

NIGERIA'S TECHNICAL, VOCATIONAL EDUCATION, AND TRAINING PROGRAMS:

Insights and Analysis
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PART ONE

- Introduction
- History

INTRODUCTION

Nigeria is Africa's most populous country with a population of over 223.8 million people ([UNFPA, 2022](#)). With such population, it is critical to have well-trained workforce to meet the expectations of the economy for national development.

This is where Technical Vocational education and training distinguishes itself in developing trained workforce that can contribute to the country's economic progress. However, this is not a new trend in Nigeria.

INTRODUCTION CON'T ●●●●●



05

Even before formal education, Technical, Vocational Education and Training (TVET) has a long history in Nigeria and entailed the passing of skills from father to son, and mother to daughter, drawing on a rich tradition of regional arts, crafts, farming, and different agricultural practices (Peretomode, 2021).

Although this practice initially followed an informal procedure, the value behind this practice has continue to shape agenda, improve lives, and enhancing national development. Over the years, this practice had become widely proliferated and the principles and values guiding this practice had informed the institutionalization of this practice in the Nigerian educational system to enhance and scale skill transfer and promote employment and foster national development. This required the development of regulatory frameworks, policy documents, establishment of TVET agencies to oversee and regulate TVET programs, in addition to government funding, promotion of TVET awareness, partnership with private sector, creation of skills acquisition programs, and establishments of vocational centers. To complement government's efforts, both for-profit and non-profit organizations have contributed to the expansion of TVET in Nigeria.

For-profit organizations, for example, have invested in TVET universities, developed alliances, and contributed to industry innovation. Non-profit groups have helped with finance, capacity building, research, and advocacy. These initiatives have aided in closing the skills gap in the job market and increasing the employability of Nigerian youths and reducing unemployment.

However, despite its historical contribution in workforce development, economic growth through increased productivity, efficiency and innovation, technology advancement, poverty reduction, and social inclusion, TVET continues to be challenged in many ways, limiting its potential as a driver of national development, poverty reduction, social and economic inclusion.

To help frame Nigeria's position in the industry, this report will first examine the history of technical and vocational education programs in Nigeria, highlight relevant regulatory frameworks and policies, analyze the market and explore some common trends within the industry, and highlight a few institutions leading innovation in the industry. Further, the report will profile Arewa Girls Forum – a project of African Centre for Education and Development (also known as CLEDA Africa) in Kaduna, Nigeria, and examine the strengths, weaknesses, and its opportunities for growth. Finally, the report will provide recommendations for growth.

HISTORY

In Nigeria, TVET has a lengthy history that dates to 1856, when the first institution was founded in Abeokuta to educate brickmaking, tie-dye, printing, and carpentry (Peretomode, 2021).

Although there are reports of traditional, non-formal vocational education practices, in terms of chronology, 1895 saw the founding of the Hope Waddell Training Institute, which taught trades including carpentry and tailoring (Akpan et al., 202).

Additionally, in 1889, the Topo for boys and St. Mary for girls' schools offered a practical curriculum that included domestic economics for women and agriculture for men (Peretomode, 2021).

By 1909, the Nassarawa School in Northern Nigeria offered a practical curriculum in weaving, leatherwork, smithing, carpentry, and bookbinding (Akpan et al., 202).

The sector developed over time, and the idea put up by Mr. E.R.J. Hussey, the nation's first director of education policy, in a 1930 memorandum was adopted by 1932, giving rise to the Yaba Higher College, which largely provided technical training for Nigerians in the fields of medicine, engineering, teaching, and agriculture.

In 1946, Nigeria had a boom in technical and vocational education, with the establishment of 'craft centers' in large numbers. Of these, 14 were located in the North, 9 in the East, and 2 in the West. From 1952 to 1953, 28 more centers were established, including the Nigerian College of Arts, Science, and Technology in Zaria, Kaduna State, and two further ones in Ibadan and Enugu. The University of Nigeria, Nsukka was founded in 1960 and provided West Africa's first vocational technical education course (Akpan et al., 202).

The much-needed technical and vocational plan for the ongoing development of artisans and technicians was incorporated into the ten-year educational development plan by 1946 (Okorafor et al, 2017).

The framework stipulated that graduates in formal settings such as polytechnics, mono-technics, and technical colleges across the nation must complete a minimum of one year of instruction and a maximum of three years before becoming certified. Additionally, it used a framework for apprenticeship training and enterprise-based training, particularly in a setting for non-formal TVET programs.

