AN APPRAISAL OF THE IMPLEMENTATION OF NATIONAL YOUTH DEVELOPMENT POLICY IN SELECTED LOCAL GOVERNMENT AREA OF YOBE STATE FROM 2007-2014

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BEING A DISSERTATION PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OFMASTERS DEGREEE IN LOCAL GOVERNMENT AND DEVELOPMENT STUDIES, FACULTY OF ADMINISTRATION, AHMADU BELLO UNIVERSITY, ZARIA.

NOVEMBER, 2015

Declaration

I hereby declare that the work in this dissertation entitled **"*An Appraisal of the Implementation of National Youth Development Policy in selected Local Government Areas of Yobe State, between 2007 – 2014*"** has been carried out by me, Mal. Musa Audu Tika, in the Department of Local Government and Development Studies, Ahmadu Bello University Zaria, in the Faculty of Administration, under the Supervision of Dr. Kabir Muhammad Isa and Prof. Omar Massoud. The information derived from the literature has been duly acknowledged in the text and at the list of references provided. To the best of my knowledge, this dissertation or any part of it, has not been previously presented for the award of any degree in this or any other university. Any error(s) in the script are entirely mine.

MUSA AUDU

_____ _____

Signature ***Date***

Certification

This dissertation titled **"*An Appraisal of the Implementation of the National Youth Development Policy in selected Local Government Areas of Yobe State, between 2007 – 2014*"** by Audu, Musa, meets the regulations governing the Degree of Masters in Public Administration (Local Government and Development Studies)of the Post Graduate School, Ahmadu Bello University Zaria, Nigeria and is approved for its contribution to knowledge and literary presentation.

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Dedication

This dissertation is dedicated to my Late Parents (May their Souls Rest in Peace Ameen), the Government and Youth of Yobe State.

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My insufficient gratitude are given to Allah, the benefitient and most merciful, the keeper and sustainer of the weak, the fragile, the forsaken, who has psychologically, spiritually and physically sustained me for enduring and ensuring the sucessful completion of this work, andfor the continous favour He has been givingme always, in all my undertaking throughout the course of my postgraduate work.

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Abstract

This study examines the principles of the implementation of the National Youth Development Policy (NYDP) at the local government level in Yobe State.Youth Development Policy (YDP), either written or oral, whether in the traditional societyor in contemporary societies involves plan of administration as to how youth grow into better, active and smooth adult. It is through literature on the topic that we trace the several initiatives on youth development and their paticipation in the community and societal activities.The NYDP in Nigeria, mandated all states in the federation to make their action plans containing their ethics. Yobe State, carefully and separately enumerated its policy with laws, programs, and workers' roles to agree with and comply with this mandate: youth clubs and associations, in this study, become the model of implementation of the affairs of the society.It is carried out by engaging the youth in societal activities.According to the Census of 2006, the youth constitute 3/5 of the Yobe State population. This studytracestheproblems that affectyouth activities,such as poverty and unemploymentwhicheffectsthe welfare of the youth. Basedon these problems,the study ofyouth development focuses its attention to solvethese problems.The governmentthrough associations, and incollaboration with the societal ethic,tries to ensuresustainability and development of the youth both in and outside the school.The study, therefore, is pursued through monitoring & supervising youth policy laws, programs, schedule of duties that are attached with societal values andreflected in government strategies. The methods adopted in this study,is the survey designs.Through sample and sampling techniques,a total of 450 questionnaires were distributed,and fitted for analysis, other methodsused are the interview (conducted through focussed group discussion) and observation.The output indicates that when youth are supported and encouraged they can make effective institutional transformation of a society andany neglect of the youth, by either parents or government,it can influence this segment of people (the youth) to the negative cause, societal havoc, which maylead to destructive consequences. The study recommends to youth workers, stakeholders and the society to appropriately enforced all laws effectively and programs to reflect the national youth developmentpolicy principlesin the local government areas of the study area (Yobe State).

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PREFIXES AND ABBREVIATIONS

Asso	-	Association
CAP	-	Chapters
CBO	-	Community Based Organization
CLTC	-	Citizen and Leadership Training Center
CPMC	-	Community Project Management Committee
CSDC	-	Community Social Development Committee
Devt.	-	Development
DSTV	-	Digital Sattelit Television
e.g.	-	For Example
ECOWAS	-	Economic Community of West African States
FMYD	-	Federal Ministry of Youth and Sports
i.e.	-	That is
LGRC	-	Local Government Review Committee
MAMSER	-	Mass Mobilization for Self Reliance, Social Justice and Economic Recovery
MYSD	-	Ministry of Youth and Social Development
NAPEP	-	National Agency for Poverty Eradication Program
NGO	-	Non-Governmental Organisation
NYDC	-	National Youth Development Council
NYC	-	National Youth Council
NYCN	-	National Youth Council of Nigeria
NYDF	-	National Youth Development Fund

NYDP	-	National Youth Development Policy
NYSC	-	National Youth Service Corps
OFN	-	Operation Feed the Nation
PAP	-	Poverty Alleviation Program
PYD	-	Possitive Youth Development
SSD	-	State Steering Development
SSS	-	State Security Service
TGE	-	To a Great Extent
TME	-	To a Moderate Extent
TSE	-	To a Small Extent
YDP	-	Youth Development Policy
ZYDP	-	Zonal Youth Devlopment Policy

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

In the contemporary world of today, the problems of translating plans, policies, legislative acts, executive and judicial orders into concrete actions that will lead to the realization of the planned objectives and consquently to national development have become increasingly challenging and difficult, making many developmental initiatives of many nations unrealistic. These challenges have bedevilled many nations, cut across national and continental boundaries and have become increasingly worrisome in the developing nations, Paki and Kimiebi (2011).

Thisviewsof Paki and Kimiebi above,influencedthis study to observe the translation and implementation of one of theNigeria'spolicy and legislative act,that is the National Youth Development Policy,and its impact at the lower levels of government inYobe State.Adam (2002) for example, observed that, this policy empowers the important role of youth development work practitioners to reveal the harmful effects of the policy structures and its changeson the development of some young people who live in fear of their homes and neighbourhoods, and without the means or opportunity to participate as full members of their society,and without the hope for the future. Olasunkanmi (2006)also observed that the policy,(NYDP), is about youth development, and it ismeant to improve the quality of lives of the young people in the country. Adamu (2011) asserted that this exercise (of policy implementation) has become a challenging issue in Yobe State and its local government areas.In what Dauda (2005) referred to it as a planned initiatives of the Yobe State government in overseeing youth activities, and to achieve youth development right from the grassroot.

On the implementation of this policy, Gana (1989)asserted that the implementation of Youth Development Policy is of great importance to the development of any nation,because youtharethe social force thatno national development can take place without their skills, energy and idealism;they displayedthese talents through labour and cultural activities. While Michael (2013) on the role of youthto National Development,explained thatit is often reflected in the ability of a nations' youth. If the state can improve the social, technological and economic status of the youth,that is by the provisions of the basic and necessary economic and social infrastructures such as quality education, security, potable water, efficient transport system, sound medicare etc, the youth may develop in the right direction.

The reviewed National Youth Development Policy of 1999, separately explains that youth development is the process by which all youth are supported, encouraged and given the opportunity to be involved in realizing their economic, political and socio-cultural potentials, aspirations, dreams, rights etc and to achieve the overall goals of the society. It is the process that enabled the youth to build skills and competences that will allow them to function and contribute in their daily lives.In this study,it is this factors of youth development that we are verifying,to tests its qualities and conclude regarding the youth and national development, andto ensure whether there is youth development at the grassroot levels of governance or not.

On the implementation of Youth Development Policy, Olusankanmi (2006) further insisted that stakeholders like parents, religious leaders, teachers, community/societal leaders etc. have at there disposals a variety of measures that have been designed to represent a declaration and commitment of Nigerian governments. It is a bold and concrete step that can put the youth,their activitiesand participation at the center of national development efforts. At this stage,

the implementation process, is the operational stage where the original goals of the policy are actually translated into concrete actions to produce results (i.e. Youth Development).

To examine the status of the NYDP implementation process better,the study observed the United Nation (U.N.) views concerning youth developmentand the value of youth in the society. The U.N. recognizesthe youth as heterogeneous group in constant evolution, and that their experiences of being young vary across regions or even within countries. This made Olufunke and Foluke (2014), to observeUN's views regarding Nigerian youth. They noted that the value ofNigerian youth is toserve the country ascitizens of the federal republic of Nigeria, by accepting their base and cultural heritage,andto act in accordance with the value oftheir societal ethics and community beliefs. Peter (2015),also agreedwihthisviews,regardingthe Nigerian youth, and extended same to other Nigerian youth in diaspora, andrated them among the asserts that any nation can have …they serve as a good measure to the extent that the country can reproduce as well as sustain itself.

Having recognise the value of Nigerian youth, the study reflects and reviewedthe Economic Community of West African States' (ECOWAS) Youth Development Policy,developed in 1975. This ECOWAS policy described the youth as a valued possession of every nation in the region, without whom there can be no future, and it went further to say that their needs are immense and urgent. They are the center of reconstruction and development. George (2015)agreed with the ECOWAS'sview regarding its policy, andobserved that the future of every nation rests on the shoulders of its youth….as they will eventually become leaders of tomorrow; therefore, anything targeted at this group of persons must be worthwhile and directed into helping them fulfil their purpose as would-be leaders.

Elegbele (2007), reinforced George's views concerning would-be leaders by describing young people all over the world as being a vital and important segment of the society in which they live. A disciplined, focused and law abiding youth can create a brighter future for any nation. Conversely, a lawless, indulgent and violent youth is a great threat to nations peace and security.Theviews of Elegbele above not only described the policy, but went ahead to advise on the roles of the society and the focus of government on how to design and take care of the laws and orders that are required in the implementation process

To support the views above onthe would-beNigerian future leaders, the countryestablishesa National Youth Development Policy in 1981 and reviewed samein1999 and 2009, reflecting ECOWAS's youth policy, which isto encourage and protect the youth. The reviewed policy of 2009,considered the youth as the backborne of the nation, Gana (1989)emphsisthattheir survival and cultural development must be guaranteed and enabled, so that they realise their full potentials in the service of (their society and) the nation.

With the views on youth policies of the U.N., ECOWAS, the NYDP, and also the views of George, Elegbele,Gana etc in mind, this study set out to appraised the stakeholders'(like parents, societal leaders, teachers, religious preachers etc)views, regarding or concerning youth development. The target is the appraisal of the policy implementation process, at the grassroot level of governance. It is meant to reveal the commitment or otherwise of the youth tothe nation.

Mikinde (2005), on the implementation of the policy,identified some reasons that may lead to a failure of the policy implementation such as inadequate finances, lack of continuity in the implementation process due to changes in politics, or poor policy evaluation, lack of involvement of the local people (i.e. beneficiaries), or the negative disposition (i.e. attitudes) of bureaucrats towards the policy and or corruption.Also Kukah (1999),observed that when the state

fails to provide opportunities for individuals (youth) to enable them realise their potential powers, they tend to seek other sources of creating a sense of belonging by adopting new survival strategies, which range from belonging to armed gangs, cultism and religious fanaticism, and under this new identity, they begin to unleash all forms of terror on the state, its citizens and agencies.

Hence,this study therefore, is meant to appraise and measure the quality of these factors, as mentioned by the scholars above, on the nation's ability to resolve the existing needs and problems of the youth, specifically at the grassroots level of governance.This policy (the NYDP 2009), asserted that in order to ensure effective mass participation and active involvement of the youth in decision making process, the implementation process should involve the grassroot. This underscores the relevance and significance of the state and local governments in the implementation process of the policy programs. Therefore, both the state and local government should create an enabling enviroment for youth growth and development, by designing methods and strategies of implementation processes, such as laws, programs and to supervise youth association activities at various levels of government, i.e. both in the urban and rural environment and to provide advice, materials and logistic to supports these NGO's and CBO's at the community level to ensure the success of the implementation process.

The study, observed and examined views of youth and the stakeholders on the policyimplementation (i.e. the NYDP, 2009)and tally these to scholars' views and opinions, specifically on youth development in Yobe State and its Local Government Areas, i.e. by evaluating the implementation machineries and programs at the grassroots levels of governments. For example, the Yobe State government claims that the policy process enbracesboth formal and informal youth groupings, like youth associations in and out of schools,

youth in the street, youth who participate in Community Based Organization (CBO) and Non-Governmental Organization (NGO)activities and those who participate in practical youth jobs and activities in the society, e.g the Almajiri among athers;through the functions of the Ministry of Youth and Social Development (MYSD), and otherAgencies like the Agency for Social and Community Development (ASCD) at the grassrootslevel of the society.Thisstudyappraises the implementation process of theNigerian youth…. as the foundation of their society, (i.e. Yobe State included), their energy, inventiveness, character and orientation,anddefine the pace of their development and security in the society, andtheir essentials to enhancing their development.

1.2 Statement of the Problem

Egonmwan (1980), has observed that policy implementation problems occur when the desired result on the target beneficiaries is not achieved, such problems is not restricted to only the developing nations. Wherever and whenever the basic critical factors that are very crucial to implementing public policy are missing, whether in developing or developed nations, there is bound to be implementation problem. This equally can be reflected in the implementation of the National Youth Development Policy in Yobe State.

In this regard, Makinde(2005), noted that policy implementation is the process whereby actions are taken to execute specific plans in order to accomplish some objectives and produce some results that will fulfil targets and subsequently solve some problems". Egonmwan (1991), referedto it as a process of converting financial, material, technical and human inputs into out put, whileEffiong (2007),described it as a stage of policy making between the establishment of a policy (such as the passage of legislative acts, the issuing of the executive order or the promulgation of a regulatory rule) and the consequences of the policy for the people whom it

affects. It is at this stage of policy implementation process whereby policy actions occur to address recognised national problems or needs.

The problems involved in this study are drawn from the problems of policy implementation earlier revealedby other scholars in Nigeria such as Michael (2013), Okoli and Onah (2002), Makinde(2005) and Ikelegbe (2006). Theseobserved problems as earlier revealed above are similar and the same as the problems ofyouth policy implementation and youth development in Yobe State, because the policy implementation problems in Nigeria, have the same characteristics such as communication, resources, disposition or attitude and bureaucratic structures.

For instance,Makinde (2005), emphasised that if these four factors operate simultaneously and interact with each other to aid policy implementation, then there can be a positive result. By implication, therefore, the implementation of every policy is a dynamic process, which involves the interaction of many variables to produce the desired result. This view does not differ from the implementation of the policy in this study.

Communication for example, is an essential ingredient for effective implementationof public policy. Through communications, orders to implement policies are expected to be transmitted to the appropriate personnel in a clear manner, while such orders must be accurate and consistent. Inadequate information can lead to misunderstanding on the part of the implementors who may be confused as to what exactly are required of them. In effect, implementation instructions that are not transmitted, that are distorted in transmission, that are vague, or that are inconsistent may cause serious obstacle to policy implementation.Conversely, directives that are too precise may hinder implementation by stifling creativity and adaptability.

Egonmwan, (1980), observed that such precise directives do not leave room for implementors to exercise discretion and flexibility where and when the need arises.

The second factor is resource.Where implementation orders are clear, consistent and accurately transmitted, the absence of adequate resources will result in the implementation problems. Resources include both the human and material resources such as adequate number of staff who are well equiped to carry out the implementation, relevant and adequate funds for the implementation process, the authority to ensure that policies are carried out as they are intended, and facilities such as land, equipment, building etc as may be deemed necessary for the sucessful implementation of the policy. Without sufficient resources law will not be enforced, services will not be provided and reasonable regulations will not be developed.

Makinde (2005), identified the third factor as the disposition or attitude of workers. In addition to resource problems, the disposition or attitude of bureaucraticsis another key factor that affects policy implementation.The ability of most implementors to exercise considerable discretion in the implementation of policies,depends on either their independence from nominal superiors who formulate the policies or the complexity of the policy itself. The way the implementors exercise their discretion depends, to a large extent, on their disposition towards the policy.

Again, the challenges of personal interest, prejudice and the influence of primodial values in the conduct of official private business by bureaucrats is equally very critical in Nigeria. Usually, if the bureaucrats are not favourably dispose towards a policy, they may not approach its implementation with the enthusiasm and zeal that its effective implementation may require Makinde (2005). Thus, the zeal with which bureaucrats in Nigeria implement policy depends on how they see the policy as affecting their personal, ethic and organizational interest and

aspirations. A positive disposition will induce enthuasiastic implementation, while the contrary may result in implementation being resisted, thwarted or even sabotaged, Ikelegbe, (2006).

Michael (2013), observed that the level of success depend on how the implementors see the policies as affecting their organizational and personal interests. Where a policy result in reduction of pay or low self-esteem of the implementors, such implementors will be unfavourably disposed to it. For example, senior officers who enjoyed the services of chauffer-driven cars, government quarters and other benefits which a policy does not favouredmay sabotage the implementationstrategy of the policy, because it deprives them of the benefits mentioned earlier.

Makinde (2005), noted the fact that having the needed communication, resources and positive disposition does not necessarily guarantee implementation success. If there is no efficient bureaucratic structure, the problem of implementation can still arise especially when dealing with complex policies.

Ndagana(2006),went further to observe that in ideal situations, bureaucratic structure is known and desired essentially for its reliability, efficiency, speed, dependability and effectiveness in implementing policies. This is what it actually is, to a very reasonable extent, in developed nations. In developing nations, like Nigeria however, the bureaucratic structure appears to be so obviously far from the desired state that its operations and activities are very much fraught with some challenges arising from the existence of certain negative factors and cicumstances. She went further to say that key among these factors is the fact that the bureaucratic structure in Nigeria operates under ineffective and corrupt political leadership. The leadership corruption and ineptitude affect the content and quality of policy at fomulation stages. For instance, policies are, more often than not, made in the selfish and egoistic interest of the

political leaders and sometimes only to attract public acclaim and attention with less regard to appropriateness in addressing given problems or the possibility of their effective practical implementation by the public bureaucracy.

Indeed most policy making goals in Nigeria are subordinated to the personal rewards and interest of the political leaders and their colleagues with the result that a policy is judged more on its political merits with the real development need rarely factored into consideration. As a result, most policies in Nigeria are either inappropriate or lackwell defined objectives and the programs for the effective implementation. It is perharps for this reason that Okoli and Onah (2002) stated that implementation of policy in Nigeria take the form of a "learning process" or "trial and error". In this context, policies and programs are haphazardly implemented and even sometimes abandoned or dismantled midway, because the basis for formulating the policy was not, for instance, predicated on existing data reality or need.

It is worthy of note that the inadequacy of personnel, particularly as it relate to expertise and skilled manpower, results in part, from the policies adopted for personnel recruitment into the Nigerian public bureaucracy, which are essentially based on non-bureaucratic criteria such as the state of origin or ethnic group against objectively measurable criteria like qualification and professional competence Amorawo (2001). The application of the principles, particularly known as quota system or federal character result to putting people in job positions for which they do not have the basic competence and skill. This ultimately affects the ability of the Nigerian public bureaucracy to effectively implement policies.

