# National Policy on Skills Development in Formal and Non-Formal Education in Nigeria

October 2024

**Federal Ministry of Education**

# National Policy on Skills Development in Formal and Non-Formal Education in Nigeria

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# ABBREVIATIONS AND ACRONYMS

| | |
|---|---|
| AI | Artificial Intelligence |
| ASC | Annual School Census |
| AUC | African Union Commission |
| CESA | Continental Education Strategy for Africa |
| CFYE | Challenge Fund for Youth Employment |
| CSO | Civil Society Organization |
| ECCE | Early Childhood Care and Education |
| EMIS | Education Management Information System |
| EU | European Union |
| FME | Federal Ministry of Education |
| ICT | Information Communication Technology |
| IEIs | Innovation Enterprise Institutions |
| JSS | Junior Secondary School |
| KARI | Kanuri Arithmetic Reading Intervention |
| M&E | Monitoring and Evaluation |
| MICS | Multiple Indicator Cluster Survey |
| NABTEB | National Business and Technical Examinations Board |
| NBS | National Bureau of Statistics |
| NBTE | National Board for Technical Education |
| NDSS | National Digital Skills Strategy |
| NERDC | Nigerian Educational Research and Development Council |
| NGO | Non-governmental organization |
| NMEC | National Commission for Mass Literacy, Adult and Non-Formal Education |
| NSDF | National Skills Development Framework |
| NSQ | National Skills Qualification |
| NSQF | Nigerian Skills Qualification Framework |
| OECD | Organization for Economic Cooperation and Development |
| P21 | Partnership for 21st Century Skills |
| RANA | Reading and Numeracy Activity |
| SDGs | Sustainable Development Goals |
| SSS | Senior Secondary School |
| STEAM | Science, Technology, Engineering, Arts and Mathematics |
| TaRL | Teaching at the Right Level |
| TLMs | Teaching and Learning Materials |
| TVET | Technical and Vocational Education and Training |
| UNDP | United Nations Development Programme |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations Children's Fund |
| USAID | United Nations Agency for International Development |
| VEIs | Vocational Enterprise Institutions |

# FOREWORD

It is with utmost satisfaction that I present the National Policy on Skills Development in Formal and Non-Formal Education in Nigeria. This policy represents a critical milestone in our ongoing efforts to transform education and workforce development in Nigeria, to ensure quality education that is relevant and functional, aligning closely with President Bola Tinubu's Renewed Hope Agenda, which seeks to empower citizens through education.

The implementation framework for this policy is fashioned in the system-wide structure on data repository, out-of-school children, teacher training and capacity building, and skills acquisition (DOTS). The DOTS initiative is a cornerstone of our Administration's commitment to transforming education in Nigeria, addressing important areas that will shape the future of our nation: quality learning, critical thinking, functional skills and values.

In an era characterized by rapid technological advancements and evolving global economic landscapes, the need for a skilled, adaptable and innovative workforce has never been more critical. The DOTS initiative is the Ministry's comprehensive response to that need - a framework designed to equip our citizens with the knowledge, skills and values necessary to thrive in and be productive in the twenty-first century economy.

The National Policy on Skills Development in Formal and Non-Formal Education is founded on the principle that learning is a lifelong journey, as captured in Agenda 2030 and the African Union's education policy, which requires African youth to be prepared with skills and competencies fit for the twenty-first century. It recognizes the importance of both traditional academic pathways and alternative forms of education, ensuring that all Nigerians, including those previously out of school, have access to quality skills development opportunities regardless of their background or circumstances.

Key features of this policy, reinforcing the DOTS initiative, include:

1. Integration of practical skills training into formal education curricula
2. Enhancement of vocational and technical education programmes
3. Support for non-formal education pathways and apprenticeship schemes
4. Promotion of digital literacy and technological skills across all levels of education
5. Emphasis on entrepreneurship and innovation to drive economic growth and individual citizens' empowerment
6. Improved data collection, coordination and management to inform educational policies and interventions
7. Targeted programmes to reduce the number of out-of-school children
8. Enhanced teacher support, training and continuous professional development programmes

By implementing this policy through the DOTS initiative, we aim to create a more skilled, employable and entrepreneurial population, capable of driving Nigeria's economic development and competing effectively in the global marketplace.
I commend the efforts of all stakeholders and the domestic and international development partners who contributed to the development of this policy over the last year through the

painstaking consultative process. Your dedication to improving education and skills development in Nigeria is truly commendable.

As we move forward with implementation, monitoring and evaluation, and support, I call upon all Nigerians to embrace these initiatives and work together towards building a more prosperous and skilled nation.

**Professor Tahir Mamman, OON, SAN**
Honourable Minister of Education
Federal Republic of Nigeria

# PREFACE

It is with great enthusiasm that I introduce the National Policy on Skills Development in Formal and Non-Formal Education in Nigeria. This policy represents a pivotal step in our nation's journey towards educational excellence and economic empowerment, fully aligned with President Bola Tinubu's Renewed Hope Agenda for the education sector.

As the Permanent Secretary, I have witnessed firsthand the transformation power of skills-based education. This policy, captured as part of the system-wide DOTS initiative (Data Repository, Out of School Children, Teacher Training and Capacity Building, and Skills Acquisition), is the culmination of extensive research, consultation, and collaboration with educators, industry leaders, and community stakeholders across Nigeria. It reflects our collective vision for a future where every Nigerian has the opportunity to acquire the skills needed for personal growth and national development.

The policy addresses several critical areas, reinforcing the objectives of the DOTS initiative:

1. Bridging the gap between education and employability through targeted skills acquisition programs.
2. Fostering innovation and creativity in our educational institutions.
3. Promoting inclusivity in skills development, particularly for underserved communities and out-of-school children.
4. Aligning our education system with global best practices while maintaining our unique cultural identity.
5. Encouraging partnerships between educational institutions and industry to ensure relevance of skills taught.
6. Enhancing data collection and management to inform policy decision and track progress.
7. Improving teacher quality through comprehensive training and capacity building programs.

Implementation of this policy will require concerted efforts from all sectors of society. It calls for a paradigm shift in how we approach education, moving beyond rote learning to embrace practical, skills-oriented teaching methods, supported by robust data and well-trained educators.

I am confident that this policy will serve as a catalyst for positive change in our education system and, by extension, in our society. It lays the groundwork for nurturing a generation of skilled, confident, and productive citizens who will drive Nigeria's progress in the years to come.

Let us embrace this policy and the DOTS initiative with optimism and determination, working together to build a brighter future for Nigeria through quality skills development in both formal and non-formal education sectors.

**Dr. Nasir Sani-Gwarzo, mni, NPOM, FWACP**

Permanent Secretary,

Federal Ministry of Education Nigeria.

# ACKNOWLEDGEMENTS

The development of National Policy on Skills Development in Formal and Non-formal Education in Nigeria is a landmark achievement which comprehensively captures and aligns with national and international development agenda and reflects a forward-thinking, inclusive approach to skills development. It is well-positioned to support Nigeria's educational and economic growth in the 21st century. This achievement would not have been accomplished without the help of Almighty God.

On behalf of the Federal Ministry of Education, it is with profound gratitude and a sense of accomplishment that I extend my heartfelt appreciation to all those who have contributed to the development of the National Policy on Skills Development in Formal and Non-formal Education in Nigeria.

This policy, aligned with President Bola Tinubu's Renewed Hope Agenda and the DOTS initiative, represents a collective effort to transform our education system and equip our citizens with the skills needed for the 21st century. The Department of Technology and Science Education has had the privilege of coordinating this monumental task, and we are deeply thankful for the support and collaboration we have received throughout this journey.

I would like to express our sincere gratitude to:

1. Federal Ministry of Education: The leadership and guidance provided by the Honourable Minister of Education, the Honourable Minister of State for Education, and the Permanent Secretary have been crucial in aligning this policy with our national education goals.

2. UNICEF and UNESCO: Your expertise, global perspective, and unwavering support have been instrumental in shaping this policy. Your commitment to education and skills development in Nigeria has been truly invaluable.

3. Other Government Agencies: the collaborative efforts of various ministries, departments, and agencies have ensured that this policy is comprehensive and cross-sectoral.

4. Academic Institutions: Universities, Polytechnics, and Colleges of Education across Nigeria have provided vital insights from the frontlines of education.

5. Industry Partners: Your input has been crucial in ensuring that the skills developed through this policy are relevant to the needs of the job market and the economy.

6. Civil Society Organisations: Your advocacy and grassroots perspectives have helped make this policy inclusive and responsive to community needs.

7. International Development Partners: Your technical assistance and sharing of global best practices have enriched the policy immeasurably.

8. The dedicated staff of the Department of Technology and Science Education: Your tireless efforts, expertise and commitment have been the driving force behind the coordination of this policy development.

This policy is not just a document, but a roadmap for transforming Skills development in Nigeria. its success will depend on our continued collaboration and dedication. As we move towards implementation, I call upon all stakeholders to maintain this spirit of cooperation and commitment.

Together, we are laying the foundation for a skilled, innovative, and prosperous Nigeria.
Thank you all for your invaluable contributions to this critical initiative.

**Dr. (Mrs) Olodo M.A.**
Director of Technology and Science Education
Federal Ministry of Education,
Federal Republic of Nigeria

# Section 1

Global overview

# SECTION 1: GLOBAL OVERVIEW

## 1 Introduction

Skills development has a pivotal role to play in responding to the rapid changes taking place in education and job markets. As automation, climate change initiatives, digitalization and a decreasing workforce reshape the nature of work and the skills required, systems for skills and workforce development must adapt quickly.

In today's fast-changing global market, education and workforce development must be tailored to individual needs and be accessible to all children, adolescents and youth. Skills development is particularly important in low- and middle-income countries, where an increasing number of individuals are engaging in freelancing, informal jobs or self-employment. Consequently, development frameworks and curricula should be regularly updated to ensure that education consistently yields relevant learning outcomes for young people.

Individuals working in sectors such as technology, agriculture, services and manufacturing—including those who are most vulnerable to poverty and economic uncertainty—require specific skills to enhance productivity, support their families, contribute to social and economic development and break the cycle of poverty.

Research has shown that, in order to succeed in the twenty-first century, one needs a comprehensive set of skills, composed of foundational skills, transferable skills, digital skills and job-specific skills (World Bank, 2024; UNICEF, 2019a.; OECD, 2021). In the context of Nigeria, such a diverse skill set is needed to meet the demands of the modern local labour market.

UNICEF (2019a) has defined these four main categories of skills as follows:

> ***Foundational skills**, namely literacy and numeracy, are essential and are the foundation for further learning, productive employment and civic engagement.*
>
> ***Transferable skills**, also known as life skills, twenty-first century skills, soft skills or socio-emotional skills, allow young people to become agile, adaptive learners and citizens equipped to navigate personal, academic, social and economic challenges. Transferable skills include problem solving, negotiation, managing emotions, empathy, and communication. They support crisis-affected young people to cope with trauma and build resilience in the face of adversity. Transferable skills work alongside knowledge and values to connect, reinforce and develop other skills and build further knowledge.*
>
> ***Digital skills** and knowledge support the development of digitally literate children and adolescents who can use and understand technology; search for and manage information; communicate, collaborate, create and share*

*content; build knowledge; and solve problems safely, critically and ethically in a way that is appropriate for their age, language and culture.*

***Job-specific skills**, also known as technical and vocational skills, are associated with one or more occupations, such as carpentry, accounting or engineering. They support the transition of older adolescents into the workforce.*

In Nigeria, the skills gap remains a significant barrier to progress, as many children, adolescents and youth lack essential literacy, numeracy, twenty-first-century skills, job-specific skills and digital skills (Akinbode, J. & Opeyemi, O., 2020). Addressing these skill gaps is critical to empowering children, adolescents and youth in Nigeria to contribute to economic growth and realize their full potential.

The Federal Ministry of Education (FME) and its partners have undertaken several collaborative projects and strategic initiatives to tackle skills development, culminating in the creation of a National Skills Development Framework. This framework identifies the essential skills required for the personal and professional success of children, adolescents and youth in Nigeria.

The National Policy on Skills Development in Formal and Non-formal Education in Nigeria aims to codify this framework and formalize the country's commitment to implementing it through targeted programmes and interventions.

# 2 Situation analysis of skills development

## 2.1 Situation analysis in Nigeria

Nigeria is experiencing rapid population growth and urbanization, which are both symptoms and drivers of multiple, intersecting challenges, including migration, climate change, expanding job markets and pandemics. With an estimated population of approximately 229.2 million and projections indicating that the child population will reach 126 million by 2030, this demographic expansion places significant pressure on the public sector. It is essential to provide quality education and equip children and adolescents with the skills necessary to navigate these challenges and thrive in the twenty-first century.

Significant efforts have been made to improve education in Nigeria, including improving access to quality education, increasing literacy rates, and delivering initiatives to boost empowerment and reduce the incidence of child marriage.

Despite these important achievements, multiple challenges remain, as 10 million children of primary school age and more than 8 million children at junior secondary level remain out of school. High dropout rates, mainly among boys at primary level and among girls at junior secondary level (UNICEF, 2023), and low transition and completion rates for girls persist as conflict and insecurity still prevail in numerous schools, particularly in the North.

