in TVET programmes, particularly in developing nations. Therefore, this study postulated a comprehensive modern-day framework (Figure 2.2).

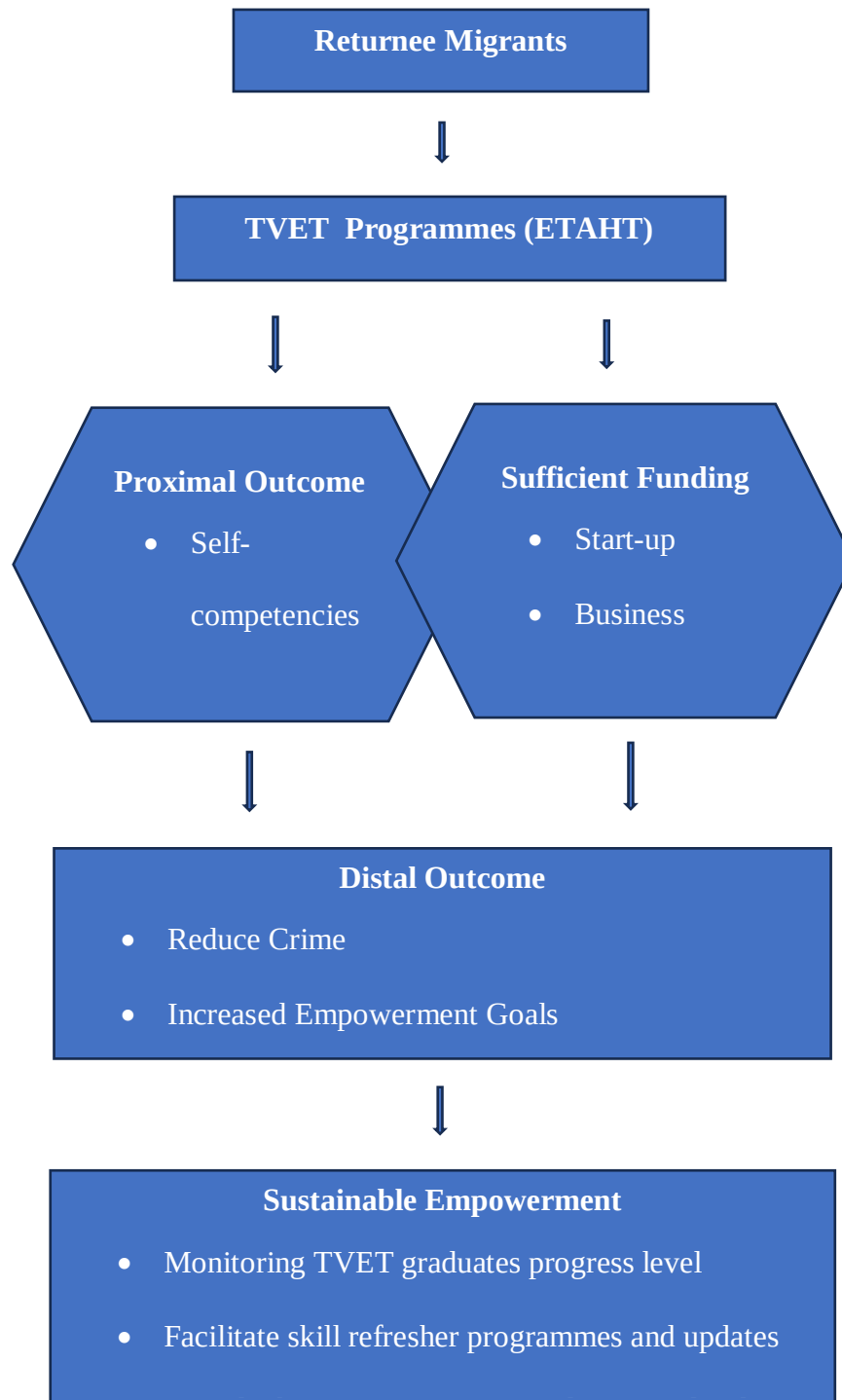


Figure 2.2: TVET Empowerment Model

The practicality of the above framework can be explained as follows: “*Returnee Migrants*,” enrolls in “*TVET programmes*,” and attains skill competencies, self-efficacy, self-esteem, etc., considered “*Proximal Outcome*” – coupled with “*Sufficient Funding*,”

exists *Distal Outcome*, which lead to a reduction in crime/social vices, increased empowerment goals and improved economic well-being; beneficial to TVET graduates. However, to maintain a distal outcome, there is a need to adopt a “*Sustainable Empowerment*” approach as enumerated in the above diagram (1, monitoring TVET graduates' progress level, 2, facilitating skills refresher programmes and updates; 3, providing business promotion advice, and relevant marketing tips) – a win-win for stakeholders.

The essence of TVET programmes is to achieve proximal and distal outcomes; thus, improving participants' well-being (Alhasa & Abdullahi, 2013). However, even after passing through the above-listed empowerment-driven TVET programme stages, some returnee migrants are still faced with empowerment challenges either due to their action or in-action or as a result of administrative bottlenecks (Amedorme & Fiagbe, 2013).

Above all, this study sees the above diagram (Figure 2.2) as a well-structured economic empowerment-driven TVET approach. Except for “*sufficient funding*” and “*sustainable Empowerment*,” the Edo state's agency, ETAHT applied a similar approach framework in their collaboration with non-governmental organizations like IOM towards the empowerment of returnee migrants in Edo State (ETAHT, 2020). Therefore, to further knowledge, using the data gathered, this study included the omitted approaches; which will be further discussed in the recommendation chapter.

2.4 Chapter Summary

This chapter explored literature on skill acquisition (TVET), empowerment, and returnee migrants. This literature helped in the discussions and arguments – justifying the importance of TVET programmes and the socio-economic impacts they play on individuals

and society in general. Also, applicable theoretical frameworks were critically discussed and adapted to the new framework created by this study. Above all, the usefulness of the literature used in this study cannot be overemphasized as it served as an academic guide. The next chapter will explain the methods the researcher used in gathering and analyzing data.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Overview

This chapter comprises information on the method that was applied in this study. This chapter will be explaining the research approach that was used to conduct this study and why the chosen approach is considered an appropriate research technique for this study. In addition, it discusses all techniques and research approaches. Furthermore, research ethics, limitation, fieldwork process, and data analysis methods would also be explained in this chapter.

3.2 Research Approach

This study utilized an exploratory research methodology as it is considered an approach that guarantees an in-depth and ‘*comprehensive study*’ of specific subject matter(s) (McNabb, 2021). While the non-exploratory research method leads to a repetition of what is already known – hence does not move science forward; exploratory method on the other hand is synonymous with a research trend that is recognized by a wide spectrum of methodologists as an approach that attempts to discover something new and interesting (Jupp, 2006; Sweldberg, 2018). As seen in the literature reviewed in chapter two, there were previous literal works on TVET and empowerment in Nigeria, however, there were none that covers the entirety of this study’s subjects (scope); ‘Nigerian returnee migrants, TVET, and empowerment’ – hence the appropriateness of an exploratory method for this research.

Additionally, an exploratory research method was suitable for this study as it helped the researcher gain insight and ideas about this study’s underlying nature (David, 2010;

Makri & Neely, 2021). For instance, through an exploratory approach, the researcher was able to ascertain from research participants that unemployment and poverty were the major causes of irregular migration.

Furthermore, adopting an exploratory approach helped this study to identify that in Edo state, compared to males – there are more female returnee migrants willing to participate in the state and NGOs-organized TVET programmes (this is evident in this study sample size's gender distribution in Chapter 4). Through an exploratory method and data gathered, this study observed that most of this study's female research participants were victims of sex trafficking, and are more willing and committed to the TVET programmes; while most of the male research participants were victims of organized human trafficking rings, who paid for their illegal economic migration journey.

Applying an exploratory research approach enabled the researcher to identify a key reason for the relatively low number of male research participants. According to the interviewed research participants and key informants; male returnee migrants usually exhibit a nonchalant approach toward TVET programmes. Probing further, the researcher was able to understand that most of this study's male research participants (returnee migrants) complained about their frustrating experiences and financial loss during the “*unsuccessful*” illegal migration sojourn, thus making them nonchalant and uncertain about the TVET programmes and its potential future impacts. The majority of the male research participants pointed out that the uncertainty of the socioeconomic benefits of TVET programmes was the main reason most male returnee migrants were nonchalant about registering and or participating in the Edo state or NGOs- organized TVET programmes. This understanding

was corroborated by key informants two (ki2) – hence the low percentage of the male population research sample size.

Furthermore, an exploratory research design facilitated this study to understand that based on trends and skills demand, most of the female Edo State TVET participants preferred cosmetology training, while the male research participants preferred welding and Plaster of Paris (POP) ceiling training. The quest for more insight into the subject areas is what necessitated the researcher to adopt an exploratory qualitative research approach.

3.3 Qualitative Methods

A qualitative approach was applied in this study. As against the quantitative research approach which the data collection process (usually a structured questionnaire) does not involve an interactive and sociable rapport between the researcher and the research participant – the qualitative research method's data collection process (open-ended questions) provided a more accessible, interactive and sociable rapport between the researcher and the research participants while also providing a bigger picture of situations or issues in a more informed way through its techniques (Nicholls, 2011; Cheung et al., 2016; Cleland, 2017; Tenny et al., 2021).

Furthermore, the use of qualitative techniques allowed greater spontaneity and adaptation of the interaction between the researcher and the research participants. For instance, this study's fieldwork questionnaire did not have provision for an absolute 'yes or no' as an answer, rather, through a question-and-answer interactive session; a research participant's answer or expressions (facial and hand) from a previously asked question, necessitates what type of question the researcher asks next – this was necessary as qualitative

research method deals with contemporary social reality from a humanistic angle. Also, more importantly, qualitative research is concerned with aspects of reality that cannot be quantified, while focusing on the understanding explanation of the dynamics of social relations (Queiros et al., 2017).

Therefore, this study focused on the human and social phenomenon that exists within the society – hence creating an interactive session and a social rapport that were important for this study, which is why the qualitative research approach is more suitable for this study than quantitative methods.

Another key strength of qualitative research in this study was that it provided the ability for complex textual descriptions of how people experience a given research issue as opposed to quantitative research which does not study things in a natural setting or discuss the meaning things have on different people as qualitative does (Mackand & Woodsong, 2005; Anas & Ishaq, 2022). Through in-depth interviews and observations – the qualitative research method offered the researcher an opportunity to critically analyze naturalistic phenomena that hitherto would not be possible with a quantitative research method. This is because qualitative research is multi-method in focus, involving an interpretative, naturalistic approach to its subject matter which the researcher applied in decoding, translating, and describing data gathered (Rahman, 2017; Allen, 2017).

For instance, this study decoded translated, and described research participants' Pidgin language, and observations respectively. This study also observed research participants' work environment (stores); physical (facial and hand) expressions – which are fully documented (including pictures) in this study's analysis chapter (see appendix). This was important as through the qualitative method, these gathered data reflect a practical and

human angle of this study's subject matter. These data were gathered during interview sessions – where some research participants display emotional and physical gestures, on the benefits of empowerment through technical training (Idoko, 2014; Duke University Libraries, 2023).

The empirical emotional and physical gestures observed by the researcher were useful characteristics and advantages of applying a qualitative research method. While, through observation, the researcher was able to see the facial displays of frustration from some research participants who felt that the TVET programmes in Edo state have not empowered them (yet). Other research participants express joy with smiles and hand gestures while pointing at their store as the gains of partaking in the TVET programmes coordinated by the Edo state government.

It is important to stress that an ethical stance in qualitative research is to create an empowering space in which research participants share power in natural textual forms with researchers because empowering methodologies can promote social transformation by turning upside down the traditional hegemonic relationship between the researcher and the researched (Davis, 2008).

Using qualitative methods, this study's researcher moves toward equalizing the inherent power differential in their relationship with research participants by capturing physical (face and hand) expressions, and voices; an interpretation of these realities are documented in Chapter 5, Chapter 6, and Chapter 7. Furthermore, the flexibility, friendly, lively, and humanistic features of qualitative data-gathering techniques, played a crucial role in the success of this study.

3.4 Study Instrument

Qualitative research is concerned with social and human realities that cannot be quantified, thus focusing on the understanding and explanation of the dynamics of social relations – hence, the objective of qualitative methodology is to produce in-depth and explanatory information to understand the various extents of the problem under analysis (Queirós et al., 2017). Consequently, achieving these objectives is usually possible through in-depth interviews, observation, and focus group study instruments.

It is imperative to state that study instruments are the tools used in the field to gather data. This study's – study instruments consist of open-ended questionnaire – used for an open-ended interview, camera – used to capture (picture) the study areas, audio recorder – used to record the interview, pen and paper – used to note personal observations. Unlike the restrictive quantitative research approach that uses a close-ended interview questions format which is usually structured (Mertler, 2016); qualitative approach is characterized by unrestricted or unstructured questions and spontaneous responses from research participants (see American Heritage, 2011). Based on this study's objectives, the researcher drafted questionnaires in five (5) Sections (A, B, C, D, and E) – twenty-four (24) open-ended field questions with each section consisting of an average of five (5) open-ended questions. *'The impact of skill acquisition to returnee migrants in Edo state, Nigeria'* was the sub-heading of Section B in the drafted open-ended questions (see appendices).

These questionnaires had a total of twenty-four (24) open-ended questions; and open-ended interview techniques were adopted by the researcher while interviewing the thirty (30) research participants (including FGD). It is important to stress that, the open-ended questionnaires formed the basis for the usage of open-ended interview approach – a useful

qualitative method technique that helped this study to collect sufficient data from the research participants through in-depth interview sessions. For instance, in the fieldwork questionnaire, Section C/2; *'Would you consider skill acquisition programmes empowering? If yes or no – explain.'* This study's researcher asked researcher participants several questions based on their response to the above question – this helped the researcher to get a clear understanding and measured research participants' perception of what they considered “*empowerment*.” The researcher used the open-ended interview technique to get more detailed answers to questions that facilitated proper understanding and comprehensive data analysis of this study. The researcher complemented the questionnaire by making use of the pen and paper to note down personal observations, using camera to capture the study area (see: appendices) and accurately analyzing data through the aid of the recorded audios. These study instruments were beneficial to this study.

3.5 Types of Data and Techniques of Data Collection

To qualify as a credible scientific study, a researcher is bound to identify an appropriate source(s) of data and its collection technique. This study utilized primary and secondary data. The researcher gathered unrefined (primary) data through personal interviews (one-on-one) from thirty (30) research participants, inclusive of the five (5) member focus group discussants (FGD); all research participants, including FGD, were located in Benin City and Ovia LGA, Edo state. The primary data gathered was original and centrally unique to this study's subject matter; thus, serves as the researcher's unrefined material evidence (Sapsford & Jupp 2006) – therefore, reflecting the quality and comprehensiveness of data gathered and analyzed in Chapters 5, Chapter 6, and Chapter 7. Although key informants are not part of this study's research participants, however, they granted the researcher interview sessions and the response gotten from the key informants

served as support to the researcher – either in corroborating or correlating the study findings. The main data gathered from key informants are secondary.

This study made use of secondary data, which as mentioned earlier were collected from three (3) key informants working with relevant agencies (i.e., IOM, NCFRMI, and ETAHT). The key informants provided the researcher with secondary data that consists of the functions and objectives of their respective agencies, especially about the context of this study (TVET, empowerment, and returnee migrants in Edo state). Also, the researcher was availed with the national/states statistics (number) of Nigerian returnee migrants from 2017 to 2020; collaborating agencies; the number of Edo state returnee migrants from August 2017 to January 2020; the number of Edo state returnee migrants trained (TVET) by ETAHT; and number Edo state returnee migrants trained by ETAHT partner agencies (see Chapter 1 and or appendix).

Secondary data like the number of Nigerian migrants repatriated from Libya as of January 2020, and the number of returnee migrants that enrolled and participated in TVET programmes in Edo state, were useful to this study as they provided this study with already collected statistical data that facilitated clear and robust data representations and analysis respectively (Boslaugh, 2007; Ajayi, 2017; Pederson et al., 2020). For instance, secondary data played a pivotal role in this study's data representations and analysis; especially on the statistical data (i.e., number) of Edo state returnee migrants who were trained by the state-organized TVET programmes. In a sense, secondary data aided and enhanced this study's findings; thus, facilitating robust data analysis.

3.5.1 Personal In-Depth Interview

A common process of applying a qualitative research method is through the interview. Interviews, especially open-ended interviews techniques provide an avenue where the researcher and research participant(s) can get a heartfelt personal and social interaction (Davies, 2006), and to achieve an in-depth interview – open-ended interview technique also presents an opportunity for the researcher to ask research participant(s) more questions from previously answered questions (Rutledge & Hogg, 2020). This study used In-depth interview sessions to ask research participants questions distributed into Sections A, B, C, D, and E; with Section A focusing on research participants' demographics and Sections B, C, D, and E comprising open-ended questions.

Consequently, this study's researcher asked similar questions to all the thirty (30) research participants (personal one-on-one in-depth interviews with twenty-five (25) research participants and five (5) member focus group discussion (FGD) members – questions like, *'what are your opinion on the socio-economic impacts of skill acquisition programmes targeting returnee migrants?'* From research participants, responses to questions asked, more questions were asked, to achieve this study's in-depth interview and comprehensive analysis goals respectively.

In qualitative research, personal in-depth interview session location(s) are based on research participants' preferred locations. While some of this study's interviews were held at an agreed location (ETAHT headquarters' meeting rooms in Benin City), others were conducted at the research participant's choice location; most times at their places of work. During personal interview sessions, most of the research participants felt at home and more comfortable with the interview locations – thus were candid in their expression of

satisfaction with the ETAHT and IOM collaborative skill acquisition programmes in Edo state, while at the same time noting that more needed to be done to improve the living conditions of returnee migrants in the state.

Furthermore, personal interviews facilitate a friendly interaction session, thus encouraging research participants in an in-depth interview to talk in-depth about the topic under study (Showkat & Parveen, 2017). Applying this technique made this study's research participants become more comfortable confiding in the researcher that they used to be 'Ashawo' (prostitutes). The interactions (interviews) in Pidgin English provided a unique personal in-depth interview technique, as it allowed some research participants to speak in a general but unofficial medium of communication in Nigeria. Some of the research participants opined that they preferred answering questions in Pidgin English as it enabled them to fully express themselves without mincing words; hence boosting this study's originality; through in-depth interview interactions. While writers note that the concepts in one language may be understood differently in another language (Nes et al., 2010); however, this is not the case in this study, as the research participants and researcher are fluent in the same non-English (Pidgin-English) native language which as mentioned earlier, is a general but unofficial medium of communication in Nigeria. It is important to mention that because academic publications are sought mainly in the English language, therefore the researcher articulately transcribed and translated all non-English language used by research participants.

Although using personal in-depth interview; this study experienced the typical disadvantages associated with personal interview processes like; being time-consuming, as most interview sessions lasted between 30 to 45 minutes; including observation

documentation and some permitted audio voice-recording; however, research-wise, the advantages of personal in-depth interview supersedes the disadvantages as it helped this study obtain detailed data (through in-depth interview interactions) on the posed human and social related questions which hitherto would have been difficult to gather through a quantitative research's structured questionnaires (Mandal, 2006).