The National Policy on Education, which was put into effect in 1977, established goals for TVET in the nation, including training workers in technology, applied sciences, and business with a focus on crafts (NPE, 1998, sec. 5, paragraph 31), providing technical knowledge and vocational skills for economic development through fields of agriculture and commerce (NPE, 2004, sec. 7, paragraph 42), and imparting necessary skills to potentially economically vulnerable individuals.

Nigeria's first national science and technology policy was created

The National Board for Technical Education was established in 1977, the Industrial Training Fund (ITF) Act No. 47 of 1971 was revised in 2011, the National Business and Technical Examinations Board Act No. 70 of 1993, the Technical Education Trust Fund Act No. 16 of 2011, the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC), founded in 1990, and the National Directorate of Employment (NDE), founded in 1987, and the National Skills Qualification Framework Policy of 2012 were all policies, frameworks, and agencies to address the identified technical manpower shortage (Temitope et al., 2020).

The NBTE has a procedure for the establishment of private technical institutions within Nigeria

This procedure is one of the most notable legislative frameworks on TVET and clearly defines the requirements and standards for the establishment of Private Polytechnics, Monotechnic, or similar Tertiary Institutions in Nigeria. Additionally, one of the most recent frameworks that strengthens the use of ICT in TVET is the National TVET Policy and Strategy on Open, Distance, Flexible, and E-Learning (ODEEL) (NBTE, 2018). Additionally, the Nigerian Skills Qualification Framework (NSQF), which focuses on TVET learning structure and certification, was created as a TVET subsystem specifically to meet national occupational criteria (UNESCO, 2019).

TVET had grown rapidly over the years following government's intentional policies, framework, and institutions, but, it is yet to live out its purpose.

the National Policy on Education (NPE) states that there should be a 3:1 ratio between secondary and technical vocational education/schools. However, Odukoya, 2013 reported that Nigeria has 5,100 secondary schools with a total enrollment of 4,448,991 as opposed to only 169 technical colleges with a total enrollment of 43,354 representing ratios of 37:1 and 102:1 respectively. Even though this numbers indicates a severe need in the nation's technical and vocational ecosystem, there has been an improvement in the last eight years with almost 263 institutions offering TVET education in 2021(UNESCO, 2021) but much is still left to be desired.

Nigeria currently seats as the most populous nation in Africa with a population of 223.8 million(UNFPA, 2022) with an economically engaged and working-age population that accounts for more than half of the total population and a 14.2% unemployment rate. The majority of the population is between the ages of 15 and 64 (55.5%) (National Bureau of Statistics, 2017). Clearly, this positions Nigeria as the seventh most populous country in the world. By 2050, it is projected that Nigeria would rise to become the third most populous nation in the world behind India and China (UN DESA, 2017, UNDP, 2017).

