

DETERMINANTS OF PRIVATE COSTS OF NON-FORMAL VOCATIONAL TRAINING PROGRAMMES OF NATIONAL DIRECTORATE OF EMPLOYMENT IN SOUTH-EAST GEO-POLITICAL ZONE, NIGERIA.

PATRICIA O. OZOEMENA (PH.D)

Department of Education Foundation

City college of Education Manraraba, Nasarawa State Nigeria

Email: patfroz@yahoo.com + 234-803-472-7223

P. O. BOX 749 Kubwa FCT Abuja Nigeria

Abstract

This study examined the private costs of non-formal vocational training programmes of National Directorate of Employment (NDE), using the non-formal vocational training programmes of NDE in South East Geo-political Zone of Nigeria for an in-depth study. Data on private costs were obtained with questionnaire from Trainees and Heads of institutes, while the demographic data were obtained from NDE offices located within the five states that made up the South East Geo-political Zone. Percentages, averages charts and private cost determination formula were used to analyse the data. The finding showed that the annual total private costs of non-formal vocational training programmes of NDE in South East Geo-political was #378,993,780. 00; academic cost represented 21.64% while non-academic cost constituted 78.36%, and annual unit private cost of (average) of Trainees stood at N322, 273. Furthermore, private cost varied across types of institutes, nature of trade, location of institutes, gender of trainees and cost items. The paper recommended among others, that NDE in collaboration with policy makers should review the mode of assistance: transport system, monthly allowances and stipends given to the trainees to help reduce their unit private costs.

Keywords: private costs, unit costs, incidental cost, institutional cost, non-formal vocational training costs.

Introduction

In a globalized world, education and training is specifically designed to develop skills abilities, attitudes of individuals for possession of employable skills and abilities for the production of goods and services required for the growth and development of the society and for the survival of members of the society The existence of a vibrant vocational education and training system for personal and national development is therefore not an option anymore; it is indispensable to national developmental outcomes. Non-Formal vocational education in Nigeria has grown into a complete system in terms of structure, size, trainees, enrollment, programmes, management and the

manpower required for its effectiveness, coupled with the financial requirements for its sustainability. Mgbodile (2004) averred that the slow pace of development of any nation is not due to lack of natural resources but due to lack of formidable human resources, meaning that “the most intractable bottlenecks in Nigerian development are traceable to man-power problems and other human related variables” (P. 58). In recent time, there is the contention as to who should bear the cost of education between the government and the beneficiaries of education. In non-formal vocational training, according to Kazeem, Gwazali and Mohammed (2012), parents bear responsibility for ensuring that their children are engaged in profitable vocational skill training as they assist their children in search for master craftsmen/women or trainers and training institutions and also assist in negotiating training costs, duration and other requirement. An indication that parents or guardians are responsible for the maintenance of their children while in vocational skill acquisition institutes, pay training cost and purchase tools, equipment and other necessary materials for their training. Kazeem et al (2012) pointed out that private costs in non-formal vocational education (apprenticeship system) are not only expenditure in cash but also include expenditure in unquantifiable services which trainees offer to their masters. It is evident therefore, that whatever services such trainees in non-formal vocational training programmes render to their master trainers, but are not paid for, form part of their private cost. Furthermore, most of the recommended tools/equipment and ‘other materials’ for non-formal vocational training programmes are very costly and expensive and require trainees’ resourceful inputs. Consequently, trainees have to procure many of these items by themselves for their own use, in some cases, the affected trainees may withdraw completely from the programme.

