

Post COVID-19 Skills for National Development and Youth Employability in Nigeria

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Abstract

This paper through extensive literature review unveiled the post COVID-19 skills for the Nigerian economy and youth employment for national development. The COVID-19 pandemic outbreak has brought severe social and economic consequences such as school closures, job losses, loss of income, wealth depletion, skills shortage, increased unemployment and increased poverty. The effects of COVID-19 are hitting the youths everywhere faster and harder than other age groups. Nigerian youths are faced with multiple shocks, including disruptions to education, training, and on-the-job learning; employment and income losses due to lay-offs and reduced working hours; and greater difficulties in finding good jobs. The pandemic has drastically changed the nature of work in several occupations from the old normal approach to the new normal approach of working. Several employers now prefer employees to work remotely with less emphasis on overcrowding in one central workplace. COVID-19 has greatly devastated the Nigerian economy and has adverse effect on youth employment and hinders national development. This study established the existence of skill mismatch between what TVET institution teaches compared to what is needed by industries and employers of labour. This has created a skill gap that made several youths unemployed. The post COVID-19 skills needed by industries and employers of labour were highlighted and discussed. The reason why Nigerian youths must strive to acquire the needed post COVID-19 skills was also established. Recommendations were made to enhance acquisition of the needed post COVID-19 skills by youths to enhance their employment and meaningful contribution to national development.

Keywords : Skills, Post COVID-19 skills, Youth, Employment, National development.

Introduction

The novel Coronavirus Disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus which originated from Wuhan, China in December 2019. Initially, the perception of people was that the COVID-19 pandemic would be localized and remains in China only. It later spread across the world rapidly through the movement of people and goods. On a daily basis, COVID-19 is spreading across the world at an exponential rate and killing people at an alarming rate. The World Health Organization (WHO) (2020) reported that as at 24th November, 2020, there have been 58,425,681 confirmed cases of COVID-19 including

1,385,218 deaths and the number is still counting. According to the International Labour Organization (ILO) (2020), the coronavirus outbreak led the governments of many countries including Nigeria to impose restrictions on non-essential travel to countries affected by COVID-19, indefinitely suspending tourism travel, work visas and immigrant visas and closing of schools and training centres.

The COVID-19 spreads faster from contact with infected persons, infected surfaces or infected environment and most people infected with the COVID-19 virus will experience respiratory illness. Older people and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness (Maryla, Aaditya & Dominique, 2020). Since COVID-19 is killing and ravaging lives on a daily basis in large numbers, the lockdown and stay at home order has become the order of the day for several months and this has created serious economic hardship in Nigeria. It is obvious that, the COVID-19 pandemic has created serious economic hardship and pain in several countries and across various sectors.

The economic pain became severe as several countries and states imposed lockdowns and people were asked to stay at home, and the severity was felt in various sectors of the economy with travel bans affecting the aviation industry, sporting event cancellations affecting the sports industry, the prohibition of mass gatherings affecting the events and entertainment industries has negative impact on the Nigerian economy. One of the major impact of COVID-19 on the Nigerian economy is the closure of Technical and Vocational Education and Training (TVET) institutions and training centres where teaching and learning on skills acquisition are carried out to produce skilled professionals like artisans, craftsmen, technicians and technologists among others.

In the current century, Technical and Vocational Education and Training (TVET) is the foundation of national and industrial development in all ramifications. TVET is a type of education whose major objective is to prepare individuals for employment in chosen occupations by equipping them with the vocational skills, knowledge and attitude necessary for employment in recognized occupations. The Federal Republic of Nigeria (FRN) (2014) described TVET as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical

skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Specifically, the FRN (2014) stated that the goals of TVET shall be to: provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technical level; provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development; and give training and impart the necessary skills to individuals who shall be self-reliant economically. In essence TVET is an aspect of education that focuses on skills. A skill denotes expertise or ability developed in the course of training and experience. It includes not only trade and craft skills acquired by apprenticeship, but also includes high-grade performance in various fields such as professional practice, education, leadership, the arts, games and athletics.