The usage of interviews through interactive sessions (between researcher/research participant) as this study's main method of data collection process with related study instruments helped the researcher gain high-quality data from research participants – this greatly helped the researcher to avoid misquoting or misinterpretation of research participants' views. This is important as the attribute of a qualitative researcher is that it takes seriously the need to understand the role of the interviewer in the production and analysis of data (Hollway & Jefferson, 2000).

The researcher recognizes the importance of the interview as a major data collection instrument; hence its usage in gathering a first-hand understanding of this study's subject, thus facilitating a comprehensive data collection, analysis, and recommendations.

3.5.2 Focus Group Discussion (FGD)

This study's focus group discussion (FGD) members possess this study's research population (see, Section 3.2) criteria; thus, shares similar criterion with other research participants. Hence, a similar qualitative in-depth interview session was conducted with FGD members. FGD is frequently used in a qualitative approach to gain an in-depth understanding of social issues (Nyumba et al., 2018). Therefore, focus group discussion is another interview and data gathering technique applied during this study — a focus group interview is usually a carefully planned series of discussions between the researcher and

group(s) of research participants designed to obtain perceptions of the defined area of interest in a permissive, non-threatening environment (Krueger & Casey 2000; cited in Hennink, 2007; Gill & Baillie, 2018).

This study researcher noted and applied the above knowledge – as the five (5) members of FGD felt more comfortable interacting in a group, particularly FGD2 who noted that she is usually a shy type but more expressive when with a group of friends. FGD2 noted that FGD provided a non-threatening environment for her to be expressive. Also, this study's FGD members argued amongst themselves while expressing their opinions through unrestricted, unstructured open-ended field research questions and social interactions. These experiences and incidents were made possible because focus group interview techniques allow research participants to tell their own stories, express their opinions, and even draw pictures without having to adhere to a strict sequence of questions (Adler et al., 2019).

Focus group discussion was an important qualitative research method used by this study's researcher to strategically gather data on the perceptions, beliefs, and values of the five (5) FGD members – who all unanimously noted that the Edo state TVET programmes helped them to become self-reliance – this allusion came in handy in this study data analysis stage, as it helped the researcher in correlating similar data from the twenty-five (25) research participants, key informants and literature reviewed.

The usefulness of FGD cannot be overemphasized as it was particularly suitable and helped this study in its' further exploration and addressing of the environmental and cultural characteristics that impact the well-being of the research participants (Calderon et al., 2000; NSW Department of Education, 2021). For instance, FGD2 highlighted that Benin City-trained returnee migrants that have established businesses in Benin City are more successful

compared to those who were trained and subsequently established businesses in other locations (i.e., Ovia South-West) in Edo state. This fact was corroborated by a research participant (R17) from Ovia South-West who attributed her environment (location) as one of the reasons for her business (Cosmetology) low patronage – thus not thriving due to lack of an enabling environment. These data gathered through FGD, further reaffirm that focus group discussion serves as a supplementary source of data (Lyttle & Weizenecker 2005; Neo et al., 2022) – hence played a key role in the researchers’ better understanding of the TVET and returnee migrants’ empowerment dynamic in Edo state, Nigeria.

Finally, this study’s focus group discussion created a friendly social interaction atmosphere. This was apparent as the researcher engaged the focus group discussants in a cordial social relationship setting, during the friendly interactive discussion. For instance, at some point during the interview, the researcher asked the discussants if they had eaten, and offered them drinking water, the researcher and the FGD members also frequently joked and laughed among themselves. The FGD session was lively with the researcher achieving its goal of undiluted data collection; which facilitated this study’s comprehensive data analysis.

In addition to an in-depth interview, and focus group discussion, this study also used another qualitative research approach called, personal observation.

3.5.3 Personal Observations

Personal observation in qualitative research is an observation method that includes all data collection in which participants and the research settings (location) is monitored with the researcher taking field notes of useful observations throughout the study (Price, 2010; Bryant, 2016). Although writers note “*personal bias, expensive, and time-consuming,*” as disadvantages of the personal observation method – however, personal observation is

considered an appropriate and “*easiest method*” of gathering data in ‘*natural surroundings*,’ and data gathered through personal observations possesses “*high accuracy*” level (Prasanna, 2022). Furthermore, when using personal observation, “*less cooperation of the respondent is needed*,” as the method does not coerce research participants to get a direct response to questions asked, rather the researcher observes research participants body languages and surrounding environment – thus using appropriate tools, observations are noted (Allen, 2017; Prasanna, 2022).

Consequently, in the course of interviewing, the researcher was able to observe activities around the participant's environment, behaviour, physical appearance, facial expressions, and gestures – this study's observation was done in a systematic manner that helped the researcher to obtain detailed information about the research participants. This was a useful technique as it enabled the researcher to understand and capture observations that are useful to this study's subject matter – consequently aiding a comprehensive data analysis (Stenhouse, 1975; Bryant, 2016). For instance, among other things – in Ovia South-West, this study's researcher observed the trickling in of a few customers at the research participants' place of work (cosmetology/confectionary stores). The research participants, particularly those located in Ovia South-West noted that this predicament was due to their business location, other research participants attributed it to a lack of modern operational (working) apparatus – caused by insufficient funding; as they could not afford up-to-date working equipment to thrive in business and their crafts.

The advantage of personal observation in qualitative research is that it typically requires less-structured field notes, whereas quantitative observation typically uses a more-structured recording of data on coding sheets (Monette et al., 2011). As do other researchers,

and with the permission of research participants and as mentioned above, the researcher's notes of observation played a key impact in this study's data analysis – further affirming that observation in qualitative research typically explores what is incommensurable (Glesne & Peshkin, 1992; Schwandt, 2015).

3.6 Research Population

In a quest to gather and understand different gender-based perspectives on phenomena surrounding this subject matter; and also to avoid ambiguity respectively – this study's research population can also be referred to as the “*population of interest*” or “*target population*” (Majid, 2018) – consisting of male and female returnee migrants (from Libya) who have graduated from skill acquisition (TVET) programmes in Edo-state, Nigeria and have made productive (commercial) use of skills acquired for their economic benefit; for at least 1-year from the date of data collection (November 2019). These criteria were necessary as they enabled the researcher to narrow down its research participants to persons that have participated, graduated, and worked/working with skills acquired from the TVET programmes – these sets of research population provided raw first-hand data that facilitated a robust study.

Also, it is important to note that Edo state was chosen as the study area because from 2017 to 2019, Edo state recorded the highest number of returnee migrants (ETAHT, 2020) repatriated to Nigeria – hence the reason for choosing Edo state as this study's research population location. In addition, these selection criteria were important to focus on this study's title core subjects – TVET, Edo state returnee migrants (from Libya), and empowerment. Although the study areas selection criteria were limited to only two study areas in Edo State (Benin City and Ovia South-West); nevertheless, these two study locations

served as useful resources and data gathering locations as they are host to key TVET programmes, specifically established for Edo state's returnee migrants – thus research participants that met this study's criteria were sourced from the research population in this study's research locations (Benin City and Ovia South-West).

It is pertinent to mention that while navigating between Benin City and Ovia South-West, this study's researcher encountered logistic challenges locating research participants scattered between Benin City and Ovia South-West, in Edo state; not forgetting financial challenges. However, these challenges did not hinder the researcher's focus on selecting specifically those that meet this study's criteria – the knowledge and compliance to the set criteria helped this study to gather data that were critical in the finding and analyzing of this study's core subject matters, especially within its context (Edo state) parameter – which among other things validates this study's finding that the collaborative (ETAHT and IOM) TVET programmes were successful empowerment platform to some returnee migrants in Edo state.

However, this study also emphasizes that with the research population limited to only two study areas – its finding does not serve as a generalization in the entirety of Edo state or Nigeria; thus recommends a broader research population scope to future researchers.

3.7 Research Sample

Sampling most often provides concerns for first-time researchers. Research sampling is a technique used by researchers to select participants that meet the research criteria because the sample is a product of the sampling technique (David & Sutton, 2004; Turner, 2020). This study researcher adopted a non-probability sampling approach in selecting its research

participants; as it is a technique that is feasible with non-random methods (Battaglia, 2008; Survey Legend, 2023).

As mentioned earlier, due to the unavailability of accurate statistics on returnee migrants (from Libya) in Edo state – this study adopted a non-probability sampling approach in selecting research participants. Non-probability sampling technique was (non-randomly) used to select male and female returnee migrants (from Libya) who have graduated from the skill acquisition (TVET) programmes in Edo state, Nigeria, and worked with the skills acquired for at least one year from the date of data collection.

Before embarking on the fieldwork for data collection, the researcher had communicated with three key informants who are personnel of governmental and non-governmental organizations relevant to this study – NCFRMI, ETAHT, and IOM. Key informant two (ki2) works with ETAHT and he was instrumental in identifying research participants that meet this study's criteria. Ki2 was the researcher's informant who facilitated the identification and referral to the "*networks*" of potential research participants (Etikan & Bala, 2017). In a sense, Ki2 facilitated the researcher's first interview with a research participant (R1) and through the knowledge of the snowball technique, the researcher was able to connect to subsequent research participants. Hence, the snowball linear connection technique was applied by the researcher until the data collected reached a saturation point.

The aforementioned practical technique was adopted, due to the unavailability of an accurate population of Edo state returnee migrants (from Libya), thus necessitating this study to use non-probability sampling techniques to gather the research population sample – with the above criteria characteristics.

Furthermore, in practicality – the gathering of the research population sample by the researcher was made possible by the key informant two (ki2), personnel of ETAHT, who was the researcher's data collection first point of contact (at the fieldwork). He (ki2) connected the researcher with the first research participant interviewed and R1 subsequently connected the researcher with the second research participant – this process went on in a linear direction, which progressed until it reached the point of saturation. This technique also aided the coordination of the FGD members by the researcher through this similar non-probability technique.

Therefore, the use of non-probability and snowball sampling techniques made it a bit easier for the researcher to identify its sampling units, through the key informants and research participants' chain linkage (Trevor, 2007; Muellmann, 2021). This chain or network sampling (Merriam, 1998; cited in Pitney & Parker 2009); enabled the researcher to select only research participants who met this study's requirements; unlike the convenience sampling technique which has been critiqued for not being thorough and also a bias participants' selection technique (Saunders, 2012).

Also, as against purposive and convenience sampling, the snowball sampling technique was more appropriate for this study considering how difficult it was to locate this study's research participants as they are scattered in different locations. The Snowball technique provided the researcher an opportunity to identify and locate research participants, even when scattered in two locations – Benin City and Ovia LGA in the Edo state.

Above all, data gathered from the research participants (sample size) sufficiently helped the researcher to gain an insight into crucial experiences and perceptions from key actors on the impacts of TVET programmes in Edo state, especially about the empowerment

of returneemigrants – this knowledge enabled a robust data analysis, findings, and discussion in Chapter 4.

3.7.1 Sampling Size

As stated earlier, this study used a non-probability research method because of the unavailability of accurate statistics on Nigerian returnee migrants. Consequently, this study did not propose a sample size, however, based on literature reviews, the researcher is cognizant of the general research population standards, especially qualitative research.

While in the field, the researcher gathered a total research sample size of thirty (30) research participants – twenty-five (25) personal (face-to-face/one-on-one) interviews and a five (5) membered focus group discussion (FGD). Many writers posit that most qualitative research reaches a point of saturation between 20 to 40 research participants. While Morse (1994) mentioned that approximately 30 – 50 research participants are appropriate for qualitative research; Creswell (1998) suggests that only 20 -30 is enough when conducting qualitative research. Supporting the above assertions in more recent studies, Hagaman and Wutich (2017) point out that sample sizes of 20 to 40 interviews are enough to achieve data saturation of meta-themes, especially when conducting qualitative research. In addition, Green and Thorogood (2004 cited in Vasileiou et al., 2018) “*maintain that the experience of most qualitative researchers conducting an interview-based study with a fairly specific research question is that little new information is generated after interviewing 20.*”

After gathering useful data that answers this study’s research objectives from 30 research participants – which includes FGD members, this study reached a point of saturation, and data collection was discontinued when the researcher noticed repetitive responses. Furthermore, in qualitative research, writers advise discontinuation of data collection when

researchers achieve appropriate responses that address the research objective(s) – termed saturation point. With 30 research participants, this study reached a point of saturation, and to avoid repetitiveness – this study discontinued data collection as the data provided by the 30 research participants; sufficiently answers this study's research objectives. According to Glaser and Strauss (1967) to avoid repetitive responses from research participants, researchers should evoke the concept of saturation, thus discontinuing the data collection process; provided it has achieved appropriate answers that address the study research objectives (Saunders et al., 2018).

Hence, after gathering sufficient data from 30 research participants (inclusive of 5 FGD members); this study reached a saturation point, thus discontinued data collection, and to avoid repetitiveness from subsequent research participants; especially as the data gathered from the aforementioned sample size satisfactorily answer this study's research objectives. This study's saturation point threshold reaffirms the work of Dworkin (2012) which posit that 25-30 participants are considered an appropriate sample size required to reach saturation and redundancy in a grounded theory study that uses in-depth interviews.

As mentioned earlier, this study's key informants are not part of the research participants; thus, are not included in the sample size. However, the key informants provided this study with primary (interviews) and secondary data – these data enabled this study to either corroborate or correlate data gathered from the 30 research participants; thus, facilitating comprehensive data analysis.

3.8 Study Areas

It is general knowledge that a study area(s) is a geographical region where a researcher carries out a specific study; furthermore, study areas are the locality where research

participants inhabit (Kahn & Burns, 2005; Sudhakar & Jira 2012). Therefore, before embarking on research, a researcher must identify a preferred study area(s) – a study area that is considered useful and significant to the study subject matter, particularly a study area the researcher is sure of sourcing research participants that meet its research population criteria; hence, enabling the researcher to gather useful and sufficient data required for a thorough analysis.

Edo state is significant to this study's subject matters (returnee migrants and TVET programmes). Therefore, Benin City and Ovia South-West in Edo state were "chosen as the study area because it has enough dynamics to achieve the goals of this research" (Arsanjani, 2012). Furthermore, the choice of Ovia South-West LGA and Benin City, Edo state is significant to this; firstly, Edo state recorded the highest number of Nigeria's returnee migrants from Libya – hence, the need to explore and understand the dynamics surrounding this phenomenon, necessitates the choice for Edo state. Some of these phenomena highlighted by research participants were reported in this study's data analysis chapter. Secondly, the Edo state government through ETAHT and in collaboration with IOM established TVET programme centres in Benin City and Ovia South-West LGA; however, the significance of these two study areas is that ETAHT in collaboration with other NGOs established TVET centres in Benin City and Ovia South-West LGA, specifically enrolling Edo state returnee migrants (IOM, 2018) – thus the significance of the two study areas.

In addition, Benin City as a choice study area was significant to this study; aside from being the capital city of Edo state; Benin City situates the headquarter, regional, and state administrative offices of all the relevant government and NGOs agencies, where secondary data were sourced, interviewed and gathered from the key informants and some research

participants respectively. Focusing on these two study areas played a crucial role in narrowing down and sourcing the right research participants that met this study's research participant criteria – thereby facilitating the researcher's data collecting, collating, and well-rounded data analysis processes. Below is an elaborate discussion on the uniqueness of the study areas.

3.8.1 Ovia South-West



Figure 3.1: Ovia South-West map

Source: ihuanedo.ning.com (2007)

Figure 3.1 is the map representation of a few local government areas in Edo state and OviaSouth-West is a Local Government Area (LGA) of Edo state, Nigeria can be identified in the top-left. Ovia South-West LGA is headquarters is in the town of Iguoba-Zuwa (precise study area). With an area of 2,803 km² and a population of 135,356 at the 2006 census (See: Wikipedia, 2018) – Ovia South-West has several district areas, such as Ofunama, Ora,

Siluko, Udo, Ugbogue, Umaza, Usen, and Iguoba-Zuma which also doubled as its headquarters (See: Mycyberict, 2018).

There are different TVET centres in Edo State, however, the significance and choice of the TVET centre in Iguoba-Zuma, Ovia South-West LGA in Edo state as one of the study areas for this study is because it situates the second-largest skill acquisition programmes (TVET) centre in Edo state and the TVET centre in Ovia South-West is specifically established for returnee migrants (IOM, 2018).

Data gathered from research participants in Iguoba-Zuma in Ovia South-West LGA helped this study to gain a different perspective compared to data from research participants in Benin City – thus enabling wholesome data analysis. For instance, compared to Benin City research participants, most research participants from Ovia South-West complained of a poor business environment and low patronage in their businesses and crafts trades; to which the researcher witnessed the trickling in of customers. The data collected from research participants in Ovia South-West formed a knowledge that played a crucial role in this study's analysis. Furthermore, Benin City was another study area and Figure 3.2 is a map representation of Benin City, Edo state.

3.8.2 Benin City



Figure 3.2: Map of Benin-City

Source: Voice of Nigeria VON; March 20, 2018

Benin City is the capital of Edo state and it is this study's key research area. With a population of 1,495,800 (National Bureau of Statistics NBS, 2016) and is considered the most populous city in Edo State, southern Nigeria (Britannica, 2018). The indigenous people of Benin City are known as Edo/Bini and they speak the Edo (Bini) language and other native Edoid languages.

The choice of Benin City as a research area was based on two reasons; firstly, to have an audience (interview) with the three key informants – personnel of relevant government and non-governmental organizations whose administrative headquarters and offices are situated in Benin City (capital of Edo State). For example, NCFRMI – a federal migrant's agency has its regional office in Benin City; IOM, an international non-governmental organization that focuses on migration-related issues, also has a regional office in office in Benin City; and ETAHT, an Edo State government agency saddled with the responsibilities

of receiving, rehabilitating, re-orientating, and reintegrating Edo state returnee migrants has it headquartered in Benin City.

Secondly, it is also important to note that in collaboration with IOM – ETAHT operated skill acquisition (TVET) centres specifically for returnee migrants in Benin City, where most of this study's Benin research participants graduated from – thus the researcher was privileged to interview and gathered the uniqueness of graduating from TVET centre in Benin City in comparison to other locations (Ovia South-West). Compared to research participants from Ovia South-West, most of the TVET graduates from Benin City were satisfied with the thriving business (self-employed) environment and the opportunities the skills training created. The data collected from research participants from Benin City were vital in this study's critical analysis.

Finally, Benin City as a study area played a significant role in this study's wholesome data gathering and analysis exercise. It is worth noting, that aside from interviewing some of the research participants and the three (3) key informants in Benin city, the researcher was also able to gather secondary (statistics) data from the three (3) key informants working with NCFRMI, ETAHT, and IOM all located in Benin City – these three (3) key informants gave the researcher data on its operations activities, especially regarding skill acquisition programmes (TVET) established solely for returnee migrants and the extents each agency had gone with such programmes towards rehabilitation, re-orientation, reintegrating and ultimately empowering returnee migrants. Furthermore, data collected from the three (3) key informants were essential to this study as it enabled the researcher to have a broader knowledge of each of the relevant organizations and the impact they have played toward the rehabilitation, re-orientation, reintegrating, and ultimately empowering returnee migrants in

Edo state. In addition, the secondary data gathered from the three (3) key informants served as accurate statistical knowledge and representation used in the correlation of this study's findings that enhanced a robust analysis.

3.9 Research Outsider and Insider

In research, the Outsider and insider's principle is an important ethic that reinforces neutrality in research data collection and analysis.

