Appendix A: Profile of the participants

Name	Age	Gender	Academic Qualification	Teaching experience in EFL	Teaching experience in private universities
Mayeesha	Below 30	F	MA, Department of English, University of Dhaka	4 years	2 years
Shamim	30–35	M	MA, Department of English, University of Dhaka	5 years	3 years
Namira	Below 30	F	MA, Department of English, University of Dhaka	4 years	2 years
Saif	Below 30	M	MA, Department of English, University of Dhaka	6 years	3 years
Farhin	30–35	F	MA, Department of English, University of Dhaka	6 years	5 years

Appendix B: Interview questions

- How long have you been teaching English language?
- How long have you been teaching in this private university?
- What is the policy of this university regarding the teaching of English language?
- How many courses on English language are there?
- How often do the classes take place?
- How many students are there in every class?
- How do you teach speaking skill?
- How do the students respond?
- What are their levels of English language?
- What problems do students face when they are asked to speak in English?
- What do you do with passive students in class?
- What do you think inhibits speaking skill?
- Does the university provide students with any facility to learn English language (for example, language club, self-access centre etc.)?
- Do students have any speaking test?
- Have you found any improvement in their speaking skill?

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Evaluating the trainability of enrollees of the Leventis Foundation (Nigeria) Agricultural Schools' programs

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The Leventis Foundation (Nigeria) Agricultural Schools (LFNAS) are schools established to train youths to develop their state and their nation in the area of food production. This study sought to assess the trainability of enrollees in the three operating LFNAS. Five research questions were posed. The CIPP evaluation model was adopted. The population and sample for the study consisted of a total of 247 enrollees. Questionnaires, structured interviews and observational techniques were used to gather information, while using simple descriptive statistics to analyse the data. Many of the enrollees were found to be within the required age range.

A substantive number had minimum basic educational qualification; however, a sizeable number in two of the schools had no basic education, and could not even be engaged in communication. Most of the enrollees had been engaged in different occupations before enrolment and many did not really have the sincere interest in farming as expected, though a majority of them aspired to become modern farmers on completion.

Introduction

The core purpose of education is the development of people. Through education people are able to acquire the relevant knowledge, skills, attitudes, values and interest that enable them to become part of the development of their immediate community, state and nation, and even in the world at large. The 6-3-3-4 system of education in Nigeria was introduced as a practical step towards the purposeful realisation of this objective of education in the country.

The publication of the National Policy on Education (NPE) by the Federal Republic of Nigeria (FRN 1978, 1998, 2004) ushered in the 6-3-3-4 system of education. According to this document, some part of the philosophy of education in Nigeria rests on the belief that:

(a) Education is an instrument for national development; to this end, the formulation of ideas, their integration for national development and the interaction of person and ideas are all aspects of education.
(b) Education fosters the worth and development of the individual for each individual's sake and for the general development of the society.
(c) Every Nigerian child shall have a right to equal educational opportunities, irrespective of any real or imagined disabilities, each according to his or her ability.

(d) There is the need for functional education for the promotion of a progressive, united Nigeria; to this end, school programmes need to be relevant, practical and comprehensive, while interest and ability should determine the individual's direction in education. (Section 1, paragraph 4, p.8, 6 FRN 2004)

Again, two of the main *national* goals of education in Nigeria, stated in the policy document as a necessary foundation, are:

(i) Building of a free and just democratic society.
(ii) Building of a just and egalitarian society.

The philosophy of education therefore is based on

(a) The development of the individual into a sound and effective citizen.
(b) A full integration of the individual into the community.
(c) The provision of equal access to educational opportunities to all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal schools system. (Section 1, paragrah 5, p.8 7, FRN 2004)

One of the national education goals derived from this philosophy is the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live and contribute to the development of the society. Accordingly, at any stage of the education process, and more especially after junior secondary education, an individual shall be able to choose between continuing full-time, combining work with study or embarking on full-time employment without excluding the prospect of resuming studies later on.