The mean age in Nigeria is 18.1 years

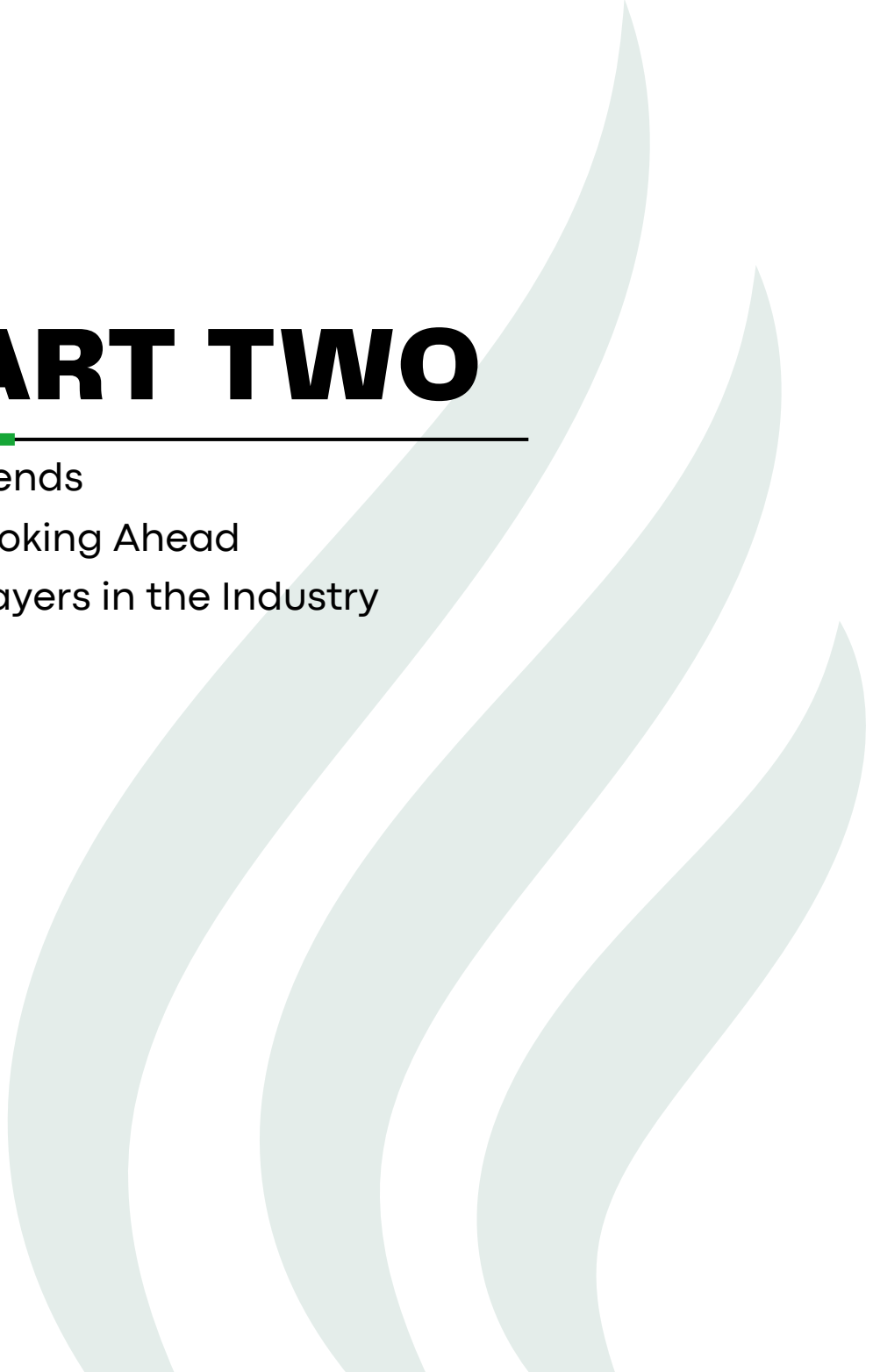
Nigeria has a population where 60% of its populace are aged under 50 (O'Neill, 2022), a 62% literacy rate as at 2018 (World Bank, 2022) and an 86.9% graduation rate from higher institutions (Afolayan et al., 2019), the country still has one of the highest unemployment rates globally which stood at 33.3% (23,187,389 persons) as at the 4th quarter of 2020. For context, it means that one-third (or one in every three) of its working-class population is without work (Bello & Muhammad, 2021). Furthermore, the poverty rates stand at 69%, making it one of the poorest countries in the world.

There is need to rethink the TVET space in Nigeria to address the workforce gap and meet the socioeconomic needs of the nation.

The current trend in the Nigerian TVET space, highlights the need to rethink ways to skill and reskill the workforce for a better nation as TVET provides a path to self-reliance, income generation and employability (ADB, 2017) for not only the over 23 million unemployed citizens but also the 31 million in-school children (Sasu, 2022) who would be added to the market force and the 18.3 million out of school children (UNICEF, 2013) who also need a source of livelihood to survive.



PART TWO

- Trends
 - Looking Ahead
 - Players in the Industry
- 

what's TRENDING

IN NIGERIA'S TVET INDUSTRY



Over the years, the Nigerian Technical and Vocational Education and Training programs has seen considerable changes and emerging trends that have shaped its development. Several major trends have evolved from the past to the present, transforming the TVET landscape in Nigeria. In the past, TVET in Nigeria was largely focused on providing technical skills for certain trades and industry. However, as the global economy has evolved and technology has advanced, the TVET industry in Nigeria has experienced a metamorphosis to match the changing labor market demands. These new trends have transformed the industry, encouraging innovation, improving employability, and promoting inclusive and sustainable development. As the industry evolves, it is more important to adapt to changing demands and integrate TVET programs with the needs of companies and society as a whole. Below are major trends shaping the TVET industry in Nigeria.

THE CHANGING LANDSCAPE OF THE NIGERIA'S TVET INDUSTRY:

A Trend to Behold!



TREND 1: INCREASED DEMAND FOR TVET PROGRAMS

- As the value of practical skills and vocational training grows, more individuals, parents, and stakeholders are becoming aware of the advantages of TVET. The conventional emphasis on academic education is progressively giving way to a greater emphasis on practical abilities. This knowledge is fueling an increase in demand for TVET programs as people look for opportunities to earn useful skills, advance their careers, and contribute to economic growth.