Another critical factor inhibiting effective implementation of policies in Nigeria is that some agencies or institutions saddled with the responsibility of implementing given policies do not posses the requisite manpowerand financial resources to effectively implement them. On the

issue of inadequate resources, for instance,government sometimes, do not budget adequatelyto enable the public bureaucracy to properly implement the formulated policies, Ikelegbe, (2006).In Yobe State for example, the budget are not effectively implement by the implementing agency, the needed resources are inadequate,but this is the case with youth development policy at the national level Adamu (2011). Makinde (2005), further explained that this views of inadequate resources lead to the failure of certain policies to achieve the desirable ends. Sometimes, though, governments give out sufficient funds, but the corrupt activities within the public bureaucrats or organization do not allow for its judicious use to effectively execute policy programs. In any case, insufficient financial resources have resulted insituations where laws could not be enforced, services were not provided and reasonable regulationnot developed and applied

On the issue of human resources, the public bureaucracy in Nigeria does not have adequate staff in terms of specific areas of professional, technical or managerial competence and expertise (Alkali, 2011). This is counter productive as the capabilities of government bureaucracy in terms of expertise and skill determine, to a large extent, policy implementation success or failure (Ikelegbe, 1996). Where abilities exist, policies could be confidently formulated with reasonable assurance of their effective implementation. Nansi (2001) notedthat development policies have, in contemporary times, assumed such a complex and sophisticated dimension that they require highly skilled and experienced bureaucrats for effective implementation.

The ultimate result of this is ineffective implementation of policies that makes the realization of their goals and objectives difficult. Some policy implementing agencies or bureaucracy in Nigeria exhibit certain premordial interest or values that dissipate implementation. Ozohu-Suleiman(2006), noted that some policies in Nigeria, because of

sectional or personal interests of the bureaucrats are implemented in negative and particularistic manner or ways.

Another constraining factor to effective policy implementation,is undue pervasive political interest. Zakariai (2006),stated that usually, in Nigeria, the political leaders both formulate policies, control and direct their implementation. This situation is not proper, as such control and directives are usually motivated by selfish personal or political interests. The bureaucracy cannot effectively implement policies and meaningfully contribute to national development if it is fettered, controlled and directed by political authorities. This is especially so in such extreme cases, in Nigeria, where bureaucrats are not allowed totake decisions or actions on basic routine administrative matters without consulting and obtaining the consent of relevant political authorities,particulaly in Yobe State where politicians created traditional institutions to serve them, it results in the wastage of times and energy while prompt actions required for effective implementation of policies is hampered.

1.3 Research Questions

1. What strategies have enabled the implementation of the policy (National Youth Development Policy) at the selected local government, of the study area?
2. What is the impact of Youth Development Workers in the implementation of National Youth Development Policy at the local government level in Yobe State?
3. What factors or constraints have made the implementation of National Youth Development Policy almost impossible in some local government of Yobe State?
4. What lessons can be learned from the implementation strategies and how can these be replicated in other states and their local government areas in the country, Nigeria?

1.4 Objectives of the Study

1. To find out the strategies that enabled effective implementing of National Youth Development Policy and their effect on youth development.
2. To examine the impact of youth development workers, on the implementation of National Youth Development Policyin the local government areas of study.
3. To identify the factors hindering the successful implementation of the National Youth Development Policy in the selected local government areas of Yobe State.
4. To determine the lessons learned from such implementation strategies and how they can be replicated in other states in Nigeria.

1.5 Hypotheses

In order to actualise these objectives the following hypotheses have been developed:

Ho_1: There is no significant difference between the effects of the National Youth Develoment Policy objectives on real life situations and the strategies forimplementation of the Yobe State Youth Development Policy to youth development process at the Local Governmet Areas in the study area.

Ha_1: There is a significant difference between the effects of the National YouthDeveloment Policy objectives on real life situations and the strategies forimplementationof the Yobe State Youth Development Policy to youth development process at the Local Governmet Areas in the study area.

Ho_2: There is no significant difference between the participation of youth development workers in the implementation of Youth Development Programs and the impact / acheivement of social institutions to youth development in the study areas

Ha_2: There is a significant difference between the participation of youth development workers in the implementation of Youth Development Programs and the impact / acheivement of social institutions to youth development in the study areas

Ho_3: There is no significant difference between the factors influencing development of youth groups / associations and the relevance of societal institutions to the implementations of youth development policy in the study area.

Ha_3: There is a significant difference between the factors influencing development of youth groups / associations and the relevance of societal institutions to the implementations of youth development policy in the study area.

1.6 Scope and Limitation of the Study

This study pays particular attention to the performance of young people and youth development offices at the local government level in Yobe State. It covers the period ofseven years, that is between 2007 – 2014. The Local Governments under study are chosen from each of the three senatorial districts / zones in Yobe State, which are zones 'A', 'B' and 'C'. Zone "A"has seven Local Government Areas,namely, Bursari, Damaturu, Geidam, Gujba,Gulani,Tarmuwa, and Yunusari Local Government Areas. Zones "B" has four Local Government Areas, namely: Fika, Fune, Nangere and Potiskum Local Government Areas,whereas Zone "C" has six Local Government Areas.They are Bade Local Government Areas, Jajimaji, Jakusko, Machina, Nguru and Yusufari Local Government Areas. Randomly, three local governments were chosen from each of the three senatorial zones i.e. Zones 'A', 'B'

and ‘C’, which include Tarmua Local Government Area from zone A, Potiskum Local Government Area from zone B and Jakusko Local Government Area from zone C.

The researcher chose this topic “An Appraisal for the Implementation of National Youth Development Policy in selected Local Government Areas of Yobe State,” because he served as a Zonal Youth Development Officer in zone ‘B,’ one of the areas of the study, between 1992 – 2004. The study covers the period between 2007 – 2014 because a lot has happened relating to the youth initiatives and youth development in the area under study, starting with thesimple struggle for survival to the development of a serious youth insurgency.

This study looked at specific aspects of youth development programmes that are set out to moderate youth instinct anddirect it into desirable national values in the face of prevailing problems such as poverty, hunger, ignorance, illiteracy, inequality, unemployment etc among the youth. In most instances youth development programmes include Youth Empowerment Scheme, Youth Employment, Skill Acquisation and Training among others.

Furthermore, Zone ‘B’, one of the research zones, has remained the working place of the researcher, now a lecturer in the College of Administration and Business Studies, Potiskum(CABS) and he considered it a challenge to ascertain youth development in the area byway of knowledge. This offered him the opportunity to interact with old friends and colleagues in youth development services, and he expects to find it relatively easy to obtain records and information for the study, having been one of them before this times.

The study is limited to the appraisal of the implementation of National Youth Development Policy in selectedLocal Government Areas of Yobe State. It assessed the enviroment of the study area by observing the policy implementation machinery in action, and

examined the rules i.e. the state laws (edicts) which regulate them, with the hope of ensuring proper youth growth and development into adults who can benefit and serve their society.

1.7 Significance of the Study

The studylookedat and solve the problems ofpolicy implementation,with the hopeofascertaining and guiding the government's politicians and bureaucrats, on how to handle policy implementation in every society. These processesare garneredin many instances from scholars' views on policy implementation and alsofrom the viewsof respondents that were gathered in this study.

The study also suggestedforyouth development in the society at the grassroot level of government. This is aimed at guiding the lower level of governance with proposals thatwill equip the administratorswith enough input to enable them face their responsibilities of governance in a better and appropriate way, especially with regard totheissue implementing youth development policies.

The study considered the implementation of National Youth Development Policy a challenge. It therefore discussed issues that undermine policy implementation and advances knowledge that could be usefulfor the smooth growth of the youth, and also argument government initiatives for youth development initseffort toensure security of lives and property in the society.

The study recommendedpossible approaches to implementing a policy for people, facing similar challenges in life.This will, therefore, serve as a guide to the public and advisers on how to avoid unnecessary mistake, especially at the grassroot level of the society

1.8 Definition of Operational Terms

In an effort to avoid ambiguities in this study and to enhance a clear understanding of this work, the following operational terms have to be defined in order to help put the work in a much clearer perspective. The terms are as follows:

1.8.1 Youth

Youth, in this study, is seen as the time of life or a transition period between childhood and adulthood. It has a specific age range that begins from the period of puberty and culminates in an individual's maturity. Around the world the term youth is sometimes used synonymously to mean adolescence, teenage, young person, kid etc. They are interchangeable often, and mean the same thing, but occasionally differentiated due to cultural background and heritage. In Nigeria,a youth is a person from 14 years of age to 35 years. This age range varies from culture to culture in different communities in thecountry.In certain communities there are specificchanges that appear or take place in the young personby which that community defines its youth. These include changes in body appearance, attitude and social relations.

1.8.2 Policy

A policy, whether verbal or written in this work, refers to a plan of action made by a group of people or government, and it is referred to as a public policy. It has a set of programs of action with a pattern of resource allocation represented by a project, likeyouth development, which are designed to respond to a perceived youth problems or challenges that require government actions for a solution. Ikelegbe (2003), explained that a policy is an integrated course and program of action together with the framework or guideline that a government has designed to direct action and practices in a certain area. Ikechukwu and Chukwuemeka (2013),

stated that a policy is a course setting action that provides the direction, the guide and the way to the achievement of certain goals or objectives desired by government.

1.8.3 Youth Development Policy

Youth Development Policy in this studyis a program of action at the local government level identified by Yobe State Ministry of Youth and Social Development to include the following:-

- Formation of popular organizations such as community-based organization (CBO).
- Formation of youth councils i.e. joint leaders of all associations
- Formation of youth caucuses
- Youth programmes in schools, such as clubs and associations, games, quiz, debates among others.
- Youth exchange programmes, i.e. on excursions, visits or tourism
- Censorship programmes of all unwanted activities either in books, drama or films
- Youth festivals
- Youth empowerment

These are meant to guide in the implementation process of the National Youth Development Policy in the local government areas of Yobe State.In support of this, rules and regulations are initiated by the governmentin that direction.

1.8.4 Policy Implementation

Policy implementation is the stage, styles and the centre of the policy process which Furlong (2013),described as a process of translating the policy principles into action and presumption into results through various projects and programs. Eze (2010), observed that policy implementation refers to the process and activities involved in the application, effectuation and administration of a policy. Nweke (2006),insisted that it is issuing and enforcing directives,

disbursing funds, signing contracts, collecting data and analysing problems.It also involves; hiring and assigning personel, setting up committees and commissions, assigning duties and also making interim decisions etc.

1.8.5 Youth Development

Youth development is thesuccessful result of policy implementationby which the youth are successfully engaged, encouraged, supported and given the opportunity to realize their potentials in their society. Youth development means successful achievement of youth activities carried from the past and enjoyed in the present circumstances. The past serves as a compass on the basis of which policy activities are planned and determined. Therefore, the process involves comparing past actions of the youth with their present activities to ascertain whether there is an improvement or not.A departure from past action and with improvement to current situations indicates youth development and a realisation of the policy implementation in motion. This action isachieved through skills transfer,training, education, excursions, visits, listening, watching or any other method available to the society, parents, schools or government.

1.9 Organization of the Study

This Thesis focused on appraising the value, quality and contributions of national youth development policy implementation to the development of the young people in the society.

In Chapter One, the study discussed the background of the study by makingreferences to specific considerationsof scholars' viewson youth development. Itoutlined the problems of the research and developedresearch questions and objectives for the study. Italso discussed scope and limitation of the study, the significance of the study and developed a hypothesis to serve as a base in understanding government direction on youth development and policy implementation.Finally the researcherdefinedsome relevant termsoperationally.

Chapter Two reviewed relevant literatures in the area of youth development from the view points of the psychological approaches to youth development, impact of youth development in traditional Nigerian societies, the history of youth development policy in Nigeria, traces of youth development in Nigeria, morality and youth development in Nigeria, culture and social influence on the youth development in Nigeria, the machineries of policy implementation in Nigeria, strategies of implementing the policy in Yobe State, samples of youth workers participations in Yobe State and the theoretical framework.

Chapter Three dealt with themethod of data collection,sources of datacollection, tools of data presentation and analyses.

Chapter Four dealt with data presentation, analyses and test of hypotheses.

Finally, inchapter five the study summarrised the findings, drew up conclusion and made recommendations.

CHAPTER TWO

2.0 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

For the purpose of this study, this chapter considered the review of related literature in uncovering relevant information on the implementation of youth development policy in the studyareas.The key areas covered in the literature review include the following: the psychologicalapproaches to youth development, impact of youth development in traditional Nigerian societies, the history of youth development policy in Nigeria, traces of youth development in Nigeria, morality and youth development in Nigeria, culture and social influence on the youth development in Nigeria, the machineries of policy implementation in Nigeria, strategies of implementing the policy in Yobe State, samples of youth workers participations in Yobe State and the theoretical framework.

2.2 Approaches to Youth Development

One thing that is clear about the youth isthat the boundaries defining their transition from childhood to adulthood are shifting, cross over into each other and are manifested in different ways. These changes that take place in young people are natural and are always as predictable in the future as they were in the past. Therefore, one understands the definition of youth development as given by Pitman (1988:pg8) as "the ongoing growth processes in which all youth are engaged in attempting to:

1. Meet their basic personal and social needs …… and to be spiritually grounded.
2. Build skills and competences that allow them to function and contribute in their daily lives."

From this definition one can describe youth development as a process through which all young people pass on their way to adulthood as a many-sided struggle to adjust to societal

values, norms and traditions and that all go through it in the quest for independent character in order to have reasonable, honest and sincere human beings who can be appreciated in the future. This shows that the extent to which societal responsibilities and government roles regarding youth development are upheld will determine the level of youth performance in the society.As earlier observed by Elegbele (2007) in chapter onethat "…a disciplined, focused and law abiding youth… can create a brighter future and the opposite can create a problem".

To buttress the need for upholding societal responsibilities and government roles in youth development, Hulk (2007) described adolescents as beinginvolved in a "storms and stresses" struggle, as they approach the second decade of life in both human and biological development. The biological is called the 'puberty' stage and is the period during which youth reach their sexual maturity. In fact there are changes in their physical structure, sexual and social maturity which influence their attitude, behaviour, choices and actions. It is considered as the first phase of life. The period is considered as a "storm" because the youth want to be considered as grown up persons, and are dissatisfied at not being so considered. They therefore, challenge authority for considering them children; they bully younger children for considering them their mates, while "stress" deals with their emotional tension. Their sexual and social maturity become vivid, their physical structures change to correspond with their emotion and they are determined to refuse the control of parents over their choice of girl or boy friend. Peterson (1988) sees it as a *"universal period of development disturbance"*during which youth can become violent and dangerous over their choices, endanger their lives over pride and in their attempts to gain value. They are ready for any challenges just because they want to be accepted and to prove their value in the society; their only desire and ambition is societal credit.

Later the “Diversity Features” School of thought toed Hulk’s view of “storm and stress” and disagree with activities of the youth within this period as “universal disturbance” unpredictable. In a lecture delivered in 1990, Bola, called adolescencea “crisis period,” during which youth reaction is complicated, a period characterised by a struggle for identity, during which they can be wild, uncivilized, rude in behaviour, attitude and action. At this stage, the scholars insist that parents, the community and nations are required to monitor, supervise and interact with the youth to ensure their development in a smooth and desirable manner.

However, these scholars, Brown (2004), Brandstadter (1998),Wertheb (2004) of the Diversity Features of Adolescence group of theorists reacted to the views of “storm and stress” scholars. They disagree with the “universal disturbance” in human development. To them human development involves “adjustment in the changes of self”. They believe that human development can be reflected in the cognitive, emotional and social expectations in the society. They believe that any alteration in the life of a family e.g. either through divorce or death can affect youth development and can be reflected in the human development; any disturbance with peers that is either through transfer, migration or death can have effect on youth development, any moderation with institution can be reflected on the youth; therefore,they claim that not all youth undergo transition in the same way, at the same time, with the same speed. For thesereasons their development cannot be dumped in one basket of comparison because of these diversities; in other words youth development varies due to social and enviromental factors. Therefore, individual differences are inevitable, either due to time factor, biological connections, and or psychological relations and societal influence. For these reason youth development in diversity is a systematic phenomenon depending on the relations of the youth to other factors.

Dahl. et.al (1996),insisted that youth development involves several elements such as emotions, and social and cognitive motivation which influence human development. Among these are psychological, social, cultural and historical factors. Adolescent behavioural disruptions or disturbances may be reflected by the diverse circumstances of the society which are therefore universal but may be linked to cognitive disturbance, cultural heritage, pubertal change, and academic failure or achievement, but in situations where cognitive abilities are enhanced in the youth, the youth may become faster and efficient in processing information and other factors of development; all these are inputs that influence the youth in the development process.

In 1968 Allen argued that the youth needed to be studied separately from other segments of the human population in order to identify their potential value in meeting the societal responsibilities and demands. She pointed out that it is not only the relationships between and within a single age grade that create changes and stability in the society, but rather change in the society results from the general relationship between all the living species and the enviroment they dwell in. These differences, specifically between different sets of age grades among the human species or people , i.e. the child, the youth and the adult, help in realizing the value of interaction in the society's relation better.

Twenty years later, Chris and Dana (1987), took up the challenge in their study on the *"Community Context, Social Integration Into Family, and Youth Violence"* which was particularly concerned with youth development.Yet that study did not produce or develop a conceptual framework for understanding the transitional period that young people pass through as they become adults successfully. This motivated many nation's into developing their policy and paying attention to Youth development.

2.3 Impact of Youth Development in Traditional Nigerian Society

In the history of youth development, Fafunwa (2004), observed that the past serves like a compass for navigating the future. This is why history to people is like memory to the individual and without the knowledge of their past, people will be groping into the future. Past information helps in identifying successes, failures, mistakes and problems and ultimately helps in updating, correcting and reforming issues pertaining to the development of human species. Past information helps in making plans for the present and predict the future.For example, Fafunwa, (2004:ii). observed that Islam and Christianity give stories of past prophets to people to help them adjust and modify their attitude and behaviour in the society, i.e bydemonstrating the actions of the prophets.Thisis expected to help the youth to adjust to current situations as others did in the past. "In the olden days, every society, whether simple or complex, had its symtem of training and educating its younger generations to cope up with the vicissitudes of life, and this has been one of the most persistent concerns of every man and society throughout history."

In the old Nigerian societies, for example,Majasan (1967)and Fafunwa (2004), emplained that youth were engaged in participatory learning through ceremonies, ritual initiations, recitation and demonstration. They were involved in practical fishing, farming, weaving, cooking, carving, knitting and so on. For recreational courses, the subject include wrestling, dancing, drumming, accrobatic display and racing. In the intellectual training they studied the local history, legend, the enviroment i.e. local geography of plants and animals, poetry, verbal reasoning, riddles, proverbs, story-telling, and story relays.

Abdou(1968:15) and Fafunwa (2004), further explained that secret cults served as institutions of higher or further education for the youth in those days. It was at this level that secret powers (real or imaginsary) of native philosophywere profound, science of religion were

mastered. Fafunwa (2004;7), also observed that traditional Nigerian youth liked to explore their immediate enviroment, observed adults in their activities and imitated them. The young person enjoys dicovering new situations. He intuitively jumps, climbs trees, dances and performs balancing acts. It is a natural process of growth; he needs no teacher or specialist to teach him the first step. Dance and music encourage team work. Ladife (1970:311-3148) and Fafunwa (2004),noted that the indigeneous Nigerian places considerable emphasis on training the youth in character development and religious affairs. Parents, siblings and members of the community participate in training the youth. Everyone wants him to be sociable, honest, courageous, humble, preservering and of good rapport at all times. There are three ways involved in this process. First, seniors teach him what to do or correct him if he goes wrong and administer punishment in case of his failure to profit from the instructions. Secondly, by way of indirect method from the experiences of others. The youth observe how people of his own age or those who are older behave when faced with similar situations. A negative variant of this is to observe how those who fail to confirm to given norms are punished. The third way is the more or less unconcious absorption of the lessons of morality and good manners employed to drive home some practical truth.