Ukoli (1985) lamented that transforming Nigerian society into a scientific society was likely to be an uphill task. According to him, the profile of Nigerian society reveals a modern sector floating in

a vast sea of traditional society where traditionalists represented approximately 75% of the entire population.

The American Vocational Education Association defined vocational and technical education as the type of education designed to develop skills, abilities, understandings, attitudes, work habits and appreciation needed by workers to enter and make progress in employment on a useful and productive basis (Longe & Adedeji 2003). Adedoja (1998) particularly describes vocational and technical education as the total experience of an individual such that the student learns successfully how to engage in gainful occupation. In addition, it offers knowledge of the foundational principles guiding the practices essential for skill development. Such education does not merely rely on imitation, observation or incidental participation but rather a more organised instructional package. The teaching of agricultural science, food and nutrition and technical drawing are examples of this in the secondary schools.

The secondary school leaver, who chooses to combine work with study or takes up full-time employment while hoping to resume studies later on, can also choose to study available technical or vocational education. Such an individual may study with the intention of having interim training, or of being self-employed on completion and thus being able to contribute to the development of society.

Vocational education teaches an individual the basic principles of doing things; it becomes technical where and when aspects leading to acquisition of practical and applied skills as well as basic scientific knowledge are included. The trainee is thus trained to acquire marketable, enterprising skills. The training is such that the trainee is helped to develop the right habit of doing things and thinking, through respective training in varieties of experiences from the occupation. Longe and Adedeji (2003) also make it clear that such training is carried out in a way that it gives the trainee a

productive ability with which he/she can secure employment or be self-employed.

Atchoarena (2004) observes that, globally, many governments are reviewing their efforts in promoting vocational education. Such review is because of a strong belief that skill formation enhances productivity and substantive competencies in the world economy. This and many other factors are motivating state policies in technical and vocational education. This education, according to Atchoarena (2004), is seen as a powerful way of providing a second chance to secondary school drop-outs, more especially in developing counties by offering an alternative to university education in a bid to combat youth unemployment and poverty.

A review of secondary education programs in industrial countries highlights that the structure of this level of education remains very diversified with respect to vocational education (Atchoarena 2004). Many developed countries combine vocational schools with dual forms of training such as apprenticeship. Nigeria, a developing country, has this type of structure indicated in the National Policy on Education (FRN 2004) for students in junior secondary school as part of Introductory Technology. The not so academically endowed students, on completion of junior secondary school, are able to transit into organised vocational training. However, 28 years after publication of the first edition (FRN 1977) of the policy document, this aspect of the policy has not been fully implemented.

The National Policy on Education (FRN 2004: paragraph 40, section 7) describes vocational education as that form of education obtained at technical colleges. These technical colleges are equivalent to secondary schools but designated to prepare individuals to acquire practical skills and the basic scientific knowledge and attitude required as crafts-people and technicians at sub-professional level. Two of the goals of this level of education are to provide the knowledge and technical skills necessary for agricultural, commercial

and economic development and also to give training and impart the necessary skills to develop individuals to be self-reliant economically.

The policy (FRN 2004: paragraph 121 section 13) invites all those who may want to assist the government to achieve its laudable goals by stating:

> Government's ultimate goal is to make education free at all levels. The financing of education is a joint responsibility of the Federal, State and Local governments and the private sector. Government is thus welcoming and encourages the participation of local government individuals and other co-operate bodies or organizations.

One of the organisations heeding the government call for the development of the country is the Leventis Foundation (Nigeria). The founder of the A.G Leventis Group, an international commercial company, instituted a foundation before his death. The Foundation is meant to assist educational, cultural and other charitable causes while specifying West Africa and particularly Nigeria as a major beneficiary. The Nigerian branch of the Foundation was formally called the 'Nigeria Advisory Panel' and was inaugurated in 1978 with a group of distinguished nine personalities, eight of whom were Nigerians. This Panel, renamed the 'Leventis Foundation (Nigeria)', was registered and incorporated as a charitable limited company on 26 April 1988.