The learning losses caused by the closure of schools due to the COVID-19 pandemic compounded the challenges of acquiring foundational literacy and numeracy skills in Nigerian children, adolescents and youth, as illustrated by the following statistics:

- 70 per cent of children in Nigeria cannot read with meaning or solve simple mathematics problems (MICS, 2022)
- Only 50.5 per cent of young women (15-24 years old) and 55 per cent of young men (15-24 years old) achieve basic proficiency in literacy and numeracy (MICS, 2022)
- Only 8 per cent of young women from the poorest quintile are literate (MICS, 2022)
- About 31 per cent of youths (15-24 years old) are not in education, employment or training (NEET) with a substantial gender gap (37 per cent of young women compared with 26 per cent of young men) (Nigerian Youth Employment Action Plan 2021-2024)

With 93 per cent of youths (15-24 years old) lacking digital skills, there is an urgent need for an effective education system that enhances learning outcomes and aligns with the skill requirements of an increasingly technology-driven twenty-first-century economy.

## 2.2 Skills for Nigeria

The National Skills Development Framework (NSDF, 2024) identifies the following 29 core and secondary skills needed to enable children, adolescents and youth in Nigeria to become active and empowered citizens prepared for lifelong learning and able to contribute to social and economic development.

a. Foundational literacy and numeracy
   - Core skills
     - Literacy
     - Numeracy

b. Transferable skills
   - Core skills
     - Decision-making
     - Self-awareness
     - Creativity
     - Communication

   - Secondary skills
     - Resilience
     - Assertiveness
     - Collaboration
     - Social skills
     - Leadership
     - Problem solving
     - Critical thinking
     - Respect for diversity
     - Citizenship
     - Emotional intelligence
     - Time management
     - Goal setting
     - Financial literacy

c. Digital skills
   - Core skills
     - Digital literacy
     - Coding
     - Data science

   - Secondary skills
     - Digital marketing
     - Software design

d. Job-specific skills
   - Core skills
     - Technical skills
     - Entrepreneurship
     - Vocational skills

   - Secondary skills
     - Resource management
     - Project management

# 3 Policy process and scope

## 3.1 Policy process

The Federal Ministry of Education (FME) has developed a National Skills Development Framework (NSDF) to provide guidance and tools for the design, implementation, coordination and assessment of skills development programmes in Nigeria.

Following the publication of the NSDF in 2024, the FME embarked on the development of a National Policy on Skills Development in Formal and Non-formal Education in Nigeria (NPSD) in line with the government's priority areas, as outlined in the education sector road map.

## 3.2 Policy scope

Following consultations between the FME and various stakeholders, the scope of NPSD has been defined to encompass children, adolescents and youth aged three to 24 years. The policy is education-focused and will apply to both formal and non-formal education settings within development and humanitarian contexts, as outlined below.

a. **Age range**: 3-24 years
b. **Formal education**:
    - Basic education:
        - Early childhood care and education (ECCE)
        - Primary (P1 to P6)
        - Junior secondary school (JSS1 to JSS3)
    - Post-basic education:
        - Senior secondary school (SSS1 to SSS3)
        - Technical and vocational education and training
c. **Non-formal education**:
    - Out-of-school children: those who have dropped out or have never enrolled
    - Individuals with special needs: people with learning or physical disabilities
    - Individuals in alternative education settings, including homeschooling, alternative education and religious schools
    - Marginalized and disadvantaged groups, including refugees, migrants, ethnic minorities and individuals from rural or remote areas
    - At-risk individuals such as orphans, vulnerable people and juvenile offenders
    - People facing behavioural and emotional challenges, including trauma-affected individuals and those with behavioural issues
    - Gifted and talented individuals: advanced learners or young people with exceptional interests
    - Nomadic or travelling families: mobile populations and children whose families move frequently, such as in nomadic communities or where the parents' work requires travel
    - Working children and adolescents, including street children and young labourers

### 3.4 Policy rationale

The NPSD serves as a guiding framework for all relevant stakeholders, including state government ministries, departments and agencies; local and state government areas (LGAs); UN agencies; development partners; community groups; families, civil society organizations (CSOs); non-governmental organizations (NGOs); youth organizations and the private sector. It aims to facilitate the implementation of essential skills development initiatives for all children, adolescents and youth across Nigeria.

## 4 Guiding principles and values

The NPSD adheres to the following guiding principles and values to support skills development among children, adolescents and youth.

a. **A holistic approach**, encompassing a broad array of essential skills, including cognitive, psychomotor, social and emotional competencies
b. **Lifelong learning** principles that prioritize the foundational skills that equip individuals for continuous learning from early childhood through adulthood
c. **Human rights** principles, to ensure that all children, adolescents and youth receive a quality education.
d. **Gender-responsiveness**, helping to foster skills acquisition through an approach that addresses gender disparities and promotes equality
e. **Inclusion**, ensuring that all people with disabilities (in particular the most marginalized groups such as those in rural and low-income areas, linguistic minorities and those affected by conflict or in humanitarian settings) have equitable access to skills development programmes.
f. **Relevance**, ensuring that skills development is tailored to meet the specific needs of children, adolescents and youth in the Nigerian context
g. **Evidence-based**, using policies and programmes that rely on strong data and evidence-based research, lessons learned, and monitoring and evaluation outputs

## 5 Vision

All children, adolescents and youth in Nigeria are equipped with the essential skills needed for success in their personal, social and professional lives.

## 6 Mission

To ensure all children, adolescents and youth in Nigeria acquire foundational, transferable, digital and job-specific skills from pre-primary to senior secondary levels, inclusive of both in-school and out-of-school settings within development and humanitarian contexts.

## 7 Purpose of the policy

The NPSD is structured to:

a. Provide a structured framework that supports the government and relevant stakeholders in planning, coordinating, funding and implementing effective skills development programmes in Nigeria
b. Clearly define skills development in Nigeria, focusing on foundational, transferable, digital and job-specific skills
c. Foster partnerships and collaboration among key stakeholders
d. Guide education decision makers and their partners in integrating skills development into development planning at all levels
e. Promote engagement, ownership and sustainability among all stakeholders
f. Uphold existing legislation that supports skills development in Nigeria
g. Facilitate regional, national and international commitments regarding equitable access to quality and inclusive education and employment opportunities for all Nigerian citizens
h. Clarify the roles and responsibilities of each type of stakeholder involved in skills implementation, enhancing coordination and collaboration within the skills development ecosystem in Nigeria
i. Encourage parental and community involvement in skills development within both formal and non-formal education frameworks
j. Provide an overview of implementation guidelines for the NPSD, including indicators, targets, funding and resource-mobilization strategies
k. Offer stakeholders a framework for planning, monitoring and evaluation tools
l. Establish a coherent and flexible National Skills Qualification Framework (NSQF) to standardize, recognize and assure quality of skills across various sectors
m. Ensure alignment with market demands to enhance the employability of the workforce
n. Integrate the NSQF within the NPSD and emphasize structured skills development and clear pathways for learners, quality training, and recognition of national and international qualifications
o. Highlight the role of the National Business and Technical Examinations Board (NABTEB) as the general awarding body for the NSQF
p. Create standardized qualifications outlining required skills and competencies
q. Establish a quality assurance framework for assessing training providers and develop an accreditation system to enhance educational institutions' credibility

r. Create dual certification strategies to be emphasized in the TVET sector, and implement mandatory skills qualifications for students to ensure skill recognition

# 8 Policy focus areas

a. The skills landscape in Nigeria and the importance of skills development according to the life cycle of individuals (Mangrulkar et al., 2001)
b. The rationale, objectives, targeted population and partners, and the links with the federal, state, community and school entities involved in skills development
c. Implementation mechanisms and the roles and responsibilities of each stakeholder, including the role of the partners involved at the federal, state, community and school levels
d. Resource mobilization and funding mechanisms, including fundraising and resource allocation
e. Planning, monitoring and evaluation mechanisms, including research and data collection, as well as quality assurance

# 9 Legal and policy frameworks

Multiple international and national laws, policies and frameworks provide a legal foundation for the NPSD and its implementation in Nigeria.

The following sections summarize the main relevant legal and policy frameworks.

## 9.1 National policies and frameworks

The Government of Nigeria continues to create an enabling policy environment that supports skills development. Some of the main policies are detailed below.

a. **National Policy on Education (2013)**: Provides guidelines for managing and delivering quality education, including foundational skills, transferable skills, digital skills and job-specific skills.

b. **National Digital Skills Strategy (NDSS, 2022)**: Aims to achieve 95 per cent digital literacy in Nigeria by 2030, addressing talent supply to meet the demands of local and global companies. It promotes digital literacy and includes funding options, key performance indicators and targets for coding and non-coding skills to prepare Nigerian youth for employment.

C. **National Policy on Gender in Education (2006, updated in 2021)**: Aims to achieve gender equality in Basic Education to support Nigeria's attainment of Sustainable Development Goals (SDGs) 4 and 5. The 2021 update includes an implementation guide with specific roles and responsibilities for key stakeholders at national and sub-national levels.
d. **National Language Policy (2022)**: This policy is encompassed within the National Policy on Education (2013) and was updated in December 2022. It specifies that the mother

tongue, or the language of the immediate environment, shall be the medium of instruction in early childhood education and early primary levels.

e. **National Policy on Inclusive Education in Nigeria (2016)**: Developed to address the challenges associated with the inclusion of children with diverse learning needs into the national school system. The policy provides a national benchmark to set minimum standards for the effective implementation of inclusive education. The policy aims to achieve education for all.
f. **National TVET Policy and Strategy on Open Distance and Flexible E-Learning (ODFeL, 2018)**: The NBTE developed this policy in response to the demand for TVET training and to expand access via digital e-learning platforms. It aims to guide e-learning curriculum development and physical and digital resource development to support distance teaching and learning of TVET.
g. **National Youth Policy (2019–2023)**: Focuses on empowering young people in Nigeria to self-actualize and transition to productive adulthood. The policy targets adolescents and young people aged 15 to 29. The policy is centred on education, capacity building and skills development while promoting equitable access to educational opportunities and lifelong learning among youth.
h. **The Nigerian Skills Qualification Framework (NSQF, 2023)**: Developed for the development, classification and recognition of TVET skills in Nigeria. The NSQF indicates the comparability of various qualifications and how to progress from one skill level to another. It aims to promote lifelong learning and provide quality assurance and recognition.
i. **National Commission for Mass Literacy, Adult and Non-formal Education (NMEC) Policy Guideline for Mass Literacy, Adult and Non-Formal Education (2017)**: Developed to support the implementation of NMEC's vision of eradicating illiteracy, this policy aims to contribute to national development by outlining benchmarks and strategies for individuals to achieve basic literacy, and through the monitoring and standardization of mass literacy delivery in Nigeria.

## 9.2 International and regional policies and frameworks

International and regional policies and frameworks have influenced global skills development by establishing normative goals and incremental targets that guide the implementation of skills development programmes. The policies relevant to the Nigerian context are detailed below.

a. **Sustainable Development Goals**

A total of 193 countries, including Nigeria adopted the global Sustainable Development Goals (SDGs) in 2015. SDG 4 aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
It has seven targets, several of which specifically focus on skills development:

- SDG 4.3: equal access for all women and men to education and TVET
- SDG 4.4: skills development for employment
- SDG 4.6: literacy and numeracy for all
- SDG 4.7: skills for sustainable development, peace and human rights

The SDGs guide the policy of national decision makers, the aid packages of development partners, and the programming and support from the majority of stakeholders.

b. **Continental Education Strategy for Africa (CESA, 2016-2025)**

The CESA is a 10-year strategy developed by the African Union Commission (AUC) to establish a high-quality education and training system to equip the African continent with a capable workforce in line with African values. The implementation of the strategy involves reshaping Africa's education and training systems and aligning these systems with the necessary knowledge, skills, abilities, expertise, innovation and creativity required to achieve the AUC's Agenda 2063.

c. **Global Framework on Transferable Skills (UNICEF, 2019a)**

The Global Framework on Transferable Skills guides the integration of skills within national education systems to achieve holistic skills development in formal and non-formal education. The framework's theory of change recognizes that individuals can access and acquire skills at various times, settings and contexts, which indicates the importance of a multiple-pathways approach to skills development.

d. **Middle East and North Africa (MENA) Life Skills and Citizenship Education Framework (UNICEF, 2015)**

The MENA Life Skills and Citizenship Education Framework reimagines the work previously carried out around life skills and citizenship education for sustainability and long-term impact. The framework emphasizes the importance of investing in life skills development from early childhood and across the life cycle.

# Section 2

Policy objectives, targets, strategies and statements

# SECTION 2: POLICY OBJECTIVES, TARGETS, STRATEGIES AND STATEMENTS

## 1. Importance of skills development

During the last four decades, since the Ottawa Charter for Health Promotion (WHO, 1986), many international organizations have recommended the implementation of foundational literacy and numeracy (FLN), transferable, digital and job-specific skills.