Herber (1971:62) and Fafunwa (2004) again, elaborates that in Northern Nigeria, the development of ethical character took many form. For example, healthy rivalry among peer groups was encouraged by parents right from an early age, either through wrestling or by performing certain competetive tasks. Fair play was encouraged as both winners and losers were congratulated for being good sports. The idea here was not to win or lose but to partake. In Nigerian societies, all parents want their children to be upright, honest, kind and helpful to others, and will spare no pain to instil these qualities. Fadife (1970:313)and also Fafunwa (2004),

asserted that all Nigerian parents, irrespective of ethnic group, prefer to remain childless rather than have children who will bring shame and dishonour to the family. There are many proverbs and folktales on moral and ethical behaviours. In certain localities, parents delibrately put temptation in the way of the youth to test their honesty. Parents devise all kinds of traps to test the youth endurance.

Fafunwa (2004) insisted that respect for elders or those who are in authority, particularly chiefs, cult leaders, diviners, relatives and other neighbours is very importantin the society,therefore, greetings play a major role here. There are polite greetings and salutations for parents, elders, chiefs and peers. There are morning, afternoon and evening greetings. There are various salutations in used while playing, dancing, drumming, sitting, standing, in farming, fishing, weaving, swimming and walking. There are different salutations for different kinds of festivals and ceremonies such as birthdaysalutations, burials, marriage observance of ancestors etc. and verbal greetings are often accompanied by physical gestures.

Babalola (1964:33) and Fafunwa (2004), also observed that the Nigerian adolescent learns the local geography and the history of the community. The youth are made to be familiar with the hills, know which areas are fertile and which are not, the seasons and when to expect them as well as the times for hunting and fishing. As local history is taught by elders in each household accompanied with songs and praises, oral traditional history becomes a stimulating experience which is hard to forget. while Fadife (1970:) and Fafunwa (2004),asserted that botany and zoology were taught or understood through observation and that the actual instruction of animal behaviour were often accompanied by demonstration, and itwas an important subject both for protective reasons and for rearing purposes.

Whereas Achibald(1964:63)then Fafunwa (2004), explained that vocational training in the traditional societyis largely ran on apprenticeship system and in a time honoured device for training African youth and adults. The apprenticeship training system starts as a part time process in which the indigeneous societies of Nigeria passed on their cultural heritage from one generation to the next. The skilled owned by a family were highly valued, and in some lines, such secrets were jealously gaurded.Fafunwa (2004:34), further explained that the gaurded secret skills if a youth wanted to learn he is made into apprentice to appreciate his role as a member of his immediate and extended family as well as that of the community at large.

Gana (1989:40), observed that age in the traditional society is very important element in the life of an African man. The elders is assume to be a man of wisdom and is expected to demonstrate this in his speeches and actions if he is to keep his position among those who look up to him for leadership. Age-group is of eminent value in tradional societies, they are generally engaged in communal work. They helped other members of family or groups in clearing, planting or harvesting. Sometimes they helped the community at large in road-building, or performing a given task assigned to them. The youth is expected to assist colleagues or relatives when they are in difficulty. He does this by making a contribution levied on his aged-group.

2.4 Youth andEmployment in Traditional Nigeria

Nigeria with its many ethnic groups has come out with a comprehensiveyouth development and employment policy, by designing a single plan of action, with one common goal “to produce smooth youth and active future adults”. But the mode of gaining employment in traditional societiesrelied on adequeate training, education and mobilizion of the younger generations, on different aspect of jobs in the society which differ and vary from one ethnic

group to another, because of the nature of socio-economic and political support provided by such community relied on those skills.

In some traditional Nigerian societies, for instance, Fafunwa (2004) asserts that the training and education of all younger generations relied on the different forms of job orientations, social responsibilities, political participation and moral / spiritual training within a specific community, and that these exerciseswere carried out through the following approaches:-

- Physical/Vocational training
- Character development training
- Intellectual training and
- Active involvement and participation in the promotion of the cultural heritage.

However, this approach had been seen as the old youth policy, which later served the same purposeforsubsequentNigerian youthemployment policy. Cathrine (2006), explained that"Nigerians youth are about generation of people who have been born into social environment in which their possibilities of living decent lives are negligible and in which many have found themselves stuck in postions of inadequate life chances and bleak prospect."

This failure in life chances may occur, either due to insufficient working opportunity in the Nigerian enviroment or as what Kukah (1999) said earlier that, "when the state fails to provide opportunities for individual youth. This makes them fail to realize their potential powers so that they tend to seek other sources of creating a sense of belonging, by adopting new survival strategies, which range from belonging to armed gangs, cultism to extreme religious or tribal affiliation. Under this new identity they begin to unleash all forms of terror on the state, its citizens and its agencies."

It is, against thesechallenges that people like Stephen Smith (2003) a French scholar,studied youth development in Africa and Nigeria inclusive, from which heconcluded that "African youth are facing tremendous odds and do not seem to have their future in their hands. They are growing up in conditions of mass unemployment and are facing exclusion, health problems, and crises within the family due to poverty, lack of education and skills. African youth are over represented in armed rebel or insurgent movements of various kinds as well as in criminal activities to which they are easily recruited." All these odd characteristics were identified in Nigerian youth by scholars like Mossoud (2003)who concludedregarding employment that " the youth… are neither homogeneous nor static, therefore, they require employment, andthey need to be guided with a true policy on employment which will influence their participation in the affairs of the society, and this can bethrough government intervention at every stage of life."

The French Institute for Research in Africa (FIRA 1997),also reached similar conclusions on Nigerian youth development and employment as put forward by Smith (2003) and Mossoud (2003), when they posited that "as soon as he (the youth) arrives in street, he realizes that he must redifine himself in line with the exigences of the street life. He inculcates the norms of the group to which he belongs. This process socializes him into street life and leads to a recomposition of his identity." This introduces us to the need for youth employment that would develop the Nigerian youth in particular.

Unfortunately, youth development strategy in Nigeria, reflects and encompasses the same values of elitism. They hardly depart from the views of scholars enumerated above, such as Smith (2003), IFRA (1997), Mossoud (2003) etc. This therefore, motivates new crops of elitist scholars with elitist orientation, like Frith (1987) and others to review their stand on the

Nigerian youth policy by pointting out that "the new interest in young people is often linked to changes in the economic and social conditions".

Frith, (1987), insisted that"if unemployment and poverty, for example,played a significant role in youth development on the life of the youth in the street, equally employment will play an equivalent role and outcome in youth development." He cited an example that, "the working youth increase their affluence and adopt a new mode of consumption, leisure and distinct style of clothing which makes them pompous; this mode identifies them with a new youth culture." This, therefore, creates cultural tributaries in the roadmap of youth growth and development. This indicates that economic prosperity is good for youth development.

Many scholars and policy analysits like Nandi (2004), Makinde (2005), etcfollow suit:They believe that employment creates new cultural tributaries in the life of the youth, and this idea was summed up in Nigeria's policy. The policy was first drawn in 1981 and reviewed in 1999 and 2009. It explains the theoretical framework of youth development, and the mandatory role of every tier of government and community in the process of this youth development.

In other words, the 2009 National Youth Development Policycomes up with new theoretical methods or proposals involving a planned series of events for youth development. It includes socio-economic parameters for moderating youth instincts in order to suit the societal goals on youth development. It also seek to steer the hearts and minds of the youth in the direction of personal development, so as to smoothen their attitude, behaviour and habit towards a better life that will benefit the society.

2.5 The History for the Development of Youth Policy in Nigeria

In traditional Nigerian societies, the youth were active members in serving their communities. The males in the various youth age grades were organised asrecognised and

potential groups with specific duties that demanded physical strength, such as the defence of the community in wars and the day-to-day economic activities of the community. They were also responsible for the most difficult tasks such as bush clearing and preparing the land for farming, digging, hunting, fishing, harvesting, livestock rearing etc. while female youth were responsible for preparing meals and taking care of the home and the elderly who had retired from active services and fetching water etc (Gana, 1989 and Fafunwa, 2004).

Usman (1978), observed that withthe coming of colonialists to Africa, western values were introduced into the Nigerian traditional youth policy, i.e. through religion and western education. From then, education became the tool and source of employment and development. Nigerian youth started dropping their heritage wholeheartedly by embracing western values, behaviour and ideas. This is because modern forms of employment have become the tool for human development, and to secure good employment means acquiring good western education. This has resulted in the acquisition of western customs, habits, outlook, languages and cultures at the expense of their traditional heritage. In an effort to perpetuate this and stimulate Nigerians youth into becoming westernised, they were mobilised to study in western countries, and on their return they became the new elites.

The Political Bureau of 1989, introduced by the Babangida administration, observed that at independence these new elites, took the mantle of leadership, and adopted the imbibed values of the West by indulging in western pleasures. By adopting these new values they became slaves of western purse and language, blind in soul to any good Nigerian morals, corrupt in behaviour and spiritually blunted. It is also important to note that the economic system imposed on Nigeria then was capitalism. This system of capitalism works through domination and exploitation.

Gana (1989) observed that "the consequences of political apathy are many: … it produces corrupt officials, encourages police brutality, as well as denial and violation of basic human rights." Unfotunately human rights, mentioned above, are some of the fundamental rights stated in the Nigerian Constitution and reflected in the policy. Gana (1989) observed that the idea of human right means equal treatment regardless of racial, ethnic, religious, or cultural differences. After independence, these elites refuse to respect these rights; instead they used them to divide the people through sectionalism, ethnicity and religious differences, just to manipulate their ways into becoming secretaries, chairmen of boards, and in securing other important positions.

Virtually they became deceivers and manipulators as they had something to hide, Ndagi (2004). AlsoGana (1989), observed that they tried to cover the fact that they exist by exploiting and oppressing the masses by pretending to be friends of people in the society; they pretend to protect the interest of some group to which they belong i.e. by identifying themselves with section, religion, or tribe, while in actual fact they are protecting their interests.Usman (1978) said thatthey legitimised their value by clamouring for federal character and adopting it in Nigerian laws. However, due to the level of poverty, they easily direct youth energies into sectionalism, ethnicity and religious bigotry. This led scholars like Ndagi (2004:23) to observe that these elites have become like bugs, which are wicked creatures for rather than sucking from the blood of healthy persons, they prey on the poor and anaemic persons, whose houses provide an enabling environment. Usman (1978), insisted that these elites are every where, and wherever they happen to be, e.g. the market, government offices or their houses, they control the actions and choices of the poor and ignorant in the society; they break their unity and weaken their resistance through sectionalism, religion and tribalism just in order to cover up their bad governance and intentions.

In conforming to these activities, the Political Bureau of 1989 which was set up by the Babangida regime said that "capitalism, the dominant ideology in Nigeria, has tended to foster poverty, ignorance, disease and squalor in the ranks of the masses" and this has turned the genuine value of self help and voluntary activities in the development of a genuine Nigerian youth into elitist capitalists.

Against this background of manipulations, poverty and unemployment among the youth become rampant because they were created and have found a conducive environment and thrive in fostering violence, dangerous rivalry and an undefined hatred in the society. For example, the Yobe State Government, in 2000 in its policy, created traditional institutions, to help the elites to segment the people into tribal cliques, and thereby help the elitesamong them to hold on to power.Gana in (1989) identified these elites with capitalism, which is a system in which individuals and companies own and operate their business primarily for making profits and getting rich through the exploitation of the labour of others and this has transformed our youth from the previous policy that valuedin helping one another in voluntary self-help project into demanding monetary compensation for anything they do. They are therefore no longer their true brother's keeper but selfish and corrupt individuals mainly interested in money and politically apathetic.

2.6 The Political Morality and Youth Development in Nigeria

In realizing the dangers of political differences in Nigeria, Awolowo in 1961 explainedthat youth ought to understand politics, because the wrong interpretation of it or the poor perception of it will continue to cause problems for the youth in the society, in fact it would turn the youth into "political apathy" (Gana, 1989), which today is referred to as a nuisance. Awo further observed that"… we all heard it said, time without number that politics is a dirty

game", and this made many youth not to participate in it due to this description. But the description of politics as a game is a felicitous one; it looks as if it is a contradiction in terms to dub a game as dirty. Speaking generally, any game at all is good. But the manner of playing it may be dirty or clean, depending on whether or not the players observe the rules for playing the game.

Danmasanin Kano, Bello Maitama Sule, in 1994, asserted that politics and religion are not obstacles, but a means to social development, and that the obstacle to Nigerian development is deception; in Nigeria, he observed, religion which is meant to construct a genuine human is being manipulated; as he says, "All religions in Nigeria preach peace and love: Islam means peace and love, Christianity preaches love and peace". He quotes the Biblical commandment, "love thy neighbor as thy self" and explains that thy neighbour here never means that it must be a christian. He also quotes the saying of the prophet of Islam Muhammad (p.b.u.h, a hadith)who enjoins people to " love for your brother what you love for yourself"; it never says that your brother must be a muslim. If neither politics nor religion advocate violence, hatred and cruelty, then from where do our leaders bring in these acts of deception into politics, and thereby create violent behaviour in our politics? From where does preaching in churches and mosques become a campaign ground for anti another religion in politics? It is purely for selfish ends and to deceive the followers in the society. Awo (2012), believed that unless the youth understand and realise their potential power and value in the society, the society will not progress.

In 2009 the Federal Ministry of Youth Development (FMYD),had on the other hand,affirmed the value ofthe youth in social development, by saying that "a National Youth Development Policy implementation process is a process and plan that all youth are encouraged, supported and given the opportunity to be involved in realizing their economic, political and

socio-cultural aspirations … and the overall goals of their societies". In this sense, youth development institutions and policy implementation strategyregard the youth as a potential weapon of development in the society.

Gana (1989), observed that the young person can be encouraged to participate in all aspects of life, he can be employed or he can offer employment if support is given to him by government and society in their obligation to see young persons attain their potential values. This support can be in the form of education, training, security, advice, money, etc. which will help young peopleto attaintheir potential powers and capability.

A developed youth is expected to make a true value judgement based on his potentials and capability.

Dawaki (2004: pg 3), for instance;

> told a story of two young men sent out to sell shoes to the aborigines of Australia, after the necessary training and preparation. It was an opportunity for the two young men to prove their capabilities and potential powers, because the aborigines were not used to wearing shoes. When the first salesman arrived, he was shocked, perplexed, discouraged and dismayed. He saw his assignment as a mission impossible and doing business with them as a waste of time. Why? Because his personality rendered the training, skills, and competences he acquired insufficient, but the other salesman saw things differently. He saw an opportunity to do good business, since everybody had a need for shoes. He made proper use of his training, skills and competences and all he did was to convince the aborigines to start wearing shoes and subsequently he had a large market.

Dawaki, in (2004) narrated that;

> youth development is about realizing potentials, capabilities and competency. Nobody tells you what is good or bad in the world of struggle, but your instincts urge you to make a value judgment and make your choices based on your judgment. The guideline to making such judgment is character training alias intelligent skills. Youth development is not about stagnation, but it is about focus and capability. Many people want to win in life, but they are afraid because they are ignorant. Lack of knowledge makes one more afraid of the future and always fear challenges and in backing out of those challenges one becomes a failure and a coward and easy to deceive.

2.7 The Influence of Culture and Social Development on Youth Development in Nigeria

Wilmont (1975) observed that Culture is seen as "an institution that can be celebrated or disrupted based on the circumstances of the environment and on the social process." From this view if the society or state provides, for example, employment and sufficient social services, the attitudes of the youth will change for the good. This view motivated scholars like Frith (1986) to point out that "the new interest in young people is often linked to changes in economic and social conditions". Deborah (2016), observed that a man's right lies in his confidence and personality which is greatly nurtured by his culture, it moulds a person into a particular shape, and culture makes a person think, listen, speak and behave in a particular manner. It is culture that makes one into Kare-Kare, Bolewa, Ngamo or Hausa etc. This therefore creates cultural tributaries in the roadmap of youth growth and development. On the other hand, youth unemployment also creates a feeling of helplessness, and a fear of poverty in the future may result in youth actions of restiveness.

Gana (1989) posited that, "unemploment is a tool of poverty, and youth restive acts, and under this terrible conditions of poverty, the youth may think that the nation and the society do

not care for them". They assumed that their parents, the wealthy and the nation have neglected them, and for that reason they act wildly.Anasi (2010: p4), observed that unemployment is a hydra-headed monster which exists among the youth in all developing countries. Youth Development Experts like Frith, Mossoud etc. believed that the number of jobless youth is twice as high as the official estimate. Ozolu-Suleiman (2006), noted that Nigrian youth are trapped by unemployment. Zakaria (2006), believed that " the rising tide of unemployment and the fear of a bleak future among the youth in African countries have made them vulnerable to the manipulations of agents' provocateurs".

Anasi (2010), emphasised that aggrieved politicians, religious demagogues, and greedy multinationals usethese youth for their selfish ends. She went on to say that more than 70% percent of young people in Nigeria are in abject poverty. She noted that poverty connotes inequality and social injustice that traumatises the poor. Regarding povertyElegbeleye (2005)posited that youth in poverty are restive, as corrobrated byAnasi and Gana above,and can create an economically, socially and politically naïve youth who can be difficult to motivate. Having studied the state of affairs Onyekpe (2007),concluded that successive administrations in Nigeria did not allocate much to the needs of the youth, and worse, the meagre allocations were often diverted by government officials into private accounts. This to him encourages more youth restiveness in Nigeria.

From the foregoing, it is clear that youth restiveness in Nigeriais is a result of neglect of the youth by government and partially by the culture of people or the society. Good governance is required for the growth and development of youth in our society. Anasi (2010), emphasised that unfortunately, in Nigeria, bad governance is more common than good a bad culture,

resulting in disjointed development. The World Bank (1992), identified the main characteristics of bad governance to include:

- Failure to properly distinguish between what is public and what is private leading to private appropriation of public resources;
- Inability to establish a predictable frame work for law and government behavior in a manner conducive to development in the application of laws and rules.
- Excessive rules, regulations, licensing requirements and so forth which impede the functioning of markets and encourage rent-seeking;
- Priorities that are inconsistent with development, thereby resulting in misallocation of national resources; and
- Exceedingly narrow base for, or non-transparent, decision making.

These characteristics are common features in Nigerian administration, especially during the periods of partisan politics, as pointed out by Ukpong, and George(2012), who show that a new culture emerged among the politicians in manipulating the youth as a " rent- a - crowd" at political rallies and as foot soldiers in intimidating opponents.

