School to Work - Effective Components of a Technical and Vocational Education Program: The Nigerian Case

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Executive Summary

Technical and Vocational Education and Training (TVET) can create better pathways from school to work. Effective TVET programs equip students with the practical skills, knowledge, and entrepreneurial tools that match labor market needs. Such programs provide quality training and accreditation in the field of study and directly link students to industry through apprenticeships. Last, it ensures that all students, regardless of gender, are equipped to make informed career choices, and provides equal access to both men and women to opportunities to sustainably improve their livelihoods.

A team from Columbia University’s School of International and Public Affairs (SIPA) has partnered with Afren Plc (Afren) to develop a framework for Afren’s corporate social responsibility project supporting TVET in oil and gas producing regions. Specifically, the SIPA team created a program model to enhance Afren’s current vocational education program in the Niger Delta in order to increase opportunities for finding gainful and sustainable employment for students chosen from host communities.

Based on desk research and field research trips to Nigeria in January and March, the SIPA team proposes a four-phase program model that combines initial training, apprenticeships, a dual track in either advanced training in the field of choice or entrepreneurship training, and career development. In this way, students will gain the necessary skills and practical experience, while also choosing their own career trajectory based on information gained by connecting directly with industry professionals.

In order to ensure that each phase is implemented effectively, it must be built upon the appropriate components. The SIPA team has defined eight components, which are the essential elements to ensuring the success of each phase. Without building the components into each phase, the program will not reach its full potential to impact lives. Although the phases are the method by which students receive training, the components are the heart of the model. These components include:

1) Gender equity
2) Market-Based Solutions
3) Monitoring and Evaluation
4) Vocational career guide
5) Life skills training
6) Industry linkages
7) Quality training centers
8) Entrepreneurship training
A number of these components, namely gender equity, monitoring and evaluation (M&E), life skills training, and industry linkages, must be incorporated from pre-implementation throughout the four phases. Others are specific to one or more particular phases. When these components are integrated in the implementation of the program model, the program will be much more successful at deepening the impact for community members, as well as measuring and improving upon outcomes.

The team recommends, the creation of a Project Coordinator position to oversee program design, implementation, and management. This individual must have strong skills and background in monitoring and evaluation in order to set up effective monitoring and evaluation systems to ensure that this program is giving Afren the maximum return on its investment.

Finally, several additional recommendations could greatly enhance the TVET program, in the Nigerian context and beyond. The program should incorporate entrepreneurial competitions for students after the initial year of training so that students internalize an entrepreneurial spirit and foster a business mentality. In addition, training in solar energy installation could provide an innovative career track for students, as well as contribute to much-needed energy access and security. While solar energy may not be implemented in the Nigerian context, it is a cutting-edge model that could be very beneficial when this program is scaled to other countries where Afren has operations.

A high-quality TVET program incorporates both knowledge acquisition in quality training centers, as well as hands-on experience to put those skills into practice. When this model is followed and the components are integrated into design, a TVET program has the potential to deeply impact communities by addressing the barriers to sustainable livelihoods. By following this participatory approach to TVET, Afren will both contribute to the authentic improvement of the communities in which it operates, as well as create and deepen positive relationships with its host communities in order to ensure that its operations can proceed unaffected.
Introduction

Nigeria’s 162 million people make it the highest populated nation in Africa, and the seventh most populous in the world. Since gaining independence from Great Britain in 1960, Nigeria has harnessed petro-fueled growth to move into the lower-middle income tier of all countries. In 2011 alone, this growth translated into a gain of 6.4% in real GDP. Despite this high growth rate, Nigeria is facing a serious challenge of youth unemployment, as the number of unemployed youth continues to increase. The Nigerian government has recently acknowledged that about 80% of Nigeria’s youth are unemployed or underemployed. The resolution of this youth unemployment crisis is one of the most pressing issues faced by the Goodluck Jonathan administration and is critical to sustaining Nigeria’s economic growth.

The Niger Delta, home to Nigeria’s vast oil reserves, has had a tumultuous history and is greatly hampered by the aforementioned youth unemployment issue. The volatile situation in the Niger Delta exists as a result of animosity of coastal communities toward multi-national corporations (MNCs). Communities feel exploited by MNCs and underrepresented by the Nigerian Federal and State governments. A survey of host communities identified the lack of employment opportunities and environmental degradation as key drivers of the corporate versus community conflict. Multinational oil companies are seen as the largest economic force in the Niger Delta, and, considering the issue of youth unemployment, face pressure by local communities to employ more of their youth. This pressure by local communities has resulted in MNCs, including Afren, implementing diverse economic and social development projects through their Corporate Social Responsibility (CSR) strategies.