In support of the Federal Government's 6-3-3-4 education program, especially as it places so much emphasis on self-sufficiency in food production, the Leventis Foundation (Nigeria) embarked on a major policy decision in 1986. The Foundation focused on the main goal of training young farmers in modern agricultural methods. The body became a prime mover of preservation of natural resources; it works in co-operation with the Nigerian Conservation Foundation. Between 1989 and 1997, the Foundation also donated equipment, workshop tools and teaching aids to ten technical colleges in Nigeria to promote the vocational training of youths. However, the more outstanding

contribution to the social, economic and educational development in the country has been in its two very active areas, namely, agricultural schools, and the scholarship and associate program.

The agricultural school program of the Foundation was started with the inauguration of two schools in 1987 – one in Ilesa, Osun State (formally part of the old Oyo State) and another in Dongo Dawa in Kaduna State. A third school was inaugurated in Panda, Kano State in 1998; this was, however, in collaboration with the Kano State Government. By 1999 a fourth school was established at Agenebode in Edo State. The general administration and supervision of these schools rested on the Foundation's Head office in Lagos.

The training in the Leventis Foundation (Nigeria) Agricultural Schools (LFNAS) has the objective of creating in Nigeria a new generation of committed young farmers who will act as catalysts for agricultural development in their immediate community. Over the long term, these youths are expected to develop their state and the nation at large, especially in the area of food production. The question now is: 'are the Nigerian youths who volunteered and made themselves available for this national developmental training trainable for the LFNAS programs?'

This study aimed to assess the trainability of the Nigerian youths who enrolled for the Leventis Foundation (Nigeria) Agricultural Schools. As stated by the Leventis Foundation (Nigeria) (1999), candidates to be eligible for admission to these schools must meet certain requirements. These requirements include the ability to speak and write English, having access to two to three hectares of land, declaring intention to start working on their own farm after leaving the school and having good standing in their respective villages. The 23 August 2004 advertisement (Punch 2004) for admission to the Leventis Foundation (Nigeria) Agricultural Schools specifically stated the following requirements for admission for prospective candidates:

- must be between 20 and 35 years of age
- have a solid farming background
- must have completed junior secondary schools
- be able to speak, write and read English
- have a minimum of half a hectare of farmland
- be physically fit and willing to work hard
- be prepared to undergo written, oral and physical tests prior to final selection
- must be prepared to return to farm upon completion of training.

On completion of the program, which lasts for one year, the trainee receives a 'statement of participation'. This statement is not to be used for seeking outside employment, rather they are expected to work on their own farm and set up exemplary farms in their immediate individual community. They will, however, continue to enjoy visitation on their farm over a two-year counselling and extension service. The question again is: what is the trainability of the enrollees of the program vis-à-vis the requirement/expectation of the LFNAS and the Nigerian society at large?

Purpose of the study

As laudable as the objective of LFNAS is, it is only realisable if the right candidates are engaged in the program. The enrollees remain perhaps the singular most important factor in this regard. The study therefore aimed to assess the trainability of the enrollees in the three operating LFNAS.

Specifically the study attempted to answer the following questions:

1. What is the age range and average age of the enrollees in the LFNAS program?
2. What is the educational background of the enrollees before enrolling in the LFNAS program?
3. What is the occupational background of the enrollees before enrolling in the LFNAS program?

4. What is the career motivation/aspiration of the enrollees before enrolling in the LFNAS program?
5. What is the profile of the trainers of the enrollees in the LFNAS program?