To Adamu (2011), the problems of this new cultural tributaries created youth unrest in Nigeria and have assumed an unprecedented dimension and scope in almost all facets of life throughout the federation. He goes on to say that this affected the youth to usually gang up in rebellious either against a segment of the society or constituted authority or both for survival purposes. Theyhavedifferent names in different parts of Nigeria. For example, they are known as "Area Boys" in Lagos, "Ofio Boys" in Port Harcourt, "Yandaba" in Kano," and Kalare" in Gombe. In Yobe state they are "Bakassi Boys" in Damaturu and Potiskum Local Government Areas they are called: "Duan" oppostite Potiskum garage, "Russia" in Unguwar Bolewa or

Bolewa “A” while they are called ”Transformer boys” in Potiskum central constituency and “‘Yan Banga” in Fika Local Government, etc. The argument here is that if parents, society and government neglect their responsibilities, roles and functions regarding the development of the youth, the youth will certainly become a monster with naïve attitude and behaviour unacceptable to societal norms and values and thus endanger life and property. Hence from the views verified and posited by scholars above, youth development are essential if government and society must view their culture with atmost respect and in their social development to help the youth in their journey into responsible adulthood

2.8 The Machineries of Policy Implementationin Nigeria

Scholars and administrators realise that the youth need to participate fully in the affairs of development in every society. But there have been persistent challenges and thus youth workers, scholars and administrators have been brainstorming on how to improve plans and strategy on the implementation styles of youth policy and to ensure that these implementation styles improve the youth attitudes to coincide with societal goals. To achieve this in Nigeria, a machinery of implementing National Youth Development Policy, which was first developed in 1981 and reviewed in 1999 and 2009 was developed to emphasised that every level of government in Nigeria should reflects its objectives in developing its policy and implementation strategies. This machinery broke down youth development programmes into component units for tiers of government and society with specific roles assigned to them. This was aimed at eradicating or at least alleviating the sufferings and the neglect of the youth in the society. The ultimate objective was to produce a disciplined, smooth and positively oriented youth.

a) The Objective of Youth Policy:-

Although 'Youth' as a concept varies from culture to culture and from one society to another, but all posit a progression from childhood to adulthood. This period of progression or transition involves some rites and education that ensure the passage of the youth into the appropriate status. Fafunwa (2004) for example, observed that the objectives of youth policy in Nigerian traditions are set out as follows:-

i. To develop latent physical skills in the youth.
ii. To develop character
iii. To inculcate respect for elders and those in position of authority.
iv. To develop intellectual skills
v. To acquire vocational skills with healthy attitudes towards honest labour.
vi. To develop a sense of belonging in order to participate actively in family and community affairs.
vii. To understand, appreciate and promote the cultural heritage of their community.

It may be seen that these are old policy objectives, and that they are not different from current objectives because both they are intended to help guide the society over youth development projects.

b) Some Key Aspects of the Policy implementation Processes

The key aspects involved in implementing Youth Development Policy in Nigeria is recognised to involve certain characteristics which are considered important to the development of young people. These characteristics involve the following;

i. The rights of the youth,
ii. The responsibilities attached to these rights over youth development and
iii. Government duties and societal obligations on youth development.

i) **The rights of the youth, as spelt out in the youth policies of states in Nigeria, to include the following:**

- Right to life
- Right to participation in policy formulation and decision making at local, state and national levels.
- Right to freedoms of speech and associations.
- Right to protection from all forms of abuse, coercion, violence, exploitation, discrimination and degradation.
- Right to access all benefits such as education, training, employment, housing, legal services, health care and recreation.
- Right to a secure future through policies and practices.
- Right to protection against harmful traditions.

ii) **The responsibilities attached to these rights and into making the youth tolerant and productive citizen include the following:**

- To be patriotic and loyal to the nation.
- To promote peace and security
- To promote and defend civility in governance.
- To promote and ensure human dignity.
- To promote and ensure tolerance and respect for one another.
- To eschew ethnic and religious bigotry.
- To respect and protect public property.
- To promote work ethics and positive attitudes to work.
- To eschew all acts of violence and crime.

- To be Obedient and law abiding.

iii. The obligation of the society and the duty of government towards youth development include the following:

- To encourage the participation of youth in community life and social development.
- To teach the youth the value of human rights, values of social justice, equity, fairness and gender equality.
- To create and provide adequate funding for education, training, orientation etc towards skills acquisation.
- To create opportunities for youth involvement and participation in decision making.

c. The action towards the implementation process of the policy:

To attain the projected goals of development policy, the government set up elaborate strategies as to how parents and adults shoulder their obligations, roles and responsibilities in encouraging the youth towards smooth growth and development and into becoming active adults in the society. To achieve these goals, therefore, parents should act in accordance with the following national youth development policy ethics:

a) They should be responsible parents or adults.
b) They must provide the right atmosphere.
c) They must always act as positive role models.
d) They must provide equal opportunity to all in their families.
e) They must provide constant counseling, support and guidance.

To achieve these responsibilities, the roles and obligations of parents and societies, be codified as youth development policy by the government. And the implementation of this policy

requires specific machineries and institutional framework to guide and familiarise youth workers and stakeholders in the implementation processes. This implementation process include the following: -

1. **Federal Ministry of Youth Development (FMYD)**

The Federal Ministry of Youth Development is the ministerial organ of the federal government created to be directly responsible for policy formulation and review, design of priority programmes of action, and broad guidelines for youth development in the country. It has the responsibility of overseeing and co-ordinating the implementation of the policy from the federal to the state and local government levels as well as other implementing agencies and NGOs. And it has overseeing powers of supervisory responsibilities over specialised agencies that are concerned with youth development such as the Youth Development Council, National Youth Agency Committee; National Youth Service Corps (NYSC) Scheme, as well as National Youth Development Agency and National Youth Development Fund. The functions of these agencies are as follows:-

a. National Youth Development Council (NYDC)

There is an inter-ministerial council called the National Youth Development Council under the chairmanship of everyNigerian President. It comprises all the chief executives of the core relevant ministries e.g. Ministries of Women Affairs, Youth Development, Education, Empowerment, Labour and Productivity, Health, Agriculture and Industry, with responsibities for the implementation of diverse aspects of the policy; it has as members the chief executives of the major specialized agencies on youth development, and adequate representation of the youth. It serves as the forum and clearing house for all Youth Policy matters of national interest. The

purpose of the council is to bring into the limelight the concerns, the problems and aspirations of the youth as a priority of the inter-ministerial level on the national agenda.

b. National Youth Council (NYC)

The NYDP 2009, went further to say that the Council which already exists is strengthened to provide an effective forum for all stakeholders i.e the parents, teachers, community leaders etc. Its status upgraded, it comprises the Honourable Minister of Youth Affairs, as chairman, and all state commissioners in charge of youth affairs in Nigeria as members. Its responsibilities include co-ordinating and streamlining youth development activities at the state level, as well as ensuring that the role of the private sector and NGOs falls in line with the National Youth Development Policy goals. It proposes policy recommendations to the Federal Government on matters concerning the youth, including the utilisation of the Youth Development Fund. It also serve as a link between key government implementation agencies on the one hand and the private sector and NGOs on the other, to ensure that initiatives and programmes associated with the policy are executed and that their effects reach intended beneficiaries.

c. National Youth Council of Nigeria (NYCN)

While the NYDP also observed that the National Youth Council of Nigerial was founded in 1964 to be the voice and the umbrella organisation for youth organizations in the country. The Youth Council is non-governmental, non-partisan and non-profit making. The council comprises the National Executive Committee (NEC) of 36-members. The NEC members are democratically elected from their respective state chapters and their affiliated voluntary youth organizations. The National Youth Council of Nigeria and the National Youth Policy should be strengthened by government. Hence, governments at all levels are exppected to provide their quota of

subvention for the council without necessarily controlling or interfering in the running of the organisation. All voluntary youth organizations, youth NGOs and CBOs should be encouraged to be affiliated to the National Youth Council of Nigeria to ensure proper coordination at the level of the Federal Ministry of Youth Development. As an umbrella organization for youth affairs and youth organizations across the country, the NYCN is tasked with the promotion of values at all times, embracing the principles of accountability and transparency in all its conduct, and initiating the goals of the National Youth Policy.

d. Citizenship and Leadership Training Centre (CLTC)

The Citizenship and Leadership Training Centre is a parastatal under the Federal Ministry of Youth Development. Created in 1951 as a Man O' War Bay Training Centre, it was given a legal status in 1960 and modified by a decree in 1989. The centre was given the mandate of leadership training, empowerment, and character develoment among young people in the country. The CLTC is a major stakeholder in the provision of quality training aimed at positioning our youth for good citizenship and responsible leadership. The centre needs to be repositioned so that its impact is felt at federal, state and local government levels. The centre has a major role to play in the implementation of the National Youth Policy.

e. National Youth Development Fund (NYDF)

The Federal Government establishes a National Youth Development Fund to finance the execution of the programmes for youth development conceived in relation to the implementation of the National Youth Development Policy. The Fund have a Board of Trustees, headed by the Honourable Minister in charge of youth devlopment, and its membership is drawn from relevant ministries and parastatals, the private sector, youth organizations and relevant NGOs. The board has the power to mobilize and obtain funds from the private sector and international development

agencies for the financing of youth development programmes and projects, in addtion to government sources.

f. The Youth Development Act (YDA)

Certain provisions of the policy, in terms of programmes, structure, funding, etc will require legal backing. Consequently, a bill need to be submitted to the National and State Assemblies for a comprehensive Youth Development Act or Bill to assist the enablement and enforcement of the implementation policy.

g. State Ministries and Local Government Departments In Charge of Youth Affairs

In order to ensure effective, mass participation and the active involvement of the youth in decision making processes, the implementation of the programmes in the policy involves the grassroots. This underscores the relevance and significance of the state and local governments in the implementation of youth development programmes. Both have responsibilities to create the enabling environment for the growth and development of youth associations at various levels of the community, provide advice, materials and other logistics support to youth NGOs and Community Base Organisation (CBOs) to ensure the success of youth development programmes in their areas of jurisdiction.

h. Youth Associations, CBOs and NGOs

The youth themselves have a crucial role to play in their development and the development of the society in which they live. None of us is a neat, single-item packet. Each one of us is in some way an assorted self. The youth are the major stakeholders in the National Youth Development Policy. They are expected to be prepared to join hands and collaborate with other stakeholders in pursuance of the objectives of the policy. Not only are they expected to forge unity, they must also be well organized to tap the potential benefits of the policy for their own

empowerment and development. They are expected to form voluntary youth associations, CBOs and NGOs that are important vehicles through which they can actively participate in the implementation of the policy. Through these, both the private sector and the government can additionally reach out to them and integrate them in the efforts to promote and concretize youth development objectives.

2.8.1 The Institutional Framework for the Implementation of Youth Policy in Yobe State.

The Yobe State Government in complying with the National Youth Development Policy Mandate, assigned responsibilities to various youth workers and stakeholders in the state to inspect, supervise and monitor youth activities through the following: -

Ministry of Youth Affairs

In charge of coordinating youth affairs and activities in the state.

Zonal Youth Development Office

Coordinating youth work and activities in senatorial areas i.e. in selected local government areas in the state(the zones) under its jurisdition.

Area Youth Development Office.

This office coordinate youth work and activities in a particular local government area under its mandate.

Local Government Youth Officer:

He is an officer of a local government who liaise with the state Ministry of Youth Affairs and youth offices across the local government, on all programmes and projects that affect youth activities in the state.

Many organisations in the state have developed programmes and projects aimed at creating employment chances for the youth in the state on the basis of those identified above.

These examples are Four Cross Drama Club, Hazaka Drama, Tailoring Associaton and Nasara Bread among others. They have thus produced sound and successful youth, who have stopped harming the society because they have jobs. It is essential, therefore, for every stakeholder from the state to local government level to constantly identify and address youth problems and restiveness. This is because these youth problems and restiveness have been identified by scholars as always revolving around poverty, unemployment, bad governance and insecurity.

To actualise these programmes, the youth need to be "guided, mobilized, engaged, enlightened, conscientised, re-oriented, trained and involved in the day-to-day affairs of the society." As observed by MAMSER (1989), youth programmes must be designed to help in the development of the young person, because they are also expected to benefit the society by way of socio-economic and political development. Finally, they are intended to help in the protection of government goals and in the promotion of the security in the society. When this is done the society will also benefit by way of socio-economic and political development.

2.9 The Strategies of Implementation Youth Development Policy in Yobe State

2.9.1 An Overview

Youth development policy in Yobe State aimed to produce youth with a sense of hope, self confidence, imagination, creativity and pride in the nations heritage; youth with equality of opportunity, free from gender and other forms of discrimination, exploitation and abuse, youth who imbibe the culture of democracy and good governance, youth who take pride in our diverse heritage and geographical conditions, and youth who are committed to the ideal of national unity.

The target of the policy is to overcome youth restiveness and to imbue them with the value of Nigerian society and those of its communities. The policy, therefore, spelt out three

priority areas that would guide in remedying the peculiar problems of the youth, as well as empowering them to achieve self realization in making positive contributions towards the national goal, i.e. of peace, security and development, and to influence them to respect the continuity of successive government at all tiers of government.The priority areas the policy is expected to pursue in the implementation process in Yobe State are stated in the NYDP, 2009 as follows: -

1. The path to youth development

The path to youth development in Yobe State involves strategies embodied in the youth development policy desire to incorporate all issues relating to youth development at the grassroot level, that will prepare the young person into becoming a useful and active citizen in his adulthood. This path way is pursued through education, vocational training, employment, entrepreneur development etc.

2. *The personal development of the youth*

The personal development of the youth on the other hand relate to issues dealing with the employment chances which the policy spells out as guidelines, and which are expected to lead to individual youth well-being, by enabling him to acquire experience in life, to which the policy implementation process, programmes and project would guide him. The process include health care, sports and recreation, arts and culture, and the development of the working ethics in the environment.

3. *The role of youth in public participation*

This involves encouraging youth into having the zeal to volunteering plans and strategy which can influence them to relate their energies and powers towards the development of one another and their society, and to ensure their active participation in the decision making process.

This can be achieved through participation in legal voluntary organisations such as CBOs, NGOs, NYSC, MAN 'O' WAR, RED CROSS etc. in the state.

2.9.2 Development of the Yobe State Youth Development Policy

The Yobe State Government in its effort to meet up the challenges of youth development in its environment, and to satisfy the aspiration developed a youth development action plan in its edict of 1994, containing youth development programs and the workers' schedules of duties plan, and in its circular reference No: MYSD/ZYDO/ADM/VOL.1/94 mandated the enforcement ofthese laws, programs and schedules of duties over youth development which are meant to serve in the process of the implementation of the youth development policy in its environment. These give youth development workers and stakeholders an insight on the guidelines of how to solve the problems of youth development in the state.

The National Youth Development Policy 2009, in this regard, serves as a guideline for the developmentof state youth development policy at the lower levels of government, i.e state and local government. It alsoprovides a framework foryouth development exercise wherethe state government laws empower youth workerswith the responsibility of enforcing the NYDP, 2009 programs into actions,and into helping the youth make positive contribution to their development and their communities at large. The Yobe State government designed its own youth development policylaws, programs and worker functions (i.e. the schedules of duties) to take charge of youth problems and to face the possible challenges that youth are likely to confront in the pursuit of their objectives.

This policy aimed at empowering the youth to take charge of their destiny. Elegbele (2007) asserted that various governments have been initiating programmes aimed at producing and procuring successful youth who are focused, disciplined and law abiding. Successive

governments in Nigeria, for instance, have been implementing policies, such as Operation Feed the Nation (OFN) by Olusegun Obasanjo in 1976, and Shagari's Green Revolution in 1980 all aimed at providing employment for the youth.Also the Buhari's War Against Indiscipline in 1984 and the Babangida's Agency for Mass Mobilization Social Justice and Economic Recovery in 1989. Allthese plans were targetted at national development, and providing discipline and social services for the youth.It is against this background that the Yobe State government designed its programs and reflected Nigerian objectives. These objectives include school programmes that targetted for mental and physical development of the youth, and also out of school programs and activities such as formation of clubs and associations that aimed at correcting negative attributes and promoting unity, character and behaviour development of the youth and thereby attaining national integration.

2.9.3 The Implementation Tools ofYouth Development Policy at Local Government Levels in Yobe State.

These policy implementation tools reflects the Yobe State laws, programs and schedules of workers duties, that would guide administrators in the implementation process. These include the action plans and structures of the youth development process in motion such as Yobe State edicts, in and out of schools programs.

2.9.3.1 The Yobe State Laws (Edicts) on Implementation of the Yobe State Youth Development Policy.

The Ministry of Youth and Social Development in Yobe State was mandated to translate the National Youth Development Policy into action plans and programs that can support its implementation in the state. These programs, therefore, are spelt out in the state edicts and promulgated by Yobe State as constituting the implementation process of its youth workers. And

this work is done through the supervision and monitoring of youth activities in the process of the policy implementation. For example, there are three edicts (laws) enumerating youth development programs, namely CAP 27, CAP 28 and CAP 31, which deals with youth initiatives; interpreting the state ethics on Cinematography, Censorship and the Registration of Clubs and Associations respectively. These laws were meant to guide the policy implementors in producing sound youth in the state. They are interpreted as follows:-

i. ***Censorship Edict (CAP27)***

This edict was meant to clarity the attitudes of youth on the YobeState ethics and its societal values. It empowers youth workers the chance to monitor and supervise theNational Youth Development Policy implementation processes, it also provides the youth workers sufficient powers to enforce the state edicts (i.e. laws), examine and ensure the respect of societal values and encourage personal development chances. It also provides youth worker with the powers of organising youth programs that will influenceyouth development anddo not contradicts the influence state ethics and or the societal values over youth growth. For example, the law denies them (the youth) the reading of offensive books, watching offensive films, participating in offensive drama and listening to offensive music. It also aims at curtailing the proliferation in the state and their immediate environment of these sorts of activities, and to punish offenders who refuse to comply with these provisions. Thus the policy provides the youth with sufficient input through state laws regarding the development of their social services, and gives youth workers suffient powers to pursue this exercise,and execute appropriate punishment of violators or offenders of this law.

These exercise also provides enabling conditions to enable the government create youth groupings in all the local government areas in the state, such as youth caucuses and youth

councils that are expected to act to support and encourage the government in monitoring the activities of the youth against any shortcoming that may offend this societal ethic. The law also helps the youth to determine what issues violate societal laws and empowers these developed groups to report to appropriate authority for the proper course of action. These voluntary organisations, the youth caucuses and councils, on the other hand have the freedom to pursue their duties using the law as their guideline for whatever action they take.

This Censorship Edict, therefore, provides youth workers with modalities for co-operation and co-ordinating youth programmes at the grassroots and provides assistance to these stakeholders (the locals, community leaders, security personnel, parents and other volunteers).

ii. ***Cinematography Edict (CAP28)***

This is one of the Yobe State edict (law) on cinematography, which provides rules and regulations concerning the registration of public commercial show houses in the state and all local government areas. Such houses include: films show theatres, drama act houses, commercial video show houses and DSTV commercial houses. The purpose of these commercial show houses is to provide means of employment and generate income for their owners and to afford youth in the society, the opportunity to watch films and entertain themselves at affordable prices. The objectives of these viewing houses is to provide employment chances and an equal opportunity for the under privileged youth to have equal treatment as citizens of the state.

This edict (cinematography), therefore, has set out guidelines as to how the youth should conduct themselves in the society with the help of youth workers and other youth stakeholders, regarding permission, licensing, punishment and mode of operations in the state. It also spells out the categories of films and conditions for showing them in public commercial show houses.

For example, films marked with the digits 12, 15, and 18 on their backcovers indicate age ranges that are allowed to watch such film, hence they are therefore not meant for public consumption or show. Therefore all permitted show houses in an area must have their films certified by the youth development offices close to them before they are allowed to screen them.

iii. ***Registration of Clubs and Association Edict (CAP 31)***

This is a registration of clubs and registration edict, that serves as the basis for the formation of popular and voluntary organizations in the state, such as community based organisation (CBO) and national Non-Governmental Organisation(NGO) e.g commercial road transport workers. It is also meant to help and guide workers in monitoring and supervising the actions of the youth groupings in the community, and also in the promotion of their common welfare through encouraging competition among the youth. It also spells out the mode of association formation, making it clear that no one can be forced into membership. Members are supposed to join voluntarily and democratic principles upheld in the election or selection of their leaders. This is expected to teach them the principles of democracy from their own environment.