One of the ways the federal Government shows involvements in the provision of non-formal vocational training programmes in all the states of federation is through the National Directorate of Employment (NDE). So many trades for skill acquisition are made available to South East political zone through NDE in collaboration with the states’ informal sector operators, which are, apprenticeship craftsmen and women that have full registration with NDE (identified as NDE Training-Outlets. Historically, NDE came into being with the inauguration of her board on November 19, 1986. The law establishing NDE, CAP250 of the Law of the Federal Republic of Nigeria, 1999, formerly Decree No. 34 of 1989, gave her legal backing as an employment agency statutorily charged with the responsibility to design and implement programmes to combat mass unemployment in Nigeria, and presents her objectives as follows:

- i. To design and implement programmes to combat mass unemployment;
- ii. To articulate policies aimed at developing work programmes with labour intensive potential
- iii. To obtain and maintain a data bank on employment and vacancies in the country with a view to acting as a clearing house to link jobs seekers with vacancies in collaboration with other government agencies; and
- iv. To implement any other policies as may be laid down from time to time by the board established under section 3 of its enabling law. (NDE 2011, p.9).

Thus the main function of NDE derived from these routine objectives is to combat mass unemployment through skills acquisition, self-employment and labour intensive work schemes

intended to address the problem of unemployment that results from lack of productive and marketable skills among the unemployed males and females individuals within the country. The target group includes: Persons who have not attended school; School leavers and school dropouts; Persons with special needs; and Fresh graduates of tertiary institutions who desire to acquire functional and marketable skills especially ICT and related modern skills. (NDE Annual Report, 2011, p.8)

However, Johanson and Adams (2004) observed a trend across many countries towards more contributions by individual students to the funding of vocational training programmes, though, the level of contributions varies between trades (vocational skills) and take various forms including fees for study at a vocational school, charges for material and resources necessary for their education and forgone earnings and leisure.

The theoretical framework of this study is based on the theory of Cost by Manoj (2015). The theory rest fundamentally on the idea that the firms cost determines its supply and demand and supply along the demand determines price. The theoretical framework of Rumble (2009) on costs of distance education classified costs mainly into the following types: total cost, average cost and Marginal cost. The knowledge of the variables of this model helped in capturing other components of private costs of non- formal vocational training programmes. In addition, the study adopted the private cost model designed by Salim (1993). The model illustrated a schematic representation of the type of costs in education and their components. It showed that education cost is the actual expenditure and the income forgone. The mode of calculating the unit private costs of the variables identified was also guided by the model. Therefore, the variables of these models were adapted and guided the study in designing the relevant research questions and in generating the relevant items in the questionnaires developed. In relating the concept of cost to education Pandit in Udo and Akpa (2001) defined cost as:

Real resources that are used in the production of capital assets, that is in the production of educated students. It includes physical and human resources that are used and involved in the construction and operation of a qualified student (p.67).

Private costs in vocational education therefore consist of direct expenditures borne by trainees and their indirect costs. Ikhale (2001) pointed out that in vocational education, private costs include the costs borne in general education (fees including examination charges and special fees, tuition charges and cost of books, stationery and travel expenses, gift given to trainers, hostel expenses and additional expenditure on food, clothes, entertainment and cosmetics), plus expenditures on tools and equipment, laboratory or workshop wears, materials for practical demonstrations and maintenance costs. Ikhale further averred that the practical nature of vocational education creates some differences between the components of private costs in general education and vocational education.

Moreover, the research works of Salim (1994), Saruparia & Lodha (2013), Sambhu (2004), and Olubor, (2006) categorized various factors determining household expenditure on education as: personal (age, sex), household annual income, occupation of the parents', parents' education,

family size, religion, location of the institution, management of the institution and institutional level, though their empirical research studies concentrated on formal education system and did not show any recent research study focused on the determination of private costs of non-formal vocational education programmes of NDE, hence this study, as it has been one most neglected area in the studies of educational costing, moreover incorrect perceptions always contribute to formulation of inefficient and unsound policies on stipends, scholarships and subsidy in non-formal vocational training of NDE.

Problem

Vocational education programmes are labour and capital intensive and also very expensive. Consequently the unit private costs of households and trainees in non-formal vocational training programmes continue to rise. Parents bear the costs for tuition, books/journals, stationery, uniform, transportation, accommodation, mid-day meals and snacks while at school, workshop jackets/aprons, drawing instruments, tools/equipment, consumable materials for practical demonstrations, and replacement of damaged equipment among others. In South East geo-political zone, the private costs of non-formal vocational training programmes of NDE rise generally but

the variations and the actual amount of the unit private costs borne by trainees are yet to be established. The factors that account for these variations in the unit private costs and the actual costs of these items borne by trainees are not known or established. Thus, there seems to be gaps in the cost study which could lead to misinterpretation of the cost functions.