Multiple studies have proven that these skills have a positive impact on the personal, social and professional lives of children, adolescents and youth, as outlined below.

a. **Improved health** (in terms of obesity, sexual behaviour, addictions, self-confidence and self-esteem, personal development, emotional management, self-regulation, motivation, resilience and mindfulness) **and mental health** (including mental health, anxiety, depression and stress)
b. **Improved academic outcomes** (measured in terms of dropout rates; academic success; high school performance and graduation; learners' skills and learning behaviours; students' interest in learning; academic engagement; long-term academic performance; engagement in middle and high school; post-secondary performance and completion; school climate and student behaviour; learners' connectedness and relations with teachers; teachers' well-being; and family cohesion and bonding)
c. **Reduced violence, delinquency, and aggressive behaviour** (including bullying, aggression and behavioural attitudes)
d. **Reinforced life and professional success** (improved life skills, career readiness and workplace success)
e. **Improved relationships** (enhanced positive relationships; empathy; social awareness; relationship skills; social skills; friendship, social and prosocial behaviour; and communication)
f. **Improved citizenship** (more responsible learners, citizens and workers), **and responsible decision-making**
g. **Reduced poverty rates, improved family financial well-being, and improved GDP per capita** (for example, 55 per cent of GDP per capita growth between 1960 and 1995 was explained by improved skills)

The integration of these skills into the Nigerian education system will empower children, adolescents and youth to acquire the competencies necessary for securing improved employment opportunities and enhancing their overall well-being.

## 2. Basic Education

### 2.1. Introduction

Basic education is the formal foundational level of inclusive and equitable education provided for children, adolescents and youth. It includes:

a. ECCE

b. Primary (P1 to P6)
c. Junior secondary school education (JS1 to JS3).

Basic education provides learners with the skills and knowledge necessary to function effectively in society.

## 2.2. Policy objectives, strategies and statements

### *2.2.1 Pre-primary education*

#### Policy objectives

a. **Foundational literacy and numeracy**
   - Develop early literacy and numeracy skills through play and engaging activities.
   - Encourage recognition of letters, numbers, shapes and basic words.
b. **Transferable skills**
   - Foster social skills such as sharing, cooperation and empathy through group activities and play.
   - Promote emotional regulation and self-awareness by helping children understand and manage their emotions.

#### Policy strategies

a. **Foundational literacy and numeracy**
   - Implement a curriculum that is based on evidence-based methods to develop foundational skills.
   - Implement a play-based curriculum that includes engaging activities to develop early literacy and numeracy skills. The full spectrum of play is needed to support and foster children's emerging competencies.
   - Train teachers in effective methods for teaching early literacy and numeracy.
   - Provide teaching and learning resources such as books, lesson plans, teacher guides and other materials for play-based learning to support skills development.
b. **Transferable skills**
   - Incorporate group activities into the curriculum to foster social skills, specifically group play.
   - Provide training for teachers on how to support emotional development in children.
   - Create a supportive and inclusive environment that encourages positive social interactions.
   - Create an environment conducive to play (child-friendly furniture, play materials and props that encourage sharing, imaginative play and creativity).

#### Policy statements

a. **Foundational literacy and numeracy (FLN)**
   - Policy Statement 1: A curriculum that incorporates play and engaging activities to develop FLN in pre-primary education shall be developed.
   - Policy statement 2: Continuous professional development shall be provided for teachers on effective methods for teaching these skills.

- Policy statement 3: Appropriate resources (including locally made toys and books) shall be made available to support teaching and learning to support curriculum implementation.

b. **Transferable skills**
   - Policy statement 4: The curriculum shall be designed to include group activities that foster social and emotional skills.
   - Policy statement 5: Teachers shall receive training on social and emotional learning and on how to support children's emotional development.
   - Policy statement 6: Supportive and inclusive environments that encourage positive social interactions shall be developed and implemented.

### *2.2.2. Primary education*

#### Policy objectives

a. **Literacy and numeracy proficiency**
   - Ensure learners achieve proficiency in reading, writing and arithmetic.
   - Identify learners struggling with literacy and provide targeted support.

b. **Transferable skills and personal development**
   - Develop collaboration, critical thinking and problem-solving skills through structured learning and practice.
   - Develop all learners' essential life skills, including self-awareness, communication, teamwork and decision-making, tailored to the Nigerian sociocultural context.
   - Promote self-discipline, time management and goal setting.

c. **Basic digital literacy**
   - Introduce basic computer skills and safe internet practices to prepare learners for the digital world.
   - Introduce technology to enhance learning experiences and digital competence.

d. **Civic and moral education**
   - Instil values such as honesty, respect, responsibility and citizenship.
   - Encourage participation in community activities.

#### Policy strategies

a. **Literacy and numeracy proficiency**
   - Incorporate FLN skills into the curriculum.
   - Incorporate a mix of formative and summative assessments aligned with national learning standards.
   - Implement standardized arithmetic assessments and monitor student performance.
   - Incorporate comprehension and critical thinking questions in reading assessments.
   - Assess problem-solving abilities through project-based education.

b. **Transferable skills and personal development**
   - Conduct periodic evaluations and practical assessments to evaluate skill acquisition.
   - Implement self-assessment and reflection activities.
   - Monitor progress through student portfolios and goal-setting worksheets.

**c. Basic digital literacy**

- Conduct practical computer skill assessments
- Include internet safety modules in the curriculum and assess understanding through quizzes.

- Track the usage and impact of educational technology tools in classrooms.

**d. Civic and moral education**

- Conduct character education programmes and monitor behaviour through observation and reports.
- Promote meaningful community engagement determined by child-led projects.

### Policy statements

a. **Literacy and numeracy proficiency**

- Policy statement 1: Update and review the curriculum to enhance the delivery of FLN, assessment and improve teachers' capacity.
- Policy statement 2: Regular formative and summative assessments shall be implemented to track progress in literacy skills.
- Policy statement 3: Standardized arithmetic assessments shall be implemented to monitor student performance.
- Policy statement 4: Comprehension and critical thinking questions shall be incorporated in reading assessments to make sure learners have acquired the necessary skills.
- Policy statement 5: Problem-solving abilities shall be assessed through project-based education.

b. **Transferable skills and personal development**

- Policy statement 6: Periodic evaluations and practical assessments shall be conducted to evaluate skill acquisition.
- Policy statement 7: Self-assessment and reflection activities shall be implemented.
- Policy statement 8: Progress shall be monitored through student portfolios and goal-setting worksheets.

c. **Basic digital literacy**

- Policy statement 9: Practical computer skill assessments shall be conducted.
- Policy statement 10: Internet safety modules and assessments shall be included in the curriculum.
- Policy statement 11: The use and impact of educational technology tools in classrooms shall be tracked.

d. **Civic and moral education**

- Policy statement 12: Character education programmes and monitoring of behaviour through observation and reports shall be conducted.
- Policy statement 13: Promote skills development through involvement in community service and civic projects, and the establishment of partnerships between schools and community-based partners.

## *2.2.3 JUNIOR SECONDARY EDUCATION*

### Policy objectives

a. **Advanced literacy and numeracy**
   - Strengthen learners' literacy and numeracy skills to ensure readiness for senior secondary education.
   - Enhance analytical, critical thinking and problem-solving abilities through more complex tasks and subjects.

b. **Transferable skills**
   - Emphasize critical thinking, scientific inquiry and evidence-based reasoning across all subjects.
   - Engage learners in projects and activities that require various types of life skills, mainly problem-solving, cooperation, negotiation and innovation.

c. **Entrepreneurial skills**
   - Foster entrepreneurial thinking by teaching the basics of entrepreneurship, financial literacy and business management, tailored to local and national market needs.
   - Encourage innovation and creativity in addressing real-world problems.

d. **Digital skills**
   - Develop intermediate digital literacy skills, including the use of productivity software, online research and basic programming.
   - Promote understanding and responsible use of technology in everyday life and future careers.

e. **Civic and ethical engagement**
   - Deepen understanding of civic responsibilities and the importance of ethical behaviour in society, reflecting Nigerian values and educational standards.
   - Promote leadership skills and active participation in community and school governance through practical experiences.

### Policy strategies

a. **Advanced literacy and numeracy**
   - Literacy proficiency:
     - Identify learners struggling with literacy and provide targeted support
     - Implement after-school and vacation literacy programmes.
     - Engage parents in literacy activities and provide home support.
     - Offer continuous professional development for teachers and school leaders.
     - Use regular formative assessments to track learners' progress.
   - Numeracy proficiency:
     - Provide remedial classes and tutoring for struggling learners.
     - Establish mathematics laboratories.
     - Integrate technology (mathematics software) to enhance learning.
     - Offer training in innovative and effective mathematics strategies.
     - Conduct frequent assessments to identify gaps.

b. **Transferable skills**
   - Critical thinking inquiry:
     - Incorporate critical thinking, scientific inquiry and evidence-based reasoning across all subjects in the curriculum.
     - Provide professional development and training for teachers on how to incorporate critical thinking skills into their instruction.
     - Use interactive lessons (case studies, debates, problem-solving activities) to promote critical thinking.
   - Project-based learning:
     - Incorporate project-based learning activities into the curriculum and ensure that these activities cover key life skills.
     - Encourage student collaboration to foster cooperation, negotiation and innovation.
     - Design real-world projects.
     - Develop an assessment framework to evaluate the impact of these projects on learners' skills development.

c. **Entrepreneurial skills**
   - Entrepreneurship education:
     - Develop and implement a comprehensive entrepreneurship curriculum.
     - Establish partnerships with local businesses to provide learners with practical experiences.
     - Organize annual innovation and entrepreneurship competitions.
   - Innovation hubs:
     - Create innovation hubs in schools and equip them with resources to support entrepreneurial projects.
     - Develop mentorship programmes to connect learners with mentors from the business community.

d. **Digital skills**
   - Digital literacy:
     - Integrate ICT skills into the core curriculum and ensure all learners receive regular ICT training sessions.
     - Provide access to computers, tablets and reliable internet connectivity in all schools.
     - Offer ongoing professional development and training for teachers in ICT trends and tools.
   - Responsible use of technology:
     - Integrate lessons on the responsible use of technology into the curriculum, including online safety, digital footprint management and the ethical use of information to help learners become responsible digital citizens.
     - Conduct workshops and interactive awareness programmes for learners and parents on online safety and the ethical use of technology. These programmes should include real-life scenarios to enhance understanding and retention.

e. **Civic and ethical engagement**
   - Civic education:
     - Develop a civic education curriculum that covers civic responsibilities and ethical behaviour.

- Use interactive learning to teach civic engagement.
- Leadership skills and participation:
  - Establish student councils in every school and involve learners in school governance.
  - Encourage learners to participate in community service projects and develop leadership skills with a sense of civic responsibility.
  - Recognize and reward learners who demonstrate outstanding leadership and civic engagement.

### Policy statements

a. **Advanced literacy and numeracy**
- Policy statement 1: Struggling learners shall be identified and provided with targeted support.
- Policy statement 2: After-school, vacation programmes and mathematics laboratories shall be implemented when needed.
- Policy statement 3: Continuous training and professional development shall be provided to all teachers and school leaders.
- Policy statement 4: Parents shall be encouraged to participate by providing home support to the learners.
- Policy statement 5: Regular assessments shall be conducted to track learners' progress.

b. **Transferable skills**
- Policy statement 6: All life skills topics shall be embedded in the national curriculum through interactive lessons and activities.
- Policy statement 7: Professional development and training on life skills shall be provided to all teachers.
- Policy statement 8: Assessment frameworks shall be developed to evaluate the impact of life skills projects on learners' skills development.

c. **Entrepreneurial skills**
- Policy statement 9: Entrepreneurship shall be embedded in the national curriculum.
- Policy statement 10: Partnerships with local businesses shall be established and annual entrepreneurship competitions shall be organized.
- Policy statement 11: Innovation hubs shall be created in schools and equipped with the necessary resources.
- Policy statement 12: Mentorship programmes shall be developed to connect learners with mentors from the business community.

d. **Digital skills**
- Policy statement 13: ICT skills and the responsible use of technology shall be embedded in the curriculum.
- Policy statement 14: All learners shall be provided with access to computers, tablets and reliable internet connectivity in all schools.
- Policy statement 15: All teachers shall be provided with ongoing professional development and training in ICT trends and tools.
- Policy statement 16: All learners and parents shall be provided with access to workshops and awareness programmes about online safety and the ethical use of technology.

e. **Civic and moral engagement**
   - Policy statement 17: Civic education and moral behaviour shall be embedded in the national curriculum through interactive learning methods.
   - Policy statement 18: Student councils shall be established in all schools, and learners shall be encouraged to participate in community service projects. Outstanding learners shall be recognized and rewarded.

# 3. Post-basic education

## 3.1. Introduction

In this policy, post-basic education refers to senior secondary education (SS1 – SS3) and technical and vocational education and training (TVET). Senior secondary schools offer more specialized and advanced subjects that are designed to prepare learners for higher education or employment. On the other hand, TVET centres provide learners with training and skills development for specific jobs, often combining knowledge with practical experience.

## 3.2. Policy objectives, targets, strategies and statements

### Policy objectives

a. **Enhance employability**
   - Equip learners with market-relevant skills to improve their employability upon graduation.
   - Ensure alignment with national job market needs and emphasize foundational, transferable, digital and job-specific skills.
   - Focus on the foundational, transferable, digital and job-specific skills required by employers in various sectors.

b. **Promote TVET**
   - Promote the development and infusion of practical and hands-on training into the senior secondary school curriculum.
   - Promote partnerships with relevant industries.
   - Highlight the relevance of entrepreneurship education in addressing local economic needs.

c. **Foster entrepreneurship**
   - Encourage entrepreneurial skills to enable learners to create job opportunities for themselves and others.
   - Provide training in business planning, financial management and innovation.

d. **Digital skills**
   - Develop immediate digital literacy skills, including the use of productivity software, online research and basic programming.
   - Promote the understanding and responsible use of technology in everyday life and future careers.

e. **Support lifelong learning**
   - Promote a culture of lifelong learning to enable continuous personal and professional development.
   - Encourage continuous skills upgrading and re-skilling through flexible learning pathways.

f. **Encourage community and industry engagement**
   - Strengthen strong partnerships between schools, local communities and industry to support skills development initiatives.
   - Involve community leaders and industry experts in curriculum development and implementation.