Therefore it is worthy to state that TVET is a system of education predicated upon the teaching of skills and also demanding the professional or expert use of the brain and hands skillfully. It facilitates the acquisition of practical and applied skills as well as basic scientific knowledge (NBTE, 2017). It is important to note that the delivery of TVET is usually carried out in Nigeria in specialized institutions. According to NBTE (2020), these TVET institutions include industrial and training institutions, polytechnics, monotechnics, colleges of agriculture, colleges of health, innovation enterprise institutions, technical colleges and vocational enterprise institutions in both formal and informal sectors as well as in TVET research centres and training hub located inside some universities. This means that TVET can respond to the needs of gainful employment and sustainable livelihood from different socio-economic and academic backgrounds. It is worthy to note however that TVET has relationship with all educational levels, formal or school-based, non formal or enterprise-based, and informal or traditional apprenticeship. This understanding is necessary to understand the transversal and longitudinal nature of TVET. As the labour market continues to expand, more specialized professions and economics demands higher level of skills. Hence, TVET has become the bedrock for industrial development which is needed for national development in Nigeria.

One of the most important functions of TVET is its orientation towards the world of work, and the acquisition of employable practical skills. The delivery system of TVET is designed to train skilled workforce that are needed to create wealth by preparing youths for employment which

will enhance national development. The youths can be describe as individuals or persons at their vibrant age group who by virtue of their age range have more energy to work and explore technology to the benefit of the society and national development. Youth employment is a situation where youths who are willing and capable of working are able to find suitable paid employment or are able to set up their own business and be self-employed. Massive youth employment is a sure a way of enhancing national development in any economy.

The Federal Republic of Nigeria (FRN) in her National Policy on Education (FRN) (2014) stated that national development entails establishing and building “a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy; and a land full of bright opportunities for all citizens”. It involves the total transformation of society, making humanity the focus of the development drive and seeking to develop man’s potentialities to the fullest. National development includes reduction of poverty, wealth creation and equitable distribution of wealth, ensuring nutrition and health, housing and ancillary services, social security and welfare.

Unfortunately Nigeria has failed to achieve its national development goals due to a high number of poorly skilled workforce and increasing number of youths graduating from schools with obsolete skills that are not needed in the workplace. The country is still trapped in a vicious cycle of underdevelopment, security crisis, political and social upheavals, and escalating high rate of youth unemployment that threaten national unity. Even where some youths are employed in Nigeria, majority of them are underemployed as they are paid a poor salary of less than Thirty thousand naira only per month, making them vulnerable to experience intense hardship and to wallow in poverty without much productivity on their job, thereby making them vulnerable to unemployment. The underemployment and unemployment suffered by several youths could be as result of skill mismatch.

The major challenge faced by TVET institutions in Nigeria is skills mismatch or skill gap. The Industrial Training Fund (ITF) (2017) described a skill gap or performance gap as a significant gap between the needed skills and the current capabilities of the workforce in an organization. Research has established that the skills provided by TVET institutions do not match skills demanded by the industry and employers of labour. There is a wide skill gap between what

TVET institutions teaches compared to what is needed in the industry. Most training in Nigeria TVET schools are obsolete and analogue in nature with less emphasis on digital skills and soft skills needed in the 21st century workplace. In an attempt to address this issue of youth unemployment in post COVID-19 era, the researcher deem it necessary to unveil the Post COVID-19 skills for the Nigerian economy and youth employment for National development.

Statement of the Problem that Necessitate this Research Paper

The COVID-19 pandemic that brought about imposition of lockdown and restriction to free flow of people and closure of TVET institutions will have consequential effect on the quality of TVET graduates graduating from TVET institutions in Nigeria. The long closure of TVET institutions will negatively affect trainees affective, cognitive and psychomotor performance skills. As the WHO discourages overcrowding, trainees now work and learn in isolation and even work in fear of not been infected on the job. Nigeria also faced increasing pressure on their foreign exchange reserves, which subsequently led to the devaluation of our local currency (naira) against the dollar. National budgets were also affected and most private sector companies and employers were forced to downsize to reduce staff population thereby increasing hardship and unemployment in Nigeria.

Beside the economic hardship created by COVID-19 pandemic, there is also an alarming and exponential rise in the infection and death rate in Nigeria. The Nigeria Centre for Disease Control (NCDC) (2020) reported that the spread of novel Corona Virus Disease (COVID-19) in Nigeria continues to record significant increase as the statistics provided by the NCDC reveal that Nigeria now has 66,439 confirmed cases including 1,168 deaths as at 24th November 2020 and the number is still counting. Despite the devastating adverse effect of COVID-19 pandemic on human health characterized by infection, illness and sudden deaths, several Nigerians still doubt the existence of the pandemic as they fail to adhere strictly to Federal Ministry of Health, NCDC and WHO safety guidelines concerning use of face masks, hand sanitizers and observing social distance needed for healthy living.