This edict also spells out the guidelines and sets conditions of how youth workers can register, supervise and punish violators for not complying with the approved conditions of their constitutions as associations. It sets out conditions for monitoring , e.g youth workers are given the mandate to ensure the proper use of the registration conditions as spelt out in the edict. Therefore, the activities of all registered associations under this condition are monitored by the government through the youth development officer and in collaboration with security personnel in the areas of operation. This is to ensure peace and security during group operation and in executing laws in its activities in the society. This program is to ensure compliance with the Yobe State laws on the development of youth groupings and its unity.

2.9.3.2 Youth Development Programmes as the Implementing Strategy in Yobe State

For the implementation of this youth development policy in Yobe State, the state government, in its circulars YSG/MYD/ADM/CZDO/V.1 from the office of Director Youth Affairs and YSD/MYD/ADM/No:11/V.1/CZYO from the office of the Zonal Youth Development Officer, mandated youth workers and stakeholders to design and implement youth development strategies, in the policy, through designed programmes which are meant for both in and out of school youth. The youth workers in these regardare to supervise the youth activities and create competition among them, through their offices as youth development workers, in the area under their jurisdictions and in collaboration with school principals or community leaders. These programmes, (in and out of school)were designed in compliance with the mandate ofNational Youth Development Policy in the state, the circular,therefore, above identifies these programsto include the following;-

1. Youth Programmes In Schools

Youth programmes in schools are a continuation of social youth activities from the communities. They are designed by the state government, and deal with youth interaction in all secondary schools and tertiary institutions in the state such as the College of Administrative and Business Stuies in Potiskum, State Polytechnic Geidam, Atiku Abubakar School of Health, Nguru, Abubakar Suleiman College of Education, Gashua and School of Nursing, Damaturu etc. They are aimed at helping the youth in preparing for their future challenges and to remove idleness from among them. The programme involves the formation of voluntary social

clubs/associations in quiz, drama, farming, current affairs, scouting, red cross, girl guides, man 'o' war, science, geography, history etc in schools.

The role of youth workers in this sense is to help in guiding the youth in schools on the process of associating, e.g the methods of meeting, agenda drafting, minutes taking, passing resolutions, functions and operations of executives, the use of the association's constitution and penalties for violating it, organizing lectures and excursions, inviting professionals to deliver lectures on their fields in the schools etc.

These activities are to indirectly teach the youth to inculcate certain characteristics and be aware of their importance in every day life. This is also to guide the youth on how to go about their daily lives when they face similar situations thereby helping them in taking decisions on their future careers.

2. *Youth Exchange Programmes*

The circular insisted that these programmes are organised by the Ministry of Youth Affairs within the state or outside it with the aim of introducing youth to other culutral values or enabling them to compare different cultures with their own, with the hope of getting or introducing the youth to appreciate new values of life different from theirs. This is done through group visits, that is, either travelling out or inviting friends during special occassions. The youth in this case are given the opportunity to interact with their new friends to learn the values of one another. This, therefore, encourages permanent interaction between the new friends for life. In this way exchange visits organised by government, either within the state or beyond it, help in shaping the attitude of the youth into emulating worthwhile new values. For example, friendly competition introduces youth to the values of sportmanship and this good behaviour is encouraged by government through many programmes like drama, debate, or quiz. This also

introduces good relationship between the two new friends, who learn to respect and appreciate the values of each other. This should create understanding between the youth in their future endeavours. This shapes the attitude of youth, and on many occasions helps in their development. It also helps the youth to acquire new knowledge about different places other than their own and enables others to appreciate the culture and norms of other places outside their own enviroment. It is a reflection of NYSC at the state level.

However these programmes are offered to members of registered associations, school prefects, youth councils, youth caucuses or youth who excel in some performances in other community as a reward by the government, with the hope that it will encourage and shape the action and attitude of the youth, with the hope to improve their habits, attitudes and behaviour. This also prepares them as future leaders.

3. Youth Empowerment

The circulars also emphasised that these are programmes organised at federal, state and local government levels. They are special plans designed to focus on and provide the youth with a solution to the many problems that may affect their progressive thinking, and build confidence in the beneficiaries. Normally these programmes are intended to guide the youth into realising their potentials through providing them with incentives for their personal development and or their self employment skills. This is done through training in various skills such as tailoring, vehicle repairs, welding etc and also by encouraging professional bodies to supports the youth. Sometimes beneficiaries are given money to buy things that satisfy their personal desire such as grinding machines, water pipe, DSTV receivers and satellite dishes etc, so that they can be self reliant and self-employed. Donations or loans can be through banks, individual philantropists or government

The study reviews the practical approaches to youth work in the state, and the policy machinery and implementation process which supports youth empowerment at the local government level. These, it is hoped, will help mould young people into becoming reasonable human beings who fit well into, and work within the ethics and norms of their societies.

However, while all the strategies for the implementation of the policy reflect Yobe State laws (i.e state edicts) on youth development and are interpreted through schedules of duties which were designed for the youth workers, many of these laws are silent on the roles, responsibilities and functions of the local government, parents, society and traditional institutions in the execution and impementation of the policy. This is what Alkali (2011) described as " a mere tool of manipulation by selfish individuals at the local level neglecting everything in the society." And several scholars have observed that "the youth who had no western education (e.g the almajiri or illiterate youth) have no government employment chances and are virtually neglected in the empowerment programmes, and because of this reason, they are easily available for manipulation by elitist or power mongerers, instructing them to act contrary to the functions, roles and operations of the policy, in pursuits of their selfish goals as observed by Abullah (2005). They are easily lured to disdain the policy and remain ignorant of many things about government programmes and policy. So they never ask questions about government programmes, but rather act contrary to them. With simple instructions or a little inducement e.g drugs or money from the manipulators, they become the tools of violence

2.9.3.3 The Schedules of Duties for Youth Worker in the Implementation of the Policy at the Local Government Level

The Development of Schedules of Duties

Implementation styles are important especially when cognisance is taken of the fact that the local government is the base of the tiers of government and the youth are the immediate resource of development on which the local government is built. In realization of this, the government generally recognizes the local government youth as the cornerstone of the nation's development and encourages them into associating with one another; it also supports them by formalising associations. For this reason, the local government has assumed youth development programmes as a sine qua non of youth development policy, and therefore, the function of the youth development officer, in this (youth development) project is to implement or initiate these programmes at the local government level. These programmes at the local government, therefore, are redefined to influence the target population and to empower them in their socio-economic roles and actions in the society.

Therfore, to achieve this objective the following strategies were designed:-

1. Functions and Role of youth development officer: Registration of community based organization and confirmation of international and national Non Governmental Organizations (NGOs).
2. Monitoring and reporting on local government's:

a) Youth council activities.
b) Youth caucus activities.
c) Youth exchange programmes.
d) Youth programmes in schools
e) Youth festivals
f) Youth empowerment

3. Ensuring that censored activities are not allowed.

4. Enforcement of censorship programmes at the local government

Functions/ Role of Youth Officers

There are procedures by which youth officers at the local government register, monitor and supervise the activities of community- based organizations at the local government level. Through these oversight activities they pursue, enforce and regulate the activities and projects of such organisations to ensure that they conform with officially sanctioned programmes of government.Among the duties of the youth officers are the following:

a. Youth officers mobilize, educate, motivate and encourge young people in the village or community to form associations at the village or ward level thereby taking charge of their development activities themselves.
b. they formalise the recognition of international and non-governmental organization at the local government level by pursuing formal procedures of the state government to grant them licenses of operation.
c. Youth officers are expected to read the constitutions of any proposed association under their jurisdiction to make corrections where necessary and to confirm their relevance in the society. Each constitution should clearly spell out the following guidelines and conditions: -
    i. Name of the association.
    ii. Aim and objectives
    iii. List and functions of executives
    iv. Meeting procedure.

v. Penalties and regulation rules.

vi. Election and tenure of office.

d. The youth officer and the security officer should jointly verify the genuine intention of the proposed association by interviewing a few excutive officers.

e. All associations should be encouraged to write quarterly reports on their activities to the youth officer of the local government.

f. All members of association should adhere to their constitutions.Failure should lead to sanction in accordance with the constitutional rules and regulations of the association.

g. The traditional leader of the area of an association should know their functions and their operation through the youth officer of the local government and should be able to verify their operations.

h. The youth officer of the local government should organize annual rewards for youth associations in his area which excel in their performances.

i. Procedures for disciplining associations by the monitoring youth officer should be as follows:

i. Warning

ii. Query

iii. Suspension

iv. Dismissal

v. Retrieval of certificate of associations/ property and

vi. Reward withdrawals.

Monitoring and Reporting on Local Government Youth Groupings:

a. Youth Council

These are assemblies of legally recognized institutions of registered associations which are brought together by government to operate as a single institution known as youth council. They are a combination of CBOs and NGOs meant to operate as a single institution, and which serves as legislators of all legally formed associations at all levels of government and are officially coordinated by youth officers.

Youth development officers, therefore, take charge of monitoring, supervising and implementing the basic objectives of the youth council at the local government level through the following ways: -

1. Ensure that the executive members the youth council at the local government comprise of the following:
    i. Presidents/Chairmen of all associations as well as their secretaries in the local government.
    ii. Two executives from international and national non-governmental organization in the local government.
    iii. Chairman and Secretary of youth caucuses.
2. They should operate as legislators of youth associations in the local government areas.
3. They should have annual meetings with the chairman of the local government at least once in a year, in order to review youth problems in their area.

4. They should elect their executive councils from the general assemblies of associations in the local government.
5. Their executive councils should not involve themselves in partisan politics.
6. Through their executive they can intervene in the affairs of clubs and associations that have serious problems and are in crises with the local government or any security personnel.

b. Youth Caucus

These are selected youth at the local government level who act or operate as informants of the government on any youth problems in the society. They are usually co-ordinated by local government youth officers, who are in charge and responsible for monitoring, forming and implementing the basic tools of youth caucuses at the local government level. Youth activities should be coordinated in the following ways:-

1. The caucuses are selected by a joint committee in the local government. The committee includes the following; the state youth development officer as chairman, local government youth officer as secretary, representatives of the traditional institution, the police, S.S.S. and a representative of a local government youth council.
2. All Selected members need to be given an orientation on their role and relationship with the youth in the society, as well as with youth development officers, the police, S.S.S, local government traditional rulers and other government organizations in the local government.
3. Youth caucuses should be financed by the local government.
4. Their functions include the supervision and monitoring of all the youth activities and youth affairs in the local government areas.

5. Only youth of 30 years and below should be nominated as a members.
6. The chairmen and secretaries of local government youth caucuses become automatic members of the state youth caucuses.

c. Youth Exchange at the local government

Youth exchanges are carefully designed youth programmes at the local government monitored by youth development officers on the basis of youth development as formulated by the state government. They are intended to bring youth of different backgrounds together, with the hope that their interaction with one another will create an enabling environment for their growth and help them to learn and accept the values of other people and institutions, cultures, as well as their traditions and customs in order to foster respect for each other and remove the tendencies of differences among the interacting youth. The roles of youth officers in this exercise are to: -

1. Select appropriate youth for the exchange through permitted procedure by youth office guidelines.
2. Prepare youth in the local government to recieve visiting youth in the exchange.
3. Select and organize places of excursion.
4. Provide accommodation for visiting participants in the programmes.
5. Organize lectures for youth on exchange programmes.

d. Youth Programmes in Schools

Youth programmes in schools are designed to prepare the youth within the school premises into realizing their future careers. It is intended to prepare and develop prospective Nigerian youth into becoming future leaders. Youth officers are therefore required to take charge of the following: -

1. Advise schools on the formation of clubs and associations.
2. Give orientation to executive officers of school associations on the management of associations.
3. Teach clubs and associations and their officials how to take minutes of meetings, how to prepare agenda and operate it.
4. Encourage the youth in the affairs of youth exchange programmes and reward only those who excel in voluntary activities through exchange.
5. Send the executive of associations in schools to leadership and training centres from time to time through the the Ministry of Youth Affairs to learn the art of leadership.

e. Youth Empowerment at the Local Government Level

Youth empowerment programmes are designed to provide employment and eradicate idleness or poverty from among the youth. The purpose of the programme is to provide strength and build confidence in the youth in order for them not to fall victim to circumstance and thereby become a nuisance to the society.

The responsibilities of the youth officer in this regard are to ensure that: -

1. Club and association executives are encouraged to carry out youth empowerment programmes at the local government level.
2. Local governments select a few youth who excel and have no jobs for training towards youth empowerment.
3. Local government reward the best volunteering youth and associations with a special empowerment attention. In this regard female youth empowerment should be given special attention at the local government level.

4. Youth officers in collaboration with local governments officials will invite professionals in small scale industries from time to time to deliver lectures to youth and associations on small scale endeavours.
5. Youth officers liaise with traders' and marketers' associations to encourage and support the youth towards empowerment at the local and state government level.
6. Youth officers encourage professional associations like carpenters, bakers, mechanics, builders etc to co-opt youth and train them in their arts and skills, and such associations should be encourgaed and supported by local and state governments with rewards.

f. Censorship Programmes at the Local Government

These are programes designed by government for youth officers to officially examine and exercise those attitudes and actions of the youth that the government considers offensive or a threat to the security of the society. Youth officers are to: -

1. Monitor and supervise all books, video and film show houses and shops to deal with wanton behaviours that will negatively affect youth morals.
2. Approve commercial show houses and monitor any film and DSTV stations before they are allowed for public consumption.
3. Supervise and monitor approved houses from time to time to ensure compliance with set up laws. This should be seen too by the youth caucus, security agencies, traditional leaders and youth officers and there must be constant meetings to deliberate on any new or foreign acts among the youth so as to decide on their acceptability or otherwise.
4. Ensure that all bookshops, vendors, etc comply with the law and sell only books that are approved and allowed in the state and its local governments.

5. Encourage youth caucuses to assist youth officers in deciding on unwanted books and films through liaising with teachers and principals.

g. Youth Festivals

The circular elaborate these youth festivals as periods of celebration which youth are selected to attend. During these time of celebrations the youth are invited to organise their custom for demonstration, and thus organise programs in line with the festival in which they officially represent their communities culture during this occasion. The responsibilities of the youth officer in organising this exercise is to ensure that: -

1. They offer topics to various youth organizations both in and outside the school for demonstration and presentation during the ocassion.
2. All festivals are managed and supervised by the youth officer in charge of the local government.
3. Traditional dances are organized and prizes offered to the best performers.
4. Youth are selected from various schools to visit other institutions to demonstrate their talents and performances.

From the foregoing, it may be realised that policy implementation reflects the socio-economic and political development of youth through good programs. This can be achieved when the enabling state laws and edicts are faithfully utilised and youth activities properly co-ordinated. In other words, when the schedule of duties drawn up by professionals in the state are properly pursued and defended by youth workers and the government plays its own role by properly supervising, monitoring and executing all rules and regulations on the policy without

fear or favour, the desire effect will be attained. But in a situation where government neglects its roles such as failing to inform the youth on their functions, roles and responsibilities in the society as spelt out in the youth development policy, then youth will be entrapped in naïve attitude and negative behaviour which will endanger the society.

2.10 Samples of Youth Workers Participations in the Yobe State Policy Implementation Processes

This involved the participation of youth workers relations with youth associations and an agency entwined with the Community and Social Development Projects (CSDP). The agency is called the Agency for Community and Social Development (ACSD), herein it will be call the agency.Itis a joint project between the World Bank, Federal Government and the state, targeting on youth development throughproject execution at community level. The project specifically targetsat poverty reduction among the youth in the communities ofYobe State. It is one of the government agencies actively working to promote youth and community development through projectsof local empowerment and enviromental management aimed at youth development.

The agency, therefore, observed that communities should not just sit back and assume that their youth are being taken care of, this means they need to have someone or some associations that attends to the community youth development menu programs, who have responsibility for oversight coordinations and perharps helps youth get connected to the community project and programs that suits and satisfies their needs and abilities.

The program was first introduced between 2001 to 2008 as a pilot program, during which eight hundred and thirty eight (838) micro projects were successfully executed among different categories of youth associations and communities in Yobe State. It is a kind of intervention project at community level aimed at socio-economic development and natural service

management services to improve upon the local government areas service delivery. The program was first introduced on 1st April, 2009. The objective of the program was a project development on the youth and community social devlopment, the project became effective through motivating the youth grouping participants and the communities towards national goals. Yobe State government was among the first set of states in Nigeria to have benefitted from such a project by meetingup the under listed requirements and conditions:

1) A signed law for establishing the state agency
2) Satisfying the subsidiary financing agreements for executing projects
3) Submitting statements of accounts, stating the contributions of state
4) Adopting implementation strategy by developing projects manuals
5) List of staff of the agency.

a. The objectives of this project is to:

1) Improve service delivery on human and community development, and at levels of the society
2) Increase the income of the poor i.e. by improving the social and natural infrastructure of people in the services area
3) Empower community plans such as part payment of project finances, monitoring and maintenance of projects.
4) Facilitate and encourage community partnership on related projects
5) Leverage federal, state and local government resource intervention in communities.

b. The key actors in the project execution and their roles include the following:

1) Federal Ministry of Finance, i.e through the Federal Government Project Steering Committee (FGPSC) and the Federal Government Support Unit (FGSU) perform the following

   - The steering committee provides advice and ensures that the support units operate with the policy, in line with financial agreements signed with the World Bank and
   - The support units provide technical assistance to the state agencies and ensure implementation arrangements are adhered to by the state agencies and that they provide adequate reports to the World Bank on the implementation update.

2) The state government execute the projects through the following:

   - The Agency has StateBoard, which provides advice youth groups on the procedure of projectrequest
   - and ensure that the agency management operates within the policy of the state government, as agreed with the World Bank
   - The State Management Agency is to ensure the implementation of the policy, i.e. by handling the funding of community development plans as agreed in the terms with the World Bank.

3) At the local government level the ACSP function as follows:-

   - the establishment of the Local Government Review Committee (LGRC) for facilitating youth groups that would benefit the project
   - the local government is responsible for funding the operation of the LGRC
   - The LGRC on the other hand is responsible for reviewing all youth and community project plans within their jurisdiction, and can assist any community with the inputs within its reach.

- In this connection, the state agency may deny funding any youth organisations or associations which does not go through the LGRC.
- The LGRC are mandate to ensure that certificates of associationare registeredwith the Ministry of Youth Affairs and that must be presented before screening.
- the LGRC must ensure that youth associations are active in community development and has demonstrated that in their subsequent projects

4) At community level

- The communities will liaise with the Local Government Review Committee, to form and register associations, and participate in youth and community development projects
- The community should establish a Community Project Management Committee (CPMC) and other sub committees.
- This CPMCs are to identify any project at community level that interest the people in the community
- the CPMC Can design action plan that would guide association and that every association must comply with all the conditions set by the CPMC on project implementation at the community level.
- The CPMC must ensure that groups applying have satisfied the 10% requirements contribution set aside for project approval.
- The CPMC should ensure that an active action plan accompanied application for any project.