### Policy strategies

a. **Enhance employability**
   - Update the curriculum to include the relevant foundational, transferable, digital and job-specific skills such as communication, teamwork and problem solving.
   - Establish career counselling services in schools to guide learners on career choices and job trend markets.

b. **Promote TVET**
   - Develop partnerships with local industries to provide internships, up-skilling of artisans, apprenticeships and practical training opportunities for learners.

c. **Foster entrepreneurship**
   - Enhance entrepreneurship programmes and workshops as part of the school curriculum.
   - Establish school-based business incubators to support student-led startups and entrepreneurial projects.

d. **Digital skills**
   - Digital literacy:
     - Integrate ICT skills into the core curriculum and ensure all learners receive regular ICT training sessions.
     - Provide access to computers, tablets and reliable internet connectivity in all schools.
     - Offer continuous professional development and training for teachers in ICT trends and tools.
   - Responsible use of technology:
     - Integrate lessons on the responsible use of technology into the curriculum.
     - Conduct workshops and awareness programmes for learners and parents about online safety and the ethical use of technology.

e. **Support lifelong learning**
   - Develop flexible learning pathways that allow learners to pursue further education and to upgrade skills at their own pace.
   - Implement e-learning platforms to provide access to online courses and resources for continuous learning.

f. **Encourage community and industry engagement**
   - Implement community outreach programmes to involve parents, community leaders and organizations in education initiatives.
   - Foster collaboration with industry through joint projects, sponsorship and mentorship programmes for learners.

### Policy statements

a. **Enhance employability**
   - Policy statement 1: The senior secondary education curriculum shall include all categories of skills, with a specific focus on employability skills.

- Policy statement 2: Career counselling services shall be provided to guide learners.

b. **Promote TVET**
   - Policy statement 3: TVET courses shall be integrated into the senior secondary school curriculum.
   - Policy statement 4: Partnerships with local industries shall be promoted to provide learners with internships, artisanships, apprenticeships and practical training opportunities.

c. **Foster entrepreneurship**
   - Policy statement 5: Entrepreneurship programmes and workshops shall be part of the school curriculum.
   - Policy statement 6: School-based business incubators shall be established in schools to support student-led startups and entrepreneurial projects.

d. **Digital skills**
   - Policy statement 7: ICT skills and the responsible use of technology shall be embedded in the core curriculum.
   - Policy statement 8: All learners shall be provided with access to computers, tablets and reliable internet connectivity in all schools.
   - Policy statement 9: All teachers shall be provided with continuous professional development and training in ICT trends and tools.
   - Policy statement 10: All learners, teachers and parents shall be provided with access to workshops and awareness programmes about online safety and the ethical use of technology.

e. **Support lifelong learning.**
   - Policy statement 11: Flexible learning pathways shall be developed to enable learners to pursue further education and upgrade their skills.
   - Policy statement 12: E-learning platforms shall be implemented to provide access to online courses and resources for continuous learning.

f. **Encourage community and industry engagement.**
   - Policy statement 13: Community outreach programmes shall be implemented to involve parents, community leaders and organizations in education initiatives.
   - Policy statement 14: Collaboration with industry shall be fostered through joint projects, sponsorships and mentorship programmes for learners.

g. **Enhance teacher training and professional development.**
   - Policy statement 15: Teacher training programmes shall regularly be updated to include new teaching methods, technologies and industry-relevant skills.
   - Policy statement 16: Teacher exchange programmes with industry and higher education institutions shall be established to expose teachers to current practices and innovations.

# 4. Non-formal education

## 4.1. Introduction

Non-formal education (NFE) refers to organized educational activities that take place outside the formal school system. NFE programmes are usually flexible, learner-centred, and designed to meet the needs of a specific group of people, including children, adolescents and youth who are not enrolled in formal education.

## 4.2. Policy objectives, targets, strategies and statements

### Policy objectives

a. **Literacy and numeracy**
   - Ensure that all participants acquire basic reading, writing and arithmetic skills.
   - Focus on literacy programmes that are relevant to daily life and the local context.

b. **Transferable skills**
   - Teach critical life skills such as communication, decision-making, problem solving and conflict resolution to improve personal effectiveness and social interaction.
   - Provide life skills related to well-being and quality of life such as self-management, empathy and intra/inter-personal skills.

c. **Vocational and technical skills**
   - Train participants in specific professions that align with local market needs and employment opportunities.
   - Enable participants to develop entrepreneurial skills and start managing their own businesses. This includes business planning, financial management and marketing.
   -

d. **Digital skills**
   - Introduce participants to basic computer and internet skills that are essential in today's digital economy, and teach them how to use digital services, navigate the internet and use common software applications.
   - Participants should learn safe internet practices and responsible digital behaviour and to identify and protect themselves from online threats and misuse of information.

e. **Civic and social education**
   - Promote an understanding of civic rights and responsibilities and encourage active participation in community and democratic processes.
   - Foster values of social inclusion, respect for diversity and community engagement to build cohesive and resilient communities.

f. **Empowerment and self-reliance**
   - Enable participants to gain economic self-reliance through skills that improve employability and entrepreneurial success.
   - Foster personal development, self-confidence, self-growth and resilience to help individuals overcome challenges and achieve their potential.

### Policy strategies

a. **Literacy and numeracy (LN)**
   - Develop and implement community-based LN programmes.
   - Train facilitators and trainers on best practices in LN in non-formal education.

b. **Transferable skills and personal development**
   - Integrate life skills training into existing non-formal education programmes while focusing on interactive and experiential learning methods.
   - Provide trainers and facilitators with life skills training materials and resources.

c. **Vocational and technical skills**
   - Establish partnerships with local industries.
   - Identify skill gaps.
   - Develop training programmes that meet market needs.

d. **Digital skills**
   - Provide access to digital tools and technologies in non-formal education programmes.
   - Provide facilitators and trainers with training on how to effectively teach digital skills.
e. **Civic and social education**
   - Collaborate with local community leaders and organizations to create community-based projects.
   - Promote civic engagement and social inclusion.
f. **Empowerment and self-reliance**
   - Develop mentorship programmes and networking opportunities for participants to connect with successful entrepreneurs and business leaders.

### Policy statements

a. **Literacy and numeracy (LN)**
   - Policy statement 1: Literacy and numeracy programmes shall be developed and implemented in all communities according to their needs.
   - Policy statement 2: All facilitators and trainers shall be trained on best practices in LN in non-formal education.
b. **Transferable skills and personal development**
   - Policy statement 3: Life skills training shall be integrated into existing non-formal education programmes.
   - Policy statement 4: All trainers and facilitators shall be trained in life skills and provided with resource materials, books and guides.
c. **Vocational and technical skills**
   - Policy statement 5: Partnerships with local industries shall be established and skills gaps shall be identified.
   - Policy statement 6: TVET training programmes that meet market needs shall be developed.
d. **Digital skills**
   - Policy statement 7: Access to digital tools and technologies in non-formal education programmes shall be provided to all participants.
   - Policy statement 8: All facilitators and trainers shall be provided with training in how to effectively teach digital skills.
e. **Civic and social education**
   - Policy statement 9: Local community leaders and organizations shall collaborate to create community-based projects.
   - Policy statement 10: Civic engagement and social inclusion shall be promoted in all non-formal education centres.
f. **Empowerment and self-reliance**
   - Policy statement 11: Mentorship programmes and networking opportunities shall be developed to enable participants to connect with successful entrepreneurs and business leaders.

# 5. Cross-cutting areas

## 5.1. Introduction

The following cross-cutting themes are taken into consideration in relation to the skills development of all children and adolescents in Nigeria:

a. **Inclusion** of the most marginalized learners, with a particular focus on girls; children and adolescents with disabilities; out-of-school children; children in rural areas; internally displaced children and children in humanitarian settings (UNICEF, 2022).
b. **Gender sensitivity** in all aspects of education and skills acquisition and the promotion of gender-transformative approaches whenever possible (UNICEF MENA, 2017).
c. **Climate literacy** and **green skills development** contribute to moving towards a green economy by addressing labour market demands in various industries. These skills are crucial for adapting to and mitigating climate change (UNICEF, 2024; Fuller et al. 2022; NASPA-CNN, 2011).

## 5.2. Policy objectives, targets, strategies and statements

### Policy objectives

The objectives are to make sure:

a. All practices are inclusive and give equal opportunities to all children and adolescents (Education Sector Analysis, 2021).
b. All practices adopt a gender-transformative and equity approach.
c. All practices take into account climate change and its impact on the education, health and well-being of children, adolescents and youth, and provide them with the knowledge and skills to mitigate these impacts as much as possible.

### Policy strategies

a. **Inclusion**
   - Inclusive curriculum design:
     - Ensure the curriculum is designed to meet the diverse needs of all learners (including those with disabilities).
     - Incorporate differentiated instruction and methods to cater to various learning abilities and styles.
   - Accessibility (in alignment with the National Policy on Special Needs):
     - Upgrade school infrastructure to be accessible to learners with disabilities (including ramps, accessible restrooms and assistive technologies).
     - Provide specialized support services (such as sign language interpreters and learning aids).
   - Teacher training in inclusive education (in alignment with the Teacher Development Programme to tailor training modules):
     - Train teachers in inclusive education practices to effectively teach and support learners with diverse needs.
     - Offer professional development courses in special education and training strategies.
   - Support services:
     - Establish support services, including counselling and mentoring programmes, to assist learners facing personal, academic or social challenges.

- Establish benchmarks based on the Child Development Grant programme to ensure effective support service delivery.
- Implement early identification and intervention programmes to support learners with learning difficulties.
- Develop inclusion in partnerships: schools/TVET centres can identify community partners who can promote inclusion, as well as businesses that are trained in disability inclusion.

b. **Gender-sensitive approach**

- Gender-sensitive curriculum:
  - Ensure the curriculum promotes gender equality and challenges stereotypes.
  - Ensure the curriculum is aligned with the National Policy on Education and its provisions on gender equality.
  - Include content that addresses gender issues and promotes the contributions of both men and women in various fields.
- Female participation in STEAM:
  - Implement programmes and initiatives to encourage girls to pursue STEAM subjects.
  - Provide scholarship, mentorship and apprenticeship/training opportunities for female learners in STEAM fields.
- Gender equity policies:
  - Develop and enforce policies that promote gender equity in schools, including equal opportunities for leadership roles and participation in extracurricular activities.
  - Address and prevent gender-based violence and harassment in educational settings.
- Community engagement:
  - Engage parents and community-based and private sector partners in promoting gender equality and supporting girls' education.
  - Conduct awareness campaigns to change societal attitudes towards gender roles and education.

c. **Green skills**

- Integration of environmental education:
  - Incorporate green skills into the curriculum in developmentally appropriate ways, starting with environmental awareness in pre-primary school and early primary grades and progressing to climate literacy and skills for green jobs.
  - Include practical projects and activities that promote environmental stewardship.
- Green technology training:
  - Provide training in green technologies and sustainable practices, such as locally viable, responsible and sustainable management of resources (such as water and land); renewable energy; waste management and sustainable agriculture.
  - Partner with industries to offer internships and hands-on training in green sectors.
- Green school initiatives:

    - Promote green school initiatives, such as recycling programmes, energy-saving measures, tree planting and school gardens.
    - Encourage student-led environmental clubs and projects to foster a culture of sustainability.
- Teacher training:
    - Train teachers to incorporate green skills and sustainability concepts into their teaching.
    - Provide resources and professional development opportunities focused on environmental education and green technologies.

### Policy statements

a. **Inclusion**
- Policy statement 1: The educational curriculum shall be designed to meet the diverse needs of all learners and shall include all differentiated instruction methods.
- Policy statement 2: Accessibility improvement shall be provided to upgrade all schools' infrastructures, and specialized support services shall be provided to all learners in need.
- Policy statement 3: Teachers shall be trained in inclusive education and teaching strategies.
- Policy statement 4: Support services shall be provided to assist all learners in need, and early identification and intervention programmes shall be implemented.

b. **Gender-sensitive approach**
- Policy statement 5: The curriculum shall be designed to promote gender equality and the content shall include gender issues.
- Policy statement 6: Female participation in STEAM programmes shall be encouraged and scholarships shall be provided to female learners.
- Policy statement 7: Gender equity policies shall be developed and enforced to give equal opportunities to all and prevent gender-based violence in educational settings.
- Policy statement 8: Parents and community leaders shall be engaged and awareness campaigns shall be conducted regularly.

c. **Green skills**
- Policy statement 9: Environmental education and practical green projects shall be integrated and included in the educational curriculum.
- Policy statement 10: Trainings in green technologies and partnerships with green industries shall be provided to all learners.
- Policy statement 11: Green school initiatives shall be developed and student-led green clubs shall be encouraged.
- Policy statement 12: Teacher training in green skills and resources shall be provided to all teachers.