Several people are still found violating the social distance order and spreading the virus without knowing. The nonchalant attitude displayed by Nigerians towards COVID-19 safety guide lines could be one reason why the COVID-19 keeps spreading at an alarming rate on a daily basis. Since the virus spread easily when people gather in crowd, there is a high tendency that the virus

may spread more and infect more trainees in TVET institutions. To combat the spread of the virus in TVET institutions, there is need for a change in the existing instructional strategies to enhance teaching and learning in TVET institutions amidst COVID-19 pandemic in Nigeria. If nothing is done to enhance teaching and learning skills amidst COVID-19 pandemic, then the nation may soon suffer from mass shortage of competent TVET graduates leading to consequential rise in unemployment as the half-baked craftsmen who have been cut off from school due to school closure from lockdown may not meet up with the skill performance requirements to get paid job nor to set up their own craft workshops thereby increasing the menace of skill gap among graduates.

A skill gap is the shortage in performance. It is a negative performance. It is the difference between the standard required or expected performance and the actual performance from a worker. In other words, skill gap is the standard required performance minus the present performance. He further stated that the prevalence of skill gap in the Nigerian workforce has negatively affected the quality of goods and services from Nigeria as well as the quality of teaching and research in our TVET institutions, consequently leading to the accumulation of graduates with very good certificates but without the requisite capabilities to function effectively in the work place. Unveiling the Post COVID-19 skills for the Nigerian economy and youth employment for National development has become paramount and therefore necessary now.

Post COVID-19 Skills Needed by Industries and Employers of Labour

In the context of this research paper, Post COVID-19 Skills (PCS) can be describe as those skills which are needed by individuals to gain employment, become self-employed and to make useful contribution to national development towards enhancing the positive growth of the Nigerian economy. The Post COVID-19 Skills cut across a wide range of skills whose application is useful in solving real life problems in the society as well as makes it possible for individuals to function effectively in the work place. Post COVID-19 Skills (PCS) can be classified into three components which include soft skills, technical craft skills (or TVET skills) and entrepreneurship skills needed by individuals to perform efficiently when employed or in self-employment. Post COVID-19 Skills can also be referred to as the marketable skills needed by industries and employers of labour during recruitment. PCS are the basic skills that employers seek for in job

applicants before being employ them. PCS can also be referred to as employability skills as they are vital to the overall efficient performance of an individual working in a workplace.

The wide range of Post COVID-19 Skills is outline and explained in three major categories which are:

A. Soft skills.

B. Technical craft skills (or TVET skills).

C. Entrepreneurship skills.

Soft Skills Needed by Industries and Employers of Labour

Soft skills can be described as a set of skills and behaviors that are necessary for every job. Sometimes some people call soft skills employability skills, foundational skills, work-readiness skills, or job-readiness skills. This is because soft skills help an individual to: communicate effectively with coworkers; solve problems; understand job role within the team; make responsible choices, manage time efficiently and take charge of his/her own career. Personal qualities, habits, and attitudes influence how you interact with others. Employers value soft skills because they are linked to how you get along with coworkers and customers, your job performance, and your career success. Depending on the type and nature of a job, there are numerous soft skills in demand by industry and employers of labour. Twelve top soft skills which employers look for in potential employees are outline below:

1. **Communication and Interpersonal Skills:** The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people, and to act upon key information / instructions.
2. **Critical Thinking and Problem Solving Skills:** Critical thinking refers to one's ability to understand, analyze, and interpret information and draw conclusions. In any job, an employee will have to assess situations and solve problems. Employees need to think logically and make reasoned judgments. Problem solving skills is the ability to understand a problem by breaking it down into smaller parts, and identifying the key issues, implications and identifying solutions. To apply your knowledge from many different areas to solving a task.
3. **Using Your Initiative and Being Self-motivated:** Having new ideas of your own which can be made into a reality. Showing a strong personal drive and not waiting to be told to do everything.