Methodology

Study type

This was an evaluative study in which the investigators, as outside evaluators, assessed the schools with a view to ascertaining the execution of the program, monitoring the program so as to suggest ways of reviewing it, and paving the way for its improvement. It was, simply, a form of formative evaluation. The evaluation model adopted for the study was the CIPP model introduced by Stufflebeam (1971). CIPP is an acronym for content, input, process and product evaluation, which can be briefly summarised in relation to this study as:

- content evaluation: this involved the specification of stakeholders' goals and objectives of the program
- input evaluation: this was a means of identifying available resources as well as the constraints of the program in terms of personnel, facilities, equipment, funds and so on
- process evaluation: this was concerned with interaction activities within the members of the schools' communities and the schools' management authorities
- product evaluation: this was concerned with the gains and outcomes of the program.

In this particular study, however, the first component, content evaluation, was the prime focus since the focus was actually on the trainability of the enrollees.

Target population sampling and sample

There were only three operating LFNAS at the time of this study. The total number of students in the three schools combined was below 400, therefore all the enrollees in each school became the sample. Population and sample thus became same thing. A total number of 247 enrollees participated in the study: Ilesha (n=124), Kaduna (n=62) and Kano (n=61). The trainers of the enrollees were also part of the study: there were 10 at Ilesha, 12 at Kaduna and 8 at Kano, making a total of 30 trainers.

Instrumentation and data collection

Three sources were used for gathering information: two questionnaires, one for the trainees and one for the trainers; short structured interviews with each of the school principals; unstructured interviews with some ex-trainees. The trainees' questionnaire was made up of two sections: Section A had items about the characteristics of the respondents, Section B contained 14 items. The questionnaire was trial tested on 30 of the enrollees in Ilesha School to check clarity of items and remove ambiguity. An internal consistency reliability of 0.87 was calculated for the instrument using split half method.

The trainers' questionnaire consisted of five items on the profile of the trainers. The questionnaire was trial tested on trainers at the Kaduna School. An internal consistency reliability of 0.92 was estimated for this instrument.

Trainees were also observed on various activities in the schools at different times for two days.

Data analysis

Simple descriptive statistics were used for the analysis of data – these involved calculations of percentages and frequencies.

Results and discussion

Study question 1: What is the age range and average age of the enrollees in the LFNAS program?

The age range and the average age of trainees enrolled in the LFNAS program in the three locations are shown in Table 1. The average age of enrollees in Ilesha was 22.2 years while that in both Panda and Dongo Dawa was 25.4. The required age range is between 20 and 35 years of age. Many are still within the advertised age range though more deviations were observed in Dongo Dawa and Panda. Nevertheless the levels of deviations were not significant; they could be an indication of the peculiar characteristics of the people in these geo-political zones of the country.

Table 1: Age range and average age of enrollees in Ilesha, Panda and Dongo Dawa LFNAS

Age	***Ilesha***	***Panda***	***Dongo Dawa***
Age range	19–35	18–39	18–39
Average age	22.2	25.4	25.4

The primary objective for the establishment of the LFNAS is to train young Nigerian small-scale farmers in a number of modern farming techniques and management. The youth, young and agile men, are expected to enrol in the program.

How, then, do these age ranges and average ages conform to the requirement of the organisers of the programs? To explain this, we need to consider both the lower and the upper limit. Below age 20, most youths in the rural areas of Nigeria are still battling with primary and secondary school education. It is thus difficult to ascertain the career plans of such youths, especially those in communities where the rural institutions lack merit and quality. We can only hope that the one year exposure to the program can be a positive influence on such youths to develop early but lasting interest

in farming as a career. The lower age limit should not be less than 20 years, even as stipulated in the Foundation's requirement.

Above age 35, most youths in this category in the villages have settled down, and typically, such youths are married with marital responsibilities. It is therefore difficult to attract such youths into a regular and structured learning program that will last one year. For those who are eventually attracted, their commitment to the program would not be as fully expected and they are not easily amenable to new ideas. Although one can say that age has no significant relationship with intelligence, more especially after adolescence (Piaget 1972, Bloom 1976, Anastasi & Urbina 2004), it is however important in decision-making. This is more so given the LFNAS is a one-year intensive program after which trainees are expected to become professional farmers.