# Section 3

## Stakeholders, roles and responsibilities

# SECTION THREE: STAKEHOLDERS, ROLES AND RESPONSIBILITIES

## 1. Stakeholders

Skills development in Nigeria requires the intervention of multiple stakeholders across different sectors to ensure optimal outcomes for children, adolescents and youth. Stakeholders include but are not limited to:

a. The Federal Government
b. State government and the Federal Capital Territory
c. Local government
d. UN agencies and development partners
e. Community groups
f. NGOs and CSOs and faith-based organizations
g. Youth organizations
h. The private sector.

## 2. Roles and responsibilities

This section presents the roles and responsibilities of each of the stakeholders that are currently involved in the development of skills for children, adolescents and youth.

### 2.1 Federal Government

Federal Government provides opportunities for children, adolescents and youth to acquire skills through the activities of its diverse ministries, departments and agencies in formal and non-formal education, in both development and humanitarian settings.
The Federal Government has the following roles.

a. Ensure that the skills development policies and frameworks that guide the direction of skills education and training are implemented in each relevant ministry, department and agency.
b. Ensure that skills development is planned to be implemented in formal and non-formal settings through the development of long-term strategies to address skill gaps and align training programmes with economic and labour needs.
c. Ensure the allocation of budgetary resources for education and skills development initiatives, including funding of public schools and vocational training centres.
d. Provide grants, scholarships and financial aid to learners and trainees to increase access to education and reduce financial barriers.
e. Establish accreditation bodies and standards to ensure the quality of educational and skills training programmes. This includes setting curriculum standards and certifying training institutions.
f. Implement monitoring and evaluation systems to evaluate the effectiveness of skills development programmes and ensure they meet national standards and objectives.
g. Run and manage public vocational and technical training centres that provide the necessary range of skills development opportunities to the workforce.
h. Offer programmes that promote lifelong learning among young people and learners to ensure that workers can adapt to changing economic conditions and technological advancements.

i. Develop partnerships and collaborations with private sector companies, industry associations and NGOs to align skills training programmes with industry needs and enhance job placement opportunities.
j. Enhance international cooperation and engage in partnerships with other countries to exchange knowledge, best practices and resources for skills development.
k. Encourage research, data collection and analysis to identify skills gaps, forecast future skills needs and inform policy decisions.
l. Collaborate with national institutions such as the National Bureau of Statistics (NBS) and research think tanks for comprehensive data collection and analysis efforts.
m. Publish regular reports and updates about the state of skills development and labour market trends to guide educators, policymakers and industry leaders.
n. Run advocacy and sensitization programmes to promote the importance of skills development and engage with various stakeholders to build consensus and support skills development initiatives.
o. Engage mass media and social media platforms extensively to reach a broad audience. Advocacy and sensitization can leverage the National Orientation Agency's network.
p. Create a coordinating committee at the Federal level in charge of regulating the participation of all involved stakeholders. The committee should include representatives from each stakeholder group to ensure diverse input and perspectives. Regular coordination meetings and established communication channels will be crucial for its effectiveness.
q. Provide capacity building and teacher training by organizing and funding professional development programmes for educators and trainers, and invest in the development and maintenance of education infrastructure (including workshops, laboratories and classrooms) to create conducive learning environments.

## 2.2 State government

State government ministries, departments and agencies are responsible for overseeing education, skills training and labour-force readiness based on the peculiar needs of their state. They are often involved in the implementation of programmes in partnership with communities, NGOs, young people, learners and development partners.
State government ministries, departments and agencies have the following roles.

a. Adapt and implement national education policies to meet local needs and develop specific strategies and programmes that address economic and labour market conditions within each state.
b. Ensure that the policies set by the Federal Government are effectively implemented at the local level and make the necessary adjustments to align with state-specific priorities.
c. Establish local advisory committees comprising local industry leaders, educators and community representatives to guide policy adaptation. These can be aligned with the roles of state ministries of education and state universal basic education boards.
d. Manage education institutions and make sure they provide high-quality skills training that meets the demands of local industries.
e. Develop and customize education curricula to suit the needs of the local economy and workforce.
f. Allocate funds from state budgets to support skills development programmes and provide financial support to learners through scholarships, grants and bursaries.

g. Impose transparent budget allocation processes and regular audits that will enhance financial accountability and effectiveness.
h. Develop partnerships with local businesses and industries to create skills training programmes that are aligned with the needs of the job market, and facilitate connections between educational institutions and local industries to ensure that skills training programmes are practical and relevant.
i. Collaborate with the Nigerian Educational Research and Development Council (NERDC) on teacher training for effective curriculum implementation.
j. Ensure regular stakeholder meetings and feedback sessions with local businesses are aligned with industry needs.
k. Provide capacity building and teacher training by organizing and funding professional development programmes for educators and trainers, and invest in the development and maintenance of education infrastructure (including workshops, laboratories and classrooms) to create conducive learning environments.
l. Collaborate with NERDC on teacher training for effective curriculum implementation.
m. Include colleges of education, vocation enterprise institutions (VEIs), innovation enterprise institutions (IEIs).
n. Gather data on educational outcomes, employment rates and skills gaps to inform policy adjustments and programme improvements.
o. Promote the importance of skills development through public awareness campaigns, and engage with communities to increase enrolment and support for skills development programmes.
p. Involve local communities, businesses and other stakeholders in the planning and implementation of skills development initiatives to ensure they are relevant and effective.

## 2.3 Local government

The roles and responsibilities of local government in Nigeria regarding the National Policy for Skills Development in the Education sector are as follows.

a. Implement the skills development programmes in FLN, transferable skills, digital skills and employability skills at all levels.
b. Establish training centres, provide facilities and ensure that these programmes are accessible to the local population.
c. Implement monitoring and evaluation systems to assess the effectiveness of skills development programmes within their jurisdictions.
d. Ensure that data collection, outcomes assessments and reporting are transmitted at the levels of federal and state governments.
e. Ensure mobilization and allocation of resources, including financial, human and material support.
f. Ensure budgetary provisions are used and allocated effectively.
g. Collaborate with various stakeholders, including state and federal governments, private sector entities, NGOs and community groups to enhance the delivery of skills development programmes.
h. Work with educational institutions to adapt and localize the skills development curriculum according to the specific needs of communities, while ensuring that the training provided is relevant to the local labour market.

i. Recognize the significance of the informal sector and provide support and recognition to non-formal and informal skills training, while ensuring that skills acquired outside formal education are acknowledged and certified.
j. Encourage and facilitate partnerships between local businesses and training institutions to provide practical training opportunities, internships, artisanships and apprenticeships for learners.
k. Provide policy advocacy and feedback to state and federal governments to influence national policy on skills development.
l. Encourage private sector participation in training programmes and sector skills councils.
m. Provide capacity building and teacher training by organizing and funding professional development programmes for educators and trainers, and invest in the development and maintenance of education infrastructure (including workshops, laboratories and classrooms) to create conducive learning environments.

## 2.4 UN agencies and other development partners

UN agencies and other development partners provide technical assistance to the Government of Nigeria in the implementation of education and skills development programmes. Their roles shall be as follows.

n. Provide expertise and support to ensure that educational strategies align with global standards and local needs.
o. Ensure alignment with global standards such as the SDGs, particularly SDG 4 on quality education.
p. Implement capacity-building initiatives in line with the UNESCO Capacity Development for Education (CapED) programme and the Global Partnership for Education.
q. Provide capacity-building programmes and technical assistance to strengthen the abilities of national, state and local institutions to design and deliver effective skills training (training educators, developing curricula and improving training facilities).
r. Help mobilize funding and resources to support skills development programmes. This can include direct funding, facilitating international aid, and helping Nigeria access various funding mechanisms.
s. Help conduct research and collect data to inform evidence-based policymaking and provide insight into the current state of education and skills training, identify gaps and recommend improvements.
t. Collaborate with international research organizations and think tanks, such as the International Labour Organization, to enhance research and data-collection efforts.
u. Advocate for the importance of skills development and raise awareness among policymakers, educators and the public about the benefits of investing in skills development.
v. Lead and participate in global initiatives and partnerships aimed at promoting skills development.
w. Ensure that vulnerable and marginalized groups have access to skills training and education.

## 2.5 Community groups

Community groups play a major role in developing the skills of children, adolescents and youth in Nigeria through the implementation of skills development programmes. Their roles shall be as follows.

a. Identify local needs and highlight the specific skills needed in the local context.
b. Conduct regular community needs assessments and consultations with entities such as local CSOs and community development associations that will help in identifying and addressing gaps.
c. Highlight gaps in education and training and tailor programmes to meet these needs effectively.
d. Provide access to training and facilitate different types of learning opportunities (including vocational training programmes and workshops).
e. Ensure the active participation of community elders, leaders and traditional rulers to foster a supportive environment for marginalized groups.
f. Support and empower vulnerable and marginalized groups.
g. Create learning networks of learners, trainers, facilitators and mentors; foster a culture of continuous learning, and advocate for the wider-scale adoption of inclusive, gender-transformative approaches in businesses and society at large.
h. Share knowledge, resources and best practices within the community.
i. Establish community learning hubs and resource centres to facilitate knowledge exchange and continuous learning.
j. Advocate for better access to skills in education and raise awareness about the importance of skills development, with the aim of influencing local and national policies to support these initiatives.
k. Mobilize local resources, including financial support, volunteer time and in-kind contributions, to sustain training programmes and ensure the success and sustainability of skills development initiatives.

## 2.6 Non-governmental organizations (NGOs)

NGOs are critical stakeholders in the implementation and evaluation of skills development programmes in Nigeria. Their roles shall be as follows.

a. Design and implement training programmes tailored to the needs of various populations, particularly those underserved by formal education systems.
b. Support marginalized groups by providing specialized skills development training and helping disadvantaged people overcome barriers to employment and economic participation.
c. Provide resources and funding for skills development initiatives.
d. Provide capacity building to local institutions and communities (for example, training of trainers and educational materials).
e. Advocate to support skills development and inclusive education.
f. Engage with governments, international organizations and other stakeholders to influence policy decisions and promote investment in skills development training programmes.
g. Engage in monitoring and evaluation of skills development programmes to ensure their effectiveness and impact.
h. Use standardized evaluation frameworks, such as those provided by USAID monitoring and evaluation (M&E) handbooks, and ensure consistency and quality in evaluations.
i. Collect data, conduct research, and use findings to improve programme design and implementation.
j. Create partnerships by collaborating with various stakeholders, including government agencies, private sector companies, international organizations and other NGOs, to

expand the reach and effectiveness of skills development initiatives and leverage additional resources and expertise.

k. Foster innovation of new approaches to skills development and training.
l. Pilot new methods and technologies, such as digital learning platforms, to enhance the accessibility and quality of skills training programmes.

## 2.7 Youth organizations

Youth organizations play a crucial role in skills development by directly engaging with young people, offering targeted training programmes, and advocating for youth-friendly policies. Their roles shall be as follows.

a. Provide various training programmes, workshops and courses that equip young people with essential vocational, technical and soft skills that are designed to meet their needs.
b. Foster leadership skills and encourage young people to take active roles in planning and executing projects.
c. Build networks that connect young people with mentors, industry professionals and peers.
d. Provide guidance, support and opportunities for career development and personal growth.
e. Advocate for policies that support youth employment, education and skills development.
f. Engage with policymakers to raise awareness about youth issues and ensure that the voices of young people are heard in the decision-making process.
g. Help marginalized and disadvantaged groups by providing targeted skills development programmes to address their needs and engender positive social norms that encourage young people's attendance and engagement in education and promote entrepreneurship.
h. Promote volunteering and civic engagement to help young people develop a sense of social responsibility and gain valuable skills through community service.
i. Help young people access resources such as scholarships, internships and job placements.
j. Experiment with innovative education methods and approaches to make skills learning more interactive.
k. Use interactive methods such as gamified learning platforms and peer-to-peer learning networks to enhance engagement and learning outcomes.

## 2.8 Private sector

Private sector organizations build partnerships to provide education programming, skills training, mentoring programmes, and opportunities such as internships and apprenticeships. Their role is as follows.

a. Develop partnerships with educational institutions.
b. Establish regular industry-academic partnership forums through entities to foster closer collaboration.
c. Collaborate with schools, colleges and universities to develop curricula that align with industry needs.
d. Offer programmes such as internships, up-skilling of artisans and apprenticeships that provide hands-on experience.

e. Provide training and development programmes (in-house training or industry-specific skills).
f. Provide financial support for educational initiatives, scholarships and training programmes.
g. Donate equipment, technology and other resources to educational institutions.
h. Regularly update and review donations to ensure they meet the current needs of educational institutions.
i. Develop and provide digital learning platforms and tools to facilitate online education and remote skills training.
j. Conduct research and provide valuable labour market data and insights that can be helpful to education and skills training programmes.
k. Engage in advocacy efforts to influence public policy related to skills development education.
l. Include education and skills development as part of their corporate social responsibility (CSR) initiatives and support community-based programmes that aim to improve skills development and job readiness among the local population.
m. Encourage CSR initiatives to focus on long-term sustainable impact.

# Section 4

Implementation

# SECTION FOUR: IMPLEMENTATION

## 1. Guidelines for implementing the NPSD

Seven strategic objectives guide the implementation of the National Policy on Skills Development in Formal and Non- formal Education in Nigeria . These objectives are detailed below.

### 1.1. Strategic objective 1: Integrate skills development in the basic education curriculum and all formal and non-formal education programmes

a. Integrate skills into the national curriculum.
b. Develop relevant teaching and learning resources (TLRs) for skills development programmes.
c. Promote the integration of skills development in appropriate co-curricular activities.