3.9.1 Researcher as Outsider

This study's researcher is considered an outsider as he is not an indigene of Edo State and has no prior knowledge of the dynamics of TVET programmes in Edo state. Fleming (2018) stressed that outsiders are considered to be more objective when conducting a research study; hence as an outsider, this study's researcher does not have any affiliation or personal relationship with any agency or research participants that provided data to this study respectively.

As an outsider, the researcher envisaged difficulties in gaining access to required data that will affirm the credibility of this study – however, full access to research participants and secondary data was made possible by the relevant government and NGOs that contributed to this study; particularly the key informant from ETAHT who helped the researcher to navigate between the two study areas sourcing for research participants that meet this study's criteria.

Being an outsider did not negatively affect the comprehensiveness of this study (Dwyer & Buckle, 2009); rather being an outsider positioned the researcher as a bystander and neutral explorer. The neutrality factor and other outsider characteristics enabled this

study's research to have an open, and neutral mindset throughout the study's processes; culminating in thorough unbiased data collection and robust data analysis stages. For instance, even as an outsider, the researcher was able to collect data from research participants on both the positive and negative perceptions of TVET programmes in Edo state; arguments; statistics from research participants – all these data were reported and neutrally analyzed in Chapter 4 to Chapter 7.

3.9.2 Researcher as Insider

Fleming (2018) opined that a researcher is deemed an insider based on affiliation (i.e., company), however, he/she might be researching an entirely different department within the company to seek knowledge – thus permissible. This study's researcher is considered an “*insider*” because he is a Nigerian, and Edo state is one of the states that make up Nigeria.

As a Nigerian, the researcher is familiar with a few cultural similarities that bind all the states in Nigeria, including Edo State. Furthermore, the researcher is very much aware of the socio-economic and human developmental needs of Nigerians in different states in Nigeria, especially among individuals and groups like returnee migrants who are faced with socio-economic challenges in Nigeria. Also, as a Nigerian (an insider), the researcher knew that Nigeria ranks high in the global poverty index; this was affirmed by studies that placed Nigeria as an extreme poverty nation poverty (World Poverty Clock, 2018, 2020) – thus the quest to escape poverty and secure better living conditions led to the initial migration journey by returnee migrants. In addition, as mentioned above, the researcher had the “insider” knowledge that poverty was a major reason why most returnee migrants embarked on migration journeys. For instance, the researcher's insider knowledge of poverty as the major

reason young Nigerians seek migration outside Nigeria was regurgitated by some research participants, mostly females who complained of economic hardships – thus contemplated re-embarking on migration journeys. The insider knowledge and the first-hand data collected by the researcher facilitated an unbiased, balanced, and fact-based data analysis.

Furthermore, as a Nigerian and an insider, the researcher is knowledgeable about high numbers of returnee migrants from Libya with a high percentage of them being indigenes of Edo state. These statistics were reaffirmed by the secondary data provided by NCFRMI, ETAHT, and IOM – these helped in arguments and correlated with the literature reviewed.

Although with vast insider first-hand, theoretical, and statistical knowledge of the subject matters; this knowledge did not cloud the researcher and this study's ethical consideration of the principles guiding the conduct of this research (Fleming, 2018). This is because the importance of abiding by the principles of outsider and insider cannot be overemphasized, as its application by this study's researcher throughout the research processes ensured a thorough, neutral, and credible study.

The outsider and insider research principle played a key role in this study's achieving flawless and neutral research processes – in a sense the knowledge and incorporation of the outsider and insider principles facilitated an unbiased, yet comprehensive data collection and analysis of this study.

3.10 Research Ethics

The observation and application of research ethics are critical in achieving “*high-quality*” scientific research (Zukauskas et al., 2018). Hence, this study was conducted,

following the principles of research ethics. The researcher did not exploit or coerce research participants before, during, or after the data collection processes. The research participants were informed and fully aware of the research study background and that the data collected were not for profit, rather data collected were strictly for academic purposes. Also, research participants were not coerced, rather they voluntarily agreed to be interviewed; by signing a consent agreement form (see appendices).

While protecting the research participants, this study equally recognized, upheld, and protected the researcher and the university's research ethics principle and intellectual property rights respectively. Below are some ethical issues the researcher took cognizance of prior to, during, and after conducting this research.

3.10.1 Issues of Confidentiality

This study did not exploit or expose its' research participants to any form of harm prior to, during, or after this study. This is because ensuring that research participants' identities (i.e., name, address, etc.) are not disclosed is an essential ethic (confidentiality) in research (Dooly et al., 2017). Thus, this ensured that the research participants' identities (i.e., name, address, photos, etc.) were not disclosed in this thesis. For example, research participants were given pseudo-names/numbers (i.e., R1, R2, Ki1, Ki2, etc.) in the data analysis chapter – this was done to hide their identities, and doing this helped to protect them from any possible harassment or harm – that might result from granting the researcher an interview. This study understands the importance of protecting research participants' confidentiality and the data collected from them – hence the researcher ensured utmost respect for research participants' privacy and that of data collected throughout this study.

3.10.2 Informed Consent

The researcher sought and received a consent approval letter from Universiti Malaysia Sarawak which the researcher presented and read to all research participants, including key informants. This was done in recognition, upholding, and protection of the university and researcher's research ethics principle and intellectual property rights ownership respectively.

As hinted above, before each interview session, the researcher presented research participants with an informed consent letter to read or read and explained to the research participants by the researcher – this was done so the research participant(s) clearly understand the purpose of this study; after reading and agreeing to be interviewed, the researcher then asked research participants to formalize the agreement by signing (see; fieldwork question papers in appendix) before an interview commences. The researcher adopted this pre-interview technique – in order to ensure that research participants had gained a certain level of insight into the study purpose, and the possible research questions before deciding whether or not to take part in the interview; thus, confirming their (research participants) voluntary participation through signatures (Paul, 2010; Nijhawan et al., 2013; Manti & Licari, 2018).

Aside from the informed consent letter, the researcher also verbally explains (English language/Pidgin English) to research participants that this study was strictly for academic purposes – after which the researcher proceeded with the open-ended interview on this study's subjects. These informed consent techniques were strictly adhered to by the researcher – as the researcher ensured that none of the research participants were forced against their

will to be interviewed. In a sense, informed consent was significant in this study as it discouraged any form of coercion on research participants.

Above all, this study provided unaltered, and unbiased data consented to by this study's research participants – thus upholding the principle of informed consent of validity and reliability (Mutch, 2011) which is evident in this study's data analysis.

3.11 Research Limitations

The researcher confronted different limitations, both personally and academically. Personally, the researcher was confronted with insufficient finance and logistics limitations (challenges) throughout this research process, especially during the fieldwork period. With limited financial resources, the researcher traveled for over 5 hours (321.1 km) by road from Eti-Osa LGA in Lagos state (researcher's residential location) to Benin City in Edo State (fieldwork location). With limited financial resources, the researcher was able to personally finance this study's fieldwork (data collection) trips – thus arrived in Benin City, Edo state; lodged in a budget hotel before making contact with this study's key informants to schedule a pre-data collection meeting. The researcher also experienced many logistics challenges navigating through the two study areas throughout the fieldwork period. However, these challenges did not affect the overall academic outcome of this study.

On the other hand, academically, this study's major limitations were due to the unavailability of accurate statistical data on the entire population of returnee migrants in Edo state, Nigeria. The unavailability of an accurate number of this study's research population (Edo state returnee migrants) led to the usage of the non-probability sampling method, which did not allow random selection of research participants; thus, denying equal opportunity to all research populations that possess the criteria to be interviewed. Although the non-

probability and snowball technique have embedded research limitation characteristics – however, the usage of the non-probability and snowball technique was inevitable due to the unavailability of accurate data (number) of Nigerians and more importantly Edo State returnee migrants. According to Ki1 and Ki2, most of the returnee migrants refused to be fully documented – thusmaking it difficult for authorities to gather accurate data.

With the above knowledge that led to the academic research limitations encountered by the researcher, this study finding cannot be used to generalize among the entire population (Atieno, 2009; Allen, 2017). The usage of non-probability and snowball techniques limited theresearcher from randomly selecting this study’s research participants; thus, did not give each Edo State returnee migrant equal opportunities to be selected – therefore, this study's findingsare limited to the study areas (Benin city and Ovia South-West LGA) and cannot be used to generalize among the entire Edo State returned migrants population.

Furthermore, and in practicality, there are many TVET programmes graduates in differentdivisions in Edo State, however, due to earlier mentioned reasons (see; study areas), this studyrestricted itself to TVET programmes graduates in Ovia South-West LGA and Benin city in Edo state – hence these study findings are limited to TVET programmes graduates within the mentioned study areas and cannot be used as a generalization of the entire returnee migrants who graduated from TVET programmes in the entire Edo State.

3.12 Chapter Summary

In summary, this chapter applied and discussed the standard operational approaches in qualitative research methods. It clarified why a qualitative research approach was appropriate for this study. Additionally, it discussed why interviews (primary) and statistical representations/documents (secondary data) were suitable instruments for data collection.

This chapter clearly explained the conceptual operational approaches that were adopted and their functions in the research population, sampling method, and areas of study – not forgetting the ethics, and research limitations.

CHAPTER 4

DEMOGRAPHIC CHARACTERISTICS AND ANALYSIS

4.1 Overview

This chapter will be using descriptive and narrative analysis to display and explain the gathered demographic features of research participants. The gathering of research participants' demographic characteristics (statistics) was essential to this study, as it helped in achieving a robust data analysis. The usefulness of demographic characteristics was to provide readers with a vivid description and narrative explanation of data variables gathered in a table and graphic representation. Although this study applied a narrative analysis approach in analyzing this study's objectives; however, it applied both a descriptive and narrative analysis technique in analyzing the "demographic characteristics." The combination of descriptive and narrative analysis approach is appropriate techniques for analyzing statistical data, hence its' usage in analyzing the demographic characteristics of this study's research participants. Table 4.1 represents the research participants' age distribution.

The age distribution of the research participants shows that 16-20, 21-24, 25-30, 31-35, and 36-40 had frequencies of 0, 7, 22, 0, and 1 respectively. In Nigeria most teenagers between 16-20 are considered dependents and mostly still in school, thus possibly the reason for zero (0) representation. However, this study noticed that the majority of Edo state returnee migrants fall within Nigeria's median youth and prime productive workforce age bracket of between 25-30 years old.

Table 4.1: Age Distribution

Age Distribution	Frequency	Percentage
16 – 20	0	0%
21 – 25	7	23.33%
26 – 30	22	73.33%
31 – 35	0	0%
36 – 40	1	3.33%
Total	30	100%

Source: Section A: Question No1

Research participants between the ages of 25-30 were more – with a frequency of 22 and a percentile ratio of 73.33%, while those aged between 16-20 and 31-35 had zero (0%) percentile each. Also, as can be seen in Table 4.1, the ratios were possible as most research participants between the ages of 25-30 are considered the peak ages of youth in Nigeria – this assertion is supported by the Nigerian National Youth Policy (2009) categorization of youth as persons between 18-35 years. Statistically, the median of a defined Nigerian youth (18-35 years) is 26 and 27 years, and these years fall within the peak ages of Nigerian youths. It is also important to note that people within these age brackets seek socio-economic independence through empowerment programmes.

This assertion is supported by Bastien and Holmarsdottir (2015), who stressed that youth is better understood as a period of transitioning from a reliance stage of childhood to adulthood's independence and understanding its interdependence as members of a community. Hence, Bastien and Holmarsdottir's views further re-echo youth's quest for socioeconomic transition and independence within a community. This is evident as most of

Nigeria's returnee migrants (research participants) fall within Nigeria's set youth bracket (18-35); a reason why most TVET programmes in Nigeria are tagged “youth empowerment” programmes. The above clarifications, backed with works from different authors – explain the reasons this study's research participants between the ages of 25-30 had more representation.

Table 4.2: Gender Distribution

Gender	Frequency
Male	10
Female	20
Total	30

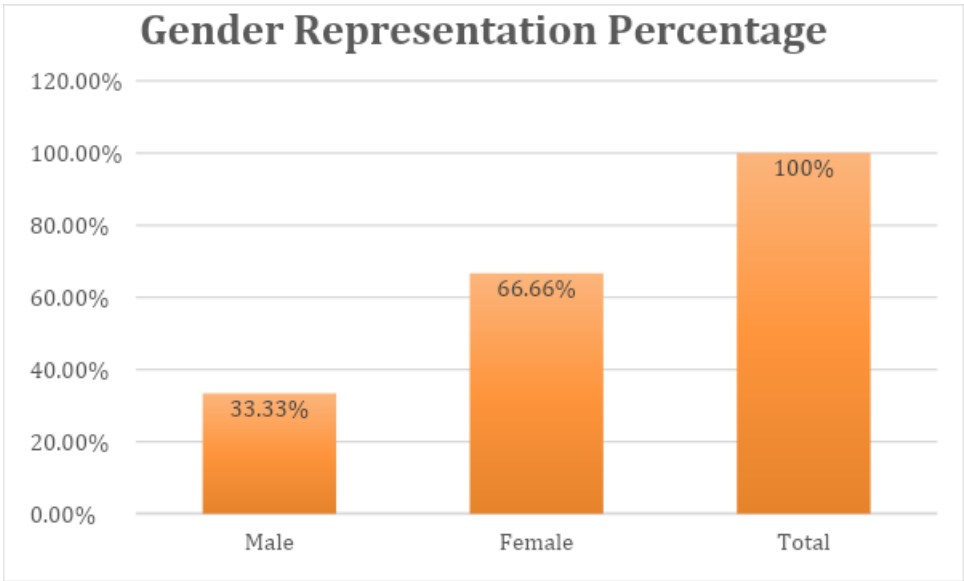


Figure 4.1: Gender Percentage

Source: Section A: Question No 2

To have a unique and broader perspective from both genders on the impacts of TVET programmes in Edo state thus facilitating a comprehensive data analysis – this study gathered

data from male and female research participants. Although from August 2017 to January 2020, ETAHT reportedly received 3402 male and 1473 female returned migrants respectively (ETAHT, 2020; also see appendix), however, according to KI: 1 and KI: 2, most of the male returnee migrants refused to register, enroll or participate in federal, state, and NGOs organized TVET programmes – hence the reason there were less male and more females represented in this study, as seen in the frequency and percentage representation in Table 4.2 and Figure 4.1 respectively.

It is also important to state here that the uneven gender representation was not planned – as, throughout the fieldwork, the researcher noticed that more female research participants were willing to be interviewed compared to a fraction of male research participants who were reluctant to be interviewed. The researcher could not understand the reluctance of male research participants, however, during a pre-interview process, a male research participant jokingly asked the researcher in Pidgin English – “*wetin go be my gain from this interview?*” which in translation means; what would he (research participant) benefit from the interview? Usually, such a sentence is used when asking for favour (cash or kind) in exchange for an expected favour (interview permission). However, the researcher responded by explaining that the study is academic research that might be of future benefit to him, his immediate family member, communities, and Edo state in general.

As pointed out earlier, some potential male research participants declined to be interviewed due to personal reasons – (i.e., “*bros abeg, I no get time; I don do interviews tire, I need hustlewey go bring money*” – in translation means, please, I do not have time; I am tired of granting interviews, I need a job that will bring money). Notwithstanding, this study was accomplished with an average representation from both genders; as the importance of

gender in this study cannot be overemphasized – this is because both genders made up the population of Nigerians repatriated (returnee migrants) from Libya; also, male and female Edo state returnee migrants enrolled and participated in the Edo state’s ETAHT TVET programmes, hence the need for a gender-inclusive study.

Furthermore, this study’s gender representations of 39.39% and 60.60%, male and female respectively were significant as it sends a message of inclusive – that all genders are important, hence none should be ignored in the discourse of returnee migrants, skills acquisition (TVET), and empowerment. In addition, perception from both genders aided a thorough data analysis of gender-based phenomena surrounding this study’s subject matter. For instance, the majority of this study’s research participants opined that economic reason was the central reason for their migration journey. Hence, interviewing both genders gave this study an opportunity to understand the different gender-based phenomena behind their migration journeys and participation in the Edo state TVET programmes.

While most female research participants mentioned that they were lured through human and sex-trafficking rings; on the other hand, most male research participants opined that they were lured through sporting/athletic or blue-collar job opportunities. For instance, quoting respondent 7 (R7), *“I am good with handcraft (cake/confectionery making and events decoration), so unknowingly I was lured by a sex-trafficking ring, with promises of a better paying job in Italy.”*

In relation to their choice of TVET programmes, most female research participants preferred cosmetology and confectionery while their male counterparts preferred technical (mechanical and electrical) TVET programmes. This unique gender-based phenomenon,

recorded in this study's objectives analysis, gave this study a broader and more robust data analysis (see Chapter 6).

Table 4.3: Marital Status

Status	Frequency	Percentage
Single	25	83.33%
Married	3	10%
Divorced	2	6.66%
Total	30	100%

Source: Section A: Question No 3

As can be seen above, the marital status of research participants was taken and incorporated into this study's demographic statistics – Table 4.3 statistics show that single, married, and divorced had frequencies of 25, 3, and 2 respectively. The reason for including marital status in this study's demography was to enable the researcher to gather different views and to understand if and or how their respective marital status played any role in the current standard of living of the research participants – thus a determinant if they consider themselves empowered through the skill acquisition programmes or otherwise; especially as the majority of this study's research participants thought that their marital status serves as a measure that determines the level of their living conditions, empowerment and or otherwise (see Chapter 5 and Chapter 6).

While, most research participants, especially single research participants, posit that the Edo state TVET programmes aided their empowerment – thus significantly improving their living conditions. A case example is R10, a single male research participant who attributes being “*single*” as the reason for his current state of empowerment. Quoting R10,

“I am self- reliant now, and support my parents” – he considers himself *“empowered”* due to his being *“single”* with no marital obligations. On the other hand, most married research participants noted that their living conditions would have significantly improved if they were single – as whatever they earn would have been solely used to cater for themselves alone – thus increasing their purchasing or even enabling them to save for the future, which to them are some sort of empowerment attribute. For instance, R20 a married female research participant with a child opined that being married has made her a family financial contributor, especially in her case where her husband earns a meagre salary. According to R20;

“If I was single, I would have used my profits to grow my business and become fully empowered, but since I am married and my husband receives a little salary from his work, so I support the family from my business profit.” she continues, *“I am not yet empowerment, I need more financial support to grow my business, as my business grows, that means I will make more profits, and with more profit, I will be financially okay to support my family.”*

In a sense and from data gathered, most married research participants thought that it is difficult to attain and maintain an improved living condition when married, as they are not earning to feed only themselves but their spouse, kids, and sometimes immediate family members – as doing these reduces their purchasing power, living condition, and also their money-saving capabilities, thereby making them powerless which is the opposite of empowerment.

The collection of data on different marital statuses enabled this study to gauge and robustly analyze different phenomena and social indicators that affect the subject matter. The significance of marital status to the study is that it created a knowledge that most single

research participants – although with limited post-TVET start-up funds, had fewer family financial obligations/challenges – thus making it easy for them to attain empowerment through their business craft. However, on the other hand, due to insufficient start-up funding and other family-related financial obligations, married research participants, finds it challenging to become empowered through their post-TVET business craft. The data gathered from different marital statuses helped this study to critically analyze Chapter 6 – the marital status-based phenomenon relating to this study’s subject matters.

Table 4.4: Ethnic Distribution

Ethnicity	Frequency	Percentage
Bini	28	93.33%
Yoruba	1	3.33%
Hausa	0	0%
Igbo	1	3.33%
Total	30	100%

Note: Yoruba, Hausa, and Igbo are the major ethnicities in Nigeria.