CSR is the concept that an enterprise is accountable for its impact on all relevant stakeholders. It is the continuing commitment by businesses to behave fairly and responsibly, contribute to economic development, and improve the quality of life of the work force and their families, as well as of the local community and society at large.

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1 Worldbank “WDI and GDF 2010”.
2 The Economist Intelligence Unit. “Forecast Summary, Nigeria”
3 Daily Trust “80% of Nigerian Youths Unemployed-FG” (2008).
4 Idemudia “Rethinking the Role of CSR in the Nigerian Oil Conflict: The Limits of CSR.”
5 Commission of the European Communities, 2003
Much of the CSR work in the Delta has focused on building local capacity for low skilled jobs in the petroleum industry; however, the capital-intensive, rather than labor-intensive, nature of the oil and gas industry translates into very few jobs for local workers. Another survey found that only 9% of inhabitants in the Niger Delta had been employed by an oil and gas company. CSR programs to date have been largely ineffective.

Afren has partnered with a team from Columbia University’s School of International and Public Affairs (SIPA) to develop a framework for a CSR program supporting Technical and Vocational Education and Training (TVET) in oil and gas producing regions. The team of seven SIPA students based its program on Afren’s current work in the Niger Delta. This came as a result of a request to use Nigeria as a pilot for a TVET program that can be scaled to other communities in which Afren has operations. Afren’s goal through this project is the development of a model that addresses the shortcomings of many existing TVET programs.

The SIPA team conducted in-depth desk research on TVET best practices in addition to two field research trips in the Niger Delta. The team designed a model that would enhance Afren’s current education and skills acquisition program in the Niger Delta. Given the potential of TVET to improve host communities’ skills and opportunities for gainful and sustainable employment, an opportunity presents itself for Afren to effectively target both low and highly-skilled workers in its host communities. In this manner Afren would also contribute to strengthening the greater vocational and technical training sector in Nigeria.

The goal is to increase host communities’ chances of finding gainful and sustainable livelihoods (defined as either traditional employment or owning one’s own business) through job training, entrepreneurship development and life skills. Furthermore, given Afren’s goals and larger-scale issues that Nigeria faces in employing its population, the proposed program will focus on transferable skills development for jobs in local growing industries such as construction, oil and gas, and hospitality services. Furthermore, the suggested program template is designed so that it can be modified for other oil and gas producing regions to account for varying cultural, historical, environmental, and economic contexts.

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6 ibid
Afren’s current CSR Education Projects in the Niger Delta

Afren has made a concerted effort to employ a participatory approach in designing their education CSR projects in the Niger Delta. Afren draws recommendations from Community Representatives Councils (CRC) comprised of community members representing the local palace, Council of Chiefs, Local Government Council, youth and women’s groups, and nominated community members. CRC members are charged with representing Afren’s host communities of Effiat and Eastern Obolo and communicating the communities’ needs and wishes in regards to CSR community development projects. The January and March field trips to the Niger Delta enabled the SIPA team to visit Afren CSR projects and interact with key stakeholders. Figure 1 depicts Afren’s current education CSR programs in the Niger Delta.

Figure 1: Afren’s Current Education CSR Projects in Nigeria
**Akwa Ibom Youth Skills Acquisition Program:** Afren currently sponsors a skills acquisition program for youth in the host communities of Effiat and Eastern Obolo. These students are nominated through the CRC, and are chosen after completing an aptitude test administered by the University of Uyo’s Department of Economics and Business Management. Afren offers sponsorships in welding, electrical engineering, hairdressing, and fashion design. Students are expected to decide on their preferred vocation before the selection process. Once selected, students relocate to the respective training center for the duration of the training. Afren sponsors room and board costs, as well as training fees. Training center amenities and location can vary greatly by vocation, though they are generally situated in larger population centers, such as Uyo, the capital of Akwa Ibom state in the Niger Delta.

Training length varies by vocation. One year provides an adequate foundation for most vocations, and provides a good training duration estimate. After training completion, graduates are provided with a “starter pack” with which they are expected to start their own small business. The starter packs include equipment essential to creating a small business in that vocation, as well as seed funds. For example, a welder’s starter pack includes a generator, gas tanks, and requisite safety equipment. Following recommendations from the January SIPA field team, Afren’s community development team is in the process of adding entrepreneurship training so that students may acquire basic skills needed to create and manage a sustainable small business.
Secondary School and University Scholarships: Afren has sponsored 493 students from the Okoro and Ebok communities with secondary school and university scholarships. The selection process is similar to that of the aforementioned skills acquisition program. These academic scholarships are intended to promote higher education attainment and to help defer students’ administrative and living costs.