Table 2.1: The table below are Lists of associatons' who Expressed Interest for the community development projects, submitted by affected local government areas, and as approved by their

CPMC and LGRC to the Yobe State Agency for Community and Social Development Project (ACSDP), as of November, 2015

Table 2.1 Places and Association Applied

S/N	*AFFECTED LOCAL GOVERNMENT AREAS*	*NUMBER OF PROJECTS APPLIED*
1.	BADE	45
2.	BURSARI	48
3.	DAMATURU	38
4.	FIKA	71
5.	FUNE	22
6.	GEIDAM	29
7.	GUJBA	40
8.	GULANI	21
9.	JAKUSKO	20
10.	KARASUWA	41
11.	MACHINA	24
12.	NANGERE	25
13.	NGURU	111
14.	POTISKUM	58
15.	TARMUWA	43
16.	YUNUSARI	54
17.	YUSUFARI	124
	TOTAL	*814*

Source: Agency for Community and Social Development, Yobe State

The agency follows the plan on first come first served basis.

c. Process of the Policy Implementation by the Agency

The implementation steps and processes:-

- local government must established a desk officer who cordinates the activities of the agency andthe associations
- on receiving any application from desk officers as identified in the expressed interest in the table above
- The agency visits the local government desk officer in order to compare and verify the lists of expressed interest, as in the chart above.
- Then the agency will direct the Local Government Review Committee (LGRC) to visit the community concerned
- the LGRC will discuss with the leaders of the community and their Community Project Management Committee (CPMC) coordinators.
- The CPMC on behalf of the community will discuss the conditions set out for the project
- the LGRC will confirm the project and the interest of the community, and then sensitize the community on the project execution.
- the CPMC, the LGRC and the SMB (State Management Board) will discuss with members of the community on the proposal of the project and the project plans.
- the state agency will set a State Steering Committee Project(SSCP) to assess the LGRC's reports.
- Based on this report, the State Management Board (SMB), will direct its field staff, to supervise the project.
- The SMB will appraises the application as follows:-
    a) Verification of approved land i.e. (ownership and site suitability)

b) Review of design and bill of quantity

c) Verification of bank account

d) Confimation of 10% contribution (either material or labour)

- The Management Committee (MC)will issue letters of approval
- the MC will invite beneficiaries for training and will hold the CPMC responsible for the project implementation
- The State Management Agency (SAM) will make frequent supervision and monitoring of the mico project
- After completion the Management Board (MB) will issue a certificate of project completion.

Table 2.2 Yobe State Micro Project Completed Status, 2014.

S/N	*SECTOR*	*NO. OF MPs APPROVED*	*COMPLETED MPs FROM 2009 TO 2013*	*ONGOING MPs*	*NO. OF MPS EXECUTED BY LOCAL GOVERNMENT & OTHER DONORS*	*BALANCE OF MPs*
1.	Education	72	66	0	1	5
2.	Rural electrification	7	6	0	1	0
3.	Environment and natural resources	24	23	0	0	1
4.	G & V	4	4	0	0	0
5.	Health	59	50	0	3	6
6.	Socio – economic	27	26	0	0	1
7.	Transport	6	5	0	1	0
8.	Water	167	150	0	2	15
	Total	366	330	0	8	28

Source: Agency for Community and Social Development, Yobe State.

KEYS:

MPs - Micro Projects

NO - Number

S/N - Serial Number

2.11 Theoretical Framework

The theoretical framework adopted for this research exercise is the "positive youth development (PYD) theory"by Lerner, 2004. The theoryemphasises that any society which wants to make youth development possible and wants to succeed, must ensure that its agencies areengagedin moderating the youth,andthat theirroles in performingthese activitiesare properly monitored, supervised and evaluated. This is said to promote a positive and healthy transition of the youth from childhood to adulthood. He further observed that youth who does not take drugs, use alchohol, engage in unsafe sex, or participate in crime or violence are manifestation of positive development.

The modifiedPYD, involved the participationof youthin what Lerners'(2004) referred to it as the attribute of six C's which are to encourage youth development and lead to positive development of youth into adulthood, the table below identified these attributes as follows:

Table 2.3 Process of observing Positive Youth Development

1	Competence	Reflects positive views in one's actions, i.e.intellectual ability, social competence and behavioural skills inperformance. This can be recognises in the academic, cognitive and vocational development of the youth to sustain the society.
2	Confidence	Confidence pertains to interpersonal skills i.e. thepositive self-regard, a sense of self efficacy one's courage, as in specific beliefs and courage, e.g. assessingschool grades, attendance, and test scores as part of academic confidence.

3	Connection	Is a positive bonds with people and instituition. i.e. internal sense of overall positive self-worth that link relatioship or influence friends and relatives, this can be recognise in the cognitive abilities of ones' decision
4	Caring/compassion	Intergrity and moral centerednessfor human values and sense of social justice with people and instituitions as reflected in bi-directional exchanges between the individual and peers, family, school, and community in which both parties contribute to the relationship.
5	Character	Distinctive qualities of respect for societal and cultural rules, possession of standards for correct behaviors, a sense of right and wrong (morally), and integrity
6	Contribution	A sense of sympathy and empathy for others. Contributing positively to self, family, community and ultimately civil society such contribution are predicated on moral and civic duty

Source: Adopted from Lerners' Positive Youth Development Theory analysis (2004).

From the table above, the Family and Youth Service Bereau (FYSB), of washington DC, USA, in 2006, adopted the positive youth development (PYD) approach to promote youth participation at the local, state, and national level. It designed programs that gives young people the chance to build skills, choose healthy life styles, exercise leadership and participate in their communities programs. The programs include:

- ✓ Basic center for runaway and homeless youth
- ✓ street outreach
- ✓ mentoring
- ✓ violence prevention
- ✓ education abstenance among others

The study borrowed the PYD in this regard, based on the belief that it gives guidance and support from caring adults to the youth which can help them grow up a healthy and caring life. Now through the NYDP activities, theyouth development activities are spelt out in the study enviroment i.e. Yobe State.

Pittman (2006), in this regard, observed that PYD participation encourages the youth to grow up a healthy and happy life, andmake positive contributions to their families, schools and communities. She went further to say that the theory favoured leadership and skill-building opportunities. This study, therefore, is built in implementing process of NYDP around these values of developing the youth in the study area.

On this, Lerner (2004), advocated for a shift from thinking that youth problems are merely the principal barrier to youth development to thinking that positive youth development serves as the most effective strategy for the preventive of youth problems, when community members harness positive energy and initiatives rather than focusing on their problems, where everybody will benefit.

In the traditional approach, youth development workers directed the youth on what to do withoutconsideringtheir input towards motivation, but the discovery of these lapses by the American government in the PYD, led to more improvement on the traitional approach,and by borrowing the American model, the theorist believe that involving the youth in programmes can help them have a smooth growth and development, andperform better. This is why involving especially youthassociations can help youth development programmes to succeed, andif inputsare properly taken care of the desires of every tier of government in Nigeria may be accomplished.

Putting PYD into practice was conceived to provide those interested youth in youth development with solid understanding of the theory, as well as practical advice for launching and running programs that support the positive development of young people. It emphasises external assets as follows:

a. Support

- family to provide high level of love
- caring neighbours experience to serve as mentors, coaches and tutors in their relationships with the youth
- schools to provide a caring and encouraging enviroment

b. Empowerment

- community empowerment to provide youth values
- youth who are successful
- young people to feel safe at home and in school or in neighbourhood

c. Commitment to learning

- acheivement motivation
- school engagement
- reading for pleasure etc. they can be successul instead of internalizing the negatives like drug abuse, juvinile crime, teen pregnancy or parenting
- engaged in productive activities that build job, life skill and reinforce community mindeness
- grow comfortable questioning and exploring their roles as citizens in a social and participatory democracy.

d. they can be successul instead of internalizing the negatives like drug abuse, juvinile crime, teen pregnancy or parenting

e. engaged in productive activities that build job, life skill and reinforce community mindeness

f. grow comfortable questioning and exploring their roles as citizens in a social and participatory democracy.

In the developed world the youth, whom scholars like Lerner (2004), Mossoud and others described as a body of the human species who constitute a separate and significant group of people categorised as non adult have become the subject and centre of study. The central theme and focus in this study isprocess of youth growth and development into better adults, and good future leaders,becausemuch of the literature about youth development, has inherited its assumptions from Developmental Psychology (universal stages of development, identity formation, normative behaviour and the relationship between physical maturation and social progress),the youth are now part of researches and as a result better results are achieved.

Lerner (2004)explain that such programs are likely to result in producingcompetent, confident and caring youth who have character and positive social attributes, that will enable them make integrative contributions to self, family, community, and civil society. Scales, (2000) noted that, such young people demonstrate negligible productivityto risk behaviors or internalized problems.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with research methodology. It explained the process, procedure and strategy adopted in identifyingthe sourcesof data through which it is hoped,will provide references for future use, andpossiblesolutions tosubsequent problems of youth growth and development, especially and specifically in local government areas of Yobe State. The methodsand approaches involved that informedthe collection are the following:

a. The methodsof data collection.
b. The process of gathering data.
c. The methods of generating primary data.
d. The process of generating secondary data.
e. Data presentation and analysis.

3.2 The Method of Data Collection

The data requiredandgenerated for this study are both the qualitative and quantitative typecollectedfor descriptive analysis. The method applied for this purpose is the survey design.It produced the data to explain the process of policy implementation. Thesurvey designis not like the census designwhichuses the whole population; it uses samples of the populationto represent the whole population.

Awotunde (2004 p26)stated that "it is very much like a census exercise in acquiring information, only that the census and survey differ in the sense that a survey examines an enumerated sample from the entire population, while a census examine the entire population."In

this survey, the characteristic identified is youthfulness atthe local government level and theviews of youth andyouth stakeholders who areinterested in those values,that would guide in understanding the implementation processes in the area under study.The survey tool adopted isthe“Simple random sample technique, in which each element of the population has equal and independent chance of being included in the sample selection”.Thisis hope to furnish the right information forthe implementation process. Its financing and data-collecting methods are affordable to researchers of our study,unlike the expensivecensusmode, and its result are moreover reliable, as Osuala (2007) observed“it has less cost with great efficiency and accuracy”.

This survey designis hope to help in drawingconclusions andrecommendationson the nature ofyouth growth and development atthe local governmentlevel, and also to reveal toother researchers who havesimilar approachesaware of thesimilarities between this research of policy implementation on government programmes, especially with regard to development and (youth)policy implementation strategy to implementors, in achieving government goals.

3.3 The Process of Gathering the Data

This study adopted three process of gathering data in this exercise which include the following:

- Identifying the target populations
- Verifying how to source data and
- The techniques adopted sampling the sources of data

3.3.1 Identifying the target populations and their characteristics

In order to carry out this research project successfully, there is the need for identifying the target population and their characteristics.The procedure adoptedin this process of data

collectionis directed tothis target population,andfor the interpretation of the data. The population for this study are the youthassociations or youth groupings in Yobe State. The survey focused on the characteristics, performance and activities of these youthgroupings / associationsin their derive to achieve their personal goals and view the impact of this youth group to the implementations of theNational Youth Development Policy, especially, in the local government areas selected under study, this can influence youth growth and development. However, theconclusions will serve as a reflection of the general situation of the youth in the State and other youth else where in Nigeria.

The study, further look atyouthcharacteristics on youh development and sampled some of theseyouth groups and youth associations in this studyto its implementation process in Yobe State. According to the census result of 2006, the youth in Yobe State constitute three fifths (3/5) of the state population of2 million people, and are engaged in various socio-economic, cultural and political activities all over the state though associating: the survey requiresinformationon this aspect ofassociating in this study. Ittried toreviewthe general activities of the youthgroupings in all the possible aspects of life,as well as,thosefactors thatcan motivate them to exhibit both positive and negativetraits as they develop into adulthood.For example, the study throughtracingthosecharacteristic of youthassociations that are likely to cause positive and ornegative attitudesthat would helpor troublethe society, orturn theminto a nuisance in the society,or those characteristics can endanger the lives and properties of people around them,in the desire to achieve someundefined goals of this study.

Through the idea in theliterature review, for example,the researchergenerate the sampled characteristics required on the target populationin this data collection. Literatures,ascertain the factors and ideas that youth groupings can contribute negatively and or positively to youth

development and also can suggest the proper way of approaching the issue of policy implementation process in the study area. Through these views of literature review the research can give reasons why issues such as bad governance, corruption, poverty, unemployment etc among the youth can influece association formations and instead turn the youth and their groupings into rebels against constituted authority.On the other hand, if youth groupings are provided with good governance, genuine leadership, equal participatory chances, even distributions of resources and job opportunities among others, this can influence the youth (specifically the targetted population in this research) towards a better and good future. The survey of the literatures' views, therefore, is to investigate how government designed programs and strategic inputsthat can influence and stimulate, especiallythe machinery of the 2009 National Youth Development Policy, and the Yobe State designed strategies and its techniques,on the youth and towards the formations of a good groupings and its values in the society to help in the development. The researcher use these views in the literature to observe, interview and question respondents on the adopted theoretical framework of this research, in the hope that to ensure and enhancedthe smooth growth and development of the youth.

In this connection, thesurvey approach in this studyequallyidentifiedthe roles of government ministries, youth workers participationin agencies roleon youth associations' development etc., areconsidereduseful toinfluence development on the targetyouthpopulations in the society.Also through these processes,government strategies,programmes and laws as identified and reflected earlier in the literatures,servethe demand of the society over youth development.This unearth the reasons and factors that make the youth to differ fromother categoriesor segments of the human species in society and these factors are examined.

The study finally discuss how youth groupings and associations are guided through training or orientation to achieve their goals without jettisoning thegoals of the wider society.

3.3.2 Sources ofData Collection

The sources of data in this study are the youth groups, associations and the youth stakeholders i.e. parents, community leaders, teachers, youth development workers, local government workers, religious leaders etc who are in youth development activities, areused in obtaining relevant information regarding the implementation of youth development policy in the area of the study.

This youth development and its policy implementation was made possible with the selection of local governments areas in the study enviroment, through the research techniques and the local government youth development officers who served as assistants in the conduct of this study. This help the researcher gain access to the local dwellers' associations and other youth institutions, especially those who served as samples in the implementation processes, such as the youth workers, youth councils, youth caucuses, youth clubs and associations(CBO and NGO) in schools, as well as community leaders among others. The researcher and nine (9) assistants selected from the three sampled local government areas, allowed the respondents sufficient time of two days to fill in the qustionnaires given to them, make observations, criticisms and other possible comments on events that possibly escaped the conscious application of the above instruments.

3.3.3 Sampling Techniques

Having viewed the population and procedure of administering the survey tool on the target populations, this study observed that it is impossible for the researcher to individually reach all the target population involved in the study, because of financial and time constraints.

Therefore, the researcher carefully selected some samples from this population to represent the target population (that is sampled youth associations and groupings in Yobe State). Awotunde and Ugodulunwa (2004: p81), said, regarding sampling procedure, that "suppose you are cooking a pot of rice and you took some grains in a spoon from the pot to taste in order to see if they are done. If the few grains in the spoon are found to be done after tasting them, you will conclude regarding all the grains of rice in the pot that they are done". Similarly the researcher believed that the sampled population of the youth associations and groupings under study,and from the environment or area under study, it can represent the larger population of the youth in the state as a whole.

The rearcher, therefore, randomly selected three (3) electoral wards from each of the sampled local governments area, and five (5) categories of another sampled youth groupings or associations, i.e. whether they are formally registered or they are informally grouped,whether they illiterates or literates, and whether they have jobs or unemployed from the area of study. It is also from this selected associations that the researcher picked ten (10) members from each of these sampled associations to represents the remaining population, and they were asked to provide answers to the questions that follows.The associations or groups chosen are randomly picked and are represented as follows:

a. Private Business organisations / associations
b. Associations of L.G Workers i.e. L.G. employees (NULGE)
c. Associations of Craftsmen/artisans
d. VoluntaryYouth organisations / Associtions (CBO/NGO) in schools
e. Informal Youth groupings in the street.

a. Private Business Organisations or Associations

These are private business organisation or associations with their own employments arrangements. These employees are not formally ascertain as in the government or public services, and thusthey are not, most of the times, subjected to any government working conditions such as appointment, probation, confirmation, transfer, retirement benefits and pensions. These workers or employees are privately employed by companies or self employed. The research exercise used ten (10) members of these private jobs associations to sample their opinions on youth development techniques, and also on how a NYDP implementation process affects their responsibility and roles in societal development and demands. The sample members selected in this category are as follows: -

i. Secretaries in lawyers chambers.

ii. Café workers, Chefs and servers in restaurants.

iii. Cleaners, cooks and gardeners of tycoons.

iv. Watchmen in shops and mechanics' garages.

v. Bakers in bread homes.

vi. Nannies and Teachers in private schools.

vii. Secretaries of NGOs (e.g. N.U.R.T.W).

viii. Salesmen/girls in patent medicine stores and bookshops

ix. Cart and wheel-barrow pusher

x. Traders and Water vendors associations

The information derived from these members of associations helped the researcher to verify youth attitude and behaviour regarding business organisations and the implementations of Youth Development Policy process in the Local Government Areas of Yobe State.

b. Public Services from NULGE

The researcher sampled fifteen (15) members from the Local Government workers association (NULGE) and from three (3) selected wards in the local government areas under study; the samples are as follows:-

i. Local GovernmentYouth and Social Development Unit
ii. Local Government Sports Unit
iii. Local Government Agricultural Department
iv. Local Government Department of Information, Arts and Culture
v. Local Education Authority Staff
vi. Local Government Community DevelopmentUnits.
vii. Local Government Admin. Departments
viii. Local Government Works Departments
ix. Local Government Internal RevenueUnits
x. Local Government Forestry Units

The information derived from this category of employees, helped the study to verify as to whether local government workers (i.e the bureaucats or career officials) know their roles and or supportsthe implementation of the NYDP and their values in encouraging youth associationor groupings in the areas of their primary assignment.

c. Craftsmen/Artisans' Associations

The researcher selected ten (10) members of this associations and from the three selected wards in the sampled local government to verify the effect of government youth policy

implementation in the society and the roles of their trades in determining whether their role and responsibilities as craftsmen helps in the development of youth in the society and whether it is worth appreciating or not. The underlisted were the representatives of this groups / associations.

i. Road side mechanics.

ii. Carpenters.and Wood carvers

iii. Welders.

iv. Masons/bricklayers.

v. Leather workers an Shoe makers

vi. Smithies.

vii. Artist/fashion designers.

viii. Barbers.

ix. Mobile phone repairers and DSTV setters

x. Vulcanizers and Bicycle repairers

The information derived from these categories of people or youth stakeholders would help to ascertain whether youth development and policy implementation,in the area of these vocational skills if encourage and supported would make youth development and policy implementation easier at the local governments level.

d. Youth in Voluntary Organisation (NGO/CBO) in Schools

These are categories of young people who are volunteers and participating self help projects in schools, whose associations are formally registered with the school, and whose activities helpto actualise government projects or give assistance to those who require it in the society. Their opinion in this exercise is needed to determine the role and efficacy of government and the societies in the implementation of youth development policy. Mostly they are clubs and

associations formed through government mandate, and thus, their registration grants them sufficient power and permission to operate in the societal affairs or in the execution of their responsibilities. Ten representatives of these volunteering youth associations in schools were picked and used for this exercise, to determine how government support can help their associations in achieving youth development projects and societal goals. The clubs and associations picked for this exercise were: -

i. Red cross.
ii. Boys scout
iii. Man O War
iv. Young farmers club
v. Social clubs
vi. Current affairs
vii. Christians students associations.
viii. Arts and Drama Cultural. clubs
ix. Muslims students societies
x. Quiz and Debate

e. Youth Groups in the street

These are categories of young people who voluntarily formed associations or banded themselves into unrecognised groups or informal associations, i.e without government permission and mandate. These groups have been identified by scholars as capable of being mostly violent or rebellious, and they arise as a result of common interests among the members, whether for good or for bad reasons. They have no formal registration with any government or private institutions, and sometimes they do not respect any rules or regulations in running their

affairs; most of them are either unemployed or indulge in criminal activities like robbery, pick pocketing, stealing, etc on a regular basis and they are 'employed' in a certain way.