TREND 3: DIGITALIZATION AND INDUSTRY 4.0

- TVET programs are embracing digital skills, automation, and data analytics as technology evolves to equip learners for the modern workforce. This tendency is consistent with the Industry 4.0 idea, which stresses the integration of digital technology into manufacturing and other industries.

TREND 2: PUBLIC-PRIVATE PARTNERSHIP

- Recognizing the necessity for collaboration between the public and commercial sectors, Public-Private Partnership (PPP) is developing as a prominent trend in Nigeria's TVET business. Through these collaborations, industry stakeholders actively participate in curriculum development, provide advice on skill requirements, and provide internships, apprenticeships, and work-based learning opportunities. PPPs provide greater coordination between TVET training and industry demands, ensuring graduates have the skills required by employers.

TREND 4: EDTECH

- Integrating EdTech technologies and platforms, such as online learning management systems, virtual simulations, and interactive material, improves access, flexibility, and participation in TVET programs.

Looking Ahead: Industry Prediction

01

Emerging Technologies, digitalization, and automation will continue to displace workers

Emerging technologies, digitalization and automation will continue to disrupt the work space as we know it. This will displace workers with low skill set and compel continuous skills development. However the demand for highly skilled workers will continue to grow both in the traditional skills and in emerging areas covering future-proof skills like problem solving among others

03

Integration of technology will become more prominent in TVET training

Technology will be heavily integrated into instruction at Nigeria's TVET programs. Immersive and realistic training settings will be available through virtual reality, augmented reality, and simulations. Online learning platforms, digital information, and interactive resources will become commonplace tools, allowing for flexible and self-paced learning. Personalization and adaptation of education will be accomplished via the use of data analytics and artificial intelligence.

05

Increased Demand for TVET Programs

The global TVET market is predicted to grow at a CAGR of 10.13percent between 2022 - 2028 from USD 669843.72 million to 1195336.94 million. With Nigeria being the biggest player in Africa and with rising youth unemployment and population surge, the demand for TVET programs as a means for self employment and self reliance can only surge within the next 10years.

02

Increased focus on Entrepreneurship

There will be a greater emphasis on entrepreneurship. TVET programs will provide students with entrepreneurial skills to build an entrepreneurial culture. Incubation centers, mentorship programs, and finance access will be incorporated into the TVET ecosystem, boosting the growth of successful entrepreneurs and contributing to job creation and economic development in Nigeria.

04

Increased Industry partnership and collaboration

TVET institutions in Nigeria will strengthen national and international collaboration and partnerships, as well as develop exchange programs with foreign institutions, to encourage knowledge sharing, best practices, and international certifications. This collaboration will allow Nigerian TVET institutions to learn from global best practices, improve the quality of their programs, and align with international standards, ultimately benefiting students by providing them with exposure to diverse perspectives and expanding their global employability prospects.

PLAYERS IN THE INDUSTRY

To provide in-dept analysis and insight on Technical, Vocational Education and Training programs in Nigeria, this report will examine three key players within the TVET industry and then zoom further into an emerging player in the industry. The players examined in this report are the National Board for Technical Education (NBTE) which is the primary regulatory institution for all TVET programs in Nigeria. Next is the Industrial Training Funds (ITF) which is a government agency that promote skills development and vocational training. The third is the National Women Development Center, which focuses on empowering women through skills acquisition. The emerging player in the industry examined in this report is The Arewa Girls Forum - an initiative of African Centre for Education and Development (CLEDA Africa), to support girls' empowerment in Northern Nigeria through vocational skills development, community, and access to funding.

The National Board for Technical Education (NBTE) is Nigeria's major regulatory agency in charge of regulating and assuring the quality of TVET programs. It accredits TVET institutions, creates curricula, establishes standards, and oversees quality assurance. To match TVET programs with industry demands and increase employability, the NBTE works with industry stakeholders.