Support to the University of Uyo’s Chemical and Petroleum Engineering Department: Afren provided advanced petroleum engineering equipment for the university’s science labs, and contemporary academic journals and textbooks for its library. Afren also sent petroleum engineers from Houston to install the equipment and ensure that university staffs were properly trained to operate this sophisticated machinery. This support allowed the University of Uyo’s Chemical and Petroleum Engineering department to regain national accreditation.

Picture: Example of equipment donated by Afren
Construction of Secondary School Science Labs: Afren sponsored the construction of biology, chemistry and physics labs for secondary schools in Eastern Obolo. The labs are equipped with high-quality amenities; however, it is important to note that these schools have not been able to recruit adequately trained science instructors. Afren has agreed to double science instructors’ salaries and provide lodging in hostels as incentives to accept the remote job posting. However, the salaries of existing instructors salaries remain the same. This has the potential to cause friction due to pay discrepancies.

Construction of Youth Empowerment Center: Afren’s Youth Empowerment Center, located in Mbo in the Niger Delta, will include an Internet café, printing room, canteen, and space for cultural events and classes. The Director’s aim is for the center to be self-reliant; he anticipates that members of the community will staff it and revenue will be generated from the printing area and canteen.
Proposed Model for an Effective TVET Program

The SIPA team believes that an effective TVET program should prepare students for their chosen vocational field and provide the knowledge, practical skills and entrepreneurial tools to improve access to sustainable livelihoods. Such a program can help to address the chronic unemployment challenge in the Niger Delta.

TVET can facilitate the transition from school to one’s professional aspirations. Research into best practices of countries with strong TVET programs reveals key trends that the SIPA team has incorporated into its proposed model. An effective TVET program connects school to work by building partnerships between government, communities, industry and non-profit organizations to provide quality training and accreditation. Effective programs incorporate technology into instruction, have strong industry-relevant curricula, and have instructors who are practitioners with strong industry experience. These help ensure that the education students receive matches the labor market needs. Effective programs also directly link students to industry through internships and apprenticeships, so that they may gain practical experience through the application of skills acquired in training. Finally, effective programs ensure that talented students, regardless of gender or socio-economic status, make informed career choices and have equal access to opportunities to improve their own lives. The SIPA team has created a model inclusive of these effective components.

Afren has the challenge and opportunity to sustainably improve the livelihoods of community members in its sphere of operations, while also contributing to the development of a strong TVET framework that can be adapted globally. The priority in the proposed TVET model is to enhance the human capacity and school-to-work transition in the communities in which Afren operates. An additional benefit is that it may build trust and deepen the connection between Afren and its host communities.

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8 Countries with strong vocational programs include Germany, Brazil and South Korea
**The Effective TVET Model**

The SIPA team has designed a phase-based, dual-track TVET program model, which builds on Afren’s current one-year program. In order to assist Afren in implementing the new model, the SIPA team strongly recommends that Afren hire a Project Coordinator. The coordinator will work as a counterpart with the Community Affairs Supervisor, and will be responsible for ensuring that students receive apprenticeships, mentorship, and resources relative to their chosen track. Critical to Afren’s ability to deepen its impact, the coordinator will be responsible for overseeing program monitoring and evaluation (M&E), and it is crucial that this person have a strong background and skill set in M&E. Please refer to the *Project Coordinator* segment at the end of this section for additional information regarding the proposed skill set and responsibilities.

**Figure 2: Effective TVET Model**
The proposed model is made up of four phases in addition to a pre-implementation stage to conduct market research necessary to implement the model. (See Figure 2) Each phase consists of an integral step to acquire the skills necessary to work in the students’ chosen field. These phases are built on research and best practices, and are informed by feedback gained from the communities during field visits. For example, interviews with community members highlighted that having the choice of whether to open a business was of high value. Therefore, the team designed an alternate track for advanced training, as many people interviewed reflected that they would like the opportunity to gain advanced certifications within their fields. The phases are designed to enable students to build a foundation of the requisite skills, put those skills into practice through an apprenticeship, receive additional training in their chosen track, and receive professional development support in order to secure a sustainable livelihood in their field.

In order to ensure that each phase is implemented effectively, it must be built upon the appropriate components. The SIPA team has defined eight components, which are the essential elements to ensuring the success of each phase. Without building the components into each phase, the program will not reach its full potential to impact lives. Although the phases are the method by which students receive training, the components are the heart of the model. Therefore, the components are the focus of this report.