The reseacher equally tried to have the opinions of this group on the role of government, parents and society towards their development. In each local government two (2) Focussed Group Discussion (FGD) were conducted in the three selected wards with the assistants of youth officers and assitantance in this study.

3.4 Methods / Procedure of Generating Primary and secondary Data

The same classes of instruments that were used or applied for collecting information in researches,were adopted for this specific exercise: respondents were classified into sex, qualification, marrital status and the occupational distribution in the local government areas under study. These four instruments mentioned above were seen by the researcher as in compliance with the requirement of data gathering, and that is why they were used in this research to pave way for collecting the information.

While the primary information generated is said to describe the level of youth development and the responsibilities of youth associations in the society they served, this identifies the roles and functions of the youth in their community. These roles/responsibilities were then juxtaposed with policy implementation processes in the Local Government Areas of Yobe State, and thus a conclusion is drawn in this regard. Focused group discussion on the other hand was purely used on the youth in the street, i.e. they performed two functions in this exercise, filling up questionnaires and participating in FGD. This is because they were assumed to have special characteristics which made them different from the other categories of youth in the society.

In this regard, three (3) local government areas were randomly selected as the enviroment of the study area. The selection was based ona senatorial geographical division of the study area which comprised of three senatorial districts. From each senatorial area one (1) local government and three wards were selected. The senatorial area are A, B and C. The technique adopted for the selection are as follows:-

- Names of all local governments in a senatorial area were written on pieces of paper, folded and put in a box. One of them was then picked randomly.
- The three selected local governments were as follows: from senatorial area A is Tarmuwa Local Government, B is Potiskum Local Government, and from C is Jakusko Local Government.
- From all of the selected three (3) local governments, nine (9) wards were radomly chosen, and five (5) youth associations were equally selected to represent the population.
- In each of the five associations selected per wards ten (10) members of the youth associatons were subsequently selected.
- This indicated that one hundred and fifty (150) members of youth associations were selected from a senatorial district and so the total number of questionnaires distributed in the three senatorial districts stand to a total of four hundred and fifty (450) questionnaires seeking the elaborated views and opinions of respondents on the topic under discussion.
- That is to say 3 wards x 5 associations x 10 members of associations per local government = 150. And total of 150 questionnaires x 3 senatorial areasis equal to four hunderd and fifty (450) questionnaires distributed to the research population.

Table 3.4.1 Summary Reports of the Selected Samples

SENATORIAL DISTRICT	NUMBER OF LGA SELECTED	NUMBER OF WARDS SELECTED PER LGA	NUMBER OF ASSO. SELECTED PER WARD	MEMBERS SELECTED FOR ASSO.	TOTAL
A	1	3	5	10	150
B	1	3	5	10	150
C	1	3	5	10	150
3 ZONES	3 LGAs SELECTED	9 WARDS	15 ASSO. PARTICIPATED	30 SELECTED. PARTICIPANTS	TOTAL 450 NO: PARTICIPANTS

Source: Author's Survey, 2015

Styles of Questionaire Distribution

The questionnaire distribution took the form of "a personal questionnaire administration styles" by the researcher through the help of nine assistants from youth offices in the local government selected for the exercise, each assistant served in one of the selected wards, monitoring one hundred and fifty questionnaires, for the number of ten days. However, before this time a pre-test of these questionnaires was carried out by the assistants on some sampled youth, and this final administration of the questionnaire following the same cause of the pre-test.

Focussed Group Discussion (Interview)

In the"Focussed Group Discussion" the researcher and the assistants had two sessions of discussion each with different categories of the respondents from the street, selected as sample from the local government areas. This two sessions are broken into five (5) males and five (5) females per session and from the wards (i.e 1 session x 3 wards x 5 for Males which equals 15 males and then 1 sessions x 3 wards x 5 females which equals to 15 females per Local Government Area).The total number of youth who participated in the discussion in all the local

governments areas fifteen (15) males x 3 LGAs which is equal to fourty five (45) participated male youth and fifteen (15) females x 3 LGAs making fourty (45) female youth participants. The information derived from this interview is to support the researcher in the discussion exercise.

Finally, observation was carried through out the exercise, specifically during questionaires distribution and fillings, and or at the interview session.

3.4.2 Process of Generating Secondary Data

While for the secondary sources of data, the researcher requested thehelp, permission and support of the Ministry of Youth and Social Development, Agency for Community and Social Developmentwith all its accompanying implementation tools and offices across some local government areas in the state, such as their Zonal and AreaYouth Development Offices, withtheir documents and personel or staff in the conduct of this exercise.

The sources of secondary data are the written accounts or records i.e. after facts are compiled, e.g. for the benefit of hindsight. They are mostly interpretations and evaluations of primary sources in relation to the developed hypotheses from other sources or opinions and views of scholars. The secondary sources of this study, therefore, are findings of other scholars that are related to the implementation of youth development policy in local governments areas specifically in Yobe State. The study relates scholars opinions as follows: -

Table: 3.4.2 Sources of Secondary of Data

S/N	TYPES OF SECONDARY DATA	SOURCES
1	Approaches to youth development.	Textbooks, internet, journals. Articles
2	Theoretical framework and the Positive youth development approach.	Textbooks, journals, internet.
3	Traces of youth development in Nigeria.	Journals, textbooks, magazines, newspapers,

		audio player, C.D. players.
4	Youth development policy.	Textbooks, law journals, reports, policy.
5	Framework of the policy.	Textbooks, journals, communiqué and reports.
6.	Interpretations of youth policy in Yobe State.	Textbooks, journals, communiqués, reports.
7	Practical youth work profile in local government of Yobe State.	Circulars, reports, communiqués, policy.

Source: Author's Survey, 2015

The researcher also accepted observation,criticism or commentson the literatures from all concerned people whichinclude respondents, youth stakehoders etc., with the desire to produce this document that will inform others on the process of policy implementation on youth development,this is expected to help in the field of knowledge development, and to support colleagues from former places of work,and also to realise the values of their work as enumeratedin this dissertation.

3.5 Method of Data Analysis

The data collected wasinterpreted, processed and analysed in descriptive form, that is by testing the hypothesis,through using a chi-square as the tool of test on the 450 total number of respondents who opted for a particularoptional answer.This enabled the researcher to reach a conclusion as tothesignificant difference between the independent hypothesis and the defendant analysis and the responseswere tested on 0.05% level of significance as in the chi-square table. The results of the computation of these data guided the researcher in the interpretation, presentation and discussions.

CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS :

This chapter deals withdata presentation and analysis on the appraisal of the implementation ofthe National Youth Development Policy in Yobe State. The processinvolved reviewsofthe policy strategies on real life situations to achieve the objectives of the NYDP, the participations of youth workers on policy programs thatcan influence social institutions toward youth developmentand the negative factors affecting the implementations of the policy machineryin the society andin the study area.

The strategies targeted the development of youthat the grassroot levels of government and the study reveal the effects of NYDP objectives onyouth developmentpolicy implementation process. The strategies adoptedin the execution of the Yobe State youth development plansreflect real life situations such as getting marriage, healthy rivalry incontests like wrestling, debating or dances where both the winners and the losers were cogratulated, youth to observe adults in action and accept corrections when he goes wrong etc. Therefore, thestudy through the views of selected respondents,and their responses was able to testsand verify the first hypotheses.

In testing the second hypothesis, the studyreviewedthe values of youth workers on the process ofpolicy implementation,specifically on youth groups formationand the activities youthassociations in relations to the performance ofyouth workers throughfacilitatingsocial institutions like education to improve knowledge, religious institutions to shape the morality of the youth, courts and security agencies to justify the freedoms of the youthand weld unity, cooperation, rapport, social justice, healthy and sincere actions etc. so as to ensure youth development throughthe influencesof the above mentioned socialinstitutions and this willimprove the development of the youth.This exercise is carried outby reviewing the relevance

ofyouth workers' in facilitatingyouth groups / youth associations in theformation and participations of these groups incommunity development.While theactivities of Ministries for youth affairs and the Agencies for community and social developmentwere all reviewed at thelocal government levelto prove and testify the stand of the hypotheses.

In testing the third hypothesis,the study looks at those factors that affects the policy implementation processes,more especiallythe negative factors like corruption, poverty, unemployment, inequality etc. and its affectson societal institutions like school, hospitals, courts, places of worships etc. The study reviews the views / opinions of the respondents on these roles of societal institutions and teststhe hypothesis, to verify the stand of respondents in this regard.

The discussions on the findings, reflects boththequalitative and quantitative points of views of the respondents. It was carried outby reflectingthe policy implementation machineries in the society.Theappraisal therefore,reflects the roles, activities and impacts ofyouth groups / associationsin determiningthe stand of youth development,itverify the factors of the policy implementation process as to whether it affects youth developmentprocess or not. The strategies, youth workers participations and thenegative factors involved in this process which include corruptions, poverty, inequality unemployments, in the distribution of resources etc. were all discussed to justifythe views of youth and youth stakeholders' opinions on the policyimplementation process at thelocal level.

4.1 The Study of Research Hypotheses

In thisexercise their are three hypotheses tested, and the tests startedwith the review of the significance of strategies, workers participation, and the negative factors that effects youth policy on youth development. The study is carried outby reviewing theviews of respondents through questions. The question startsby looking at the demographic stands of the respondents in

the society,where the focus ofthe respondents opinions on theimplementation of thepolicy machinery and itstools in the local government areas of Yobe State were asked to review the policy implementation status.This exercise was carried out to verify whether they are relevant for this discussionand intesting this hypothesisor not.

The first part of the research question requires respondents to provide general information on their personality; in other wordsgeneral information regarding their status.Table 4.1.1 compiled thisand was titledas “general information.” It provide general information on the respondents. The informations derived from the table reflects the views of the respondents partaining to their wisdom, age, marrital status etc in all thethree aspects of the research hypotheses.

General Information on the Respondents

The table below presents general information about the respondents regarding their participation and views on policy implementation process at the local government level in Yobe State.The data collected are presented and analysed as follows.

Table 4.1 Demographic Characteristics of respondents

S/NO	Classification of the respondent	Categories	Numberof Respondent	Percentage
1	Gender	Male	270	60%
		Female	180	40%
2	Educational Qualification	Secondary School	170	37.7%
		Tertiary	107	23.7%
		Others	173	38.40%
3	Marital Status	Single	270	60%
		Married	145	32.2%
		Window/widower	35	7.7%
4	Age	14yrs-18yrs	105	23.3%
		19yrs-35yrs	210	46.9%
		36yrs above	135	30%

Source: Author's Field Survey,2015

The table above provides general information about the breakdown of the respondents or participants; elaboratng their gender status, educational background or qualifications, their marital status and their age as respondents, as they participated in this research exercise onyouth development and in local governments under review. The results of their responses are elaborated as follows: 60% of the respondents were male who participated in different aspect of youth development programmes across Yobe state and so their responses provide the inputs as male participnts for analysis in this study, whereas 40% are female participants, who provided the same views and opinions on the other aspect of youth development on the topic under discussion, not only that, they also provided more inputs on gender differences in relation to the process of policy implementation.

On the educational qualification of these respondents, 37.7% are those who had secondary school educational qualification, 23.7% had post secondary school qualification at

varied ranges of ranks such as Diploma, N.C.E, Degree etc and the remaining 38.4% had little educational qualification or had no educational background at all. The age limits of these participants varied, with 46.7% between 14 – 18 years, 23.3% between the age of 19 – 35 years and 30% are those (respondents) who are above 35 years of age, but they have more interest in youth affairs. The marrital status of these respondents also reads as follows, 60% are single, i.e. they had not married, 32.2% are married and even some had children, while 7.8% are divorcees, widows or widowers who had married but lost the marriage priviledge either due to death or divorce. These are the general ranges of information on the respondents, who agreed to offer their views and opinions to help as input for this study.

4.2 Testing Hypothesis One

Ho_1: There is no significant difference between the effects of the National Youth Develoment Policy objectives on real life situations and the strategies for implementation of the Yobe State Youth Development Policy on youth development process at the Local Governmet Areas in the study area.

In the attempt to test this hypothesis, the study identifies the strategies of policy implementation in Yobe State and compares its impact to real life situations on the youth in the society and intoachieving the NYDP objectives. This is done byreviewingthe Yobe State youth development policy strategies (i.e. plans and programs). This was carried outby askingthe respondents on their views, stands and opinionsonthe effects of these strategies to the policy implementation design to real life situations in the society. The study tries to verifythe differences between the relationship of this strategy to real life situations in our society and its impact / influence to the objectives of NYDP, as to whether it affects youth development projects in the society or not, and whether it has relevances to the implementation of the NYDP projects

or not.In comparing this processes,the study adopts chi-square strategy to take a stand by analysing this views and opinions of the respondents, i.e selected youth groups and the youthstakeholders under observation in the study area, with the desire to justify, testify andverifies the relationship of the policyimplementation processes inYobe State youth development plan,as to whether the Yobe State policy strategies acheivesthe objectives of the NYDP in the study area or not.

The real life situationsadopted and tested in this regard include the following:

- getting marriage
- getting or having children at youth age
- manners of celebrating successes
- manners of adjusting to loss.
- positive thinking towards employment and
- honest actions towards unemployment etc.

In reviewing theabove life situations,the study questioned theviews and opinions of the respondentsand their activities on youth developmentby asking about the strategies that affects the life situations and its impact on the NYDP objectives.The characteristicsof the responses werededucedin the contingency tablebelow,the target isto note whetheracheivements or loss were realise in the pursue of the policy implementation processes or not and a decision can be taken in this regard.

In taking decision on this issue of the hypothesis,therefore, atabulations of the responses were carried out in the contigency table below to verifies the responses of the respondents. This isderived the the relationship bet the statements in the hypothesis,atcritical value of 0.05% significancefrom the chi-squaretable to make the decision.

4.2.1 Contigency Table on Ho_1

This table is derived from theresponses of the respondents on the relevance of adesigned Strategies in theimplementation policyonreal life situations in the society to achieve the NYDP objectives on youth developmentin the local government areas of Yobe State,and theimpact of National Youth Development Policy objectives in thestudy area.

Table 4.2.1: Relevant strategies to real life situations of the youth in Yobe State

	Tarmuwa LGA	Potiskum LGA	Jakusko LGA	
Relevants	O = 60.83 E = 59.56	O = 66.7 E = 59.85	O = 52.16 E = 59.74	O = 179. 6
Irrelevants	O = 41.67 E = 44.96	O = 42 E = 45.04	O = 51.16 E = 44.96	O = 134. 83
I am not sure	O = 47.5 E = 41.08	O = 41.5 E = 45.3	O = 46.16 E = 42.92	O = 135. 6
Totals	O = 149.47	O = 150.2	O = 149.92	Overall total 449.59

Source: Author's Survey 2015

From the table above, the calculation in the table indicated that the calculated value is equals to:

$x^2 = 3.859$ and

the value of degree of freedom (df) whichis (C- 1) (R- 1) i.e.

(3 – 1) (3 - 1) = 4

Therefore, thedf = 9.49

Hence, since the calculated value of $x^2 = 3.859$ which is less than the critical value (of the df) which is 9.49.Therefore, in taking decision on thishypothesis, regarding the significance differenceat 0.05 % in the chi – square table, we can say regarding the**null hypothesis**that it isaccepted. We can, therefore, conclude regarding the decision that we upheld the hypothesis. This is to say that the Yobe State strategy of policy implementation process in the state and the objectives of National Youth Development Policy have the similar significance value, in regard to its applications to real life situations and on youth development policy implementation objectives,at the local government level.

4.3 Testing the Second Hypothesis

Ho_2: There is no significant difference between the participation of youth development workers in the implementation of Youth Development Programs and the impact / acheivement of social institutions to youth development in the study areas

In regard to testing this second hypothesis, the study examine the participations of youth development workers and the influence and impact of social institutions in the implementation process of thepolicy.This is done by reflectingthe activitiesof youth workersin the operations of youth development programs and the functions of these programs on social institutionsto the acheivement of youth development and through the policy implementations process. These, therefore, explainsthe impact of social institutions in the policy implementation machinery and the achievements of youth workers to youth development.

To verify this, the study reviewed the opinions and views of respondents, i.e. selected youth and youth stakeholders like parents, community leaders, teachers, religious leaders etc. from selected Local Government areas in the study area in Yobe State,and through questions,the researcher desireto understandthe role, participation and involvement of the youth development

workers in the policy implemention processes andtotrace the functions and objectivesofsocial institutions in the implementation of thisyouth development policy,by observingyouth development programs and its operations in the society with the hope toachieve youth development in the area of study. The social institutionsearmarked and involved in this study include the following:

- Religion
- Education
- Health
- Legal and
- Political connections.

Hence, in examining the workers participation andthe impact of social institutions inthe acheivement of youth development in the society, the study evaluate the importance of both, i.e. youth workers participation and the roles played by social institutions in the implementation process through observingyouth development programs between youth development worker and the role of social institutions to youth development; i.e. by questioning the views and opinions of respondents on the roles of youth workers and the functions of social institutions in the society byidentifyingwhether to a great extent, to a moderate extent and or to a small extent,and eitherin oroutside the school.

In this regard the study assesses the quality of thesefactors and the participation ofyouth development workersinvolvement in the policy implementation process with the social institutions, and by the use of chi – square the study tried to note the difference as to whether the implementation processeshave similar effect towards youth development in the area under study or not.The researcher, therefore, through the deductions of these values,assesses the effects of

both factors, i.e.the participation ofyouth development workers and the roles of social institutions to the implementation process, and tried to confirmed as to whether to upheld the hypothesis or reject itand accept the alternative.

4.3.1 Contingency Table on Ho_2

Factors affecting Youth workersconnections to social institutions and theireffectsto policy implementations process on youth development

Table: 4.3.1: Effects of social Factors affecting the Relevance of Youth Workers Participation to the implementation Youth DevelopmentPolicy

	Tarmuwa LGA	Potiskum LGA	Jakusko LGA	
To a great extent	O = 31.6 E = 29.8	O = 27.6 E = 29.8	O = 30.2 E = 29.8	O = 89.4
To a moderate extent	O = 84 E = 88.6	O = 96.6 E = 88.6	O = 55.4 E = 88.6	O = 236
To a small extent	O = 34.4 E = 31.53	O = 25.8 E = 31.53	O = 34.4 E = 31.53	O = 94.6
	O = 150	O = 150	O = 150	Grand total 150

Source: Author's Field Survey,2015

From the calculations of the table above, the calculated value is equal to $x^2 = 2.885$ while the degree of freedom (df) = 9.49.

Hence, since the calculated value of $x^2 = 2.885$ is less than the critical value of df = 9.49, we can then accept the **null hypothesis**that there is no significant difference between the participation of youth development workers and the factors that affects the implementation process of the National Youth Development Policy tothe development of youthin the study areas. We can therefore, conclude regarding the hypothesis that we can upheld the decision that there is

no significant difference between the extent of relationship. This indicate that the participation of youth development workers and the factors affecting policy implementation have similar effect in the implementation process of the policy in the study areas.