Research Questions.

The following questions were asked to direct the investigation:

1. What are the various components of private costs borne by trainees in non-formal vocational training programmes of (NDE) in South East Geo-political Zone of Nigeria?
2. What is the estimate of the annual average private cost of supporting a trainee in non-formal vocational training programmes of NDE in South East Geo-political Zone of Nigeria?
3. To what extent do the unit private costs borne by trainees assisted by the (NDE) differ with those of their counterparts on self-sponsorship?
4. To what extent are the unit private costs borne by trainees in non-formal vocational training programmes of NDE distinguished according to the nature of trades or vocation

Purpose and Significance of Study

The main purpose of this study was to identify the components and establish the actual amount of the unit private costs incurred by trainees in non-formal vocational training programmes of National Directorate of Employment (NDE) in South East Geo-political Zone of Nigeria as well as identify variations in the unit private costs of non-formal vocational training programmes of NDE according to selected variables. This study is absolutely essential in guiding families in

planning of resources for their children education, they will also be guided in making choice of vocation depending on its affordability. Policy-makers are now properly informed on how much costs burden the citizens are bearing in the non-formal vocational education sub-sector and could facilitate proper planning of adequate resources and expenditure in scholarship, stipends, et cetera in the area of non-formal vocational training programmes in South East geo-political zone and in Nigeria to reduce the cost burden of households. Data on private costs of vocational education will provide benchmark data on planning norms such as unit costs and cost disparities among items of cost which could guide the planner to project or forecast the private costs of future vocational training programmes, resources needed, the unit private cost to be paid, the number of trainees that could be expected, that is, forecasting the enrolment rate of the non-formal vocational training programmes, and could plan their training programmes based on these forecast by giving adequate consideration on the implication of their actions on trainees' payment abilities in order to reduce the private costs of trainees. Unit cost is also used in resource allocation and resource mobilization, grants and other financial gestures from NGOs, and private organizations will therefore have ready data as basis for allocation of funds.

Methodology

This is a descriptive survey study employing the ex-post facto design focused on a selected non-formal vocational NDE-training-institutes in South East Geo-Political Zone for an in-depth study

A total sample of 1,176 trainees comprising 786 males and 390 females randomly drawn from 3913 trainees, and from a total sample of 95 training institutes randomly drawn from the 311 non-formal vocational training institutes of the five states of South East geo-political zone, constituted the sample size. These vocational training institutes are partly located in urban, semi-urban, or rural settlements ranging from large to small centres and workshops. Table 1 shows the distribution of the non-formal vocational training institutes and the trainees that constituted the study population.

Table 1: Distribution of Non-formal Vocational Training Institutes and Trainees

S/N	States	No. of Training Institutes per State	No. of Trainees		Total Population
			M	F	
1	Abia	77	767	420	1187
2	Anambra	48	136	95	231
3	Ebonyi	58	630	255	885
4	Enugu	82	771	361	1132
5	Imo	46	312	166	478
	TOTAL	311	2616	1297	3913

The multi-stage stratified proportional random sampling procedure was adopted for this study, and the study focus was on National Open Apprenticeship Schemes (NOAS) of private providers, government & non-governmental agencies that had registration with National Directorate of Employment, otherwise identified as NDE training outlets The twenty three (23)

vocational activities of the sample trainees selected fall within the five major 'Trade-Groups': Mechanical skills; Computer Technological Skills; Domestic & Arts Skills; Agricultural Skills; and Building skills.

Two instruments were developed for this study, namely PRICOVTRAP I for Trainees (Respondents) and PRICOVTRAP II for Institutional heads (Respondents). The theoretical framework and the conceptual model provided the contents for the instruments.