4. **Working Under Pressure and to Deadlines:** Handling stress that comes with deadlines and ensuring that you meet them.
5. **Organizational Skills:** Being organized and methodical. Able to plan work to meet deadlines and targets. Monitoring progress of work to ensure you are on track to meeting a deadline.
6. **Team Work and Leadership Skills:** **Team work involves** working well with other people from different disciplines, backgrounds, and expertise to accomplish a task or goal. When individuals work in teams lead or moderate the team work, they tend to learn leadership skills. Through team work, team leaders appreciate the value of carrying team members or followers along to achieve group goals or organizational objectives.
7. **Ability and Willingness to Learn, Unlearn and Adapt:** To be enthusiastic about your work, and to identify ways to learn from your mistakes for the benefit of both you and your employer. Willingness to learn is showing that you are happy to learn new things and what you need to know to do your job efficiently. It also means that when, for example, your trainer ask you to works hard to achieve a performance task, or to improve your performance, you do not get too upset, but take it calmly and try hard to do better.
8. **Numeracy:** The ability to use data and mathematics to support evidence or demonstrate a point in the workplace.
9. **Valuing Diversity and Difference:** Knowing the value of diversity and what it can bring. Understanding and being considerate of the different needs of different individuals can help in solving conflict and several problems in the workplace.
10. **Negotiation skills:** To take on board other people's feelings and express your own requirements in an unemotional clear fashion to achieve a win-win outcome.
11. **Emotional Intelligence:** Emotional Intelligence is the measure of an individual's abilities to recognize and manage their emotions, and the emotions of other people, both individually and in groups. It also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively. Emotional intelligence involves five components such as : self-awareness, self-regulation (self - management), motivation, empathy and social skills (people skills). A person with good emotional intelligence also possesses resilience and does not give up or loss hope in the face of challenges in the workplace.

12. **Ethics:** Ethics is a broad category that refers to an employee's principles. Companies want employees who understand and follow company rules, are honest and trustworthy and act professionally and responsibly.

It worthy to note that TVET is a skilled based programme that focus on specific occupations and requires technical skills for success in the occupation. Therefore, for those in TVET institutions, the soft skills alone are not enough for excellent success in TVET occupations. The soft skills are needed to complement the technical craft skills, so that an angry skilled man working with sharp edge tool will know how to control his emotions using emotional intelligent skills while working in a group to avoid deliberately inflicting injury to other workers or deliberately carrying out destructive work practices out of anger.

Technical Craft Skills Needed by Industries and Employers of Labour

Technical craft skills can be described as a set of TVET skills that can be acquired normally through TVET institutions and training centres. Technical craft skills also called TVET skills involve a wide range of vocational and technical skills in specific occupations through which individuals can earn a living and become self reliance. Based on the NBTE (2020) newly developed and reviewed curricula and occupational standards for Nigerian skills qualification, the technical craft skills or TVET skills are outline below:

1. **Automobile Technology Skills:** These are the TVET skills needed by the trainees to perform diagnostics, maintenance and repairs of motor vehicles or automobiles. These skills among others includes:
 - i. Auto Body Repairs and Spray Painting.
 - ii. Auto Mechanical Work.
 - iii. Auto Parts Merchandising.
 - iv. Auto Electrical Works
 - v. Automobile Mechatronics.
 - vi. Tri-cycle Assembly and Maintenance.
 - vii. Motor Cycle Repairs and Maintenance.
 - viii. Air-conditioning and Refrigeration.

2. **Building Technology Skills:** These are the TVET skills needed by the trainees to carry out building constructions works, maintenance and repair of residential and industrial buildings structure. These skills among others includes:
 - i. Block Laying, Brick Laying and Concrete Works (Masonry).

- ii. Plumbing and Pipe Fiting.
- iii. Tilling and Interlock works.

3. Electrical and Electronics Technology Skills: These are the TVET skills needed by the trainees to carry out troubleshooting, maintenance and repairs of electrical and electronic appliances, equipment and facilities. These skills among others includes:

- i. Electrical Installation and Maintenance Work.
- ii. Radio Television and Electronic Servicing.
- iii. Power System Protection.
- iv. System Electrical Installation.
- v. Computer Hardware Maintenance and Repairs.
- vi. Industrial Electronics.