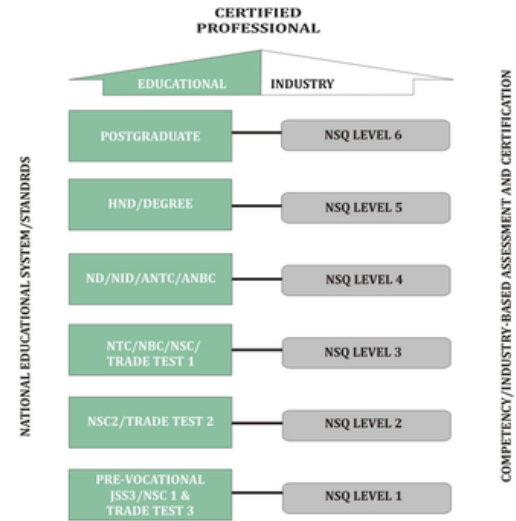


The Industrial Training Fund (ITF) is a government institution in Nigeria that promotes skill development and vocational training. It offers technical training, apprenticeships, and finance assistance to improve the employability of TVET graduates. The ITF works with industry to identify skill gaps and offer suitable training programs.

The National Centre for Women Development is a government-owned organization that falls under the jurisdiction of the Federal Ministry of Women Affairs and Social Development. Its primary goal is to empower women via skill development, entrepreneurial development, gender advocacy, health education, and counseling services. The center is critical in fostering the social, economic, and political growth of women in Nigeria.



NATIONAL BOARD FOR TECHNICAL EDUCATION (NBTE)



KEY		
	HND - Higher National Diploma	NTC - National Technical Certificate
	ND - National Diploma	NBC - National Business Certificate
	NID - National Innovation Diploma	NSC - National Skills Certificate
	ANTC - Advanced National Technical Certificate	NSQ - Nigerian Skills Qualification
	ANBC - Advanced National Business Certificate	

- The National Board for Technical Education (NBTE) is a key and prominent entity in Nigeria's Technical and Vocational Education and Training (TVET) industry. The NBTE, which was founded in 1977, is the regulatory agency in charge of regulating, developing, and promoting quality technical education and vocational training across the country.
- Accreditation is one of the NBTE's primary tasks. The board is in charge of certifying TVET institutions and verifying that they satisfy the needed requirements for facilities, faculty credentials, curriculum, and teaching-learning procedures. By establishing and implementing these standards, the NBTE ensures the quality and integrity of TVET programs, boosting stakeholders' confidence and encouraging graduates' employability.
- Curriculum development is another important component of the NBTE's responsibility. The board develops competency-based curriculum that are in line with industry demands, with an emphasis on practical skills and hands-on training. To remain relevant to changing market demands, these courses are constantly reviewed and updated. The NBTE guarantees that TVET graduates have the skills and information necessary to achieve industry standards and contribute successfully to the workforce through partnership with industry experts, employers, and professional organisations.

- Across Nigeria, the NBTE market includes TVET institutions such as technical colleges, polytechnics, and vocational training centers, both public and private. It functions within the educational environment, interacting with stakeholders like as educators, administrators, industry representatives, and legislators. The necessity for accreditation, curriculum development, and quality assurance in the TVET sector drives demand for NBTE's services.
- The NBTE does not earn money primarily as a regulatory organization. Its functions are sponsored by the government through budgetary appropriations. These monies pay administrative expenses, personnel wages, infrastructure development, research activities, and other operational needs. The NBTE's revenue is thus derived from government financing rather than from commercial activity or fee-based services.
- While the NBTE is not making revenue directly, its operations indirectly contribute to the sustainability of TVET institutions. The NBTE boosts TVET institutions' reputation and marketability by approving programs and guaranteeing their quality, consequently, this attract students and funding from both public and private sources, boosting the financial stability of these schools.

Industrial Training Fund

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INDUSTRIAL TRAINING FUND Who We Are

The Industrial Training Fund (ITF) is a major player in the Nigerian TVET industry, operating as a government agency under the Federal Ministry of market, Trade, and Investment. While it is not a typical firm in the commercial sense, it operates with a special focus on skill development and vocational training, contributing to the growth and sustainability of industries in Nigeria.

The Industrial Training Fund (ITF) engages in the TVET environment, addressing numerous businesses across Nigeria. Its market consists of companies, industrial groups, trade unions, and people seeking skill development. The need to bridge the skills gap, boost labor capacities, and assist economic development in certain industries drives demand for ITF's services.

The ITF's revenue streams are generally derived from a variety of sources, including:

Contributions from firms: The ITF Act requires qualifying firms in specific industries to contribute a percentage of their yearly payroll to workforce training. These contributions account for a major amount of ITF's revenue.

Government Support: The ITF is financially supported by the Nigerian government through budgetary allocations. These funds augment employer contributions and help to carry out training programs and activities.

The ITF's financial resources are generally used for skill training programs, apprenticeships, and other capacity-building activities. These initiatives attempt to increase individual employability, increase productivity in industries, and promote economic growth.