Source: Section A: Question No 4

Ethnic inclusiveness where necessary is important for a robust study, however, due to this study’s location (Edo State); the study participants were predominantly of Bini extraction – the main ethnic group in Edo State (see; study area). As can be seen in the table above 28 (93.33%) research participants were ethnic Bini indigenes; Yoruba, Hausa, and Igbo had 1, 0, and 1 ethnic representation respectively. Edo state is a renowned ancient kingdom of Bini indigenes; which spurred the researcher’s curiosity to know the ETAHT TVET programmes ethnicities enrolment criteria and according to Key informant 2 (Ki2), ETAHT TVET programmes enrolment is not based on ethnicity but based on returnee

migrants verified Edo state residency prior to embarking on their migration sojourn. Ki2 submission was corroborated by R2 and R6, research participants from Yoruba and Igbo ethnics respectively – both mentioned they were born, raised, and had their family members still residing in Edo state, hence qualifies them to enroll and participate in the Edo state’s TVET programmes for returnee migrants.

Table 4.5: Location Distribution

Location	Frequency
Benin City	22
Ovia South-West	8
Total	30

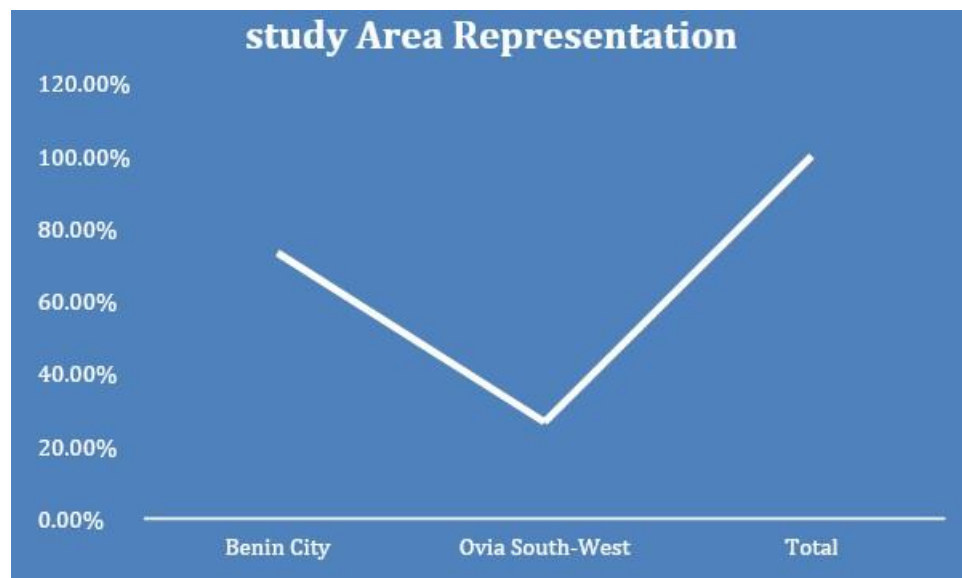


Figure 4.2: Location Representation Percentage

Source: Section A: Question No 5

The research participants’ location distribution and percentage representation depicted above show Benin City and Ovia South-West with 22 (73.33%) and 8 (26.66%)

research participants respectively. Compared to Benin City, Ovia South-West is an outskirts locality with a relatively low population, hence, the low number of research participants representation; while on the other hand, the reason Benin City has the highest sample size was not only because it has the largest population in Edo State but also because it is the capital city where the state government and non-governmental organizations (NGOs) are headquartered. Also, Benin City has more TVET centres; thus, making the TVET programmes more accessible to Benin residents (returnee migrants). This development enabled the researcher easy access to the majority of this study's research participants within the city. Nevertheless, data gathered from all research participants from Benin City and Ovia South-West were essential components that sufficiently facilitated a robust analysis (see, Section 4.3).

Table 4.6: Year of Graduation from a Skills Acquisition Programme

Year of graduation	Frequency	Percentage
2018	30	100%
Total	30	100%

The bulk of Nigerian returnee migrants from Libya was repatriated back to Nigeria in 2017 (IOM, 2018) and after proper federal and state governments identification, returnee migrants were sent to their various states of origin for further documentation and onward enrolment into each state's skills acquisition programmes – in Edo State, the duration of the skills acquisition programmes were between three to six months. All 30 research participants interviewed graduated in 2018 with various skills through the Edo state's ETAHT TVET programmes (see Chapter 2, Types of skills at the Edo state's ETAHT TVET programmes)

and have used skills acquired to work and earn living for at least one year and above – hence they met this study’s research participants prerequisite.

Table 4.7: TVET Skills Acquired

TVET skills acquired	Frequency	Percentage
Cosmetology	18	60%
Welding	4	13.33%
POP ceiling	4	13.33%
Agro-business	1	3.33%
Catering services	3	10%
Total	30	100%

Note: Cosmetology consists of participants that acquired perfume, soap, hair styling, hair, and body cream-making skills.

Source: Section A: Question No 7

This study gathered the above statistics, to ascertain the TVET programmes with more participants, as it might serve as the knowledge that guides stakeholders’ and policymakers’ future decision-making. Also, during an in-depth interview, it is pertinent to understand the types of TVET skill acquired by each research participant – especially as one of the prerequisites to be interviewed by the researcher are that, research participants must have gone through skills acquisition programmes (ETAHT TVET), and as can be seen in the diagram above, all 30-thirty research participants went through various skills training organized by Edo State government in collaboration with other Non-governmental organization. These skills acquisition programmes are aimed at empowering returnee migrants by equipping them with different crafts that would be of future benefit to them.

Table 4.7 shows that the returnee migrants acquired skills in cosmetology, welding, POP ceiling making, catering services, and Agro-industry. The table ratio shows research participants with cosmetology skills to be the highest (60%) and agro-business lowest (3.33%); this is so because this study has a higher percentage of female research participants and most females than males are enthusiastic about cosmetology and beauty products related areas; while on the other hand, female participants were relatively low in a generally considered “male” dominated industries compared to their male counterpart – which is reflective on agro-business, a widely considered male preferred sector recorded the lowest number of this study’s sample size.

Furthermore, about gender, the researcher gathered data and created a demographic Gender-TVET skills comparison diagram (Figure: 4.8) – illustrating TVET skills acquired by this study’s research participant, which vividly shows the level of specific TVET skills programmes participation based on gender.

Table 4.8: TVET Skills Acquired based on Gender

TVET Skill	Gender		Frequency (N=30)	Percentages (100%)
	Female	Male		
Cosmetology	17	1	18	60%
Welding	0	4	4	13.33%
POP ceiling	0	4	4	13.33%
Agro-business	0	1	1	3.33%
Catering services	3	0	3	10%
Total	20	10	30	100%

Source: Section A: Question No 7

The statistical features of Table 4.8 above were significant as they helped this study's findings in ascertaining and explaining the driving motives for gender-based participation in the ETAHT TVET programmes. As mentioned, and explained in Chapter 3, this study had more female research participants (Cosmetology 56.56% + Catering services 10% = 66.56%) and male research participants had a 33.44 percentile representation. Most of the female participants were victims of sex trafficking and also according to R17, she preferred soap and cream making (cosmetology) as it requires less physical energy; quoting her, *"there is currently high demands for cosmetics products, especially the ones produced with natural raw materials"* and *"the learning process was smooth."*

It is pertinent to note that the female returnee migrants who participated in this research were excited and appreciative that they participated in the Edo state TVET programmes initiatives; on the other hand, most of the male participants were indifferent to the TVET programme, thus exhibiting some reluctance – pre-interview; due to a lack of trust in the entire system (Edo state TVET programmes). For instance, R9 an Edo state TVET programme trained/funded Agro-business entrepreneur who considers himself to be empowered by the Edo state TVET programme – pointed out that most of his male peers (returnee migrants) find the training programmes too cumbersome with many bureaucracies, official protocols and doubt in the efficacy of the programmes towards achieving its' empowerment goal. According to R9, with these doubts and preconceived notions, most returnee migrants decided to find other means of survival; with some hoping to raise enough funds to re-embark on another migration journey while others went into crime. Quoting R9, *"some are trying other means to make money, so they can travel to Europe (migration);"* however, he chose to participate in the training, graduated, and was funded to start up through the collaborative efforts of Edo state's ETAHT and IOM.

The TVET skills acquired ratio afforded the researcher an ability through its sample size to identify the distribution of research participants’ skills choices, and gender-based preferences, thus facilitating vivid statistical illustrations and comprehensive data analysis in Table 4.7 and Table 4.8 respectively.

Table 4.9: Employment Status Frequency

Employment Status	Frequency
Self-Employed (Entrepreneur)	28
Employed (Govt/Private)	0
Unemployed	2
Total	30

Source: Section A: Question No 8

The significance of Table 4.9 is that it enabled this study to identify the number of research participants that became self-employed entrepreneurs after graduating from the ETAHT TVET programmes – to which the majority considered themselves socioeconomically empowered through the programmes. Figure 4.3 shows the percentage representation of research participants’ employment status.

Figure 4.3 is a demographic distribution of frequency and percentile representation of research participants’ employment status. Firstly, self-employed (93.33%) are research participants who after graduating from the skills acquisition programmes and were assisted by ETAHT and IOM to establish and operate their businesses within the area of their acquired skills specialization. Self-employed research participants had more representation and according to most of the “*self-employed*” research participants, they prefer to be self-

employed with the TVET skills acquired rather than working under any company (government or private). Furthermore, the self-employed mentioned that finding a job in Nigeria is currently tedious; this is evident in the high unemployment rate in Nigeria (see Chapter 1; Background of the Study) – thus the choice of becoming self-employed.

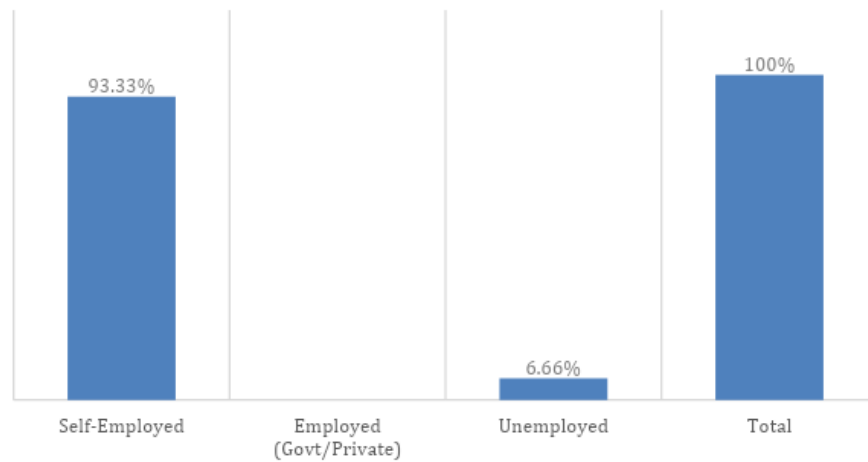


Figure 4.3: Employment Status Percentage

Source: Section A: Question No 8

In addition, most research participants who are mostly artisans prefer to be self-employed as it gives them independence and the opportunities to operate in a creative space, devoid of any form of bureaucracy. Secondly, this study recorded zero (0%) government or privately employed research participants. The reason for this is not far-fetched; according to most research participants – post TVET training, they prefer establishing their businesses to working under any company; because working with companies limits their creativity and independence. Thirdly, unemployed (6.66%) research participants are those who previously owned and operated their own businesses but failed and have not been able to get jobs, either with private or government companies, hence the rise in unemployment in Nigeria. R4, a female TVET-trained cosmetologist admitted that she was satisfied with the Edo state and IOM-organized TVET initiative and her subsequent business establishment respectively;

however, she noted that the financial assistance she got to start up the business was not sufficient enough to boost and sustain the business – thus the business faced “*challenges*” and eventual closed. R4, also mentioned that she is currently part of Nigeria’s unemployment statistics – as she is yet to be employed by either private or government companies.

Similarly, R5 a TVET-trained cosmetologist who is also unemployed noted that her business faced financial-boosting challenges before its sudden closure. According to her;

“With good support – I mean enough financial support, I would have bought raw material, made products, and sold products and made profits;” she continued, *“with good support and my efforts, I would have been empowered – not unemployed like I am now.”*

Gathering data on research participants' employment status categories helped this study to identify TVET-trained personnel preferred choices and status among – self-employed, employed, and unemployed – hence aiding robust analysis, discussions, and recommendations.

Table 4.10: Focus Group Members Description

FGD	Gender	Age	Ethnic	M. S.	L.	Y. G.	TVET	E. S.
FGD 1	F	25-30	Bini	Single	Benin	2018	C	S. E.
FGD 2	F	21-24	Bini	Single	Benin	2018	C	S. E.
FGD 3	F	21-24	Bini	Single	Benin	2018	C	S. E.
FGD 4	F	25-30	Bini	Single	Benin	2018	C	S. E.
FGD 5	F	21-24	Bini	Single	Benin	2018	C	S. E.

Note FGD -- Focus Group Discussant, F -- Female, M.S. -- Marital Status, L. -- Location, Y.G. -- Year of Graduation, C -- Cosmetology, E.S. -- Employment Status, and S.E. -- Self-Employed.

Source: Section A: Questions 1-8

Table 4.10 was significant to this study, in other to ensure that all research participants (FGD) meet the criteria for selection in the sample size, thus the need to find out and explain the characteristic features of focus group discussion members. Although the focus group number was included in the total sampling size (thirty) mentioned earlier and in the total demographic distributions, it is, however, important to clarify the characteristics of the members. The focus group discussants description above shows that the five-focus group (FG)members were all female between the ages of 21-24 and 25-30.

The above gender representations would have produced a different kind of data if there were males in the focus group. Unfortunately, some potential male research participants the researcher approached to join the focus group discussion, politely declined. In the description,as can be seen in the diagram, all the research participants were single, from the Bini ethnic group, residing in Benin City, acquired cosmetics-making skills and graduated in 2018, and areall currently self-employed. We had quite an interactive discussion session and quality data were gathered during this process. Their characteristics played a significant role and contributed to subsequent robust data analysis.

Table 4.11: Key Informants

Key Informants (KI)	Frequency	Percentage
KI:1	1	33.33%
KI:2	1	33.33%
KI:3	1	33.33%
Total	3	100%

Table 4.11 is a representation of this study's key informants and although key informants are not part of this study's research participants; however, the key informants played significant roles by facilitating researcher-research participants' connection, whilst also providing primary (interviews) and secondary data, which were crucial to correlate or corroborate the accounts of research participants.

This study had three key informants drawn from key government and non-governmental institutions related to the study subject. The primary and secondary data collected from these informants played key roles in the entire research process; especially in data analysis, discussions, and recommendations.

4.2 Chapter Summary

This chapter presented the demographic features of this study's research participants and also explained the importance of these variables and the impact they played on achieving the study objectives. For instance, through demographic representation, this study determined that the majority of ETAHT TVET graduates are self-employed (93.33%). Also, through demographic statistics, this study was able to ascertain the marital status of research participants and from the data gathered; the majority of the single research participants attest to being empowered by ETAHT TVET programmes – chiming that being single took away the burden of financial responsibilities, hence, they can earn and save, rather than earn and spend on family. Demographic data also facilitated this study to understand gender-based TVET skill preferences and not to forget the most enrolled TVET programme (cosmetology).

Based on the demographic description given above and for clarity purposes, in the process of data analysis; research participants and key informants would be labeled thus: research participants/respondents – R1, 2, 3, 4, 5 ...25; focus group discussants – FGD1, 2, 3, 4 and 5; while key informants – KI: 1, KI: 2, and KI: 3. The next chapter discusses this study's first objective – the “Socio-economic *impacts of TVET programmes on returnee migrants in Edo state*”.

CHAPTER 5

SOCIO-ECONOMIC IMPACTS OF ETAHT TVET PROGRAMMES ON RETURNEE MIGRANTS IN EDO STATE

5.1 Overview

Based on the data collected, this chapter analyses the study findings. In doing so this chapter discusses in detail the study's findings, especially with the study's objectives in mind. Also, the literature reviewed was used to argue against or in support of the findings. However, for a clear understanding; before analyzing the findings and discussions, it is pertinent to describe in detail – the characteristic of this study's research participants. It is equally essential to stress that the common denominator of this study's research participants is as follows:

1. Nigerian returnee migrants – repatriated from Libya, and residing in Edo state.
2. Undergone, and graduated from Edo state's ETAHT TVET programmes.
3. Have worked for at least one year with the TVET skills acquired from the Edo state's skills acquisition programmes.

To achieve the objectives of this study – the below data findings were collated, analyzed, and discussed. This study's data findings, analysis, and discussion was based on research participants' responses to this study's research questions and supporting data gathered from key informants. Hence, this study presented three (3) research questions to the research participants which were – (1), what are the socio-economic impacts of ETAHT TVET programmes on returnee migrants in Edo State? (2), how empowering are the ETAHT TVET programmes to returnee migrants in Edo State? and (3), what are the socioeconomic

implications of skill acquisition by returnee migrants to Edo State? The aforementioned research questions were used by the researcher to draft field questions – subsequently used to gather data, which answered this study’s objectives below.

In Nigeria, the need to address challenges associated with returnee migrants, through frameworks that positively impact their socio-economic living conditions necessitated the establishment of federal and state government agencies saddled with the responsibilities of ensuring that the welfare of returnee migrants is given top priority (vis-à-vis, repatriation, rehabilitation, and reintegration). As earlier mentioned in chapter two – from August 2017 to January 2020, the Edo state government through ETAHT received over 5000 returnee Migrants(ETAHT, 2020; cited in Ohagwu et al., 2021).

Subsequently, ETAHT in collaboration with non-governmental organizations like IOM has trained returnee migrants in different skills through its established skill acquisition programmes, particularly technical vocational education and training TVET centres like Agricultural Development Programme (ADP), Centre for Edo Delta Development Initiative (CEDD), and Edo State/United Nations Development Programme (UNDP) partnership on youth empowerment drive targeting returnee migrants from Edo State (Ibid).

Furthermore, as of November 2019 – IOM single-handedly completed business training for 9,929 returnee migrants in different vocational “*business skills training*,” while in a collaborative effort, ETAHT and IOM also train and provided stipends for business start-ups respectively for close to 2,000 returnee migrants in Edo state (Galindo, 2020; ETAHT, 2020; cited in Ohagwu et al., 2021).

5.2 Social Impacts of ETAHT TVET Programmes on Returnee Migrants in Edo State

The social impacts of ETAHT TVET programmes on returnee migrants cannot be ignored; especially, as the majority of the research participant confirmed that ETAHT TVET programmes helped to instill social responsibilities in them – hence reducing their involvement in criminal activities and other social vices like prostitution, human trafficking, and robberies within and outside their communities.

The majority of the research participants affirmed that the skill training and support they have received so far have instilled the spirit of social responsibility in them. Furthermore, most of the research participants noted that ETAHT TVET programmes have empowered and or partially empowered them, thus making them socially responsible – hence, they jettisoned all forms of social vices (criminal activities and prostitution). However, some of the research participants – mostly the “not empowered” note that their current socially responsible status is temporary and conditional. For instance, R16 a self-employed skilled POP ceiling fitter stated that due to a lack of clients, he has been facing financial difficulties and that although to some extent he has been socially responsible, but does not promise the same ‘sanity’ if things continue this way.