4.4 Testing Hypothesis Three

Ho_3: There is no significant difference between the factors influencing development of youth groups / associations and the relevance ofsocietal institutions to the implementations of youthdevelopment policy in the study area.

In testing this hypothesis, the study attempts to look at some negative factors like poverty, unemployment, inequality, extreme beliefs with ignorance, and conflict or crises that influences the youth into seeking for alternative solutions. Poverty connotes inequality, disbeliefs in reality and traumatizes social injustice among the poor. This reate naïve attitudes who will be difficult to control. The researcher through the views and opinions of respondents examine these factors by using the influences of societal institutions like:

- Schools,
- Street life (peer groups),
- Hospitals,
- Mosques / Church,
- Political connections and
- Courts judgements,

In attempt to verify these factors and itseffectson youth development. These institutions, and its relevanceto youth development defend on certain factors at the grassroots levels of governance, and the roles of these institutions in regardsince they are negatives influences youth development. The identified factors above therefore, are reflected on the development of youth

groups / associations, and the effects of youth associations to the implementation of youth development policy andsocietal support /responsibilities.The resaercher through the views and opinions of respondents were able toverifies the hypothesis and itssignificantdifferencesbetween the effect of these factorsto youth development programs and influence of these factorsoversocietal institutionsas can be identified from the table, and the impact of these institutions in influencingthe youth to believe in themselves that they can form voluntary associations to co-operate, unite, love one another, and think positively for their societies. These views are therefore, reviewed at 0.05 % level of significance andthe table below elaborates the responsesin this regard as follows:

Table 4.4.1: Contingency Table

The effects of Negative factors in influencing societal institutions for the development of Youth Associationsand its acheivementin the management of youth development in the study area.

Table 4.4.1 Factors of societal institutions on the Development of Associations

	Tarmuwa LGA	Potiskum LGA	Jakusko LGA	
To a great extent	O = 83.25 E = 89.03	O = 96.375 E = 89.03	O = 87.625 E = 89.03	O = 267.25
To a moderate extent	O = 48.5 E = 35.31	O = 30.875 E = 35.31	O = 26.625 E = 35.31	O = 106
To a small extent	O = 18.25 E = 25.65	O = 22.75 E = 25.65	O = 35.75 E = 25.65	O = 76.75
	O = 150	O = 150	O = 150	Grand total 450

Source: Author's Field Survey, 2015

From the table above, the calculated value of x^2 = 14.55 while the degree of freedom from the table or the critical value of significance at 0.05 % and the dgree of freedom is 9.49. Hence,since the calculated value is 14.55 which is greater than the critical value of significance, therefore, we reject the null hypothesis and accept the alternative, here we conclude that the difference between the extent of the relationship exist.

4.5 Discussions of Results

The result of this study started by presenting general information on the respondents in testingthree hypotheses, and all the three hypotheses were answers to the research questions earlier developed in chapter one. The study reviewed the roles of youth development workers in the implemention of the youth development policy at the local government level, in the hope of achieving the objectives of the NYDP. The frist hypothesis was an exercise carried out to revealed the responses of the respondent in their relations to the functions and activities of social institutions like religion, education, health, legal and political associations to the development of youth. This hypothesis reflected the objectives of the study. The study compares the achievement of social institutions through youth development programs exhibition to impress the impact of youth development worker and the implementation process. This was carried out through reviewing the actions of programs as enumerated earlier in chapter two,and reflecting the reactions of these social institutions, and what was expected of the worker to do in this exercise. The hypothesis tested in this regard, reviewed the role of youth development worker in the areas of their duty or work, including their relationships with youth associations, cited in the hypothesis to signify or prove the similarity between the independent variable that says the impact of youth development workers in putting youth development programs into action and the influence of social institutions to achieving youth development in the society.

This was meant to upheld or reject the hypothesis, when the hypothesis was tested. Fortunately the first hypothesis was upheld. This indicate that youth programs in societal institutions like the school, youth on the street, youth in hospitals, youth in mosques and churches, youth in the judiciaries etc value youth programs very much.

In testing the second hypothesis,for instance, the hypothesis reflects the translations of strategiesadopted in the implementation of policy programs on social institutionsand compares it to real life situationson ground,and theresult, effects or acheivement of this tests was to verify whether it connect with the NYDP objectivesor not, and whether it has confirm with the policy implementation outcome or not.

This testing, thereforewas carried out through comparing the real life situations of the youth on suchthings like getting marriage, having children at youth age, manners of celebrating success, manners of adjusting to lost or failures, positive thinking when employed, honest reactions when unemployed etc,to whetherthe exercise of implementing the strategy had any effect on youth development or not.The relationships of theseexercse of policy strategy, programs and plans implemented to the policy implementation was verify the responses of the youth to development.The testedresult of the hypothesis in this study was acceptedand the alternative wasinstead rejected.

Whereas in testing the third hypothesis, which is the last, the study reviewed negative factors that are likely to influence the development of youth in the society such as poverty, unemployment, inequality, extreme beliefs either due to mosques leaders or church leaders' preachings, or either due to sectional beliefs that made the youth to negatively reacts to tribal sentiments. In this study the search for the influences of these factors over youth development become the tool of measurement, the study, therefore, reviewed these actions through responses

of youth reflecting their relations to societal institutions like schools, peer groups or street life, hospitals, judiciaries and the impact of their working places as identified in chapter three above. However in testing this hypothesis the views collected compared to critical vaues identified in the chi-square table, indicated that it is clear the alternative hypothesis was accepted and instead the null hypothesis was rejected.

To confirm these tests as indicated from the verification above, the study tries to verify more on the tests through interview.In the interview,the responses of most respondents,insisted that the problems of ignorance, poverty and unemployment, are the dominantfactor among the youth for the problems of policy implementation.Many respondents, believed that this has forced some people in the society to neglect their roles and responsibility to their wards. For example, every father knows his functions, responsibilities and roles in child upbringing, yet some send the children off to almajiri centres of education at a tender age;where there the child starts feeding and clothing himself, while the parents hardly care to know how this child survives, this system call Almajiri system of education, (i.e qu'ran reciting student) is a system of youth development that creates a lot of challenges, which requires for more research.. Unfortunately no law in Yobe State binds them (the parents)or deters them from such acts. In this way, Many respondents insisted that the children survive on waste and discarded foodand live and work in some of the most wretched environments imaginable.Besides they are excluded by governmentfrom many development programs and projects such as public schools andrecreational centres where the government provides conducive environment for studies and other recreational activities.

These actions of neglect make them (the almajiri) an easy institution and victimto all forms of manipulation by degenerate people such as prostitutes and garage toutsintocommitting

all formsof despicable acts. The neglected youth in the society are forced to remain ignorant of many things about government programmes and delibrately break laws.They can act contrary to many laws because of their orientation and negative notions and are on the other hand, partially discouraged from politics and social relations with other categories of youth in the society, on the advice of their instructors(MALLAMS). Finally, because they are poor and are unable to participate in many economic activities.

Yet paradoxically they (the neglected youth) surreptitiously envy government programmes which provide employment chances formany other categories of youth who had opportunities and goodwestern education, which they(e.g the almajiri who had MAKARANTAR ALLO i.e a rote learning school), lacked. Hence poverty and unemployment become increasingly rampant among them (the neglected youth). This makes them to believe that they were deliberately neglected and isolated from the several government programmes, but the truth is thattheir stubborn beliefs and refusal to accept modernization training are the causes of the state they find themselves in. Although the policy implementation process observed above is designed with a sincere intention toimprove the development of the youth, not all envisaged to benefit from the exercise do so, as can be seen in the case of the almajiri. This system, therefore, is partially a failure in the local governments under study as may be deduced from the views and opinions of participants presented above in hypothesis three. This generatesmore problems of hatredand the desire to destroy government property as a kind of revenge on the society at large, especially the wealthy and the western educated elites.

The neglected youth,on the other hand, consider and see those who had good western education as well as the christian religion as being loved, trusted and pampered with employment chances by the government, while they are completely neglected, isolated and relegated.Thus a

conflict of thoughts arises among the two catogories of youth in the societyand generate a silent hatred. This unfortunately encourages those who had western eucationnot to act positively towards the neglected youth with love i.e by providing a fair distribution of resources. Instead they swindle governmentresources and incentives and act as local elites eager to feather their own nest at the expense of all others. And they make the social stratification more confusing and pronounced by their taste e.g cherishing the European dress, language, economic system, political education and social policy. This therefore, has produced differentclasses of people in our society and thus intensified the stratification of the societythe more.

It has made those who had western education from the rural areas to abandon their farm to become slaves of their taste, even if there is no employment for them.And illiteracy, hunger, poverty and ignorance among those who had no means of government employment devastate many in the societyand make them act contrary to societal ethics. The question is; if two people of different status are living together in the same enviroment, one in a beautiful house with a beautiful wife andloved children who attend private schools, ride in cars, while the other sets of youth are seen in shabby and, rough dresses and live in rented and poorly built homes withhis children,who if they have the chance, attend poor public school, with uncared forteachers what will happen? The instinct that urge a slave to massacre his master can urge the oppressd to attack the oppressors, an instinct to fight poverty for the fear of losing dear life. Hence poverty to them is alicence to indulge in crime, and is sufficient reason for not having a cared education. It is only under a calm atmosphere of security that human society develops. This proves that the youth are the tools and instruments of development.

In a nutshell, the policy is drawn with accompanying laws, and strategies as incentives to guide youth workers and stakeholders to make the youth feel the impact of government programs

that are intended for their development and that of the society. The Yobe State local government indicate that there is a good strategy, but a problem of implementation to youth development. Unfortunately the results of the research observed have proven that the records and the actual performance of youth in their development, had indicated that records are manufactured by greedy youth workers to accumulate money. This was shown in an interview that the changes identified in different categories of youth, with some pampered while others were left to struggle through life with pain and hardship, like the almajiri.

The result in the implementation of youth policy in the local government areas of Yobe State have societal misunderstanding of youth development programs, for example the formation of clubs and associations, is observed and is on record that it had 60% youth who had attended western education, whereas 29% are those who had a good relationship with those youth had western education and had interacted with them, while 10% are illitrates who lives in urban areas, while 1% are those who had the almajiri formal system of education an live in urban centres.

In this regard the youth who formed associations, had the advantage of discussing their grievances and societal affairs with the government through their forums, as insisted by the youth development worker, whereas those who hadunorthox forms of ‘education’, such as the almajiri system, remain ignorant of many things in the society; they are sometimes afraid and feel jittery to approach government,particularly on politics, since all strategies attached tothe political machinery havesomething to do with western education in one way or another. Unfortunately, local government pays primary school teachers, builds classrooms and provides sufficient play grounds, while the majority of those attending the almajiri do not have such support.

This study also reveals that the development, performance and the measures taken by Yobe State Government relating to youth and youth policy implementation in its local government areas are reflections of the socio-economic profiles of its society. It is done through observing the styles of the policy implementation and the programmes involved in the implementation of the policy. It assesses how these influence the attitudes and behaviours of the youth, and also guide stakeholders as to how to improve youthful habits for societal development in the state and the local government areas.

To realize the above objectives, observations were effected over the socio-economic and political development system and management in the state, through exercising the principles of good governance and by adopting the theoretical framewok for the study. This is pursued through identifying the basic needs of the youth, and in the management of resources as insisted by Mr. Akinwunmi Ambode (2014), the incumbent governor of lagos state.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATION

Thischapter presents a summary of the findings, conclusion and recommendations on the work done earlier in this writing.

5.1 Summary of the Findings

1. The study examine the relationship between policy implementation strategy and the result recorded, the performances of policy implementors and the result of the performance on the beneficiaries.
2. Four research questions were asked in the study and three hypotheses were presented to guide the study. Five categories of respondents were randomly picked from three local governments in the seventeen local government areas of Yobe State. The instruments used in collecting data are the primary and secondary sources.In the primary sources or methods of data collection the observation, questionaire and focused group discussions were the methods adopted, while in the secondary sources various documents of different categories were verified and applied. The total sample of respondents in the primary datanumbered 450.They respondents represented the total population and theirobserved valuesstand as the input for this study.
3. The satistical tool used in testing the hypothesis is thechi-square which led to the test of the hypotheses with contingency tables drawn. The first hypothesis was rejected, the second was accepted and the third is also accepted.
4. The study discusses the result of the findings from the standpoint of policy implementation strategy, the input of youth associations and the roles ofyouth workers,parents, society and government. It came out clearly that all these factors

haveroles to play in youth development although some are more important than the others.

5.2 Conclusions

The implementation of youth policy is the measure taken to ensure right atmosphere and conducive environment for youth development in our society. This is because the youth population is a social force of great importance to the development of any society. No society can progress without the skills, energy and idealism of the youthand also throughtheir actual performance(their labour) and the cultural activities of stakeholders.

5.3 Recommendations

Based on the findings in this study, the researcher make the following recommendations to policy users as well as youth stakeholders in all the local government areas under the state governments. They are as follows:-

a) The youth continue to remain the backbone of any society, and therefore, their interest must be protected, their cultural values developed and guaranteed, and their focus properly directed to enable them realise their full potentials. To do this, a policy strategy must be upheld and respected so that they get the right input e.g employment, right education and medical assistance in a conducive enviroment.Youth in problems of education, this limits their chances of getting employment or contributing to the political development of their communities. Hence if government belongs to all irrespective of who you are, then youth development machinery should incorporate all types of youth in the society.

b) The security of the youth is the most valuable engine room of social growth, without which anarchy will rule over the society. The growth of ethnic and religious nationalism and the denial or deprivation of some communities/tribes of government projects in Yobe State is becoming a threat to youth development, because the state is losing the ability to guarantee security. This is leading to a situation where the youth take extra measures to protect themselves and violence becomes the order of the day.

c) We should not allow blind sentiment and elitist quest for power and position distract our focus and youth should realise this as a challenge. The policy implementation should ensure the following steps:

Step 1: The policy should have inplace an action plan through a set of theoretical proposals on how to reach a target (the youth), and must have a set ofgoals on why a policy is formulated.

Step 2: In this step, there should always be lawsdesigned to guide on how to implement and support the gaols of the policy;these laws should interprete the policy principles into rules and regulations as to how topursue the target of a policy, and help theinterpreters in pursuing the goals of the policy.

Step 3: In this step, there should be designed programmes,which must support the policy, the laws, in hope to achieve a goal. Thesewill guide stakeholders and the stakeholders on the other hand must be educated and trained to be conversant in pursuing the policy goals

Step 4: There should be a designed schedule of duties to stipulate specific roles for any personnelin order to appropriatelyimplement the policy.This will help in directing them (the personel) onthe use of rules and regulations in step two and the use of sufficient programmes as earmarked in stepthreeabove andensurethe success of the policy programmes.

Step 5: In this step and the final stage of the implementation, there should be designed methods of the assessment of the beneficiaries, the personel or workers.Hence policy makers must be in charge of supervising and evaluating the executives.Themonitoring and supervisions of these roles and functions must be a joint effort sometimes with superior executivesthrough rewards and punishment where appropriate.

d) Youth development policy should not only be kept as research documents in ministries or government organisations, but should be regarded as guiding principles for youth workers who must participate in its implementation and updating exercise,for the propersuccess of the policies. The process of implementation should involve training and promotion exams. Youth participation, particularly in schools, must be actively pursued in the day-to-day affairs of youth development activities in the societythrough the formation of associations, updating of strategy and styles of meetings, role playing and participation by members and executives in youth activities andmaking sacrifices that will benefit others and the society at large.

e) Youth out of school,on the other hand,should be encouraged towards self-help initiatives rather than sentimental cleavages. In other words, workshops for volunteering youth should be constantly organised as a reward for their active participation in the promotion of societal values.Youth should be encouraged to legally form or register organisations that reflect national youth policy interestand get involved in integrating programmes aimed to:

- ✓ articulate the causes of youth unrest and its remedies
- ✓ propose a legal political structure that ensure sustainability of programmes

- ✓ suggest ways and means of engaging the public and private sectors in participatory programmes.
- ✓ Government should engage youth from various communities in dialogue and give good prizes to winning association.

f) Chief executives of local governments should encourage all communities in their localities to form associations in their community and youth councils at the local government level in order to discuss youth problems thereby actively involving them in taking local decisions.

g) It has observed by in this study that youth development and other services have been concentrated on the youth with qualification based on in western education and who mostly live in urban areas to the neglect of the illiterates youth, the almajiri, the poor rural youth dwellers who constitute the majority in Yobe State. In order to check this anomaly, therefore, there is a need for concerted efforts towards balancing up by providing services that cut across these divides.

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APPENDIX I:

Date…….

Dear Sir/Madam

Kindly permit me to take some of your time in the pursuit of a research exercise with the aim of helping human development. Your contribution in this exercise is highly appreciated.

Please find attached a developed questionaire by the researcher. He requests your honest andsincere opinion to answer the questions.

Please do not write your name, nick name or any initials that may identify you. All information in this questionaire are confidential and will be treated as such.

Yours faithfully

Musa Audu Tika.
The researcher.

APPENDIX II

SECTION A:

1. Age: -

a) 14 – 18 years b) 19 – 35 years c) 35 above

2. Marital Status: -

a) Single b) Married c) Widow/widower

3. Educational Qualification: -

a) Below secondary school b) Secondary school c) Tertiary school

4. Sex or Gender: -

a) Male b) Female

SECTION B:

QUESTIONAIRE

The instruction below is intended to guide you in the choice of your answers please tick to indicate your acceptance of the view to represen your opinion:-

1.). Are youth required for their own development in society? a)Yes, b)No c)I don't know

2). Rate your opinion on the relevance of the statement below:

s/n		Relevant	Irrelevant	Not sure
1.	Getting marriage			
2.	Having children			
3.	Manners of celebrating success and adjusting to loss			
4.	Positive thinking on your jobs			
5.	Honest action with unemployment			

3)

		increasing	decreasing	Idon't know
1	Relevance of marriage institutionsto youth development			
2	Relevant of parenhood at youth age			
3.	Relevants of manners to celebrate success or adjust to lost			
4	Relevant of positive thinking towards jobs			
5	Relevant honest act to unemployment			

SECTION C

1.Rate your opinion in regard to your relationship with the following

s/n	Social institutions	To a great extent	To a moderate extent	To a small extent
a	Religion			
b	Education			
c	Health			
d	Legal			
e	Political connection			

SECTION D

In your opinion how relevants are the following societal institutions increasing youth awareness, unity, cooperation and love

s/n	Effects of societal institutions	increasing	decreasing	Not sure
1	Effects ot school istitutions to employment			
2	Effects of peer groups to unemployment			
3	Effects of politic to inequality			
4	Effects of religion to morality			
5	Effects of courts judgement to justice			
6	Effects of hospitals to health			

s/n	Societal Institutions	Increasing	Decreasing	I don't know
i	School			
2	Mosques, churches and shrine			
3	Courts judgement			
4	Political connections			
5	Hospitals			
6	Street life (peer groups)			

INTERVIEW CHECKLISTS

FOCUS GROUP DISCUSSION (FGDs PROMPTS)

QUESTION 1: What are the most pressing problems of youth that affects their interactions in your community?

QUESTION 2: Are todays youth motivated enough to be law abiding citizens?

QUESTION 3: What problems specifically hinders youth from accomplishing their goals in life?

QUESTION 4: As a youth what are your thoughts regarding the future?

QUESTION 5: What do you think attracts youth to join street gang or even become extremists?

QUESTION 6: Do you have people in your community whom you consider as role models?