PRICOVTRAP I was divided into two sections A and B. Section A elicited information about the respondents' background, the training institutes, programmes undertaken by respondents, socio-economic background of respondents and financial assistance from government and other agencies. Section B covered areas of non-academic cost data required for the study. PRICOVTRAP II was designed to elicit information from the Heads of the institutes about the academic expenditure of the trainees in their institutes per annum. The validity of the instruments was established at the index of 0.72 and 0.88 respectively. The reliability of the validated instruments was established through pilot-test, and the split half method of establishing reliability was adopted and the calculated coefficients of 0.85, and 0.94 respectively were achieved for the two questionnaires. The obtained data were analysed using percentages, averages, and private cost-analysis formula.

Data Analysis

Question One: What are the various components of private costs borne by trainees in non-formal vocational training programmes of National Directorate of Employment (NDE) in South East geo-political zone of Nigeria?

Table2: Components of Private Costs in Non-formal Vocational Training Programmes of NDE in South East Geo-Political Zone

Academic Costs					Non-academic Costs				
Items of cost (variables)	N	Cost (₦)	UPC (₦)		Items of cost	N	Cost (₦)	UPC (₦)	
Tuition/ agreement	488	19,520,000	40,000		Transportation	1126	162144000	144,000	
Exam/trade charge	42	63,000	1500		Accomm fees	438	10512000	24,000	
Registration cost	488	6,442,000	14379.46		Midday meals	1176	121157880	103,025.41	
Project /Assignt	95	997,500	10500		ID card/passport	845	336,000	400	
Fld visits/ Excursion	150	3,750,000	25000		Entertainment	100	422,500	500	
Books & Manuals	106	318,000	3000		Cutlass/brooms	50	5000	100	
Stationery	172	430,100	2500.58		electricity/water	845	660000	1,500	
Tools/Instruments	980	32,300,000	32959.19		Freedom ceremony	365	554800	15,200	
Practical materials	1064	16,216,000	15240.61		Uniform/workshop	478	1,195,000	2,500	
Rep. damaged eqpt	354	1,770,000	5000						
Caution/deposits	40	200,000	5000						
TOTAL		82,006,600					296987180		
%		21.64					78.36		

Table 2 shows that academic cost or charges for open apprenticeship in non-formal vocational training schemes, include tuition fees, examination charges, registration and agreement, project and assignment, field visits/excursion, cost of textbooks and manuals, stationery, instruments, replacement of tools, repairs of damaged equipment, and caution/deposit fees. The total private cost of trainees in non-formal vocational education training stood at ₦ 378,993,780.00. The academic constituted 21.64% (₦ 82,006,600.00) of the total cost while the non-academic cost was 78.36% (₦296,957,150.00) of the total private cost.

Question Two:

What is the estimate of the annual average private cost of supporting a trainee in non-formal vocational training programmes of NDE in South east geo-political zone of Nigeria?

In answering this research question, it was deemed desirable to compute the Total Private Costs (TPC) of all the trainees from which the Unit (Average) Private Cost (UPC) was determined as shown in Table 3 below.

Table 3: Distribution of Annual Unit Private Costs of Non-formal Vocational Training Programmes of NDE in South East Geo-Political Zone

Items of costs	N	TPC (₦)	UPC (₦)	Rank	%
Transportation	1126	162144000	144,000.00	1 st	32.27
Midday meals/snacks	1176	121157880	103,025.41	2 nd	23.09
Tuition /agreement charge	488	19,520,000	40,000.00	3 rd	8.96
Workshop tools / instrument	980	32,300,000	32,925.19	4 th	7.38
Study tour / field visit	150	3,750,000	25,000.00	5 th	5.60
Accommodation	438	10512000	24,000.00	6 th	5.38
Practical demonstration materials	1064	16,216,000	15,240.61	7 th	3.42
Freedom ceremony	365	554800	15,200.00	8 th	3.41
Registration	488	6,442,000	14,379.46	9 th	3.22
Project & Assignment	95	997,500	10,500.00	10 th	3.35
Caution deposits	40	200,000	5000.00	11.5 th	1.20
Replacement for damaged equipment	354	1,770,000	5000.00	11.5 th	1.20
Textbook/manuals	106	318,000	3000.00	13 th	0.67
uniform/workshop jackets	478	1,195,000	2500.00	14.5 th	0.56
Stationery	172	430,100	2500.00	14.5 th	0.56
Utilities: electricity/water	845	660000	1500.00	16.5 th	0.34
Examination/ trade test charges	42	63,000	1500.00	16.5 th	0.34
Entertainments / gifts to staff	100	422,500	500.00	18 th	0.11
Identity card / passport photograph	845	336,000	400.00	19 th	0.09
Cutlass & broom for cleaners	50	5000	100.00	20 th	0.02
UPC	1176	378993780	322,273. 62	100	