On the other hand; R17, 18, 20, and 25 all-female confirmed they were sex-trafficked before their repatriation, and stated that courtesy of the training and supports they received from ETAHT and IOM, they have been able to maintain a socially responsible status, however, mentioned that they require more financial support to boost their businesses. Quoting R17, *“I might become a hooker tomorrow if no support is coming,”* – R17 is a single young lady between 25-30 years old, who said that if she does not get the needed support, she might consider anything including prostitution to maintain a decent standard of living.

All five FGD were satisfied with the social impacts of the ETAHT TVET programme they attended and graduated from – unanimously agreeing that it has positively impacted their social living conditions. Furthermore, the five FGD members believe that they are now socially responsible as they are no longer involved in any sort of social vices (prostitution), rather they have become socially responsible to the people (families, friends, and workers) around them and their communities. FGD1 in her words *‘I no dey do ashawo again’* in English language transcription means *‘I am no longer into prostitution’* and for her, this is an act of being socially responsible as prostitution comes with a whole lot of criminal social vices. FGD5 further affirms the view of FGD1 – quoting FGD5 *‘it (ETAHT and IOM skill acquisition initiatives) has helped us to be socially responsible because we don’t involve in runs (prostitution) again.’* Her opinion was co-signed by other FGD members when she stated at them and they nodded their heads in agreement. FGD5’s statement correlates with the work of Okoduwa cited in Agbeze (2018) which explained that a lack of programmes (i.e., skill acquisition) that would help rehabilitate, re-orientate, and reintegrate returnee migrants might lead to them resorting to social vices and other criminal activities or even contemplate returning to Libya, en route Europe.

Furthermore, responding to the researcher’s question on the research participants’ social responsibility to their communities, FGD5 stated this: *‘we all have workers, we have trained and that is social responsibility,’* a statement agreed by the remaining FGD members. Explaining further, those that FGD members trained are either employed by them or by other businesses that require their skills. According to FGD5, who explained that most of the people they have trained have been gainfully employed, which erases thoughts of engaging in unproductive ventures, crimes, or social vices. FGD5’s point was emphasized in the literal word of Okolie and Asfa (2017) acquisition of skills enables people to be

productively engaged(employed or self-employed) in the labour market – thus improving their socio-economic status. ETAHT TVET programmes also had economic impacts on returnee migrants in Edo state.

5.3 Economic Impacts of ETAHT TVET Programmes on Returnee Migrants in Edo State

Table 5.1: Entrepreneurship Status

Entrepreneurship Status	Frequency
Entrepreneurs	28
Employed (Govt/Private)	0
Unemployed	2
Total	30

Source: Section A: Question No 8

The economic impacts, ETAHT TVET programmes had on returnee migrants cannot be overemphasized. The ETAHT TVET programmes had significant economic impacts on returnee migrants, as can be seen in the above Figure 5.1 – through ETAHT TVET programmes, 28 research participants (returnee migrants) became entrepreneurs, thus boosting their economic status. The economic impact of ETAHT TVET programmes on returnee migrants, significantly reduced the unemployment and poverty rates of returnee migrants in Edo state. In a sense, the above statistics show an impressive economic impact of ETAHT TVET programmes on returnee migrants, as the majority of its participants became business owners.

Although, poor funding of skill acquisition programmes had a direct or indirect effect on all research participants; with some complaints of lack of financial support to take care of their transportation and feeding during the skill training period. Few of the research participants went further, complaining that aside from transportation and feeding, bureaucratic bottlenecks played a major role in the limitations or lack of resources needed for a skill acquisition centre to function effectively. According to R11,

“I learned a lot from the skill acquisition programme, and the things I learned have impacted greatly my everyday living, but I think they (ETAHT and IOM) should make proper arrangements to financially support trainee (returnee migrants), also provide more equipment and chemicals needed for training”

The ‘*proper arrangement to financially support trainee*’ and the insufficient ‘*equipment, and chemicals needed for training*’ opinion by R11, was echoed in the work of Aina (2009) which note that most skill acquisition programmes in Nigeria are considered incomprehensive and ineffective due to lack of resources, occasioned by outright corruption through funds embezzlement which has led to poor funding of government partnered schemes like TVET programmes. Another work by Oshionebo (2017) pointed out that the challenges confronting skill acquisition programmes in Nigeria are corruption and public finance mismanagement which has affected the efficiency level of several government projects – skill acquisition (TVET) programmes inclusive.

Regardless of the above challenges, ETAHT TVET programmes had significant impact on returnee migrants in Edo State. The majority of this study’s research participants are satisfied with the TVET programmes organized by ETAHT and IOM. These research participants are glad to have acquired different skills (perfume, cream and soap making,

tailoring, welding, POP, business skill training, etc.), which according to them have greatly impacted their current daily living, through the usage of skills acquired for commercial purposes. Most of the research participants stated that due to the skills acquired, they have become wealth creators, thus are currently economically self-sustenance, and maintaining an improved living conditions.

The aforementioned attributes are some of the positive economic impacts of skill acquisition on returnee migrants in Edo state. The viewpoints of the research participants are supported by the work of Okolie & Asfa, which noted that TVET facilities a wealth creation opportunity (2017). Furthermore, supporting the positive economic impact of skill acquisition on returnee migrants; Idoko (2014) rightly stated that the acquisition of skills creates in individuals – the opportunity to become economically self-sustenance.

In addition, skill acquisition programmes by ETAHT and IOM facilitated the self-employment and entrepreneurship status of twenty-eight (28) research participants (see, table 4.9); with some employing staff to work with them. *“A lot of returnees have benefited from the empowerment programmes (ETAHT TVET), including myself – it made me an entrepreneur, with workers;”* says R8, a self-employed welder. Therefore, this study posits that the ETAHT skill acquisition (TVET) programmes, created entrepreneurship status in the returnee migrants while also creating employment opportunities for other members of the public who are now employed under returnee migrants-owned businesses. This confirms the assertion by Donli (2004) who noted that the exhibition of ideas and knowledge gained through skill training is geared towards instilling in individuals, the spirit of entrepreneurship needed for meaningful development.

In furtherance, equipping returnee migrants with skills, through ETAHT and IOM's skill acquisition programmes is considered impactful to the returnee migrants. Quoting a smiling R7, *'the training has taken me to the next level – my life has improved.'* In addition, R8, 9, and 10 opined that they had satisfactory training which greatly impacted positively – their daily economic living condition. R8 *'I am satisfied with the training because I gained skills that are helping me feed and take care of myself,'* – R9 and 10 have similar opinions, as according to them, the skill training they acquired has given them economic power, thus enabling them to earn a living and support themselves. R10 and R15 specifically mentioned that they are now financially responsible to their jobless-aged parents and general family support respectively.

The ETAHT TVET programmes significantly on the economic living condition of returneemigrants (research participants) in Edo state. The aftermath of the ETAHT TVET ignited business craft success that made it possible for most of the research participants to be able to take care of themselves and their immediate family members, making most returnee migrants economically responsible in their communities. As rightly mentioned earlier, the majority of this study's research participants believe that the ETAHT skill acquisition programmes enabled them to be economically self-reliant and according to a few research participants, it has also made them economically responsible to people by paying their temporary or permanent workers and family member under their care; while also paying government levied taxes on their business operations. In the words of R19, a female skilled perfume, and soap maker (cosmetologist) *'I support (financially) my family, pay shop rent and government levies, and the nation benefits from it.'* The submission by R19 is backed by Alhasa and Abdullahi (2013) who wrote that exposing returnee migrants to relevant skills helps in boosting their income generation and ensures an improved livelihood. Furthermore,

and in correlation to R19, Nwankwo et al. (2013) note that skills acquisition (TVET) serves as a positive avenue to promote national development.

Therefore, with the employment and payment of workers; government taxes/levies on the business operator and their employees – these levies/taxes, directly aid the actualization of the developmental goals of the Edo state government of providing basic social amenities within the communities. Hence, this study thinks that its research participants have relatively been economically responsible to their communities.

In addition, a focus group discussion (FGD) was held between the researcher and five- member skilled self-employed single females, three (3) aged between 21-24 years old and two (2) aged between 25-30 years old. In a friendly atmosphere, a productive interaction ensued between the researcher and FGD members; with the five FGD members acknowledging that through ETAHT TVET and their start-up support, they have been able to flourish in business and also helped in the training of others that are interested. Asked if ETAHT TVET programmes has economically impacts their lives, FGD2 responded – “yes, *we are all economically self-reliant.*” FGD2’s response came with unanimous head nodes and smile gestures from the other FGD members.

Furthermore, all five FGD members consider themselves economically self-reliance, which they attributed to ETAHT TVET skills and business acumen learned. It is pertinent to stress that all five FGD members run businesses, pay workers, government levies/taxes, and shop rentals, while also taking care of their immediate family's financial needs.

FGD5 mentioned that she was from a poverty-stricken family and would sometimes prostitute to earn a living and gather funds for her European migration mission which abruptly ended at her transit location (Libya) en route to Italy. FGD5’s confession of coming

from a poverty-stricken family is common and considered an endemic in Nigeria, at least in the past few years. In 2017, the World Bank report asserts that over 85 million Nigerians live below the international poverty line of \$1.90 per day. FGD5's confession confirms World Bank 2017 report and in more recent studies by a renowned global real-time poverty data gathering NGO, World Poverty Clock, quoted in their report that *'Nigeria now has more people living in extreme poverty than any other country in the world'* (2018); and about 50 percent (102, 407, 327) Nigerians currently live in extreme poverty (2020).

However, throughout the FGD session, FGD5 was very lively and always ready to answer any question asked by the researcher, she expressed delight and acknowledged the economic impacts of the ETAHT TVET programme and her start-up has flourished her business acumen and current financial status. Quoting FGD5, *"thanks to ETAHT TVET, I now run a successful business and I am very grateful."* Furthermore, and in the practicality of the effects of the economic impacts of ETAHT TVET programmes; FGD5 pointed out that she can now afford certain things which she previously could not – quoting FGD5, *'I can purchase what I want, even though if it is basic things but I am fine with that.'* FGD2 interrupted FGD5 with an accusation that ETAHT and IOM are favouring some returnee migrants (FGD5 inclusive) which is why some are more successful than others. This accusation led to an argument with FGD4 and 5 countering FGD2's accusation that the ETAHT and IOM collaborative initiative was biased in its financial support to returnee migrants. However, FGD4 and 5 countered the narrative as false; FGD5 noted that the reason her business is very successful, was due to her practical approaches and deep commitment to her business as to others that give little or no attention to their business. FGD5 also pointed out that, another reason for her business success is that since she graduated from the ETAHT TVET programme, she that although not regular, however, she has been in contact with the

ETAHT TVET programmes trainers, to brush up on her TVET and business skills, to meet the modern-day demands.

In FGD5 words which were in Pidgin English (to make her point) which the researcher will transcribe into English language

‘I hear wetin una dey talk, say dem (ETAHT and IOM) dey support me, na why my business dey boom – my sister, I dey hustle well and I no dey neglect any chance wey go help my business grow’ she continues ‘dem (ETAHT and IOM) go call for training and assessment and una go come but na una go still dey wonder why my business dey grow.’

In English language translation, FGD5 explained that the accusation against her and others successful returnee migrants that benefited from skill acquisition programmes in Edo state was false, according to her, she is a hardworking lady that is passionate about her business – thus she always makes use of any slightest opportunity to enhance her business by regularly attending all training and assessments organized by ETAHT and IOM even after her graduation years ago, while most of the complainants do not show up regularly to refresher training and assessments. She wondered why they make such accusations when they are indirectly the cause of their current fate. FGD5 then proceeded by raising her eyebrows and swinging her head simultaneously, probably in dis-approvement of the accusation by FGD2.

The five FGD members thought that the ETAHT skill acquisition programmes in Edo state had substantial positive socioeconomic impacts on their lives and their communities. With the benefits accrued from the programmes, they are fully disconnected from all forms of social vices and are also currently economically self-reliant, while providing financial support to their immediate family. While, FGD3 asserts that ETAHT TVET “helped to

economically improve peoples' live,” noting personally that “ETAHT TVET promoted my economic living situation.” FGD1note that *“I am economically self-reliant.”*

The researcher asked a similar question (impacts of skill acquisition on returnee migrants in Edo State) to this study's three (3) key informants from both government and non-governmental organization, to which they all opined that skill acquisition programmes in Edo state has had great positive socioeconomic impacts on the returnee migrant and also to the state in general. They noted that this is evident in the success testimonies of returnee migrants who have gone through the ETAHT skill programmes, and successfully established businesses based on their craft.

Key informant three (Ki3), who works with a non-governmental organization, IOM showed the researcher pictures of returnee migrants, who they have assisted in collaboration with ETAHT to establish businesses based on the skills they (returnee migrants) acquired through the skill acquisition programmes in Edo State. Ki3 mentioned that IOM efforts to ensure proper rehabilitation, re-orientation and reintegration of returnee migrants have helped greatly to support the efforts of the state government in using skill acquisition to positively impact the lives of returnee migrants. According to Ki3;

‘We (IOM) provide returnees with business skills management (BST) – this has equipped returnees with basic knowledge and skills prepared them (returnees) for their reintegration, small business setup, and management

Ki3 continued by showing photos of returnee migrants who are now artisans while saying *‘these are testimonies from the beneficiaries of IOM assisted business skill programmes in Edo state.’* Ki3 believes that IOM's skill programmes in Edo state impacted skills to returnee migrants, who are mostly now entrepreneurs and use skills acquired for

productive economic gains and the improvement of their living conditions. Ki3's views were exactly what Alhasan and Abdullahi mentioned in their work on the relevance of skill training to returnee migrants. According to Alhasan and Abdullahi, the exposure of returnee migrants to skill acquisition programmes paves a way that enables them (returnee migrants) to generate income and enhances their future livelihoods (2013). Furthermore, Ki3 believes that the success achieved so far was only possible with the collaborative assistance of the Edo state's government agency ETAHT – the main state-sanctioned TVET programmes coordinating agency.

Furthermore, Ki2, who works with ETAHT confirmed ETAHT to be the main coordinator of skill acquisition programmes in Edo State, hence all related government and non-governmental organizations collaborate with ETAHT. Ki2 noted that ETAHT's organized rehabilitation, reintegration, and skill acquisition programmes have positively impacted returnee migrants. In Ki2 words, *'through our programmes, we have helped to rehabilitate and train returnees in different skills – so far the returnees are doing well in their businesses.'* The above views were supported by Ki1 who works with NCFRMI; Ki1 chime that skill acquisition programmes in Edo state have had positive impacts on returnee migrants; Ki1 categorical mentioned that few graduates of the skill acquisition programmes in Edo state, have given positive testimonies, thus he has been impressed with the programme's *'very successful'* stories. Quoting Ki1;

'The (ETAHT and IOM) skill acquisition programmes have been very successful, a very good number of the returnee migrants trained were able to make their own product at the end of the training session and they have been independent economically by making good use of the skill acquired on a commercial basis.'

Ki1's quote correlates with a previous related study by Donli (2004) who viewed skill acquisition as a platform that instills in individuals, the spirit of entrepreneurship and economic independence. Ki1, further mentioned that being economically engaged has dissuaded most of the returnee migrants trained from going back or getting involved in criminal activities or other social vices – thus, potentially reducing the crime rate within their communities. Ki1's submission aligns with this study's theoretical framework, which was an adaptation of Keiffer's theory. In the framework (see below), the ultimate goal of every skill acquisition (TVET) programme is to achieve Optimal Outcomes and Distal Outcomes. While Proximal Outcomes target the social well-being of individual participants, Distal Outcomes reduce individual participation in social vices whilst, improving individuals and their community's socio-economic conditions.

5.4 Chapter Summary

Based on this study's first research question tailored to the research objective, this research concludes by summarizing and giving an opinion based on answers from the research participants, key informants, and this study's viewpoints. The objective of this subsection was to assess the impact of ETAHT skill acquisition (TVET) programmes on returnee migrants in Edo state and from the response of the research participants, key informants, and available statistics, this study asserts that ETAHT TVET programmes in Edo state had a positive socio-economic impact, by facilitating self-reliance and boosted the entrepreneurial status of the majority of the research participants (returnee migrants). Despite the funding challenges, ETAHT skill acquisition programmes in Edo state were lauded by all research participants, who were all satisfied with its organization and operation, aimed at the betterment of returnee migrants.

This study believes that ETAHT skill acquisition programmes in Edo state had a positive impact on the lives of returnee migrants (research participants) by equipping them with skills. Socially, participation in ETAHT skill acquisition (TVET) programmes made this study's research participants shun social vices; this is because the programme processes (rehabilitation, reorientation, and reintegration) undergone by returnee migrants instilled in them the spirit of a positive social demeanour – thus making them socially responsible. While, economically it enabled the research participants to take advantage of their skills-related entrepreneurial opportunities, to make, earn meet and become economically self-reliant.

Overall, the impact of skills acquisition programmes on returnee migrants are enormous; particularly in addressing this study's problem statement of rising unemployment and poverty which are key factors necessitating illegal or irregular migration by Nigerians to European countries. Judging from data collected from research participants, this study asserts that the ETAHT skill acquisition (TVET) programmes in Edo state facilitated the self-employment (entrepreneurship) and the productive engagement of returnee migrants. Hence, the skill acquisition programmes in Edo state have successfully lifted the majority of this study's research participants (returnee migrants) from poverty, whilst also reducing their involvement in social vices – these are the positive socioeconomic impacts of skill acquisition programmes on returnee migrants in Edo State.

CHAPTER 6

EMPOWERMENT THROUGH ETAHT TVET PROGRAMMES

6.1 Overview

Many writers' views that the goal of TVET is empowerment. According to UNDP's Country (Nigeria) Director Samuel Bwalya (2018), TVET programmes are solely aimed at empowering returnee migrants. Hence, this study's second objective examines these postulations, using returnee migrants in Edo state as the case study. It is essential to verify these assertions directly from returnee migrants who participated in ETAHT TVET programmes in order to have unbiased viewpoints, germane to the enhancement and robust analysis of this study.

6.2 Empowerment through ETAHT TVET Programmes

Based on the data collected, the majority of this study's research participants (returnee migrants) think that the skill acquisition programmes organized by ETAHT and IOM equipped them with relevant TVET skills, which they subsequently used in running enterprises and generated incomes that helped to boost their socioeconomic status – thus they consider themselves “Empowered (E)” through the programmes, while few of this study's research participants view themselves to be “Partially Empowered (PE)” by the skill acquisition programmes; the relatively remaining lesser number of research participants opine that they were “Not Empowered (NE)” by the ETAHT TVET programmes. Before proceeding with this chapter analysis, it is imperative to explain the parameter used by research participants in gauging “Empowered,” “Partially Empowered,” and “Not Empowered” status.

Research participants consider themselves “Empowered” when they are not “only” self-reliant, but also able to financially support their immediate family, pay workers under their employment, pay other work-related taxes, levies and bills, able to regularly contribute to community development and have savings in case of emergencies. “Partially Empowered,” are the set of research participants, that consider themselves only self-reliant, without the financial capabilities to support others. It is important to note that most of the “Partially Empowered,” are entrepreneurs, however, their businesses are not flourishing, thus are limited in their financial capabilities to support others, particularly their immediate family. According to most of the research participants, they are “Partially Empowered” due to several reasons, such as; insufficient funding, business location (especially, Ovia South-West), market trends, etc. Finally, “Not Empowered,” are the research participants who viewed that the ETAHT TVET programmes did not empower them. While some of the “Not Empowered,” are still struggling entrepreneurs, others are unemployed, as they have closed their businesses due to mismanagement. Figure 6.1 gives a graphic percentile description of research participants that were “Empowered,” “Partially Empowered,” and “Not Empowered”.