Study question 2: What is the educational background of the enrollees before enrolling in the LFNAS program?

The distribution of trainees in the LFNAS according to their educational background is shown in Table 2. About 94% of the enrollees in Ilesha have completed at least junior secondary school compared with just under 70% of those in both the Panda and Dongo Dawa schools. Ilesha school had five enrollees (6%) with a post-secondary school qualification, while Dongo Dawa had only one. Panda school, at the time of this study, did not have enrollees with a post-secondary qualification.

Table 2: Classification of trainees according to their educational background

Educational background	*Ilesha (%)*	*Panda (%)*	*Dongo Dawa (%)*
JSS	1.21	13.1	12.8
SSSCE	92.6	55.8	55
OND	2.5	0	0
NCE	1.2	0	0
HND	1.2	0	1.6
B.SC	1.2	0	0
No education	0	31.1	30.6

The post-secondary education the enrollees claimed to have ranged from the Nigerian Certificate in Education (NCE), Ordinary National Diploma (OND) to Higher National Diploma (HND) and Bachelor of Science (BSc). That we are having people with higher educational qualifications enrolling in a program designed for secondary school level is a reflection of the growing unemployment among graduates in Nigeria and a potential area of intervention and impact for the program of the LFNAS type. It is the belief of these investigators that many people with post-secondary school qualifications will continue to apply for the program in future, even though most in this category who are more academically mature and trainable will not be willing participants. There is the possibility that they would jump 'out of the boat' once they secure jobs in their primary area of interest or those commensurate with their qualifications.

There were reasonable proportions of enrollees (over 32%) in Dogon Dawa and Panda who had no formal educational background. None of this category was found in Ilesha. Discussions with ex-trainees of several sets showed that this percentage is on the increase in these two schools. The medium of communication in the training is English and those with no formal education may not be able to fully benefit. The question then is: should the medium of communication in the two schools be changed to Hausa? This issue is raised

because findings revealed that a large number of the enrollees in the two schools (Panda and Dogon Dawa) could only be effectively communicated with in Hausa, and yet most of the instructors do not understand the Hausa language. However, the school principals, instructors, enrollees and ex-trainees empathetically indicated that the medium of communication should remain English. The enrollees who could not understand English have been surviving by depending on their colleagues who understand the language and who give them extra lessons at their convenient time in the Hausa language. Educational background is the most salient factor in the trainability of enrollees, more so when one considers that the training not only entails practical work but exposes them to theoretical explanations of most of what they practise on farms in the form of lectures. The minimum educational requirement of school before enrolling in a LFNAS program is junior secondary school. The organisers of the program specifically stated that for admission, enrollees must have certain requirements, one of which is the ability to speak and write English (Leventis Foundation (Nigeria) 1999). To be able to speak and write English functionally in Nigeria, a person must have a basic education which formally terminates at the end of junior secondary school (NPE 2004).

Study question 3: What is the occupational background of the enrollees before enrolling in the LFNAS program?

Apart from educational background, another factor that affects the trainability of enrollees is their occupational engagement prior to enrolment in the program. Table 3 shows the trainees' occupational engagement before enrolling in the LFNAS.