While the ITF does not run for profit, its long-term viability is dependent on its income streams being used efficiently to satisfy the demands of industry stakeholders. The ITF contributes to overall socioeconomic development in Nigeria by delivering relevant and high-quality training programs.

National Centre for Women Development

The National Centre for Women Development inspires hope in Nigerian women through empowerment, fostering gender equality, entrepreneurship, and leadership. Leveraging skills training, advocacy, and collaboration, the Centre gives agencies to women and pave the path towards a brighter future, where women rise as catalysts of change, driving socio-economic progress and creating a more inclusive society for all.

- The National Centre for Women Development is a government-owned organization that reports to the Federal Ministry of Women's Affairs and Social Development. Its primary goal is to empower women via skill development, entrepreneurial development, gender advocacy, health education, and counseling services. The center provides women with practical skills in tailoring, fashion design, catering, computer literacy, bead making, soap making, and cosmetology through its skill acquisition and vocational training programs. These skill-building initiatives are intended to increase women's economic empowerment and self-reliance.
 - The center also helps women expand their businesses through mentorship, business advising services, and access to microcredit programs. This allows women to start and build their own enterprises, contributing to economic growth and poverty alleviation.
 - While it does operate in the TVET industry to some extent, it is not a regular commercial organization. Nonetheless, an examination of its corporate profile might give information about its activities and influence.
- The NCWD focuses on women in Nigeria, particularly those from varied origins and socioeconomic backgrounds. Its target market consists of women looking for chances for skill development, entrepreneurial training, capacity building, and empowerment. The desire to increase women's economic involvement, promote gender equality, and stimulate social development drives the need for NCWD's services
 - The NCWD's revenue is mostly derived from the following sources:
 - Budgetary appropriations from the Nigerian government which goes to support administrative expenditures, program implementation, capacity-building activities, and operational costs.
 - Partnerships and grants from international organizations, development partners, and donor bodies. These collaborations frequently entail financial contributions and assistance for specific programs or initiatives that are compatible with the NCWD's aims.
 - Consultancy and training Fees. These services may be provided to people, organizations, government agencies, or other stakeholders needing specialist training and support in areas connected to women's development.
 - Other funding sources include rental of facilities and equipments.



PART THREE

- Arewa Girls Forum
 - Business Model Canvas
 - SWOT Analysis
 - Recommendations
- 

AREWA GIRLS FORUM

An initiative of African Centre for Education and Development

Arewa Girls Forum (AGF) is a program of African Centre Education and Development. Centre is a non-for-profit organization, registered in Nigeria and the United States of America. The Centre's mission is to accelerate education and development in Africa through research, practice and policy.

Co-founded by Daniels Akpan in 2014, the Centre is a leading education and development hub in Nigeria facilitating policy reforms, generating data to inform policy decisions and programmatic responses, engaging policy makers on innovative ways to address community, national and regional development challenges, mobilizing community members to lead advocacy and campaigns, promoting education, and opportunities for young girls and boys. Since 2014, the Centre has reached over 120,000 education stakeholders across 8 countries in Africa, supported several policy reforms at state, national and continental level, engaged several development partners including USAID, WorldConnect, Global Social Development Innovation at the UNC School of Social Works, to implement several research and development projects.



A MODEL FOR GIRLS DEVELOPMENT IN RURAL COMMUNITY

Arewa Girls Forum was co-created by CLEDA Africa and community stakeholders in Northern Nigeria in 2020 to address the emerging challenges of women and young girls in Northern Nigeria. The project aims to encourage female entrepreneurship through TVET, while mobilizing community support and engagement to improve the socioeconomic status of young women and girls and mitigate issues affecting them in the community. The Forum currently has 910 members and provides both vocational training mentorship and funding to its members. Currently, the forum has trained 133 on various vocational skills. 36 Businesses have emerged from this forum, and 24 girls have received grants and soft loans to support their business.

THE MODEL

The Cohort

The Project engages community stakeholders to recruit a unique cohort of girls who meet certain criteria.