4. Metalwork Technology Craft Skills: These are the TVET skills needed by the trainees to carry out various works on metals and metallic materials. These skills among others includes:

- i. Fitting and Machining Skills.
- ii. Welding and Fabrication Skills.
- iii. Railway Technology.

5. Mechanical Systems Craft Skills: These are the TVET skills needed by the trainees to carry out various diagnostics, maintenance and repair works on mechanical systems and heavy equipment. These skills among others includes:

- i. Turbine Maintenance.
- ii. Mechanical Auxiliaries Maintenance.
- iii. Industrial Mechanics.

6. Woodwork Technology Skills: These are the TVET skills needed by the trainees to carry out various works on wood and wood related materials. These skills among others includes:

- i. Carpentry and Joinery.
- ii. Furniture Making.
- iii. Upholstery.
- iv. Machine Woodworking.

7. Information and Communication Technology (ICT) Skills: These are the TVET skills needed by the trainees to solve problems using digital skills or Information and Communication Technology (ICT) skills. These skills among others includes:

- i. Data Processing.
- ii. GSM Maintenance and Repairs.
- iii. Satellite Installation and Maintenance and Repairs.
- iv. Web Application Development.
- v. Telecommunication Technology.
- vi. Mobile Application Development.
- vii. Digital Service Operations.
- viii. Social Media Communication.

8. Agricultural Technology Skills: These are the TVET skills needed by the trainees to carry out various farming activities as well processing of agricultural products. These skills among others includes:

- i. Animal Husbandry.
- ii. Fishery.
- iii. Rice Milling.
- iv. Horticulture.
- v. Bee Keeping.
- vi. Pasture and Ranching.
- vii. Farm Implements.
- viii. Crops Production.
- ix. Livestock Farming.
- x. Poultry Farming.
- xi. Aquaculture.

9. Home Economics Skills: These are the TVET skills needed by the trainees to carry out various domestic tasks in the house. These skills among others includes:

- i. Hospitality and Catering.
- ii. Garment Making.
- iii. Event Decoration.
- iv. Weaving.
- v. Cosmetology.
- vi. Clothing and Textiles.
- vii. Dyeing and Bleaching (Tie and Dye).
- viii. Catering Craft Practice.

10. Leather Works Skills: These are the TVET skills needed by the trainees to carry out various leather works to create useful products can be used to satisfy human needs. These skills among others includes:

- i. Shoe Making.
- ii. Bag Making.

11. Office Technology Skills :

- i. Office Layout and Organization.
- ii. Office Administration.

12. Chemical Works

- i. Printing Craft Practice.
- ii. Paint Making.

13. Photography

- i. Photo editing and layout.

Entrepreneurship Skills Needed by Industries and Employers of Labour

These are the skills needed by the trainee to identify a business opportunity, gather resources, takes risk to start a business, nurtures and make sure he succeeds and make profit in the business. Entrepreneurship describes the efforts or action of an entrepreneur in relation to bringing new ideas or creation of new things to satisfy human wants. An entrepreneur refers to an individual who has the zeal and ability to find and evaluate business opportunities, gather necessary resources, take sequential and systematic steps towards utilizing the advantages of such opportunities. The entrepreneurship skills among others includes:

- i. Marketing skills.
- ii. Store Keeping.
- iii. Book Keeping.
- iv. Salesmanship.
- v. Accounting Skills.

Youth Employment and Unemployment situation in Nigeria

In the recent post COVID-19 era, the rising escalating rate of youth unemployment calls for the urgent need to utilize the available Post COVID-19 skills for the Nigerian economy and youth employment for National development. Youth employment is a situation where youths who are willing and capable of working are able to find suitable paid employment or are able to set up their own business and be self-employed while unemployment as a situation where people who are willing and capable of working are unable to find suitable paid employment. Massive youth employment is a sure a way of enhancing national development in any economy. Unfortunately in Nigeria, there is an exponential daily rise in youth unemployment which has led to idleness, insecurity, crimes and escalating hardship, poverty prevalent among youths and the society at large.

Unemployment is one of the macro-economic problems which every responsible government is expected to monitor and regulate. The higher the youth unemployment rate in an economy the higher would be the poverty level and associated welfare challenges. The situation of unemployment in Nigeria rises exponentially and mostly affects youths. Madugu (2019) reporting for Central Bank of Nigeria (CBN) revealed that 78 percent of Nigerian youths are unemployed. Aisha further stated that 80 percent of the 80 million youths in Nigeria are either unemployed or underemployed earning a salary less than thirty thousand naira per month or struggling to survive daily.