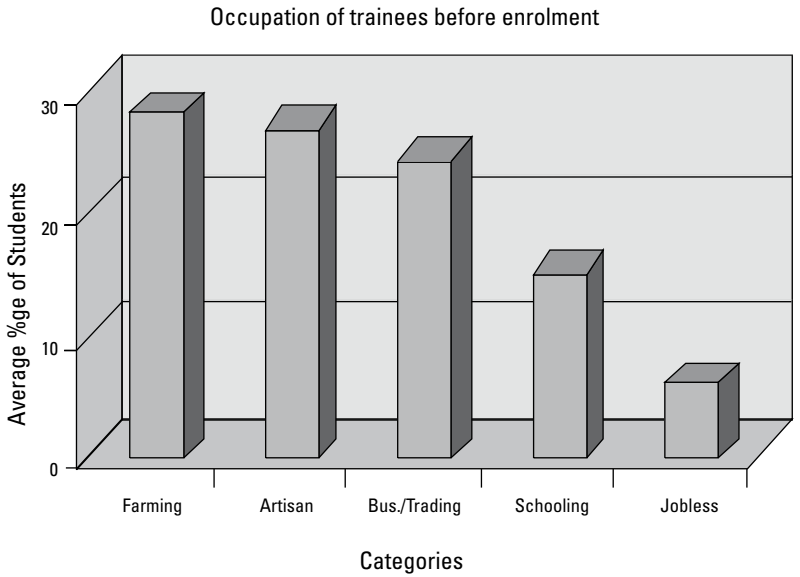
*Table 3: Occupation of trainees before admission in the LFNAS**

Ilesha	Panda and Dongo Dawa
Painting	Carpentry
Farming	Farming
Schooling	Poultry attendant
Photography	Photography
Assisting father at work	Technician
Employee at livestock farm	Employee at furniture company
Computer operator	Knitting
Electrician	Schooling
Just completed an agricultural program	Tailoring
Band business	
Assisting mother	
Apprentice artisan	
Petrol station attendant	
Jobless	
Business	
Technician surveyor	
Computer training	
Fresh graduate without a job	

* The occupations are presented in the order of popularity among the trainees. In Ilesa, the most prominent occupation of the trainees before enrolment was painting followed by farming. In Panda and Dongo Dawa, the trainees' most prominent occupation before enrolment was carpentry

The table shows that the enrollees in the LFNAS program came from very diverse occupational backgrounds. Categorising trainees' initial engagement prior to their enrolment as farming, artisans, business/trading, schooling and jobless, gives the following figure.

Figure 1: Occupation of trainees before enrolment



In the three schools, an average of 28% came from farming engagement and another 27% were initially involved in artisan work (carpentry, painting, electrician and so on), while 24% claimed to have been initially involved in a kind of business or trading. Fifteen percent were still schooling before enrolment and about six percent were attracted to the school program because they were jobless. Trainees are expected to take a wide range of decisions incidental to a career in farming, and efforts should be made to continue to admit young adults with 'good standing in their village' (Leventis Foundation (Nigeria) 1999) who can play the dual role of taking to farming as a career and acting as catalyst to other youths in their respective communities. LFNAS aims at producing ex-trainees who can positively influence their peers and community, engaging trainees with no education, as not being able to speak or write English will impair their trainability greatly.

For admission purpose, candidates for LFNAS must have access to two to three hectares of land, and declare their intent to start working on their own farm after leaving the school. This is in fact the reason why the organisers of the program want those who have hitherto been involved in farming to enrol in the schools. It is believed that those who had been interested in farming will be more trainable.

Study question four: What is the career motivation/ aspiration of the enrollees before enrolling in the course?

Career motivation or aspiration is one other factor that can affect the trainability of the enrollees at LFNAS. Tables 4a and b indicate the various reasons for enrolment and the expectation of the enrollees.

Table 4a: Proportion of enrollees indicating reasons for enrolling in the LFNAS program in Ilesa

Reasons for enrolment (Ilesha)	**Number of enrollees**	**Percentage of enrollees**
To learn about modern farming technique	92	74.2
To learn how to rear animals in future	58	46.8
To become a high ranking farmer	37	29.8
To learn about animal production and agro-forestry	24	19.4
To be able to vaccinate livestock	18	14.5
To gain and update knowledge on animal production and agricultural practices in general	9	7.3
To gain knowledge and experience in breeding birds, soap-making, cake and snack-making	7	5.6

Table 4b: Proportion of enrollees indicating reasons for enrolling in the LFNAS programs in Panda and Dongo Dawa (together)