Similar to a previous study by Ohagwu (2020), which noted that 90% of the study participants agreed that “*TVET leads to empowerment*” – the majority of this study’s research participants (returnee migrants) reiterated that TVET programmes are pathways to empowerment. The chart representation (Figure 6.1) shows that 50%, 33.33%, and 16.66% of the study’s research participants were “Empowered” (E), “Partially Empowered” (PE), and “Not Empowered” respectively by the ETAHT TVET programmes (Ohagwu et al., 2021). During the in-depth interviews, the researcher was able to understand from research

participants – what they gauged or considered – empowered, partially empowered, and not empowered.

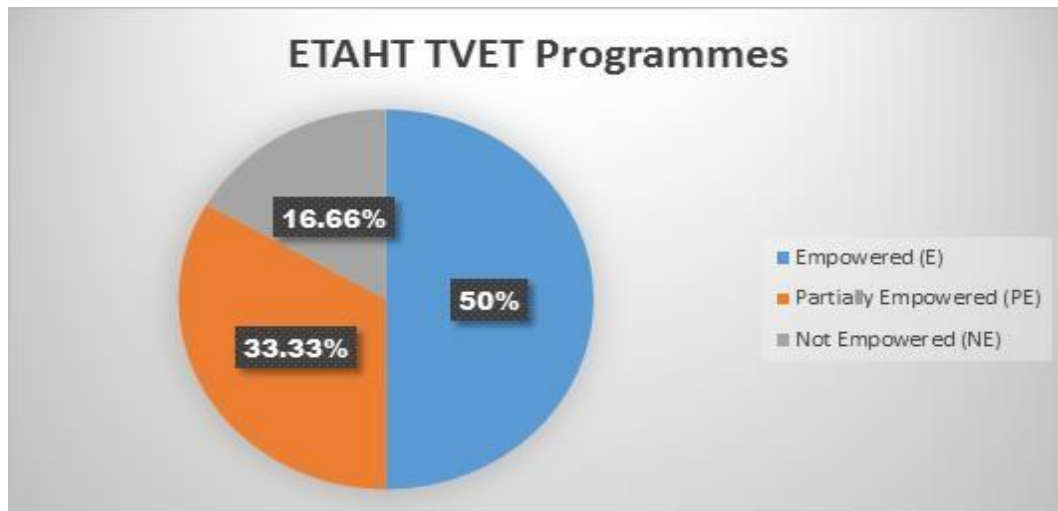


Figure 6.1: ETAHT TVET Empowerment Percentile

Source: Section C: Question 4; cited in Ohagwu et al. (2021)

The majority of the research participants believed that being “Empowered” is the ability to make full use of TVET skills acquired to productively work and earn a living thus helping them meet their financial obligations and also able to save a reasonable percentage of their earnings in case of unforeseen circumstances (emergencies). While “Partially Empowered” is considered as working and earning a living without the ability to save a reasonable percentage of one’s earnings either due to marital or family status and or other obligations (see; Ohagwu et al., 2021). Lastly, this study’s research participants’ that considered themselves “Not Empowered” by ETAHT TVET programmes are mostly those who faulted the insufficient start-up fund they received after graduating from the TVET programmes. The “Not Empowered” research participants also faulted the ETAHT TVET programme operational framework (pre- and post-ETAHT TVET), which they mentioned

lacked regular supervision and monitoring of their business progress (success or otherwise) by the TVET programmes officials (Ibid).

Quoting R8 a male welder and an ETAHT TVET empowered research participant, who in a mixture of broken and proper English language states thus; “*brother I no go lie you, the programme (ETAHT TVET) really empowered me;*” which in translation means; ‘brother, I will not lie to you, the programmes (ETAHT TVET) really empowered me.’ R8 continues to explain how and why he classified himself as being empowered;

“After the training (ETAHT TVET) and support (funding) from IOM – I have a workshop and many customers; the money I make have assisted me in taking care of myself and to support my widowed mother. As a matter of fact, I have been saving up to get married, so at this stage, I believe I am empowered”

The above assertion by R8 is the research participants’ general classification of being empowered – that is, the ability to make use of the skills acquired to engage in financial rewarding occupations, thus enabling them to take care of their financial needs and that of their immediate families, while also saving and contributing to the development of their communities, through the payment of government taxes and levies.

According to R8, he chimes that the ETAHT TVET programme itself empowered him with not only skills but the stipend given by IOM practically helped to facilitate his skill to be applied in his own craft business which he has used to ‘*better my life,*’ according to him. In R8’s opinion quoted earlier, being empowered is not only about possessing skills, but possessing skills and being able to apply the skill acquired to earn a living to better one’s life. To R8 being financially stable with the help of the skill he acquired is empowerment. R8 concludes by noting that the skill acquisition (TVET) programme did not only equip him but

facilitated his empowerment and financial independence. R8's submission correlates with the work of Ogundowolo (1998) who notes that skills acquisition programmes are empowering, in the sense that it prepares and equips individual or group with appropriate skills that can be beneficial to them in the future. These submissions were supported by the recent work of Ohagwu (2020); also cited in Ohagwu et al. (2021) which asserts that;

“TVET is a pathway to empowerment – because skill acquisition (TVET) is a training process that equips participants with hands-on skills and knowledge; thus, enables them (TVET participants) to utilize acquired skills to earn a living and subsequently, improve their socio-economic living conditions.”

Similarly, R9 a male self-employed research participant, trained in agro-business skills is also full of praise for the skill acquisition programme in Edo State. According to R9;

‘The training has really helped to improve my social status and my economic standard;’ he continues *‘I can go to different leisure places to socialize because I am now financially capable to afford things;’* he further added *‘my living condition has improved since I started my Agro farm business.’*

A literal correlation to R9's assertion was highlighted in the works of Okolie and Asfa (2017) where they mentioned that skill acquisition (TVET) positively impacts an individual or group's economic development, by providing them with the opportunities to create wealth and thus promote social inclusion.

Although R9 noted that some participants complained that the skill acquisition programmes did not empower them – he suggested that relevant agencies look into and apply an appropriate framework that addresses participants' reoccurring challenges or

complaints. However, according to him, he was empowered by the skill acquisition programme, and through the skill training and financial support received to start up his Agro farm business, he has become self-reliant, whilst also supporting his family and people around him to the best of his abilities.

As mentioned earlier, 50% of this study's research participants confirmed that they were empowered by the ETAHT TVET programmes; also, during in-depth interviews, few of them (research participants) expressed similar views about the ETAHT skill acquisition programme in Edo State; stating that the programme empowered them by not only improving their standards of living and that of their immediate family but also made them financially self-reliant.

R10 stressed that the acquisition and commercial usage of TVET enabled him to financially provide and take care of his aged jobless parents; while in R11's words '*I am very self-reliant, I am financially capable to take care of myself, all thanks to my skills and good business,*' she ends with a smile. The research participant's self-reliant viewpoint was echoed in the literary work of (Idoko, 2014) skill acquisition is a form of training that can lead to the acquisition of knowledge for self-sustenance.

Furthermore, R12, a trained male hair barber who is single said a lot has changed in his life since he came back from Libya and got trained through the Edo state's ETAHT TVET programme. Interviewing R12 at his unisex salon, he expressed how poor and difficult his life was when he got repatriated to Nigeria – '*before I can barely feed but now, I can feed myself, pay my shop and house rent, support my old parents;*' he continues '*for me, doing all these things with the help of my skill is empowerment to me*' – R12's explanations were followed with physical expressions of smiling and hand gestures. In correlation to R12's

statement of past and present personal experiences, the work by Odu et al. (2014) emphasized that skill acquisition (TVET) is a tool for positive change with various potentials for skill development, capacity building, wealth creation, and empowerment.

While, R13 a married trained welder pointed out that he is *'100 percent economically self-reliant'* – according to him, he pays all his bills and takes care of his wife and child, asserting that *'now I can provide three square meals for my family, I take my wife and son out for leisure once every month,'* which he claimed he could not do before his skill training and business establishment. The views of R13 can be backed by Jimba (2006) who postulated that skill acquisition empowers an individual by facilitating improvement changes in their life. In a nutshell, R13 asserts that the ETAHT skill acquisition programme empowered him.

Furthermore, the majority of the focus group discussant (FGD) asserts that they have been empowered by the ETAHT skill acquisition programmes. It is essential to point out that the five-membered FGD who are single, female, and self-employed unanimously agreed that skill acquisition programmes and subsequent ownership of individual businesses have helped them become *"self-reliant to some extent,"* says FGD2.

On being empowered by the ETAHT skill acquisition programmes in Edo State; while FGD4 and FGD5 emphatically stressed that the skill acquisition programme organized by ETAHT and IOM empowered them, FGD1 who after acquiring skills and startup support, thus became an entrepreneur opine that, although she considers herself to have been empowered through the programme, she believes more could be done – *'yes, I am empowered by the training programme and now own my business but more could be achieved.'* Ask what she meant by *'more could be achieved,'* FGD1 states that she was referring to her personal business development and her business expansion aspirations. FGD1

expressions are reflected in Donli's (2004) submission where the writer viewed skill acquisition as the exhibition of ideas and knowledge learned in training which builds an individual's spirit of entrepreneurship needed for meaningful development (Iroegbu, 2017). Overall, FGD1, 4, and 5 expressed excitements about the empowerment opportunities the skill acquisition programmes created while FGD2 and FGD3 assert that due to financial constraints that have hindered their business growth, thus they consider themselves partially empowered.

Within the context of this study's objective, some research participants consider themselves to be partially empowered by the skill acquisition programmes in Edo State. These research participants think that ETHAT skill acquisition programmes partially empowered them. It is important to note that these research participants have their businesses after undergoing the ETAHT skill acquisition programmes, however, they echoed the lack of sufficient financial and mentorship-related support served as hindrances to their business growth; they pointed out that most of the challenges they face are associated with the post-training framework – such as lack of sufficient startup finance and post-training monitoring of graduates progress in their respective craft businesses.

Also, a relatively few research participants complained about insufficient funds to grow their businesses – *'I am still facing challenges to boost my business'* said R21 a trained single female caterer. R21 hinted that the catering business is becoming dynamic and due to insufficient funds, she is finding it difficult to catch up with the trend; while making a hand gesture, pointing at the store, and speaking in Pidgin English she said;

‘I for like to renovate my store, so e go look more attractive – I dey also plan to do adverts for Facebook and Instagram, so people go fit know wetin I dey do, but all thesethings na money and me no really get that kind extra money for hand’

In the translation, she was explaining her business challenges, noting that she planned to renovate her store to look more attractive, she also emphasized her desire to advertise her craft on social media platforms like Facebook and Instagram, so that more people will know what she does, however, lack of sufficient finance to execute such has become her great challenge; according to her, doing all that requires her store to be revamped before she can do any advertorial photo-shoot, promotional video, and pictures for social media.

She also complained about the bureaucracy and incomprehensiveness in the ETAHT skillacquisition programmes framework in Edo State, especially the post-TVET graduates (trainedreturnee migrants) – R21 like other research participants voiced her opinion on the neglect of returnee migrants after they graduated from ETAHT TVET programmes.

‘Imagine since wey we finish training, dem just forget about us, dem no care how our business dey go – at least dem supposed to come check on us to know if we dey succeed or not and to give us encouragement or business advice; many of my friends wey we train together don close their business because dem no fit handle am but I thank God say even though I dey face small wahala, my business still dey move.’

R21 felt more comfortable expressing herself in Pidgin English and the translation of the above statement goes thus;

‘imagine, since we finished training (ETAHT TVET), they (ETAHT and IOM) forgot about us (graduated returnee migrants) and did not care to know about our business

progress level or otherwise; at least they are supposed to check up on us to know if we are making progress or not and also give us encouragements and business advice; because due to the lack of ETAHT and IOM follow-up, many of my friends that we trained together have closed their businesses as they could not successfully run it, but I am grateful to God that I still remain in my business craft, even though I encounter daily business challenges, my business is still progressing.'

R21 considers herself to be partially empowered at the moment; she asserts that;

“Government and NGOs (ETAHT TVET and IOM) that trained and gave out finances should regularly check on them (graduated returnee migrants) to assess their success or otherwise level and in that process give business tips for success”

The above assertion is because R21 believes that most of the trained returnee migrants in Edo State who were unsuccessful with their different craft business were due to the ETAHT skill acquisition programmes structural lapses – she notes particularly, the lapses of post- training monitoring, mentoring of trained and graduated returnee migrants. In her view, this framework loopholes of returnee migrants' neglect by stakeholders (ETAHT and IOM) have to some extent resulted in the inefficiency of the skill acquisition programmes in Edo State. In light of R21's views, Eze, (1990); cited in Okolie & Asfa, (2017) echoed the importance of a comprehensive and well-planned skill acquisition (TVET) initiative as an efficient way to significantly promote individuals and their enterprises.

Similar to R21, R22 a married male skill acquisition programme trained POP ceiling installer who considers himself to be partially empowered asserts that aside from the lack of post-training monitoring and mentoring from ETAHT and IOM, he mentioned that other challenges led to him being partially empowered. According to him, he is faced with business

competition from other POP ceiling experts and family financial obligations – *‘it has not been easy, although I can say that I am partially empowered but I still face challenges in running my business’* said R22 who continues, *‘see, I am the breadwinner and supporting my family with whatever I make, plus customers are not forthcoming as expected.’* These challenges are what made R22 box himself into the partially empowered category.

Contrary to the views of the majority of the returnee migrants (research participants) who opine that they were empowered or partially empowered through the ETAHT skill acquisition programmes in Edo state; a relatively few research participants posit that the ETAHT skill acquisition programmes did not empower them. The latter research participants opined that after graduating from the skill acquisition programmes, the financial assistance given to them as start-up funds was insufficient. They also noted that the authorities in charge of the training were quick to train and disburse the stipends without bothering to do continuous monitoring and assessment of the progress or otherwise of their businesses.

These few research participants explained why they considered themselves not empowered by the ETAHT skill acquisition programmes. Although all of them praised the initiative unanimously that it has helped to shape their life, especially in the area of social responsibility, as after the training, they had jettisoned all forms of social vices. However, they think that the ETAHT TVET programmes and its' entire structure did not empower them – *‘oh no, I am not empowered yet’* because *‘empowerment is the knowledge gained, that enables you to provide and take care of yourself and if possible your family;’* posits R16, a single male POP ceiling installer who does not consider himself empowered by the ETAHT TVET programme; in continuation, he gave reasons, positing that *‘the skill acquisition programme I participated in is not totally empowering because, after training, I*

was given a stipend which was not even enough to purchase all equipment and tools I need to operate, so I could not function properly as a startup,’ – R16 elaborated further, stating that he hardly get jobs these days and that to him was due to the unavailability of basic work tools needed to operate and function efficiently, especially in the evolving POP ceiling craft. According to R16, the startup given to him after the skill acquisition training was not sufficient enough to buy some equipment that will enable a more efficient service; thus, he is losing clients to more equipped POP ceiling installers.

R16’s current financial challenges were highlighted in Ozoga (1985) who mentioned the lack or insufficient startup finance for skill-trained persons as a hindrance to their empowerment; while Okolie and Asfa (2017) hint that such hindrance leads to the lack of modern equipment needed to operate and function efficiently. Hence, R16 calls for assistance from stakeholders – stressing that had adequate financial and supervisory support been given to him after training, his case might have been different.

R17 a female cosmetic soap, cream, and perfume maker said she is not empowered through the programme. Quoting R17, *“this skill acquisition training (ETAHT TVET) has empowered some returnees but I have not been empowered yet.”* She further opined that although most of them (trained returnee migrants) have been managing to feed – by making use of skills acquired for commercial purposes, however, it has been quite difficult for them lately due to the harsh economy. R17 pointed out that the skill she acquired were complex, and thus requires many raw materials for production. She mentioned that the stipend she got after the ETAHT TVET graduation was used to rent a store and buy some raw materials for her cosmetics products, and according to her the post-ETAHT TVET stipend (*“N350, 000 Naira”* – the equivalent of \$1000 US dollars at the time of graduation, 2018) was not enough

as production cost has skyrocketed due to an increasing market purchasing power. R17 was worried that due to her current economic situation, and in her words, “*I need money to continue payment of my store and to continue production.*” She fears that she might lose her store which rent is due soon, thus she contemplates going back to prostitution which was what she previously did before embarking on her unsuccessful migration journey to Europe. R17 posits that the latter might be her only last source of survival.

Similarly, quoting R19, a female cosmetics cream, soap, and perfume maker ‘*I am not empowered yet, because I lack proper financing to boost my business to the level where I will consider myself empowered, I still seek support from my family and friends to survive Nigeria harsh economy.*’ With a visible facial display of anger, R19 complained bitterly of her current condition that she belted out in Pidgin English;

‘*Bros, I don do interview taya, I need help for my business;*’ she continues ‘*the money wey dem give us no reach anything and I don almost close my shop;*’ she paused a bit and continues ‘*make I tell you the truth if I no get help, I no mind enter the street again to hustle for food.*’

In translation, R19 said she was tired of her current harsh economic conditions and needs financial support for her survival and to boost her business which is on the verge of closing soon. Questioning returnee migrants’ ETAHT skill acquisition programmes’ stakeholder’s funds contribution, distribution, and management – R19 notes that if help does not come soon, she might do a bit of prostitution to survive. Her questioning of skill acquisition programmes and financial management was due to writers and the general opinion that corruption has eaten deep into the fibre of Nigerian systems. Within the context

of this study, Oshionebo (2017) echoed that corruption and public finance mismanagement has affected the efficiency level of skills acquisition programmes in Nigeria.

Additionally, to correlate data gathered from the thirty (30) research participants, this study collected supplementary data from the three (3) key informants on the question of skill acquisition programmes as an empowerment tool for returnee migrants in Edo State, this study's three key informants Ki1, 2 and 3 answered indifferently; sounding more diplomatic when asked if the ETAHT skill acquisition programmes in Edo state have empowered returnee migrants. However, the responses from the key informants aided this study to different viewpoints from the government (ETAHT and NCFRMI), non-governmental organization (IOM), and research participants (TVET graduates), thus enabling comprehensive data analysis.

The three key informants noted that funding has been a major challenge confronting the actualization of their respective organizational targets; thus, significantly affecting returnee migrant's empowerment goal. Stressing further, Ki2 (ETAHT) pointed out that – *'one of the major challenges of the Taskforce is funding;*' which according to him affects the efficiency of ETAHT's organizational ultimate goal of rehabilitating, reorientation, reintegration, and eventual empowerment of returnee migrants. Ki2's views were similar to what Ozoga echoed in his study finding, where he posits that lack of funding was a major problem confronting skill acquisition (TVET) programmes (1985).

However, despite funding challenges – Ki1 (NCFRMI) notes that the limited resources available have been effectively used to train TVET participants; with most of the trained returnee migrants positively testifying – about how skill acquisition empowered them. Ki1 emphasized that;

‘Skill acquisition programmes have been very successful and empowering, a very goodnumber of the migrants' returnees trained were able to make their own product and they have been independent economically by making good use of the skill acquired on a commercial basis.’

Ki1’s submission correlates with the work of Nwankwo et al. (2013), where they pointed out that skill acquisition is an empowerment pathway as it enhances and facilities skill, economic, financial, and social development of an individual – making the individual independent.