**Overarching Components**

The overarching components of the proposed model are gender equity, monitoring and evaluation (M&E), life skills training, and industry linkages. These components inform the model design and are present during each phase of implementation. As such, Afren must devise strategies for incorporating all four of these components before the program is implemented, and integrate these strategies throughout.

**Pre-Implementation**

Before implementation, Afren must conduct market research to ensure the program is informed by local market needs. Afren must partner with training centers that offer labor market-driven training, and encourage entrepreneurship in areas with market opportunities, such as Yaba College of Technology. This research will determine the information presented in the *Vocational Career Guide* (see page 25), the training centers with whom Afren partners, and the vocational areas that sponsored students select.
**Phase I: Choice of Vocation and Training**

As with Afren’s current model implemented in the Niger Delta, vocational students spend one year in a center receiving the practical training of their chosen vocation. To guide their ability to make informed decisions, job counseling in the form of presentations by entrepreneurs and practitioners will take place over the duration of the year. The Project Coordinator will work with training centers to organize these sessions. These presentations build upon information presented in the *Vocational Career Guide*, introduce students to professionals working in their particular vocation, and allow a forum for students to ask specific questions. For example: a welding center may host presentations by a welder who owns their own shop, an employee in a welding company that partners with construction companies, and a welding inspector. As the pool of Afren-sponsored graduates increases, they can be drawn upon to give presentations.

**Phase II: Apprenticeships**

Following Phase I, the students will be placed in apprenticeships to practice the skills acquired through the training center, and gain hands-on experience in a real working environment. Placement in apprenticeships will result from coordinated efforts by the Project Coordinator, training center administration, and any national body for apprenticeships. Job counseling should continue to take place during Phase II.

**Phase III: Track Selection**

Following the trade apprenticeship, students will be given the opportunity to apply for one of two tracks: the additional training track or the entrepreneurship track. The SIPA team strongly endorses this two-track approach. It results from interviews with students in training centers who expressed an interest in receiving further training in their chosen vocation so they may be better qualified for employment opportunities. The two tracks are as follows:
i. **Additional training track**

Students with interest in further training and eventual job placement, in addition to having the academic requisites, may receive scholarships for additional training at an institution that can provide more advanced skills training. An example of such an institution in the Nigeria context is Yaba College of Technology. These students will not receive a starter pack. As envisioned, the scholarship opportunity will be available to a small pool of students within each vocational program (welding, hair dressing, fashion design, etc), but should be flexible to changing student dynamics and interest during each program year. The Project Coordinator must collaborate with training center administration and staff, as well as the polytechnic school of choice, to determine the academic requisites for the scholarship.

ii. **Entrepreneurship track**

Students with the skill set, interest and business savvy to become entrepreneurs may receive entrepreneurship training better preparing them to effectively utilize their starter pack.

The Project Coordinator must collaborate with training center administration and staff on the application process for track placement. At the end of Phase III, Afren should hold a high profile graduation ceremony as means to showcase the students’ achievements and raise awareness in the local community about its CSR efforts.

**Phase IV: Career Development**

The last phase of the model is the Career Development phase. After finishing their additional vocational training or entrepreneurship training, all students would then be assisted with career development so they may link directly with industry and improve their chances of earning a sustainable livelihood. This phase may take the form of CV preparation, interview preparation, and job fairs to connect students who received additional training to potential employers, and those who received entrepreneurship training with potential contractors.
Components of an Effective TVET Program

Each phase of the proposed model is made up of key components. These components are derived from the SIPA team’s research and data-gathering trips to Nigeria in January and March, and are as follows:

- **Gender Equity** to ensure that youth regardless of gender have access to Afren-sponsored programming.
- **Monitoring and Evaluation** to monitor program implementation and evaluate program effectiveness.
- **Market-Based Solutions** grounded in research of local TVET trends
- **Vocational Career Guide** to inform students of career prospects and opportunities within each vocation, to better guide vocation selection.
- **Life Skills Training** to equip students with the interpersonal skills to be effective practitioners and leaders.
- **Industry Linkages** to ensure that Afren incorporates growing sectors in its TVET program as well as encourage matching between training in school and labor market skill demand.
- **Quality Training Centers** to ensure that students are taught industry-relevant material that improves their employability upon program completion.
- **Entrepreneurship Training** to better ensure that students are equipped with the business development skills required to open and maintain small businesses.
Figure 3 does not include Afren’s CSR activities outside of the scope of TVET programs. For information on all of Afren’s current CSR activities, please reference Figure 1.