Okolie (2019) quoting the figures from the National Bureau of Statistics (NBS) unveiled that no fewer than 53 million Nigeria youths are jobless while 1.8 million graduates enter the labour market every year without job. If government needed to know the gravity of the nation's unemployment rate, especially youth unemployment, the mass turn out of Nigerian youths during the national wide protest in October and November, 2020 across various states in the country, presents a clear picture that there is a problem of youth employment. That incident, alone, tells us that something needs to be done urgently to address the scourge of youth unemployment in the country. This accounts for one of major reason for the rising wave of various categories of crimes in Nigeria as the jobless youths are prone to become potential tools for perpetuating crimes in exchange for money for survival.

The rising wave of youth unemployment could be attributed to the prevailing skill mismatch in several Nigerian TVET institutions. Research has established that the skills

provided by TVET institutions do not match skills demanded by the industry and employers of labour. There is a wide skill gap between what TVET institutions teaches compared to what is needed in the industry.

The alarming rate of unemployment calls for the need to utilize the available Post COVID-19 skills for the Nigerian economy and youth employment for National development. This is especially important for those youths who are seeking out a living in both formal and informal sector of the economy. Today in Nigeria, increase in population growth and urban migration; poverty and lack of income generating capacity and failure of graduates from secondary and tertiary school system to secure employment clearly highlights the importance and need for skill acquisition among youths in Nigeria. To draw the majority of jobless people out of the unemployment market and to enable those still in school to be relevant to the world of work and to ensure smooth transition from schools to jobs, there is need to utilize the available Post COVID-19 skills for the Nigerian economy and youth employment for National development.. This also implies increasing modalities for skill acquisition which is the best means to empower the youths with the skills that will make them have smooth transition from TVET institutions to the job market.

The Role Ministry of Labour and Employment on Skill Development in Nigeria

The Federal Ministry of Labour and Employment is the sole government agency vested with the responsibility of issuing certificate of competence (Trade Test Certificates) to qualified tradesmen and tradeswomen. Trade testing is the process of properly assessing and classifying tradesmen and tradeswomen in different skills or trades and awarding certificates of competence of grades III, II and I to persons who have been tested as evidence of the person's proven ability in a specific occupation trade.. The Ministry conducts Trade Tests at designated Trade Test workshops or training facilities for grading the skills of the employed and unemployed (but employable) tradesmen and students of vocational training schools and technical colleges. The tests are conducted in more than 66 trades under the supervision of experienced professional staff and specialist testers.

Benefits of Trade Test Certificates: The trade test certificate issued by the Ministry of Labour and Employment presents a unique opportunity for generating jobs and ensuring appropriate job placement and promotion in industries as well as government establishment. The Trade Test Service also provides standard grading for artisans and craftsmen which facilitates access to

better paid jobs or work as self-employed persons. It provides Nigerians with a standard validation of the qualifications of tradesmen and tradeswomen. Workers passing any of the grades are given certificates of competency and employers are assured that any applicant for employment possessing these certificates has reached the standard of skill indicated on the certificate.

Constraints against Effective Post COVID-19 Skills Acquisition

1. The major challenge faced by TVET institutions in Nigeria is skills mismatch. Research has established that the skills provided by TVET institutions do not match skills demanded by the industry and employers of labour and thus a wide skill gap exist which makes it difficult for graduating trainees to secure employment. The curriculum is not in line with the current demand by industries and employers of labour.
2. Lukewarm attitude of some TVET students towards learning, knowledge acquisition as well as skill acquisition in some TVET institutions.
3. Poor collaboration between TVET institutions and industries. In most Nigerian TVET institutions, there is no strong school – industry linkage to enhance acquisition of relevant and modern skills from industries in Nigeria. The industry is the place where quality and emerging skills can be sourced, where there is poor school-industry collaboration, students cannot acquire relevant skills needed to solve societal problems.
4. The digital divide, a disparity in access to ICTs between countries and communities is caused by many factors such as: inadequate infrastructure, high cost of access, inappropriate or weak policy regimes, inefficiency in the provision of telecommunication network, language divides (language differences), poor economy and lack of locally created content. The digital divide is a disadvantage and reduces access rate at which Nigerians and other developing nations can contribute and benefits from the information age and global communities.
5. Poor funding of TVET education in Nigeria. The non existence of a TVET ministry separate from ministry of education is a major reason for the poor funding of TVET programmes. Moreso that TVET programmes require higher financial investment on training facilities.