Similarly, Ki2 believes that the skill acquisition programmes in Edo State, especially ETAHT and IOM collaborated programmes have empowered returnee migrants. Ki2 notes thatthis agency (ETAHT) has received successful testimonies from previous skill training participants – *‘yes, our agency (ETAHT) rehabilitated, trained and empowered returnee migrants;’* he continues *‘most of the returnees are doing well in their business.’*

Ki3 (IOM) opined that in collaboration with ETAHT, they have recorded success concerning the empowerment of returnee migrants. While showing the researcher pictures of trained returnee migrants who have benefited from IOM’s returnee migrants’ assistance programme Ki3 voiced;

‘These are testimonies of a Nigerian returnee (Edo state residents’) assisted by IOM operating his barbershop in Benin City;’ he further emphasized that *‘this is another beneficiary who now owns a store after a TVET/business skill training – all these people have testified to us that the skills training and financial startup facilitated their empowerment.’*

The above assertion by Ki3 correlates with a previous report by IOM (2018) which noted that it has trained and financially assisted returnee migrants in Edo State with business entrepreneurship skills, aimed at empowering and easing their reintegration into the community.

Furthermore, Ki3 asserts that although they (IOM) in collaboration with the Edo state government agency (ETAHT) have recorded relative successes in returnee migrant's empowerment, however, he opined that more needed to be done to improve its achievement record.

With all the data findings, analysis, and discussions in this chapter, the majority of research participants asserted that ETAHT TVET empowered them; hence this study believes that skill acquisition (ETAHT TVET) programmes are indeed an empowerment platform; this study further stresses that to maintain the empowerment status of these TVET graduates (returnee migrants), there is a need for stakeholders to regularly monitor post-TVET graduates, to ensure that they (returnee migrants) are on the right part of business success – through a regular update on business ideas and techniques.

6.3 Chapter Summary

With available data analyzed, this study asserts that skill acquisition programmes in Edo state, particularly the collaborative programmes between ETAHT and IOM – empowered returnee migrants (research participants). In statistical representation, 50 percent (see, Figure 4.6) of the research participants agreed that ETAHT skill acquisition programmes in Edo state empowered them. This study believes that with 50 percent as the percentile of the skill acquisition programme empowered returnee migrants – it is relatively positive and progressive with a likelihood of improvement, especially as about 30 percent of

the research participants note that they were partially empowered, which means that they are few steps away from empowerment. However, for these ‘partially empowered’ to get a step ahead and become empowered, this study emphasizes a review of ETAHT skill acquisition programmes operational settings with inclusive stakeholders’ participation, to tackle the current challenges expressed by these 30 percent partially empowered and not forgetting that of the 20percent research participants who complained of not being empowered by the ETAHT skill acquisition programmes in Edo state.

CHAPTER 7

SOCIO-ECONOMIC IMPLICATIONS OF ETAHT TVET TO EDO STATE

7.1 Overview

According to this study's research participants, there are a lot of socio-economic implications of equipping returnee migrants with skills (TVET), both in Nigeria and Edo State in particular. Firstly, through the establishment of different skill acquisition programmes within the State, the Edo State government has shown that it is socially responsible to its indigene, especially this group of people (returnee migrants). Economically, the majority of ETAHT TVET graduates (research participants) have become job and wealth creators; thereby reducing unemployment, boosting their economic status, and subsequent contributions to the government; through taxes and levies toward the development of the state. These developments have had and are still having a great impact on returnee migrants (Edo State indigenes), while also shaping Edo state – socio-economically.

7.2 Socio-economic Implications of ETAHT TVET Programmes to Edo State

7.2.1 Social implication of ETAHT TVET Programmes to Edo State

Socially, considering that through the collaboration of Edo State government agency (ETAHT) and non-governmental organizations (i.e. IOM, etc.) over one thousand five hundred (1500) returnee migrants have so far been trained by different skill acquisition programmes which according to ETAHT (2020), equipping this returnee migrants with skills have significantly helped in reducing the rate of crime and other social vices within the states – as the skill acquisition programmes trained and productively engaged returnee migrants,

thus discouraging them from engaging in all sort of social vices that are detrimental to Edo state.

As earlier mentioned, this study's research participants believe that the Edo state government has shown that it is socially responsible to its indigenes by ensuring that functioning skill acquisition centres were established in different locations within the state. This study's research participants stressed that the skill acquisition programmes productively engaged them, thus cutting their attention away from all sorts of crimes and social vices that they were hitherto part of – hence reducing the crime rate and promoting a tranquil Edo state respectively.

The majority of this study's research participants including the five focus group discussants (FGD) believe that their acquisition of skills has had a significant positive societal implication on the states. This 80 percent, including the five FGD members all stressed that their acquisition of skill has taken them out of the state's crimes and social vices related equation. For instance, a few of this study's research participants – pointed out that with the various skills they acquired, they have been productively engaged in activities that generate income – thus no longer involved in criminal activities. R8 a trained male welder said after his training and subsequent productive engagement, he '*no longer hang out with bad gangs, or doing crime.*' The above views were echoed in the literal word of Alhasan and Abdullahi (2013) who posits that exposing individuals with relevant skills, helps them become productively engaged with income-generating livelihood as against getting involved in unproductivity (i.e., social vices).

Similarly, R12 stressed that thanks to the skill he acquired, he is no longer into criminal activities, and according to him;

‘Since I am not into any criminal activities, it is a security and safety advantage to Edo State and any people visiting’ talking directly to the researcher, he continues *‘I know you are not from Edo State – if the State is not safe, you will not be here interviewing me’* he continued *‘seriously the programme really helped us and Edo State by reducing the chances of crime.’*

In addition, R12 a male barber noted that he has workers that he trained and keeps training, thus helping the state government reduce unemployment and crime statistics. According to R12, his approach helps by *‘drawing those trained out of crime vices’* while also drawing them close to empowerment opportunities created by skill acquisition (Asian Development Bank, 2011) – to the benefit of the participant and the State.

In a similar vein, R21 a female trained caterer testified that the skill acquisition programme reduces the poverty rate, hence reducing the crime rate in Edo state; R21 explained that most crimes in Edo state are poverty-related; in the words of R21 *‘skill acquisition programmes have reduced poverty and crime rates in Edo;’* while R23 emphasized that equipping returnee migrants with skills (TVET) significantly reduced criminal activities and socially enhanced community development. R23 views correlate with the work of Ogbuanya and Obierika (2015) who opined that the acquisition of TVET skills fosters social development within a community. R24 further echoed that the *‘skill acquisition programme has reduced crimes because many of us are busy working now.’* She stressed that being productively engaged directly and indirectly projects a positive image of productiveness and tranquility about her and the state respectively.

Furthermore, the five FGD members believe that their acquisition of skills has positive socio-economic implications for Edo state – currently and in the future. According

to them through the skills they acquired, they have been able to train a sizeable number of other indigenous people, thus reducing the possibility of them engaging in crimes and other unproductive social vices within the state. FGD1, a female cosmetics maker said she used to be involved in social vices and prostitution before her skill acquisition training and subsequent business ownership; noting that she no longer indulges in such unproductive and immoral acts and believes her current socially responsible status is a reduction in social vices within the state.

Quoting Ki2 – “*certainly ETAHT TVET programmes contributed in flattening criminal activities within Edo state.*” Ki2 further explained with an example; “*If I am not mistaken, Edostate has a crime rate that is below the national average.*” K2 stressed that poverty breeds crime – noting that returnee migrants trained in different skill acquisition programmes in Edo state contribute to the promotion of the state’s socio-economic sphere – thus a reduction in poverty and crime within the state. According to Ki2, through the skill acquisition programmes, most returnee migrants have successful businesses and thus are out of the state’s poverty statistic – potentially deterring them from involving in crime and other social vices. He added that skill acquisition programmes’ has helped in lifting participants from poverty, hence reducing crime within the state. Ki2’s views were confirmed in the Nigerian National Bureau of Statistics (2019) report where Edo State's poverty rate (11.99) was relatively below-average percentile compared to Taraba state (87.72), a state with the highest state-wide poverty rate. With the above statistics, Ki2 chime that skill acquisition programmes like ETAHT TVET programmes, contributed to the commendable decline in Edo state’s poverty rate.

Furthermore, Ki3 non-governmental organization (IOM) personnel opined that skill acquisition programmes have significantly reduced social vices, especially irregular migration in Edo state; pointing out that “*most of these TVET-trained graduates are now socially responsible to their communities,*” however, stressed the need for more public awareness on the socio-economic importance of TVET programmes.

7.2.2 Economic Implications of ETAHT TVET Programmes to Edo State

The economic implication of TVET to Edo state is enormous. Most of this study’s research participants stressed that by consistent training, they were able to acquire TVET skills, and coupled with start-up funds, they have established their own businesses; thus, boosting the economic progress of the state. These approaches according to the above-listed research participants, significantly contribute to job and wealth creation to the benefit of the state because every business owner and employee pays taxes and levies directly and or indirectly to the Edo state government revenue generation agencies.

R9 a male trained in agro-business, R11 a trained female caterer, R12 a trained male barber, R21 another trained female caterer, and R25 a divorced female cosmetologist – who all participated and graduated from ETAHT and IOM collaborative skill acquisition programmes and subsequently provided with start-up funds, thus are currently, entrepreneurs mentioned that aside from paying relevant government-imposed levies and taxes on their business operations, they also pay their workers – pointing out that all these payments, directly and indirectly, help Edo state in its quest to provide basic social amenities, thereby enhancing the state’s developmental drive. ‘*I pay local government tax on my business*’ echoes R23, a male-trained welder who believes that the taxes he pays play a positive economic impact on Edo state; reiterating that government revenues are normally used for

community development. R23's view echoes the assertion of Ochiagha (1995) who noted that the outcome of skill acquisition has significant relevance to the social and economic survival of a nation. Ochiagha's assertion was supported by (Ogbuanya & Obierika, 2015) who further explained that skill acquisition (TVET) increases empowerment opportunities and the social-economic development of a nation.

Similarly, R24 a trained female cosmetologist (cream, soap, and perfume maker) entrepreneur acknowledged that although through the skill she acquired, she has had an improved living condition, however, she opined that the Edo state government is also a beneficiary of the entire process of skill acquisition programmes, especially post-training when all the graduated returnee migrants have established and fully stated business operations. She posits that after the training exercises and in her words; *'yes, my standard of living has improved'* and when asked about the reciprocal benefit to the state, she chimes *'we (graduated/established returnee migrants), rent store and pay taxes to the government – these taxes increase government revenues.'* She explained that store owners also use part of the shop rental received from them to pay land use taxes to the Edo state government. R24 further mentioned that as a cosmetics maker, she purchases many raw materials which are directly or indirectly taxed by either the local or state government.

In addition, the five (5) FGD members mentioned that they economically contribute towards the betterment of Edo state; according to them, they pay government taxes and employed workers, thus helping in the reduction of unemployment and poverty rate within the state. Quoting FGD4, *'I now pay government tax; I know it is useful to Edo State.'* Staring at other FGD members, FGD5 chimed in *'we all have workers that we pay'* she continues, *'one way or the other, Edo state collects from their salaries.'* FGD5 like other FGD members

are convinced that government-imposed direct and indirect taxes they pay are economically beneficial to the state.

“Compared to other states, I am aware that Edo state crime statistics is below the national average” chime Ki1 who further opines that while the national poverty rate keeps rising, some states, have recorded a plateau or reduced poverty rate – mentioning Edo state which currently has below average state-wide poverty rate over the last few years. Ki1 noted this development has a positive economic implication for the state, pointing out that ETAHT TVET enabled returnee migrants to produce goods have enabled a healthy and competitive market – a win- win situation both for the consumers and the state – with the latter generating more revenue for state development through taxation of goods and services. In the words of Ki1;

“Returnees have been economically independent by making and selling goods, these goods I believe are taxed by the government – so I will say the state economy is greatly impacted by the skills acquired by returnee migrants.” Ki3 further asserts that skill acquisition has great economic implications for the state, especially with the current entrepreneurship and employment status of most of the trained returnee migrants. *‘The State constantly generates revenue from these returnee migrants who through skills acquired are now entrepreneurs or employed,’* echoes Ki3.

This study asserts that ETAHT TVET programmes had significant socio-economic implications for Edo state. Socially, it encouraged the productive engagement of the participants, thus discouraging them from partaking in crime and all sorts of social vices within the state, making the state a lesser crime state within the country.

Economically, while ETAHT TVET programmes boosted the economic power of participants (returnee migrants), ETAHT TVET programmes graduates also generated revenues to the coffers of Edo state, as they paid levies and taxes to the government. Furthermore, the training at ETAHT TVET programmes equipped participants with the know-how and the opportunities to export talents to other states and subsequently use the income earned and remitted back home to contribute to their community development in Edo state. Therefore, ETAHT TVET programmes in Edo state were a win-win for both the returnee migrants and the Edo state government.

7.3 Chapter Summary

In conclusion, this study asserts that equipping returnee migrants with skill acquisition had great impacts and positive socio-economic implications for the Edo state. Judging by the data gathered from research participants and data from relevant government and non-governmental organizations – the skill acquisition programmes targeting returnee migrants have significantly helped in the reduction of crimes and other associated social vices in Edo State.

Furthermore, the acquisition of skills by returnee migrants has helped to build and increase the state's overall skilled capacity. This is evident, as at the time of gathering this study's data (November 2019 to January 2020) – over one thousand five hundred (1500) returnee migrants have so far been trained (ETAHT, 2022), therefore, this is likely to make the state an exporter of specific skilled labour to other states that require skilled manpower, a good revenue generator for Edo state.

In addition, it is also important to note that ETAHT and IOM's collaborative efforts of equipping returnee migrants with skill acquisition and supporting them with startup funds

have successfully lifted most of this study's research participants out of poverty, thus declining the state's poverty index. Furthermore, this study concludes that equipping returnee migrants with skills and helping them startup businesses have had and will keep having progressive economic implications for Edo state, especially, as most of these start-ups pay local and state governments-imposed levies and taxes, which in turn significantly increases the state's revenue – these revenues are essential in the provision, promotion, and development of basic amenities in Edo state.

CHAPTER 8

CONCLUSION AND POLICY IMPLICATIONS OF THE STUDY

8.1 Overview

This chapter concludes the study, with recommendations from research participants on how to improve empowerment targeted TVET programmes, to reduce unemployment, and poverty whilst also promoting the socio-economic living condition of TVET graduates.

8.2 Conclusion

As mentioned earlier, this study explored ETAHT TVET programmes, gathering data from returnee migrants (case study); which viewpoints played a significant role in the knowledge shared in this study. Also, this study shared knowledge from literature and theoretical frameworks from different academic writers; thus, helping in boosting the empirical value of this thesis.

Qualitative research method was used to conduct this study as it enabled the researcher a perfect opportunity to engage research participants in interactive in-depth interview sessions. The qualitative research techniques of non-probability and snowball sampling were used in selecting this study's research participants.

This study's findings are based on the three objectives of this study and the summarization of data gathered (findings) from research participants shows that;

1. Firstly, ETHAT TVET programmes helped in equipping participants (returnee migrants) with technical and vocational know-how skills required to engage in productive and commercial rewarding activities. Furthermore, 28 returnee migrants,

which represents 93% of this study's research participants (TVET graduates) became entrepreneurs, job and wealth creators; thus, lifting significant number of the research participants out of the unemployment, poverty, hence reducing the rate of crime, and other social vices – a win-win for both the returnee migrants and the Edo state government. Hence, this study asserts, that ETAHT TVET programmes have positive socio-economic impacts on returnee migrants.

2. ETAHT TVET programmes empowered 50% of this study's research participants (returnee migrants). Therefore, this study asserts that ETAHT TVET programmes played a significant role in the empowerment and improvement in the socioeconomic living conditions of the majority of this study's research participants (returnee migrants).
3. Although this study's statistics shows that half (50%) of the research participants were empowered by ETAHT TVET programmes (see: Figure, 6.1). However, this study recommends that government and various TVET stakeholders, addresses the challenges hindering the progress of TVET in Nigeria – in hopes that with the collaboration of all stakeholders in addressing TVET challenges might subsequently help in boosting the empowerment percentage of TVET programmes. Implementation of the aforementioned research recommendations and exploring contemporary policy implications will go a long to ensure efficiency in operational structures of TVET, especially empowerment-targeted TVET programmes in Nigeria.

8.3 Policy Implications and Recommendations

This study's recommendations are the researcher's viewpoints, after thoroughly analyzing opinions of research participants who believe that with their practical experience and involvement in the ETAHT TVET programmes in Edo State, they are in the position to give suggestions on ways to promote and improve TVET programmes in Edo State, especially TVET programmes established for returnee migrants. Also, this study identified gaps from previous TVET related studies (literature, and theoretical framework), putting into consideration – the need to address these loopholes to meet the present-day demands. This study hope that these recommendations might serve as a policy implication for policymakers.

According to all the research participants, promoting and improving TVET in Edo State requires the creation of adequate awareness of the importance of skill acquisition, strengthening TVET policies, sufficient funding for TVET programmes and participants (during and post-training), tackling corruption and financial mismanagement, and monitoring of TVET graduates post-training progress level.

8.3.1 Awareness Creation

There is a need to create more awareness of the dangers of irregular migration, this will help in reducing the number of Nigerians migrating through illegal route. Also, an awareness creation will reduce the female sexual exploitation – a product of sex-trafficking, physical abuses and forced labour and other forms of dehumanization against irregular migrants either on transit (Libya) or destination (Italy). Furthermore, there is a need to create knowledge that counters the negative social perception and stigmatization label on TVET as a “second class” education option for “drop-outs.” The creation of social reorientation about

TVET is importance, as it will help to boost potential participants' interest. According to few research participants, adopting a modern awareness creation technique (through; Facebook, Instagram, TikTok, etc.) will significantly help to create TVET interest amongst young population, and potentially reduce unemployment. This study therefore, urge government, NGOs and stakeholders to adopt ETAHT TVET programmes approach as it is noted to have helped in returnee migrants' rehabilitation, reintegration and ultimately achieving the goal of empowerment. The research participants' suggestion on the importance of TVET programmes awareness creation was echoed by Okolie and Asfa (2017) as one of the challenges confronting TVET in Nigeria – Okolie, and Asfa's findings note that the lack of adequate awareness is one of the key impediments of TVET programmes in Nigeria.

8.3.2 Strengthening TVET Policies

There is a need to strengthen the existing TVET policy in Nigeria as it is considered ineffective. As mentioned in Chapter 2 – TVET education policies requires strengthening, this is because Nigeria's 6-3-3-4 education system/policy, is not favourable to TVET – the 6-3-3-4 educational policy focuses mainly on mainstream (secondary and university) education, and relegates technical and vocational education to the background. This is evident in government's favouritism in the funding, research and development of secondary and university education, as against, technical college and polytechnic education. This study recommends that the National Board for Technical Education (NBTE) of the Federal Republic of Nigeria should draft and or strengthen the existing TVET policies in Nigeria, to meet the present-day demands. This can be done, through research and development in order to gain current knowledge from the works of scholarly academia on TVET.