At this juncture, it could be said that the annual unit private cost of non-formal vocational training programmes was ₦322,273. 62 based on the data highlighted in table 3 above. The data

further showed that transportation ranked 1st among the items of costs (variables of costs) with the highest unit private costs (UPC) of ₦144,000.00 followed by mid-day meal with UPC of ₦103,025.41, the UPC of other variables followed in this order.

Comparison of Unit Costs of Trainees by Items

The comparison of unit private cost (UPC) of the variables of costs in Non-formal vocational training programmes in the South East Geo-political Zone is graphically portrayed in Figure 1. In descending order of the magnitude of the burden of costs on the trainees, it is evident that transportation consumes the greatest amount of the financial resources of the trainees followed by the cost of midday meals, et cetera.

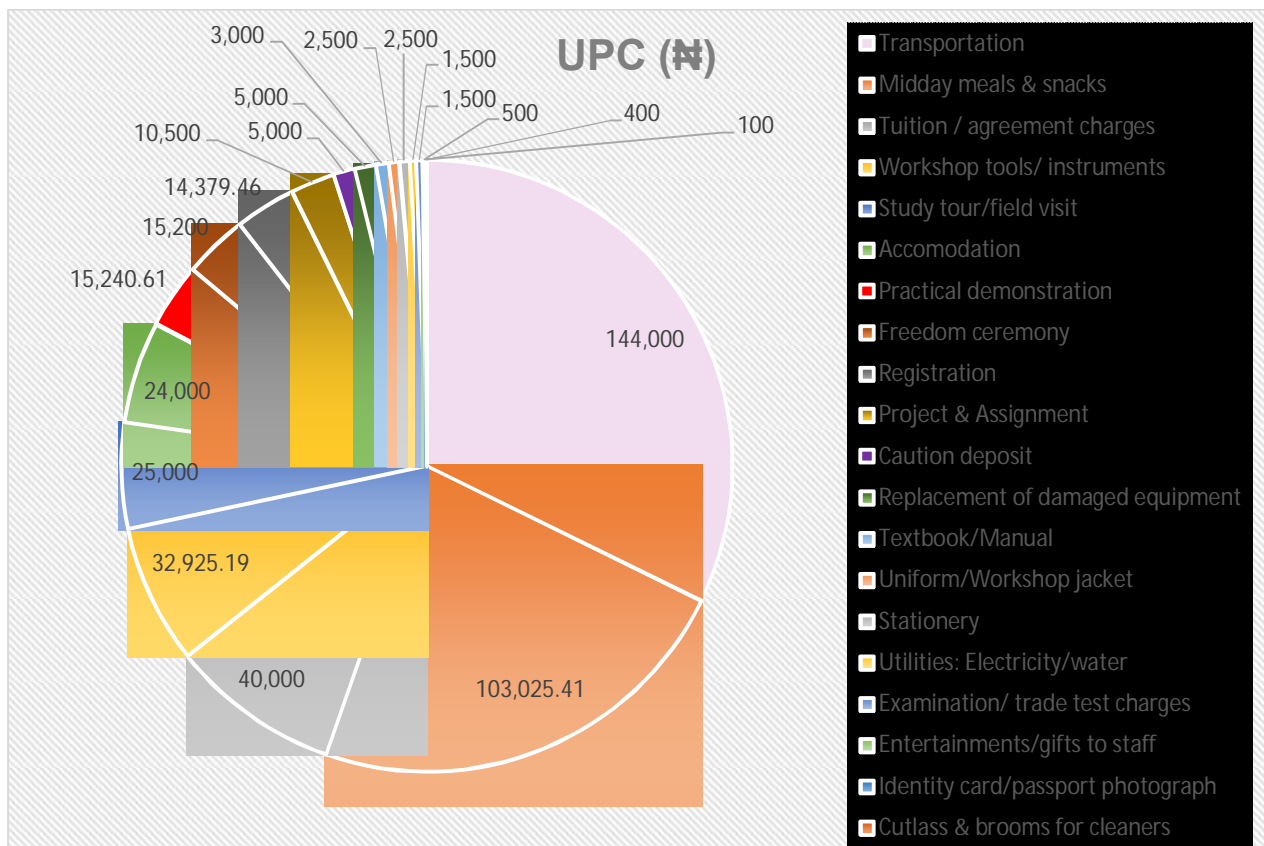


Fig. 9: Comparison of Unit Costs of Items of Cost (variables) in Non-formal Vocational Education Training Programme of NDE in South-East Geo-political Zone

Research Question 3

To what extent are the Unit Private Costs borne by Trainees in Non-Formal Vocational Training Programmes of NDE Distinguished According to Nature of Trades or Vocational Skills?

Twenty three skills of the respondents were sorted and grouped under the five major trades within the National Open Apprenticeship Scheme. Unit private cost was computed for each trade as presented in Table 4.

Table 4: Unit Private Costs (UPC) of Vocational skills (Trades) of Non-formal Vocational Training Programmes of NDE in South East Geo-political Zone

Trade	N	Total Private Cost (₦)	Unit Private Cost (₦)	UPC %
Mechanical skill	201	89,368,620	444,620	28.6
Computer tech.	338	98,493,200	291,400	18.8
Arts & Domestic	449	144,129,000	321,000	20.7
Building	98	28,372,960	289,520	18.6
Agricultural	90	18,630,000	207,000	13.3
TOTAL TPC	1176		378,993,780	100

The computation showed that Mechanical skill has the highest UPC of (₦444,620) with 201 trainees; followed by Domestic & art skill with UPC of (₦321,000) with 449 trainees; the unit private cost of Computer tech. was (₦291,400) with 338 respondents; the unit private cost of Building skills was ₦289,520 with enrolment of 98 and lastly, unit private cost of Agricultural skills was (₦207,000) with enrolment of 90, showing variations among the computed private costs for each trade This is further presented in Figure 2 below :