Reasons for enrolment (Panda and Dongo Dawa)	Number of enrollees	Percentage of enrollees
To learn about the practical aspect of agriculture	74	60.2
To learn about livestock and modern farming techniques	67	54.5
To be self-reliant	56	45.5
To learn about animal production	52	42.3
To become a better farmer	44	35.8
To be an employer of labour	31	25.2
To be a farming engineer	22	17.9
To be a millionaire	3	2.4

It is clear that most of the stated aspirations are positive in relation to the goals set by the school. It is interesting to observe that some trainees believed they could become millionaires easily by using improved, mechanised farming techniques. Agriculture, certainly, is a profitable venture but the fact that more that 10% of the ex-trainees interviewed are not making a career out of farming is an indication that there could be obstacles.

The study, however, reveals some negative perceptions among the trainees which can affect their trainability. These include:

- trainees are falling sick due to cultivation of many hectares to satisfy trainers
- trainees desire to be treated as adults who have goals to be great
- make certificate awarded at the end of the program suitable for employment
- trainees need more theoretical understanding of what they are doing
- there is too much drudgery in the program – for example, using trainees to do what should be mechanised

- trainees and trainers need more training materials, including computers.

These comments, most of which actually come from enrollees in the Ilesha School since they could express themselves more fully, were like complaints. From the discussion with enrollees, this could create a feeling of being in the wrong place, which will invariably affect their trainability, career plans and the ability to be a positive influence on peers and their community with respect to farming. Some of their comments say volumes about the method of cultivation used by trainees which entails a lot of 'drudgery', 'indecent treatment' and which make them 'fall sick'. Farming can only be made pleasurable if modern techniques are used. This is probably why the organisers of the program demand that the trainees must be physically fit and willing to work hard.

Study question five: What is the profile of the trainers of the enrollees in the LFNAS?

To appreciate the trainability of the enrollees, the profile of the trainers also needs to be examined; after all, the trainers cannot train beyond their own capacity. The characteristics of the trainers are presented in Tables 5, 6 and 7 (the overall average age of the trainers was 40.1 years).

Table 5: Profile of trainers of the LFNAS program in Ilesa (average age: 38.2)

S/N	Age (in years)	Highest educational qualification	Field of specialisation	Experience in LFNAS (in years)	Courses taught or assignment	Average no. of trainees involved
1	35	M.Sc.	Agro-forestry and agriculture	5	Agro-forestry 101 Agro-forestry 102	65 65
2	37	T.T. Grade I (Agricultural Technician)	Agricultural mechanisation	5	Farm mechanisation	55
3	46	HND	Agricultural engineering	17	Agric. engineering Farm calculation Metalwork Maintenance work	63 63 82 82
4	39	B. Agriculture	Agricultural extension and rural sociology	3	General science Agricultural extension Extension visas to ex-trainers Market survey	60 60 60 60
5	32	M.Sc.	Agricultural economics	3	Rural finance Post-harvest technology Market survey Monitoring of ex-trainees	65 65
6	35	NCE (Home Economics) B.Ed. (Guidance & Counselling)	Home economics	10	Home economics (theory) Practical processing Cloth dying Processing of soya beans, cassava etc.	70 70
7	38	Postgraduate Diploma in Agriculture	Crop production	4	Crop production	70
8		HND	General agric. and horticulture	11	Crop production	60
9	44	HND	Crop production, Bee-keeping	7	Farm management Bee-keeping Agric. forestry Crop/agro-forestry	60 60 60 55
10	38	DVM (Doctor of Veterinary Medicine)	Animal production	3	Animal production & traction Animal production & fish production Importance of toasting soya beans Identification of feed ingredients Feed formulation	38 40 38 40 70

Table 6: Profile of trainers of the LFNAS program in Dongo Dawa (average age: 40.5)