### 1.2. Strategic objective 2: Strengthen pedagogy with learner-centred approaches and activity-based learning for skills development

a. Scale up structured pedagogy programmes, such as Reading and Numeracy Activity (RANA), Teaching at the Right Level (TaRL), Kanuri Arithmetic Reading Intervention (KARI) and Haske, to improve FLN.
b. Develop teacher/facilitator capacity for learner-centred and activity-based learning approaches and new teaching and learning materials (TLMs).
c. Implement learning in the language of the immediate environment from early childhood care to P6.

### 1.3. Strategic objective 3: Promote access and employ multiple pathways to skills development

a. Promote access to education and skills development.
b. Ensure that environments for skills development are safe, non-violent and nurturing for learners.
c. Expand the use of flexible and accredited learning pathways.
d. Review and accredit alternative learning pathways to skills development programmes.
e. Promote and scale up digital learning.

### 1.4. Strategic objective 4: Support the school-to-work transition

a. Conduct labour market analysis.
b. Promote work-based learning.
c. Collaborate with skilled individuals to execute apprenticeship programmes and promote entrepreneurship.
d. Strengthen the TVET subsector.

### 1.5. Strategic objective 5: Strengthen learning systems

a. Develop and implement policies to support skills development.
b. Promote evidence-based planning and implementation of skills development programmes.

c. Promote community engagement and quality assurance of skills development.

**1.6. Strategic objective 6: Strengthen research, monitoring and evaluation of skills development programmes**

a. Produce and promote research and evidence based on emerging skills.
b. Assess skills acquisition.
c. Integrate and monitor skills development within the national, state and local annual school census (ASC) and education management information systems (EMIS).

**1.7. Strategic objective 7: Coordinate and develop partnerships**

a. Provide leadership and coordination.
b. Mobilize and manage financial resources for skills development from multiple sources.
c. Promote partnerships with credible young entrepreneurs as mentors.

The National Skills Development Framework and Operational Strategy for Children and Adolescents in Nigeria 2024 (NSDF) contains further details, including the targets, key actions, indicators, means of verification, responsible stakeholders, and resources required for the implementation of the four categories of skills in Nigeria.

## 2. Implementation framework with targets and key indicators

Based on the NSDF operationalization strategy, this section provides an overview of the targets and their respective key indicators.

### 2.1 Objective 1: Integrate skills development programmes in the basic education curriculum and all formal and non-formal education programmes

a. <u>Target 1: Integrate skills into the national curriculum</u>
   - Indicator 1: Skills development programme components integrated into the curriculum.
   - Indicator 2: Standards for review and updating of curriculum created and finalized.
   - Indicator 3: Strategy designed, and plan developed.
   - Indicator 4: Human resources sensitized.
   - Indicator 5: Findings and impact of skills curriculum reviewed.

b. <u>Target 2: Develop relevant TLRs for skills development programmes</u>
   - Indicator 1: Gaps in relevant TLRs identified.
   - Indicator 2: TLRs and lesson plans designed.
   - Indicator 3: New TLRs tested.
   - Indicator 4: TLRs supplied for teachers.

c. <u>Target 3: Promote the integration of skills development in appropriate co-curricular activities</u>
   - Indicator 1: Co-curricular activities developed and implemented.

## 2.2. Objective 2: Strengthen pedagogy with learner-centred approaches and activity-based learning for skills development.

a. Target 1: Scale up structured pedagogy (RANA, TaRL, KARI, HASKE, etc.) to improve FLN
   - Indicator 1: Target programme areas identified, and communities informed.
   - Indicator 2: TLRs provided.
   - Indicator 3: Leaders and teachers trained.
   - Indicator 4: Monitoring completed at regular intervals.
   - Indicator 5: Learning assessed, and lesson planning adjusted accordingly.

b. Target 2: Develop teacher/facilitator capacity for learner-centred and activity-based learning approaches and new TLMs
   - Indicator 1: Number of teachers and facilitators trained.
   - Indicator 2: Number of teachers and facilitators receiving continuous support.
   - Indicator 3: Number of teachers participating in online training.

c. Target 3: Implement learning in the language of the immediate environment from early childhood care to P6
   - Indicator 1: Rapid assessment completed, and gaps identified.
   - Indicator 2: New policy disseminated and explained to all relevant stakeholders.
   - Indicator 3: Stakeholders trained and supported.
   - Indicator 4: Learning assessed.
   - Indicator 5: Evidence-based assessment of the number of states implementing instruction in the language of the immediate environment.

## 2.3 Objective 3: Promote access and employ multiple pathways to skills development

a. Target 1: Promote access to education and skills development
   - Indicator 1: Number of events held with target groups.
   - Indicator 2: Number of leaders mobilized.
   - Indicator 3: Number of platforms accessed and utilized.
   - Indicator 4: Number of advocacy activities.
   - Indicator 5: Needs assessment conducted and community action plans developed.

b. Target 2: Ensure that environments for skills development are safe, non-violent and nurturing for learners
   - Indicator 1: Number of advocacy activities.
   - Indicator 2: Resources have been mobilized and several safe school committees are set up and operational.
   - Indicator 3: Number of children provided with mental health and psychosocial support (MHPSS).

c. Target 3: Expand the use of flexible and accredited learning pathways

- Indicator 1: Number of parents, caregivers and community members engaged in hub-radio, and TV-based learning.
- Indicator 2: Number of faith-based schools using the Integrated Quranic Schools (IQS) model.

d. Target 4: Review and accredit alternative learning pathways to skills development programmes
   - Indicator 1: Standards developed.
   - Indicator 2: Alternative learning programmes evaluated.
   - Indicator 3: Stakeholders sensitized.

   - Target 5: Promote and scale up digital learning
   - Indicator 1: Rapid assessment and review completed.
   - Indicator 2: Gaps in digital learning courses filled.
   - Indicator 3: Number of teachers, facilitators, mentors and coaches trained and supported on digital learning.
   - Indicator 4: Number of stakeholders sensitized and engaged.

## 2.4 Objective 4: Support the school-to-work transition

a. Target 1: Conduct labour market analysis
   - Indicator 1: Analysis completed.
   - Indicator 2: Labour market trends reviewed annually.

b. Target 2: Promote work-based learning
   - Indicator 1: Number of work-based learning opportunities.
   - Indicator 2: Road map developed.
   - Indicator 3: Number of stakeholders sensitized.
   - Indicator 4: Database launched.
   - Indicator 5: Mapping completed.

c. Target 3: Collaborate with skilled individuals to execute apprenticeship programmes and promote entrepreneurship
   - Indicator 1: Entrepreneurial strategies developed.
   - Indicator 2: Apprenticeship opportunities identified and mapped.
   - Indicator 3: Apprenticeship programmes launched and implemented.
   - Indicator 4: Monitoring completed.
   - Indicator 5: Success stories published.

d. Target 4: Strengthen the TVET subsector
   - Indicator 1: Course curriculum reviewed and updated.
   - Indicator 2: TVET programmes strengthened and implemented.
   - Indicator 3: Partnerships institutionalized.
   - Indicator 4: TVET workforce manual updated.
   - Indicator 5: Number of members of the TVET workforce trained.
   - Indicator 6: Amount of TVET equipment and facilities upgraded.
   - Indicator 7: Number of advocacy and sensitization activities conducted.

## 2.5 Objective 5: Strengthen learning systems

a. Target 1: Develop and implement policy to support skills development
   - Indicator 1: Skills development framework and policy developed.
   - Indicator 2: Skills development framework and policy validated.

b. Target 2: Promote evidence-based planning and implementation of skills development programmes
   - Indicator 1: Research, data, evidence and information disseminated to stakeholders and national and state levels.
   - Indicator 2: Number of advocacy and sensitization activities undertaken.
   - Indicator 3: Number of advocacy activities on budget.

c. Target 3: Promote community engagement and quality assurance of skills development.
   - Indicator 1: Number of communities engaged in skills.
   - Indicator 2: Number of community members trained.
   - Indicator 3: Assessments and monitoring conducted regularly.

## 2. 6 Objective 6: Strengthen research, monitoring and evaluation of skills development programmes

a. Target 1: Produce and promote research and evidence based on emerging skills
   - Indicator 1: Situation analysis conducted.
   - Indicator 2: Cross-regional comparison and global best practices conducted.
   - Indicator 3: Evaluation completed.

b. Target 2: Assess skills acquisition
   - Indicator 1: Number of assessment tools available.
   - Indicator 2: Number of teachers, facilitators and school leaders trained and supported.
   - Indicator 3: Number of summative assessments conducted.
   - Indicator 4: Regular monitoring and evaluation conducted.
   - Indicator 5: Number of CSOs engaged and assessed.

c. Target 3: Integrate and monitor skills development within national, state and local EMIS and ASC
   - Indicator 1: EMIS and ASC updated to include indicators on comprehensive skills development.

## 2.7 Objective 7: Coordinate and develop partnerships.

a. Target 1: Provide leadership and coordination
   - Indicator 1: Terms of reference for national task team developed.
   - Indicator 2: Stakeholders mapped.
   - Indicator 3: Blueprint developed.
   - Indicator 4: M&E mechanisms developed and implemented.
   - Indicator 5: Progress monitored.

b. Target 2: Mobilize and manage financial resources for skills development from multiple sources
    - Indicator 1: Number of advocacy and sensitization activities conducted.
    - Indicator 2: Number of engagements with investors and development partners carried out.
    - Indicator 3: Budgetary allocations for skills awarded.

c. Target 3: Promote partnership with credible young entrepreneurs as mentors.
    - Indicator 1: Number of partnerships created/supported.
    - Indicator 2: Number of children, adolescents and youth participating in counselling and mentorship identified.

## 3 Policy implementation

All stakeholders need to support the implementation of the NPSD by making sure the following actions are undertaken.

a. Creation of a task force in charge of overseeing and implementing the NPSD.
b. Creation of effective communication strategies to disseminate information about the NPSD.
c. Evaluation of the NPSD through periodic reviews and assessments.
d. Creation of an interministerial coordination group in charge of coordinating among the different governments and ministries.

## 4 Funding and resource mobilization

A successful implementation of the NPSD requires adequate funding of all human, technical and strategic resources. An efficient and effective implementation of the desired policy outcomes will be supported by the National Treasury, along with the adequate planning of annual budgetary provisions, to include:

a. A dedicated annual budgetary allocation for TVET according to the government's mainstreaming of foundational, transferable, digital and job-specific skills at the different levels of the education system
b. Continuous evaluation of funding according to the level of importance of each skill and the government priorities.
c. Strengthening partnerships between government bodies, partners, CSOs, NGOs and community centres to fund the development, design, implementation and assessment of skills development programmes in Nigeria.
d. The Establishment of a TVET fund and the dedication of a certain percentage of the consolidated revenue funds to guarantee funding of the NPSD.

Additional funding will be provided by partners and involved non-state institutions. The strategy for adequate funding and resource mobilization includes:

a. Budgetary planning and allocation from the National Treasury
b. Budgetary planning and allocation from the federal, state and local governments
c. Budgetary planning and support from development partners, the private sector, CSOs and other funding agencies
d. Private-public partnerships

e. Fundraising activities and forums
f. Advocacy and sensitization on the need to provide budget lines at all levels of the education sectors
g. Capacity building of agencies and departments in the education sector to use expenditure frameworks in the management of funds.

# Section 5

## Planning, monitoring and evaluation

# SECTION FIVE: PLANNING, MONITORING & EVALUATION

Planning, monitoring, and evaluation are crucial to ensure the successful implementation, tracking and assessment of the policy objectives.

## 1 Planning

### 1.1. Strategic framework

a. Build on the NSDF and align with national development goals and sectoral priorities.
b. Establish an interministerial committee to ensure alignment and integration of sectoral plans.
c. Ensure that the Federal Government, state government, ministries, other government agencies, the private sector, educational institutions, CSOs and other relevant stakeholders engage in the skills development process in Nigeria.
d. Ensure multi-stakeholder engagement brings diverse perspectives, resources and expertise, fostering a holistic approach to skills development.

### 1.2. Action plan

a. Build on the NSDF, which contains specific, measurable, achievable, relevant and time-bound (SMART) objectives, to formulate a detailed action plan to begin the implementation of skills development in Nigeria.
b. Ensure coherence with broader national objectives, such as those outlined in the Economic Recovery and Growth Plan of Nigeria.
c. Align sectoral priorities to enhance relevance and foster intersectoral collaboration.
d. Use a multi-sectoral approach that involves education, labour and industry sectors.
e. Use the identified key activities, timelines and responsible parties for each of the strategic objectives (see section 4).
f. Allocate resources effectively to support the implementation of the action plan.

### 1.3. Capacity building

a. Strengthen the capacity of institutions involved in skills development through training and support.
b. Establish continuous professional development programmes for educators, facilitators and trainers.

## 2 Monitoring

### 2.1. Establishment of monitoring systems

a. Develop a reliable monitoring system to track progress towards achieving policy objectives.
b. Use data-collection tools and methods, including surveys, administrative data and feedback mechanisms.

### 2.2. Key performance indicators (KPIs)

a. Use the KPIs in the NSDF and define new clear KPIs to measure the effectiveness and efficiency of skills development in Nigeria.
b. Regularly review and update KPIs to reflect evolving priorities and challenges.