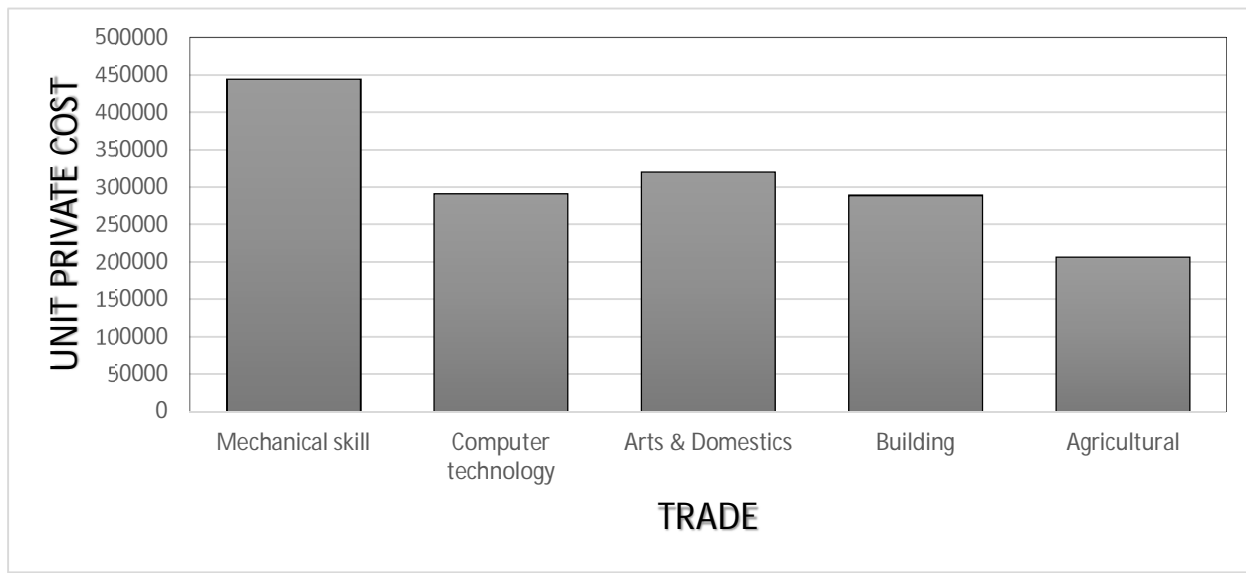


Figure 2: COMPARISON OF UNIT PRIVATE COST BY TRADE (VOCATIONAL SKILL)

Question Three.

To what extent do the unit private costs borne by trainees assisted by the National Directorate of Employment (NDE) differ with those of their counterparts on self-sponsorship?

To determine whether the Unit Private Costs of trainees assisted by NDE was the same with the unit private cost of unassisted trainees on self-sponsorship, the unit private costs were computed for the trainees in accordance with their trades (vocational skills), because the two categories of trainees (NDE assisted and unassisted) are involved in the available trades (vocation). The computed unit private cost for each trade (vocational skill) is shown in Table 5.

Table 5: Unit Private Costs of NDE-assisted Trainees and their Counter-parts Trainees on self-sponsorship in Non-formal vocational Training Programmes

TRADE	NDE ASSISTED TRAINEES			UNASSISTED TRAINEES			UPC variation
	TPC (₹)	N	UPC (₹)	TPC (₹)	N	UPC (₹)	
Mechanical skills	43,979,598	86	511,390.67	45,389,022	115	394,687.15	116,703.52
Computer tech.	61,100,700	196	311,738.27	37,392,500	142	263,327.47	48,410.8
Domestic & Arts	99,901,600	302	330,800	44,227,400	147	300,866.67	29,93.33
Building skills	14,877,744	42	354,232	13,495,216	56	240,986	113,245.00
Agricultural Skills	13,237,200	62	213,503.23	5,392,800	28	192,600	20,903.23
UPC	233,096,842	688	338,803.55	145,896,938	488	298,969.14	

Data in Table 5 reveals that for each trade (vocation), the NDE-assisted trainees bears higher private costs than the unassisted trainees on self-sponsorship. For instance, while the UPC for the NDE-assisted trainee in mechanical was ₦511,390.67, UPC for trainees on self-sponsorship in the same trade, was ₦394,687.15, etcetera.

Summary and Discussion of Major Findings

The findings of the study showed that:

The major variables (cost drivers) identified that influence costs in non-formal vocational training programmes include: nature of trade; types of institute; gender of trainees; location of institute and socio-economic background. Other factors (cost items) that influence include: transportation (32.27%), mid-day meals (23.09%) tuition/agreement charges (8.96%), study tour/field visits (5.60%), accommodation (5.38%), practical demonstration materials (3.42%), freedom ceremony (3.41%), registration (3.22%), project/assignment (3.35%) caution fee deposit (1.20%), replacement of damaged equipment (1.20%), textbook/manual (0.67%), workshop jacket/uniform (0.56%), stationery (0.56%), utility (0.34%), examination/trade test charges (0.34%), entertainment/gifts to staff (0.11%), identity card/passport photograph (0.09%), cutlass & brooms for cleaning (0.02%). It is worthy of note that items such as transportation, mid-day meals/snacks, tools/instruments, accommodation, tuition/agreement, utilities, contribute more to higher unit private costs (UPC).

The annual total private cost of non-formal vocational training programme was ₦378,993,780. Academic costs of trainees constituted 21.64% of the total private costs, the non-academic costs constituted 78.36%; while the annual unit (average) private cost stood at ₦322,273. 00.