The Curriculum

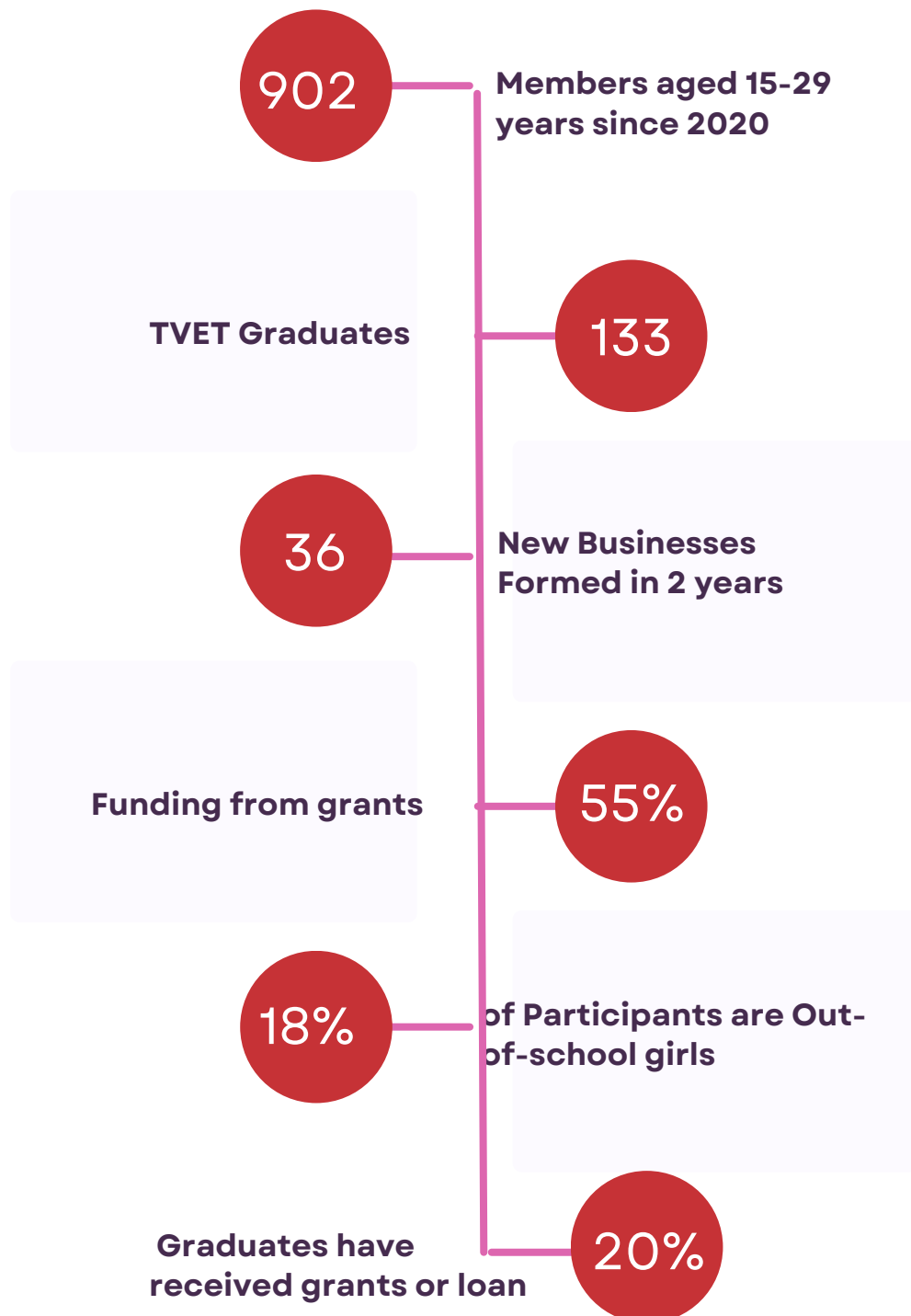
The project adopts a blended curriculum that provides both vocational education, life skills, and entrepreneurial skills.

Post-graduation Support

The project provides mentorship and funding support to new and aspiring entrepreneur who emerge from the program.



AGF Numbers



BUSINESS MODEL CANVAS



Revenue Streams

The Forum is set up as a Non-profit.

- Grants
- Donations
- Tuition
- Interest from Loans

Customer Segment

- Students aged 15-29years are the customers who pay tuition



Cost Structure

Arewa Girls Forum is an initiative of CLEDA Africa, therefore, its has no fixed cost. However, its variable cost will be driven by project implementation and management and might include cost like consultancy fees, hotel accomodation etc.

VALUE PREPOSITION

Performance: CLEDA IED addresses youth unemployment by providing vocational skills, business funding, and mentorship. It enables grant-making organizations to support innovative projects and offers private sectors opportunities for social corporate responsibility through learner sponsorship and post-graduation business funding.

Customization: CLEDA IED allows learners to choose their vocational skills, training schedules, and payment options. Various tuition options are available based on learners' needs and resources.