### 2.3. Reporting mechanisms

a. Implement regular reporting protocols for all stakeholders involved in the skills development process and make sure key persons are trained on how to use them.
b. Ensure transparency and accountability through public dissemination of progress reports.

## 3. Evaluation

### 3.1 Evaluation framework

a. Design an evaluation framework that includes formative and summative evaluations.
b. Use both qualitative and quantitative evaluation methods to provide a comprehensive assessment of the NPSD's impact.

### 3.2 Impact assessment

a. Conduct impact assessments to determine the long-term effects of skills development initiatives on children, adolescents and youth in Nigeria.
b. Evaluate the relevance, effectiveness, efficiency, sustainability and impact of the NPSD.

### 3.3 Feedback and improvement

a. Create mechanisms to incorporate feedback from evaluations into policy refinement and future planning.
b. Engage stakeholders in the evaluation process to ensure that diverse perspectives are considered.

## 4. Institutional arrangements

### 4.1. Coordinating bodies

a. Create a central coordinating body that will be responsible for overseeing, planning, monitoring and evaluation activities.
b. Define the roles and responsibilities of all stakeholders and institutions involved in the process.

### 4.2. Partnerships and collaboration

a. Foster partnerships with international organizations, donor agencies and private sector entities to support skills development initiatives.
b. Encourage collaboration between different levels of government and across sectors.

# 5. Sustainability

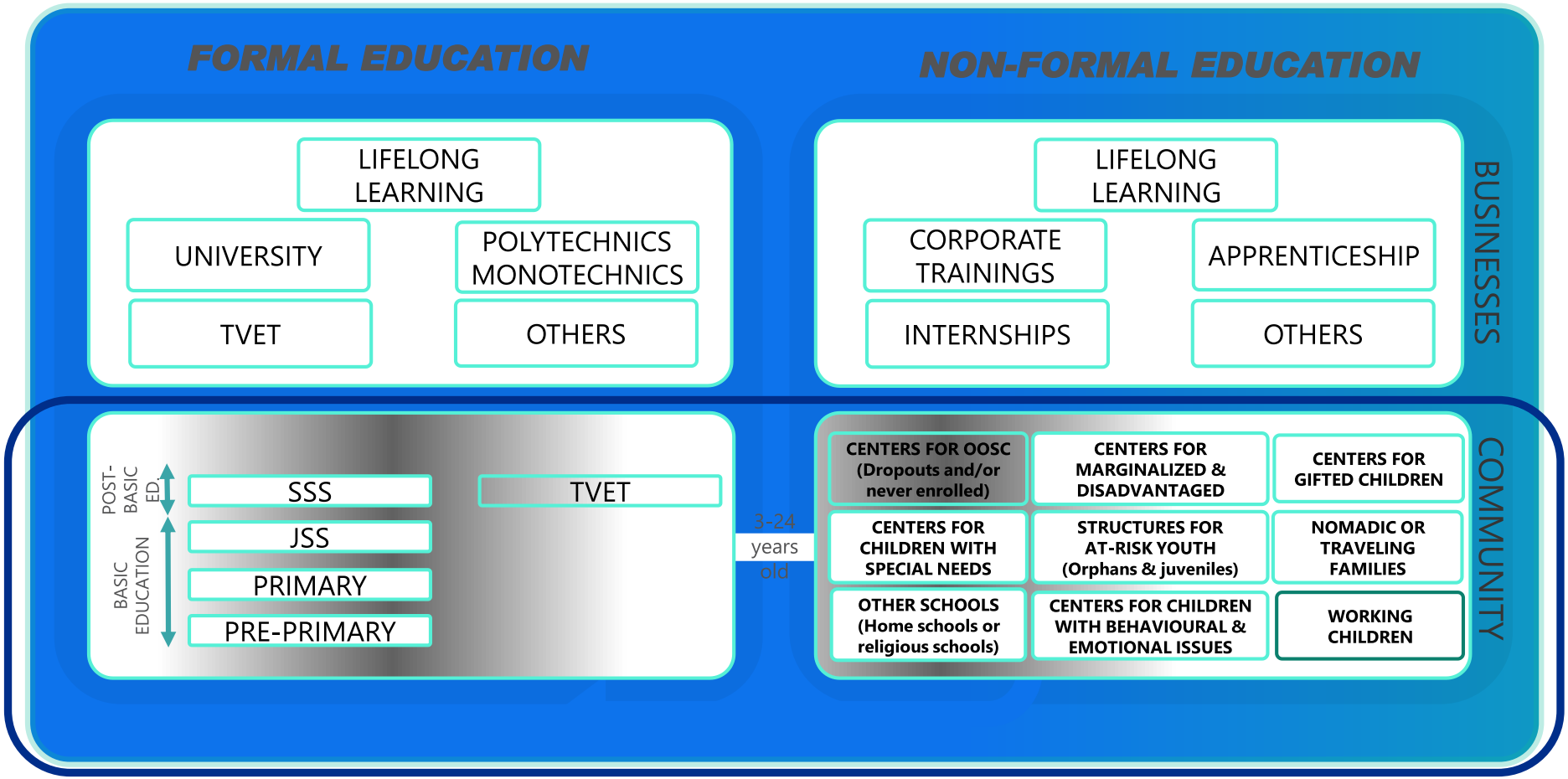
## 5.1 Financial sustainability

a. Develop strategies to ensure that the financial sustainability of skills development programmes are guaranteed in the long term.
b. Explore diverse sources of funding, including government budgets, private sector investment and donor funding.

## 5.2 Policy continuity

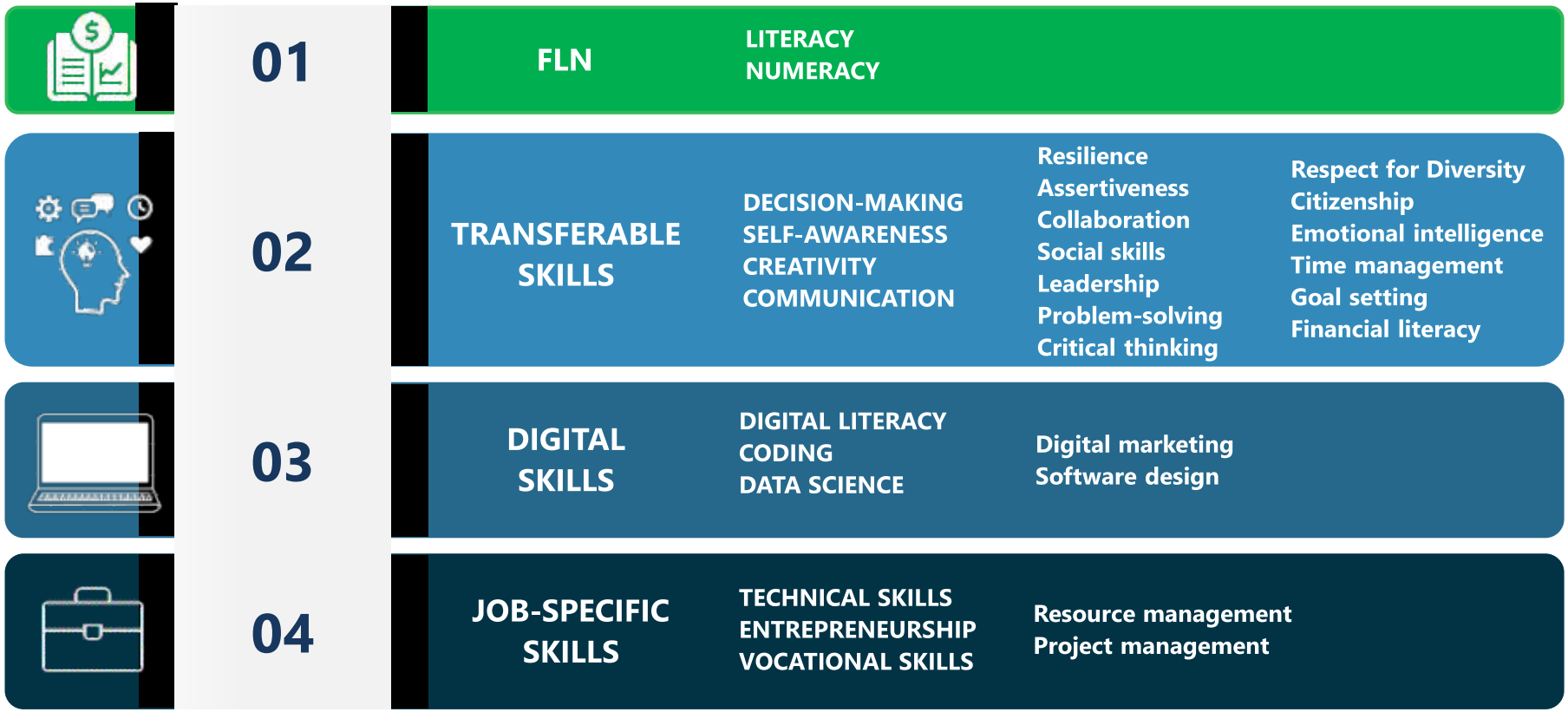
a. Implement mechanisms to make sure that the NPSD will maintain its continuity and stability across different political administrations.
b. Promote long-term commitment to skills development in Nigeria as a national priority.

# ANNEX 1
# POLICY SCOPE

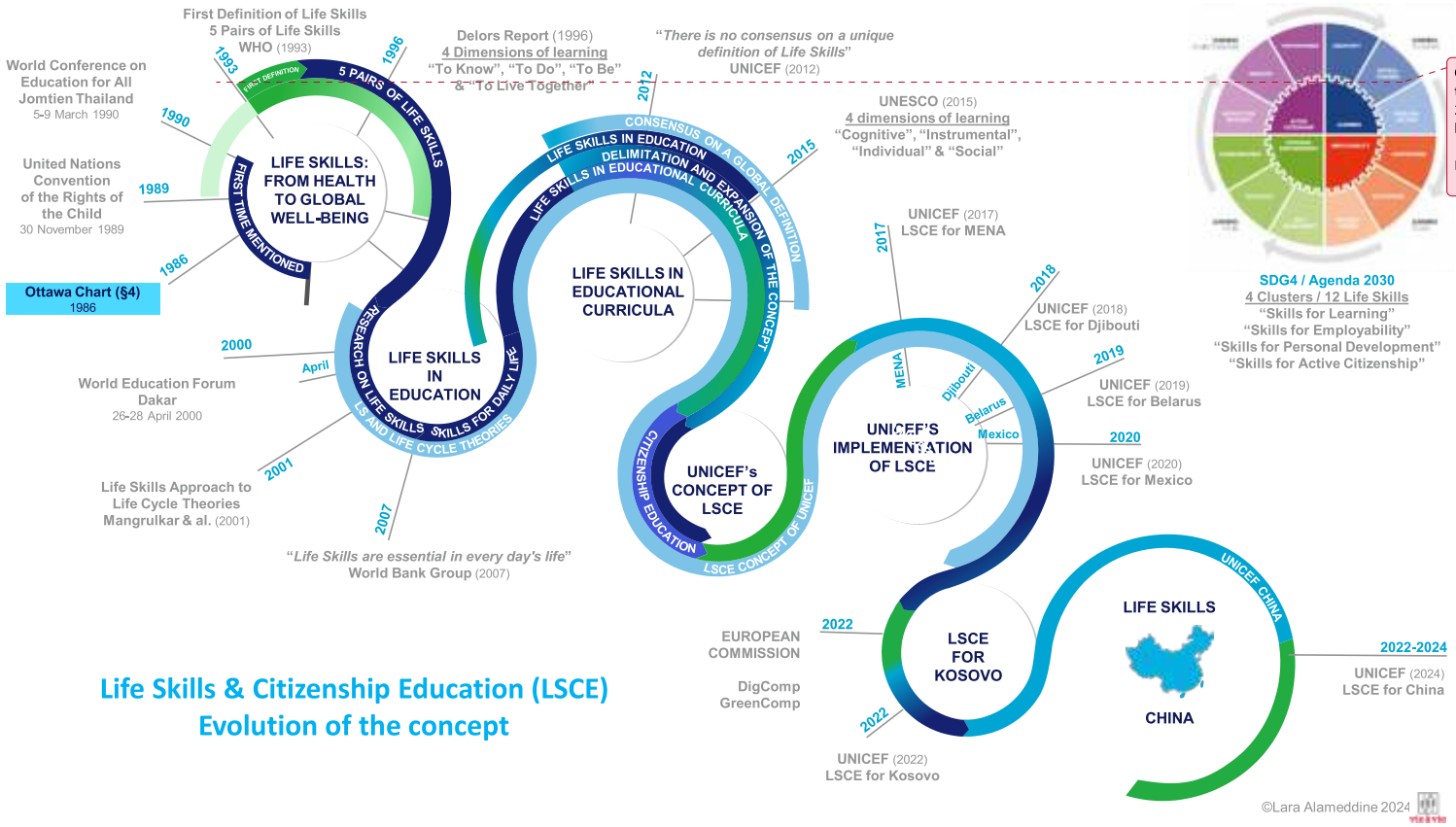

FORMAL EDUCATION
NON-FORMAL EDUCATION
LIFELONG LEARNING
UNIVERSITY
POLYTECHNICS MONOTECHNICS
TVET
OTHERS
LIFELONG LEARNING
CORPORATE TRAININGS
APPRENTICESHIP
INTERNSHIPS
OTHERS
BUSINESSES
POST-BASIC ED.
BASIC EDUCATION
SSS
JSS
PRIMARY
PRE-PRIMARY
TVET
3-24 years old
CENTERS FOR OOSC (Dropouts and/or never enrolled)
CENTERS FOR MARGINALIZED & DISADVANTAGED
CENTERS FOR GIFTED CHILDREN
CENTERS FOR CHILDREN WITH SPECIAL NEEDS
STRUCTURES FOR AT-RISK YOUTH (Orphans & juveniles)
NOMADIC OR TRAVELING FAMILIES
OTHER SCHOOLS (Home schools or religious schools)
CENTERS FOR CHILDREN WITH BEHAVIOURAL & EMOTIONAL ISSUES
WORKING CHILDREN
COMMUNITY

# ANNEX 2
# 29 CORE AND SECONDARY SKILLS FOR NIGERIA

# 29 CORE AND SECONDARY SKILLS FOR NIGERIA



# ANNEX 3
# EVOLUTION OF SKILLS SINCE THE OTTAWA CHART (1986) TO DATE




**Commented [TR1]:** For the 4 dimensions of learning from the Delors Report and UNESCO, and for the SDG4/Agenda 2030 4 clusters, remove the quotation marks and capital letters

Do you need to explain DigComp and GreenComp?