Variations exist in UPC of trainees according to nature of trade (vocational). Skills under mechanical trade bear higher unit private costs 28.6% of total cost (₦444,620. 00); followed by Domestic and art skills 20.6% (₦321,000); etcetera.

In non-formal vocational training programmes trainees assisted by (NDE) incur higher unit private cost of (₦338,803. 55) than their counterparts on self-sponsorship (unassisted trainees) with UPC of ₦298,969. 33; signifying a variation of ₦39,834.22.

Discussions of the major findings.

The total private costs of non-formal vocational training programmes of NDE in South East geo-political zone incurred by trainees on non-academic (incidentals) amounted to ₦296,957,150 representing (78.36%) of the total annual private cost, while the total private costs incurred on academic variables by the respondents amounted to ₦82,006,600 constituting (21.64%). This is supported by Olubor (2006) findings that differences exists between academic and non-academic costs in formal education. This is because the provision made by government or the Directorate could be highly inadequate. This observation is supported by Jacob & Asoken (2003) that without the necessary and relevant vocational training equipment, possession of quality vocational skills will be a mirage.

The possible reason for the variations noticeable in unit private costs in non-formal vocational training programmes according to the nature of trade (vocational skills) is that technical skills such as in mechanical skills, Domestic and Arts trade, and computer technology are

more expensive than building skills and agricultural skill. This is probably because trainees incur much cost on the purchases or procurement of tools/equipment, materials for practical demonstrations, pay for workshop overcoats/uniforms, and also pay for the repairs of the tools and equipment which they damage in the process of practical demonstration. This finding is closely related to the observation of Saruparia and Lodha (2013) that supplies of material are typically more costly for practical subjects than for those other subjects which are not practically oriented in nature, and are often more than twice as expensive as other trades per students.

The reason behind the higher unit private costs incurred by trainees assisted by National Directorate of Employment against their counterpart on self-sponsorship could be attributed to transportation cost, because most of the NDE training-outlets are situated in the outskirts of the rural areas far away from the households that need the service, and trainees are left to bear transportation cost to and fro these training institutes. Again, the NDE assigned their trainees to master-trainers (NDE training outlets) chosen by the agency while the trainees on self-sponsorship (unassisted trainees) choose their own master-trainers and could choose those nearest to their places of residence and thereby spend less on transportation.

Conclusion and Recommendation

Based on the findings of the study, the following conclusions were drawn.

Non-formal vocational training programmes of NDE in South East Geo-Political Zone has high private costs as indicated and established by the study. The identified major cost drivers and non-academic variables of cost in different ways contribute to the high private costs.

The variations in the unit private costs of trainees are traceable to the quantity of each of the identified cost items used in the trainees' trades (vocation). The NDE-assisted trainees incur higher unit private costs than their counterparts on self-sponsorship. Most of the recommended tools/equipment and 'other materials' for non-formal vocational training programmes are very costly and expensive and require trainees' resourceful inputs. Consequently, trainees have to procure many of these items by themselves for their own use. This seems to exacerbate their private costs; an evidence that the National Directorate of Employment does not make sufficient and adequate provisions for assistance of the recruited trainees. Consequently, the non-formal vocational training programmes of NDE in South east geo-political zone of Nigeria do not attract much participation and there is likelihood of a high dropout rate. Consequently, it was recommended that More NDE Model Acquisition Centres (NMSAC) training institutes should be sited in rural areas to encourage increased participation of the poor class or lower socio-economic groups. Besides reducing the unit private costs borne by trainees, the siting of NMSAC in rural localities will ensure high degree of access to non-formal vocational training programmes. Trainees assisted by National Directorate of Employment (NDE) should be given the opportunity to choose master-craft-trainers closest to their places of residence. Furthermore, adequate transportation arrangement should be provided to the NDE-assisted trainees to take them to the NDE Model Skill Acquisition Centres (NMSAC) often located in the outskirts of the residential areas of most trainees. The Directorate should review her mode of assistance to include adequate monthly allowances and

increased stipends for the trainees to help reduce the trainees' cost burden, and these provisions must reflect the quality of directorate efforts.

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