6. Epileptic power supply creating scarcity of electricity for practical use. Most TVET machines require electrical power to drive the machines during practical sections. The inconsistency in electric power supply makes it difficult to regularly conduct practical lessons in some TVET courses.
7. Bribery, Corruption and Misappropriation of the insufficient fund allocated to TVET institutions.
8. Poor remuneration of qualified and professionally trained TVET teachers in Nigeria.
9. Rapid occupational mobility of qualified and professionally trained TVET teachers into other occupations in search for greener pasture. This has created scarcity qualified and professionally trained TVET teachers in Nigerian TVET institutions.
10. Use of unqualified and non professionally trained teachers to teach TVET subjects in some TVET institutions which discourages teaching of practical aspect of TVET courses. This also leads to the use of inappropriate teaching methods by unqualified and non professionally trained STEM teachers.
11. Inadequate and obsolete workshop/ laboratory infrastructure needed for effective training in TVET institutions in Nigeria.
12. Poor Leadership and administration style in Nigerian TVET system and ministries. This can be seen in the common practice of appointing of non TVET professionals to head TVET position and offices. This will completely lead to failure as it will be like putting a round peg in a square hole.
13. Non existence of standard implementation framework and lack of follow up of implemented policies in Nigerian TVET institutions.

Conclusion

The socioeconomic repercussions of the COVID-19 pandemic are hitting youths everywhere faster and harder than other age groups. Youths are facing multiple shocks, including disruptions to education, training, and on-the-job learning; employment and income losses due to lay-offs and reduced working hours; and greater difficulties in finding good quality jobs. They are also more vulnerable because of high youth working poverty rates, and because they are overrepresented in less protected forms of work and in sectors most at risk of disruption due to COVID-19. Young women are facing an increasing double burden to manage both paid work and unpaid care and household work due to widespread school closures experienced in several

months. Other vulnerable and marginalized youth, such as young people with disabilities or young refugees or displaced persons, are facing additional hardships on top of the barriers they face to accessing learning and decent work opportunities. The major challenge faced by TVET institutions in Nigeria is skills mismatch. A wide skill gap exists between the skills taught in TVET institutions compared to the work skills demanded by industries and employers of labour. To fully explore the Post COVID-19 skills for the Nigerian economy and youth employment for National development, there is an urgent need to implement the recommendations proposed by the researcher to acquire the needed Post COVID-19 skills and close the skill gap.

Recommendations

To ensure an effective TVET programme that can enhance acquisition of the needed Post COVID-19 skills, the following best practices were recommended:

1. Establishing a strategic partnership between TVET institutions and industry in the provision of standard training equipment and other training facilities to enhance acquisition of relevant work skills from TVET institutions. These partnerships and interventions would contribute to reducing skills mismatch in the labour market that would eventually increase the absorption rate of TVET graduates in the industry.
2. Seeking the international Labour Organization (ILO) support to improve Nigeria TVET policies and strategies, build the capacity and provide technical assistance on issues related to labour and employment through its development cooperation projects.
3. Nigeria TVET institutions should also close the digital divide by investing in quality internet bandwidth and making available the information and communication technology gadgets and infrastructure needed for teaching and learning in TVET programmes through internet-enhanced approaches like video conferencing and webinars.
4. Motivating and encouraging TVET students towards learning, knowledge acquisition as well as skill acquisition in some TVET institutions.
5. Purchasing electric power plants and generators to complement the shortage of national electricity supply in TVET institutions. The availability of electric power plants in TVET institutions will enhance the smooth conduct of practical lessons.

6. Creating a separate ministry for TVET programmes to ensure availability of adequate funds for running TVET intuitions.
7. Enforcing stricter laws and penalty for those defrauding TVET institutions of funds.
8. Establishing a standard implementation framework for TVET institutions to check their activities in terms of recruitment to guide against recruiting unqualified teachers to teach TVET course.

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