Price: CLEDA IED offers customer-friendly tuition options, including deferred payment, accommodating all customer categories. Students can pay later when they have secured a job or started their own business.

Newness: CLEDA IED sets itself apart from other vocational training centers by providing business funding to graduates, addressing the question of "what comes after training." This component of CLEDA IED's offering is unique in the market.

CHANNELS

1. **Community Partnership:** Building strong community relationships and partnerships to establish recruitment channels for students.
2. **Website:** CLEDA Africa's website serve as a platform for student enrollment, service requests, and communication with partners. It will provide program information, reports, news, and relevant details.
3. **Personal Network:** Leveraging personal networks, including global connections in development and education,
4. **Social Media:** Utilizing social media platforms such as Facebook, TikTok, Twitter, and WhatsApp,
5. **Partners Meetings:** Participating in partner meetings and networks comprising international and local organizations and government partners will provide opportunities for collaborations, partnerships, and policy discussions..



Key Resources

Arewa Girls Forum has a number of key resources. prominent among it is the human resources. The team of facilitators, program team, and volunteers make AGF programs possible. Other resources include the infrastructure, the students/AGF members, the partnership and collaborations that exist with industry partners and funders are critical resources for the work at AGF.

Partnership

Arewa Girls Forum has an existing partnership with several organization including industry experts, World Connect, UNFPA, Kaduna State Government, Global Social Development Innovations at the UNC School of Social Work. Through this partnership and collaboration, AGF is able to continue implementation of its projects.

Key Activities

Arewa Girls Forum engages with training and mentorship of young women and girls through a hands-on vocational program that spans from 6 weeks to 6 months.

SWOT ANALYSIS

STRENGTH



- 1.Detailed Program: By addressing their educational, mental, physical, and economic needs through mentorship, trainings, the AGF offers a comprehensive and cyclical approach to increasing the wellness and welfare of girls in Northern Nigeria
- 2.Large Network: The program provides a large network for young girls to build connection with mentors and colleagues
- 3.Financial support: Grants and microloan support offered by the AGF cooperative society helps graduates of their various programs start their own businesses boosting financial independence and decreasing reliance on family resource.

WEAKNESS

- 1.Sustainability: The program's long-term viability is another major problem, particularly in light of the source of financial security or a lack of ongoing assistance for graduates following their training.
- 2.Reach: Although the AGF is the largest network of young girls in Northern Nigeria between the ages of 15 and 29, its ability to reach all vulnerable girls in the region has diminished with time, particularly in isolated and conflict-affected areas. Additionally, the young females in other regions of the nation have been completely shut out.
- 3.Cultural barriers: Inducing families to support their female children's education and participation in the programme may be difficult due to deeply ingrained cultural norms and practices in the region.



SWOT ANALYSIS

OPPORTUNITIES



1. Expanding the Reach: The AGF programme has the potential to reach more communities and regions in Nigeria, which could have a greater influence on the lives of more girls.
2. Partnerships: Collaboration with other parastatals, non-governmental organizations, and privately and publicly owned businesses could increase the possibilities for resource mobilization, sustainability, and outreach.
3. Institutionalization: The institutionalization of the program model through CLEDA Institute for Education and Development will ensure sustainability, resource mobilization, and acceptance

THREATS

1. Funding: 55% of the program funding is from grant. External financial reliance, funding, may not be reliable in the long run, which could have an impact on the continuation of the program.
2. Insecurity: the current security situation in some locations in Northern Nigeria may hinder implementation and access of the program to vulnerable girls.
3. Cultural Resistance: Gender biases and ingrained cultural norms may make it extremely difficult to implement programs in some locations.



Recommendations



Institutionalization

AGF should be institutionalized through CLEDA Institute for Education and Development. This entails formalizing the organization's structure, curriculum, relationships, and accreditation. Long-term stability, quality assurance, and the ability to satisfy the changing demands of learners, industry, and stakeholders are all ensured through institutionalization.



Sustainability

AGF should look at various funding options, such as government grants, business sponsorships, and partnerships. Creating income-generating activities such as fee-based services and fundraising events can also help the TVET program's long-term financial stability, allowing it to continue operating and expanding.



Partnership and collaboration

AGF should build more collaboration with industries and employers which will ensure that programs are aligned with industry requirements. Collaborations with grant-making organizations give assistance and provide increased funding to the program. Participating in networks, conferences, and events will also provide the program with visibility and also promote cooperation, information exchange, and support for continual development.

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