8.3.3 Sufficient Funding and Resources for TVET Programmes

Another challenge confronting skill acquisition in Nigeria is the lack of sufficient funding and resources. Sufficient funding and resources are essential for a well-structure and fully operational TVET programmes. A high percentage of this study's research participants complained about financial related challenges they experienced during the training sessions, while some noted that even after the training, they are still facing financial challenge, due to the insufficient start-up fund they received. This study noticed that the majority of TVET programmes in Nigeria are operated by NGOs and private individual, while Nigeria government only acts in an administrative and facilitating capacity to these TVET centres. This Nigeria's government position means none or limited funding and resources from the Nigerian government. To achieve efficiency, this study hereby, recommend that Nigeria government should be an active player in the TVET drive in Nigeria, thus allocate sufficient funding and resources to TVET programmes.

Furthermore, to achieve efficiency in TVET programmes in Nigeria – this study suggest Nigerian government, policymakers and stakeholders, adopts the TVET approach from Sarawak, a state in Malaysia, where the state understood the importance of TVET in our contemporary society, hence their investment (funding and resources) in promoting TVET through Tabung Ekonomi Gagasan Anak Bumputera Sarawak (TEGAS), TVET programme established by the state government, to develop technical and vocational talents of Sarawakians (Ohagwu et al., 2022), who are now making giant strides – inventing and sharpening their technical and vocational skills into cutting-edge technologies at the TEGAS Digital Village, touted to become “Sarawak's Silicon Valley” (New Straits Time, 22 November 2022). Sufficient funding and resources by the Sarawak state government play a

key role in the continuous success stories recorded by TEGAS in its' partnership with academic institutions, NGOs and professional bodies (Swinburne, 13 September 2019).

Therefore, this study recommends that state and federal government of Nigeria should be actively involved the structural and operational capacity – by way of providing sufficient funding and resource for TVET programmes in Nigeria. Nevertheless, if Nigerian state or federal government finds it hard to commit to the sufficient funding and resources provision for TVET programmes, it is imperative as an organ of government to mandate technical and vocational companies through policies – to provide sufficient funding and resources provision for TVET programmes in Nigeria, as a means of social responsibility.

The need to adequately fund TVET programmes and its' participants during and post-graduation respectively is essential toward achieving and sustaining empowerment. According to R6 posits that government and their collaborators should pay returnees during training and give them enough money to start up after training. While, R9 notes that returnee migrants need adequate operational funding, so they do not contemplate going back (irregular migration) or falling into crime. Furthermore, to avoid irregular migration and criminal activities; R14 suggests that skill acquisition graduates should be sufficiently financially supported to start up to avoid a half-hazard business set-up which most times leads to business failure. Quoting R17 *'we need more financial support from government and NGOs.'* She continues *'what we got was not enough to start up on the skills we acquired.'* These complaints of lack of sufficient financial support might not be far-fetched as corruption and public financial mismanagement have continuously affected the efficiency level of skills acquisition programmes in Nigeria (Oshionebo, 2017).

8.3.4 Tackling Corruption and Financial Mismanagement

The majority of this study's research participants are in agreement that there are corruption and public finance mismanagement in Nigeria – emphasizing that corruption and public finance mismanagement leads to funding challenges, a key hindrance affecting different sections and developmental programmes in Nigeria (i.e., TVET programmes). To address these challenges, especially within the context of this study; this study's research participants noted that TVET stakeholders should set up a monitoring, checks, and balances (audit) team on every TVET programme – to check funds inflow and ensure funds are properly disbursed, and its usage monitored, to avoid being embezzled by those in charge. To serve as a deterrence to intending offenders; this study recommends that policymakers enact law to prosecute and stipulate severe punitive legal action against anyone found to have corrupted enriched, embezzled or mismanaged allocated TVET funds.

8.3.5 Monitoring the Progress of TVET Graduates

Aside from the recommendation on how to tackle TVET participants funding issues, most research participants spoke on the need to monitor post-TVET graduates (returnee migrants) progress in their craft businesses. The majority of this study's research participants posit that post-training monitoring (counselling, moral support, business techniques update, Marketing promotion tips, and other relevant advice) is important for the business progress and sustainability of TVET graduates (i.e., returnee migrants).

R8 suggests that *'NGO and government should monitor returnee migrants that have been trained and supported to established businesses, to know if they are making progress or not and also give advice.'* While, R12 notes that it is important to do a follow-up – suggesting that after giving the training and start-up support, the stakeholders (ETAHT and

IOM) should do a follow-up to ‘*monitor returnees progress in their business*’ or otherwise. R12 views re-affirms Eze (1990); cited in Okolie and Asfa, (2017) which emphasized the importance of a well-planned skill acquisition (TVET) initiative as an operational framework that ought to incorporate post-training monitoring/supervision of TVET graduates, thus helping to guide TVET graduates (returnee migrants) on how to effectively operate their craft businesses to achieve business success and sustainable development.

The above assertion aligns with this study’s conceptual framework (TVET Empowerment Model) as a comprehensive framework, hence its recommendation as an up-to-date framework for empowerment targeted TVET programmes. The TVET Empowerment Model illustration, explains a well-structured TVET programmes which goal exceeds empowerment, to essential approaches to sustainable empowerment. This study hopes, that government, policymakers, and stakeholders, take note of the below practical framework in their decision-making processes.

8.4 TVET-Empowerment Model

The above framework draw ideas from Keiffer’s theory on empowerment, nevertheless the contents/features of each process of “*TVET-Empowerment Model*” – is the intellectual idea/curation of the researcher. TVET Empowerment Model features composition illustrates tested approaches; drawn from data gathered from this study’s research participants, hence a validation of this study’s recommendations. Furthermore, this study’s practical framework is a comprehensive approach that illustrates how the majority of this research participants’ (ETAHT TVET programmes graduates) gained empowerment through ETAHT TVET programmes. This study’s curated framework (Figure 8.1), explains that to achieve “*Sustainable Empowerment*” – TVET participants (returnee migrants) have

to pass through several stages, starting from enrolling to TVET programmes to acquiring skills, which makes the participants possess qualities such as skill competencies, self-efficacy, and self-esteem (“*Proximal Outcome*”) in specific chosen technical or vocational skill.

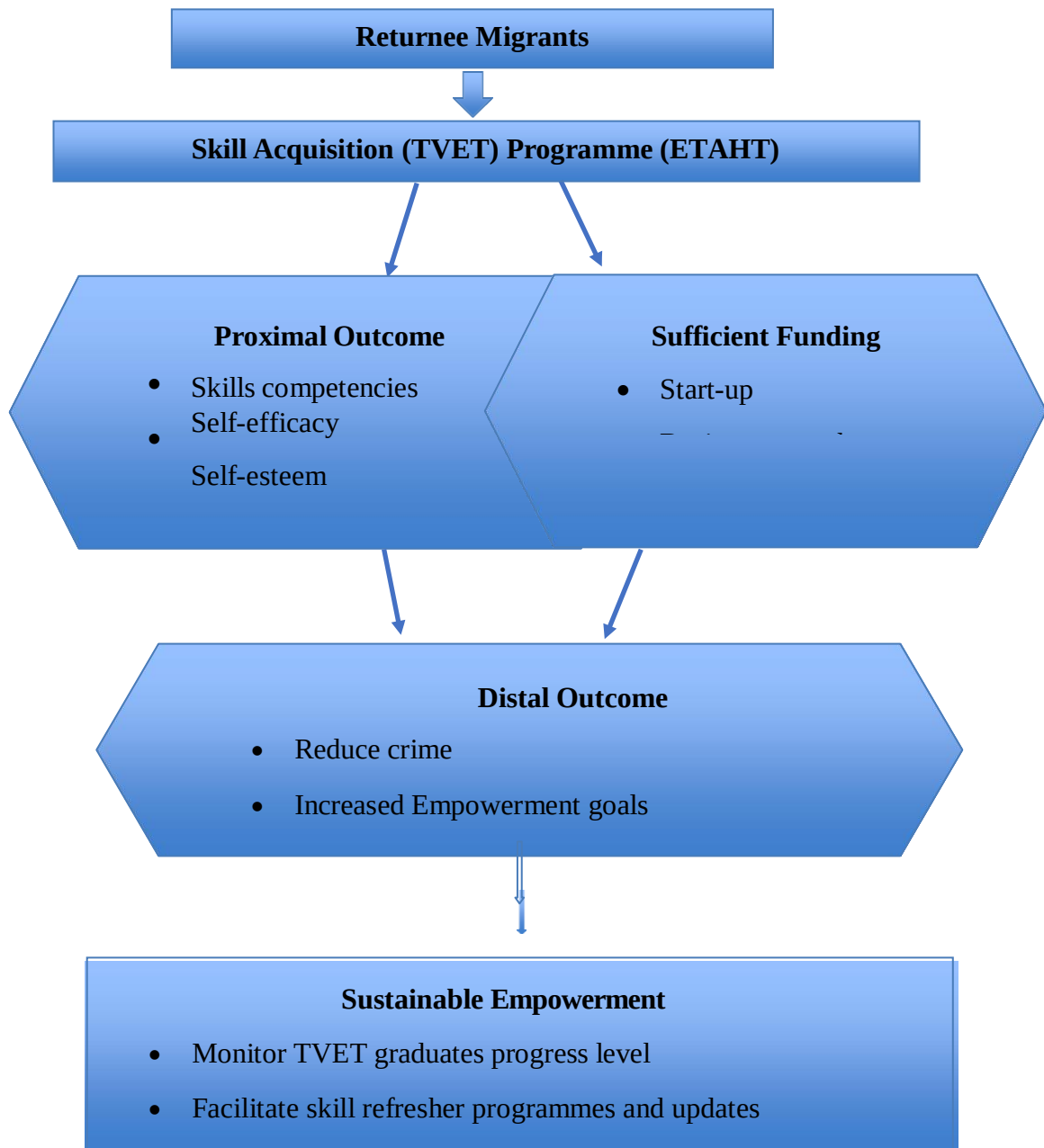


Figure 8.1: TVET-Empowerment Model

“TVET Empowerment Model” proceeds that after the acquisition of skill, “*Sufficient Funding*” is required for start-up, and business growth. After achieving or passing through “*Proximal Outcome*,” and “*Sufficient Funding*,” the TVET participants arrives at the “*Distal Outcome*,” which has reduced crime rate, increase empowerment goals, and improved economic well-being as its attributes. The “TVET Empowerment Model,” further emphasizes that for a TVET programme to achieve “*Sustainable Empowerment*,” there is a need for government and various stakeholder to be actively involved in the post-TVET graduate welfare – through approaches such as, the monitoring of TVET graduates progress level, facilitating skill refresher programmes and update for TVET graduates, providing business promotional advises and relevant marketing tips. The above framework was necessary as this study researcher noticed the gap in the previous literature and theoretical framework, thus recommends, “TVET Empowerment Model” to government, policymakers and TVET stakeholders; as it is deemed a comprehensive framework for “*Sustainable Empowerment*.”

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APPENDICES

Appendix A: Figures



Figure 9.1: Nigerian returnee Migrants. Source: Leadership.ng (13 July 2018)



Figure 9.2: IOM training session for Nigeria returnee migrants. Source: TV360 Nigeria (22 February 2018)



Figure 9.3: Skill acquisition centre established by the IOM in Iguobazuwa in Ovia South local government area Edo State, one of the activities of the UN agency to turn the tide of irregular migration / Photo: IOM Nigeria



Figure 9.4: Map of Benin-City (Source: Voice of Nigeria VON; March 20, 2018)



Figure 9.5: Ovia South-West map. Source: ihuanedo.ning.com, (2007)



Figure 9.6: Returnee Migrants at TVET workshop. Photo: IOM 2022/Stlylia Kampani



Figure 9.7: TVET trainees (Returnee migrants) in Benin City. Photo: IOM 2020

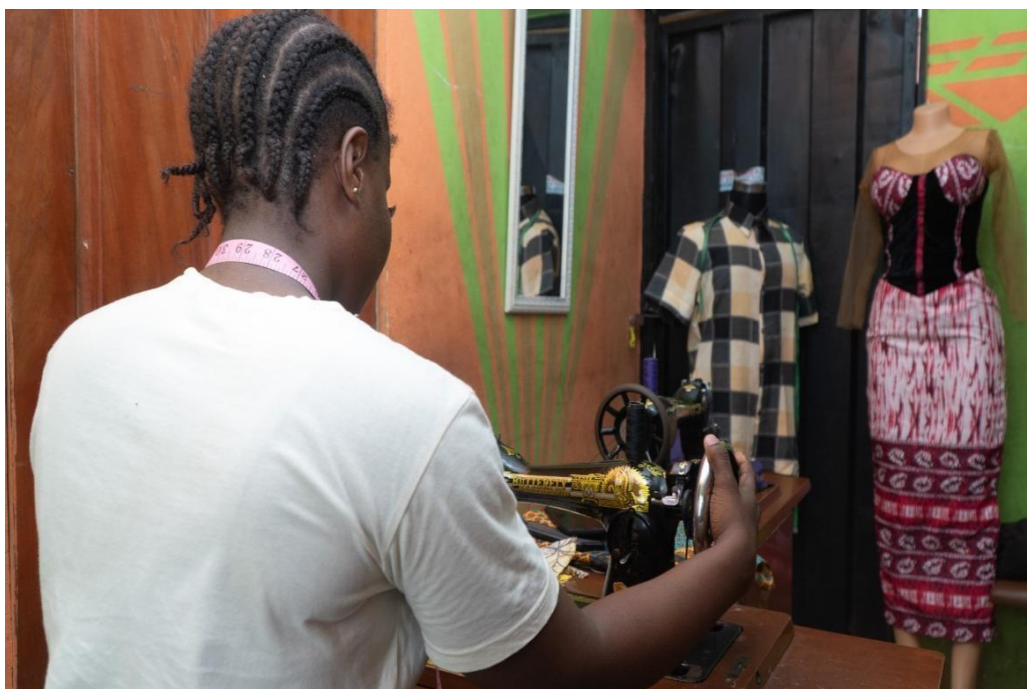


Figure 9.8: ETAHT TVET graduate at her tailoring store in Benin City, Edo State. Photo: IOM 2022/Ultrashot



Figure 9.9: Agricultural training graduation ceremony for 150 Returnee Migrants in Edo state. (Edo state governor – 2nd left). Photo: ETAHT



Figure 9.10: Graduates (Returnee Migrants) of ETAHT Agricultural Enterprises Training
Photo: ETAHT

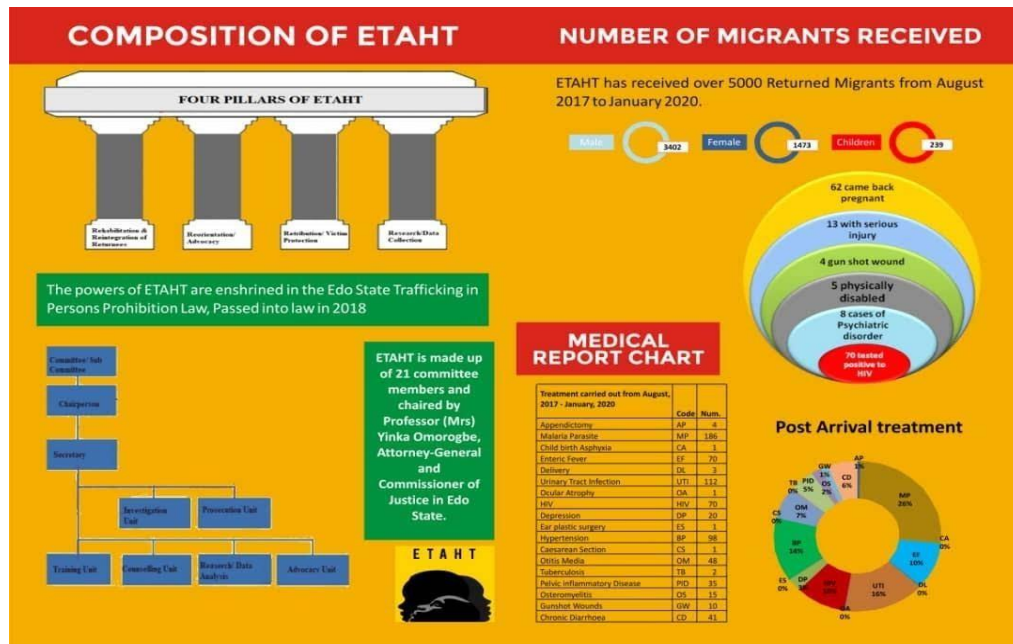


Figure 9.13: ETAHT Composition and Functions. Photo: ETAHT



Figure 9.14: ETAHT Support and Assistance for Returnee Migrants. Photo: ETAHT

Appendix B

Demography and Interview Questions

1. Age

Below 16-20 years	
21-24	
25-30	
31-35	
36-40	

2. Gender

Male	
Female	

3. Marital status

Single	Married	Divorced	Others

4. Ethnicity

Bini	Yoruba	Hausa	Igbo	Others

5. Residential location

Benin city	Ovia South-West

6. Year of graduation from a skills acquisition programme

Year of graduation	
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7. Type of skill(s) acquired

Skill(s) acquired	
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8. Status

Self-employed	Employed	Unemployed

Section B: The socioeconomic impacts of skill acquisition on returnee migrants

1. How would you describe the impacts of the skills you acquired
2. Would you consider the training and skills you acquired from the programme satisfactory – yes or no? Explain
3. Could you explain vividly, the effectiveness level (availability of adequate trainers, training equipment, and a conducive learning environment) or otherwise of skills acquisition programmes targeting returnee migrants?
4. If any, what are the challenges confronting skills acquisition programmes in Nigeria; specifically those TVET programmes targeting returnee migrants?
5. If any, how or what do you think can be done to address these challenges for the utmost performance?
6. Despite any challenges (if any or none), what areas would you commend skills acquisition agencies?

Section C: The empowerment mission of skill acquisition programmes on returnee migrants in Nigeria

1. What is your understanding of empowerment?
2. Would you consider the ETAHT TVET programme empowering? If yes or no – explain
3. What are your opinion on the views that skill acquisition programmes are an empowering tool for returnee migrants?
4. After graduating from ETAHT TVET programmes and working with the skill(s) acquired over the past years, would you consider yourself empowered? Kindly explain.

Section D: The socioeconomic implication of skill acquisition to returnee migrants and Edo state, Nigeria?

1. What is your opinion on the socioeconomic implications of skill acquisition programmes to Edo state, Nigeria?
2. Has ETAHT TVET programmes helped in the improvement of the living conditions of returnee migrants or otherwise? Kindly explain with examples, if any.
3. To what extent have skill acquisition programmes positively or negatively impacted the social and economy of the state or nation (e.g., crime rate and economic implications of skill acquisition programmes on returnee migrants)?
4. Since acquiring TVET skills, have you become economically self-reliant? Kindly explain with examples, if possible.
5. Since acquiring TVET skills, have you become socially responsible to Edo state, Nigeria? Kindly explain with examples, if possible.

Section E: Suggestions and Recommendations to stakeholders

1. What suggestions or recommendations would you give to TVET stakeholders (government agencies and non-governmental organizations NGOs) concerning the better and more efficient TVET approaches?

Key informants questions

1. Is these skill acquisition centres exclusively for returnee migrants?
2. If yes to Q1; could you explain your mission and vision of targeting returnee migrants
3. How up-to-date are the training staff and equipment in this centres?
4. What are the success level reports from trainees who have graduated and worked with skills acquired over the past 1 year?
5. Do you consider skill acquisition as an empowerment tool for returnee migrants?
6. What are the challenges confronting these centres?
7. What are your suggestions, on how to address these challenges?

Thanks for your time and cooperation

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