S/N	Age (in years)	Highest educational qualification	Field of specialisation	Experience in LFNAS (in years)	Courses taught or assignment	Average no. of trainees involved
1	43	Advanced Diploma	Accounting and finance	14	Communication skills, administration & supervision	79
2	49	M.Sc.	Forest resources management	2	Agro-forestry	60
3	50	HND	Animal health husbandry	12	Animal production & health fisheries, Animal traction/grass cutter	80
4	40	M.Sc.	Crop production	3	Crop production Farm management	85 85
5	35	M.Sc.	Crop protection and plant pathology	3	Crop production	100
6	38	HND	Agricultural engineering	3	Simple farm calculation, Agric mechanisation Fabrication work	60 65
7	36	Registered Nurse	Nursing	12	Rural education, Rural enterprise	
8	38	Trade Test	Welding arc & gas	16	Engineering practical (fabrication)	65
9	41	B.Sc. (Agric.)	Agricultural economics, agricultural extension	3	General agriculture, Rural enterprise	68 68
10	39	OND (Veterinary)	Animal health & production	9	Bee-keeping, Animal traction, Animal production	80 80 80
11	37	Primary School Leaving Certificate	Crop production	15	Crop production	96
12	40	WAEC	Home economics, family life development	16	Rural enterprise	68

Table 7: Profile of trainers of the LFNAS program in Panda (average age: 41.4)

S/N	Age (in years)	Highest educational qualification	Field of specialisation	Experience in LFNAS (in years)	Courses taught or assignment	Average no. of trainees involved
1	36	B. Engineering	Agricultural engineering	3	Farm calculations Agric. engineering	51 51
2	44	PGD	Soil science and crop production	6	(not clearly specified by the respondent)	70
3	48	ADPA/CHE	Community health & health administration	2	Health education, family planning, first aid	80% of the trainee population
4	45	HND	Electrical/ mechanical engineering maintenance	3	Training trainees to maintain & fabricate simple agricultural equipment	
5	44	MBA	Financial management	3	Use of English, Office practice	37 75
6	39	M.Sc.	Agricultural economics	3	Farm management & extension, Rural enterprise development	50 50
7	44	PhD	Agro-forestry	2	Agro-forestry, Bee-keeping	51 51
8	46	B.Sc.	Animal husbandry	5	Poultry production, General ruminant husbandry, Diseases & their control, Management practices, Development – administrative & identification	60 40 40 40 40
9	33	HND	Agricultural extension	4	Agric. science, General science/ chemistry Field demonstration	75 75 75
10	35	M.Forestry	Agro-forestry	2	Agro-forestry Bee-keeping	74 74

The tables show that there is a broad distribution of qualified people in most of the disciplines. Many of the trainers are highly qualified, including one with a PhD degree.

So as not to base the trainers' capacity to train solely on educational qualification, the trainees were asked to rate their instructors. The majority of the trainees indicated that the instruction assisted them in understanding their lessons (95.7%), that the trainers gave relevant examples (95.7%), that the instructors put emphasis on the important aspects of the topic which helped them to discover new ideas (82%) and that the instructors spoke audibly enough (82%). These are positive attributes of the instructors which can indeed enhance the enrollees' learning. However, only 61% reported that their instructors gave comprehensive notes. This is an area where the instructors could improve their training.

Conclusions

Vocational training which is carried out in a way that provides trainees with the productive ability to secure gainful employment or be self-reliant (Longe & Adedeji 2003) is ever desired. If there is not enough financial backing from the organisers, the parents/guardians and even the government, training cannot be without its difficulties. Trainee (enrollees) in the LFNAS may not be enchanted if they cannot be self-reliant on completion, and if they must seek employment, they should be qualified for absorption into relevant vocations. However, according to the ex-trainees, there is that 'offensive' requirement that the certificates awarded cannot be used for gaining employment. People are therefore left to imagine what the Leventis Foundation means by this requirement. This restriction, along with some other factors identified, could determine to a great extent the trainability of enrollees in the Leventis Foundation (Nigeria) Agricultural Schools' programs.

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