# ANNEX 4
# POSITIVE EFFECTS OF LIFE SKILLS ACCORDING TO RESEARCH

(Non-exhaustive list)

## LIFE SKILLS, HEALTH & MENTAL HEALTH

Benefits of LSE Programmes on:

**Mental health, anxiety, depression, positive psychology, and stress** (Stallard & al., 2005, 2007, 2008, 2014; Holen & al., 2013; Challen & al., 2009, 2010, 2011, 2014; Li & al., 2011; beets & al. 2009; Snyder & al., 2010; Flay & al., 2005; Flay & Stagel, 2006; Collins & al., 2014; Keogh & al., 2014; Proctor & al., 2013; Hennely & al., 2011; Holland, 2012; Calear & al., 2009, 2013; Humphrey & al., 2010 *in* Clarcke & al., 2015).

**Obesity** (CASEL, 2015, p. 2; Mangrulkar & al., 2001; Durlak & al., 2015).

**Sexual behavior** (Durlak & al., 2015; Mangrulkar & al., 2001).

**Addictions (alcohol, drugs, and tobacco) / substance use** (Aspy, Oman, Veseley, McLeroy, Rodine, & Marshall, 2004; Bradshaw, Rodgers, Ghandour, & Garbarino, 2009; Moffit & al., 2011 *in* CASEL, 2015, p. 3; Botvin & al., 1995, 2001, 2003, 2006; Griffin & al., 2003; Spoth & al., 2008; Hetch & al., 2003, 2006; Kulis & al., 2007; Mackay & al., 2012; Harrington & al., 2001; Mcneal & al., 2004; Gottfredson & al., 2010; Baker, 2006; *in* Clarke, 2015; Mangrulkar & al., 2001; Durlak & al., 2015).

**Self-confidence, self-esteem, self-rating, pride, and personal development** (Stallard & al., 2005, 2007, 2008, 2014; Macdonald & al., 2013; Yadav & al., 2010; Ellis, 2005; Hallam & al., 2009; Wigelhallam & al., 2013; Humphrey & al. 2010; Downey & williams, 2010; Maestas & Gaillot, 2010; Parson & al.,, 2008; Knowles & Parsons, 2009; Ellis, 2005; *in* Clarke & al., 2015).

**Emotional management & recognition of others' emotions** (CASEL, 2015; Clarke & al., 2014; Humphrey & al., 2010; *in* Clarke & al. 2015).

**Self-awareness, Self-management, and Self-regulation** (CASEL, 2015; Clarke & al., 2014; Humphrey & al., 2010; Claire Whyward, 2010; Ohl & al., 2012; McKenna & al., 2014; Yadav & al., 2010; *in* Clarke & al. 2015).

**Coping with problems and emotional distress** (Durlak & al. 2011; Sklad & al., 2012 *in* CASEL, 2015).

**Involvement and motivation** (Clarke & al., 2014; Li & al., 2011; Beets & al., 2009; Snyder & al., 2010; Flay & al., 2005; 2003; *in* Clarke & al., 2015).

**Resilience** (Axford & al., 2010; Challen & al., 2009, 2010, 2011, 2014; *in* Clarke & al., 2015).

**Mindfulness** (Kuyken & al., 2013; Hennely, 2011, Holland, 2012, *in* Clarke, 2015).

## LIFE SKILLS AND VIOLENCE

Benefits of LSE Programmes on:

**Aggressive behavior, delinquency, bullying, and violence** (CASEL, 2015; Bridgeland & al., 2015; Durlak & al., 2015; Little & al., 2012; Hampton & al., 2010; Parson & al., 2008; Knowles & Parson, 2009; Grossman & al., 1997; Frey & al., 2005; Flannery & al., 2003; Vasonyi & al., 2004; Smith, 1994; Amundsen & Ravndal, 2010; Bauer & al., 2007; Bowllan, 2011; Karna & al., 2011; Axford & Hutchings, 2014; Brown & al., 2011; Sapouna & al., 2010; Vannini & al., 2011; Banerjee & al., 2012; Roach, 2014; Botvin & al., 1995, 2001, 2003, 2006; Griffin & al., 2003; Spoth & al., 2008 *in* Clarke & al., 2015; Mangrulakr & al., 2001; Durlak & al., 2015).

**Problem behavior including aggression, and delinquency** (Aspy, Oman, Veseley, McLeroy, Rodine, & Marshall, 2004; Bradshaw, Rodgers, Ghandour, & Garbarino, al., 2011; Sklad & al., 2012; 015, p. 6, Mangrulakr & al.,

## LIFE SKILLS AND EMPLOYABILITY

Benefits of LSE Programmes on:

**Life and professional success** (Bridgeland, Bruce, & Hariharan, 2013; Merrell & Gueldner, 2010 *in* CASEL, 2015, p. 2).

**Career readiness and workplace success** (ACT, 2014; National Research Council, 2012 *in* CASEL, 2015, p. 2).

## LIFE SKILLS AND CITIZENSHIP

Benefits of LSE Programmes on:

**Responsible learners, citizens, and workers** (CASEL, 2015).

**Responsible decision-making** (CASEL, 2015).

## LIFE SKILLS AND RELATIONSHIPS

Benefits of LSE Programmes on:

**Maintaining positive relationships** (CASEL, 2015, p. 2).

**Empathy** (Macdonald & al., 2013; Ellis, 2005; *in* Clarke & al., 2015).

**Social awareness** (CASEL, 2015).

**Relationship skills, Social skills and Friendship** (CASEL, 2015; Clarke & al., 2014; Hampton & al., 2010; Hallam & al., 2009; Wigelhallam & al., 2013; Humphrey & al. 2010; Downey & williams, 2010; Maestas & Gaillot, 2010; *in* Clarke & al., 2015).

**Social and Prosocial behavior** (Little & al., 2012; Macdonald & al., 2013; Eisen & al., 2003; Humphrey & al., 2010; Maestas & Gaillot, 2010; Yadav & al., 2010; Grossman & al., 1997; Frey & al., 2005; Flannery & al., 2003; Vasonyi & al., 2004; Brown & al., 2011 in Clarke & al., 2015; Challen & al., 2009, 2010, 2011, 2014; Humphrey & al., 2010; Claire Whyward, 2010; Ohl & al., 2012; Mckenna & al., 2014; Yadav & al., 2010; Parson & al., 2008; Knowles & Parsons, 2009; Smith, 1997; Amundsen & Ravndal, 2010; Bauer & al., 2007; Bowllan, 2011; Brown & al., 2011; *in* Clarke & al., 2015).

**Communication** (Hallam & al., 2009; Wigelhallam & al., 2013; Humphrey & al. 2010; Downey & williams, 2010; Maestas & Gaillot, 2010 *in* Clarke & al., 2015).

## LIFE SKILLS AND

Benefits of LSE Programmes on:

**Dropout rates** (Aspy, Oman, Veseley, McLeroy, Rodine, & Marshall, 2004; Bradshaw, Rodgers, Ghandour, & Garbarino, 2009; Moffit & al., 2011 *in* CASEL, 2015, p. 3).

**Academic success** (Bridgeland, Bruce, & Hariharan, 2013; Merrell & Gueldner, 2010 *in* CASEL, 2015, p. 2 & p. 9; Durlak & al., 2015).

**High school performance and graduation** (Bridgeland & al., 2015; Farrington & al., 2012 *in* CASEL, 2015, p. 2; Durlak & al., 2015).

**Study skills & learning behavior** (Little & al., 2012; Maestas & Gaillot, 2010; in Clarke & al., 2015) & Teamworking skills (Ellis, 2005, *in* Clarke & al., 2015).

**Student interest in learning** (Bridgeland & al., 2015).

**Academic engagement, LT academic performance and interest in learning** (Durlak & al., 2011 *in* CASEL, 2015, p. 2; Bridgeland & al., 2015).

**Engagement in middle and high school & post-secondary performance and completion** (ACT, 2014; National Research Council, 2012 *in* CASEL, 2015).

**School climate, school class, and student behavior** (Bridgeland & al., 2015; Miller & Moran, 2007; Hallam & al., 2009; Wigelworth & al., 2013; Humphrey & al., 2010; Downey & Williams, 2010; *in* Clarke & al., 2015).

**Learners connectedness and relations with teachers** (Axford & al., 2010; *in* Clarke & al., 2015).

**Teachers' wellbeing** (Axford & al., 2010; *in* Clarke & al., 2015).

**Family cohesion and bonding** (Li & al., 2011; Beets & al., 2009; Snyder & al., 2010; Flay & al., 2005; Flay & Stagel, 2006; *in* Clarke & al., 2015).

# ANNEX 5
# GLOSSARY OF TERMS

**FORMAL EDUCATION:** A structured and systematic form of learning, usually provided by trained teachers in an educational institution such as a school, college or university. It follows a specific curriculum and leads to certification or accreditation. Formal education is typically organized in a sequence of stages, such as primary, secondary, and tertiary education, and is recognized by the state or regulatory bodies. It is often mandatory in many countries for certain age groups and is designed to provide the knowledge and skills necessary for personal development, social functioning and professional work.

**NON-FORMAL EDUCATION**: Education that is organized and systematic but occurs outside the formal education system. It is designed to provide learning opportunities for people of all ages, often targeting specific groups such as out-of-school children, youth and adults. Non-formal education can include programmes such as literacy classes, vocational training, community-based education and life skills programmes. It does not usually lead to formal certification, but it can complement formal education by providing relevant skills, knowledge and attitudes for personal development and active participation in society. Non-formal education is often flexible, learner-centred, and adapted to the specific needs and contexts of the participants.

**COMPETENCIES:** A combination of knowledge, skills, attitudes and values that individuals need to effectively perform tasks, solve problems, and participate fully in personal, social and professional life. Competencies are essential for lifelong learning and are often developed through both formal and non-formal education. They include cognitive skills such as critical thinking and problem solving, social skills including communication and collaboration, and emotional skills such as empathy and resilience. Competencies enable individuals to adapt to different situations and contribute positively to their communities and society at large.

**TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET):** A type of education and training that equips individuals with the technical skills, knowledge and competencies required for specific occupations or trades. TVET programmes are designed to prepare learners for employment in a range of sectors, such as industry, agriculture, commerce or services. These programmes can be offered at different levels, including secondary, post-secondary and higher education, and are often linked to the needs of the labour market. TVET includes both formal and non-formal education and emphasizes practical skills alongside theoretical knowledge, aiming to improve employability and economic development.

**NATIONAL SKILLS QUALIFICATIONS (NSQs):** A standardized framework or system established by a country to assess, recognize and certify the skills and competencies acquired by individuals, usually in TVET. NSQs are designed to ensure that the skills obtained meet the national standards and are relevant to the labour market needs. This system often includes different levels of qualifications, from basic to advanced, and can be awarded through formal education, non-formal training, or recognition of prior learning. The framework aims to improve the quality of skills training, enhance employability, and support lifelong learning.

**NIGERIAN SKILLS FRAMEWORK:** A structured system developed by Nigeria to outline the skills, competencies and qualifications required for various occupations across different sectors. This framework is designed to align education and training with the needs of the labour market, enhancing the employability of individuals and promoting economic growth. It provides a standardized approach to skills development, ensuring that the skills acquired through formal, non-formal or informal education are recognized and meet national standards. The Nigerian Skills Framework also supports lifelong learning by providing clear pathways for individuals to progress through different levels of skills and qualifications.

**SMALL AND MEDIUM ENTERPRISES (SMEs):** Businesses that are. as defined by number of employees, revenue or assets, smaller than large corporations but larger than micro-enterprises. SMEs play a crucial role in economic development, job creation and innovation. The specific criteria for defining SMEs can vary by country. SMEs are often a focus of development policies due to their potential to drive inclusive economic growth, reduce poverty and foster entrepreneurship, particularly in developing countries.

**PRIVATE SECTOR:** The part of the economy run by individuals and companies for profit, rather than by the government. The private sector includes a range of businesses, from SMEs to large multinational corporations, operating in various industries. It plays a significant role in economic development by creating jobs, driving innovation and contributing to national income through taxes and investments. The private sector can also partner with public and non-profit sectors to address social issues, including those related to education, health and child protection, thus contributing to the achievement of broader development goals.

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