Figure 3 depicts the general TVET model tailored to the Nigerian context, which incorporates input from community members, vocational students and Nigerian education experts in the formal secondary and university systems, on improvements they would like to see in Afren’s current program. Importantly, they fit into the goals of TVET in Nigeria as outlined by the Nigerian government. These goals are as follows:

- Provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technical levels.
- Provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development.
- Give training and impart necessary skills to individuals who shall be self-reliant economically.⁹

Afren may tailor the general model to different country contexts as has been done for the Nigeria case. Afren must conduct market analysis as well as make cultural, historical and other context-specific considerations when applying the model.

**TVET Program Administration: Project Coordinator**

Desk research and two visits to the field have led the team to conclude that a full-time project coordinator would aid Afren in its efforts to guarantee the effectiveness and the long-term sustainability of this TVET program. Ideally, the project coordinator should be a Nigerian as, compared to an expat, as a local Nigerian would have more established relationships with key stakeholders. The coordinator will be responsible for working with stakeholders including Afren’s Nigeria office, students, communities, training centers, NBTE, and the University of Uyo’s Business department.

The project coordinator’s tasks and responsibilities should include, but not be limited to:

- **Communication with students:** Establish relationships with students, track their progress, and identify their needs from enrollment through program completion. This also includes the interaction with their families and communities.

- **Partnership with training centers:** Clarify criteria for partnerships with training centers as referenced in the *Quality Center* section; Seek and establish new partnerships with prospective training centers based on the aforementioned criteria.

- **Apprenticeship monitoring:** Ensure that training centers secure apprenticeship opportunities for students and monitor its implementation.

- **Creation of the Vocational Career Guide:** Take the lead role in design and distribution of the Vocational Career Guide in partnership with the training centers, local community members, and other institutions that have information about local market needs.

- **M&E:** Develop M&E matrix, and gather data to measure the impact of programs and effectiveness of partnerships. Lend M&E expertise to Afren’s other CSR initiatives, thereby reducing the burden on the Community Relations Office.
Pre-Implementation

Market-Based Solutions

Experience from TVET programs in different countries such as Brazil and Argentina shows that the most successful programs are those that are designed based on market needs. TVET programs should take a dual-customer approach: labor market driven training and market opportunities-based creation of new enterprises. Training should be market-driven, so that it is adapted to employer needs. Likewise, if the TVET program involves the creation of an enterprise, these should be designed based on market opportunities. Therefore, Training should be tailored to the needs, capacities and interests of the target youth.  

Recommendation:
• TVET models should provide market-based solutions and should be flexible so that they can be adapted to different countries and types of beneficiaries.

Designing TVET Programs based on Market Needs:

TVET programs must be informed by formal and informal relationships with employers and industry groups, so that youth can be trained with skills that are demanded by the market. Otherwise, youth would be trained with skills that are not actively demanded by the market, and it would be difficult for them to find employment. Programs must combine informal market assessments done through relationships with employers and with formal market assessments, such as employer surveys designed to specific country environments and formal market research. Getting market information directly from the source and constantly monitoring market needs informs TVET programs about job trends. Shaping TVET programs to industry needs allows them to provide relevant and in-demand training, while at the same time promoting this training as a business solution for employers since they can provide internships and potential employment opportunities.

“Employers are motivated to participate if they see training programs as an efficient human resource channel – a way for them to cut recruitment and in-house training costs, and to have access to interns and employees with the skills they want”

10 IADB. “Give Youth a Chance; an Agenda for Action” pg 13
11 Ibid, pg 18
12 Ibid Pg 18
The Nigerian Case: Market Analysis

In 2012, a SIPA team conducted research for the Private Resource’s for Industry Project Development, LLC (PRI), and produced a report on improvement and project opportunities in Nigeria’s TVET sector. This report includes valuable information on market analysis in Nigeria. The market study was conducted by analyzing its gross domestic product (GDP) distribution as a principal source of information. Using data from The National Bureau of Statistics (NBS) they analyzed 32 sectors and their contribution to the country’s GDP and to employment generation (see figure 4 on following page).

**GDP Contribution**

- The data on figure 4 shows that wholesale, retail, and oil and gas contributed to 53% of the country’s GDP in 2011.
- These sectors are followed by: telecommunications, manufacturing, financial, electricity, livestock, road transport, construction, and real estate.

**Figure 4: Nigerian Gross Domestic Product Distribution**

Employment Contribution

- Information from the National Bureau of Statistics of Nigeria indicates that agriculture, education and public administration generate about 90% of the country’s employment (see figure 5).
- The most dynamic sectors in employment generation given their Compounded Average Growth Rate (CAGR) from 2001-2007 (most recent data available) are transport, storage and communications, hospitality, agriculture, mining and quarrying, repair of motor vehicles, and construction.

Figure 5: Employment Distribution by Sector in Nigeria


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13 Ibid pg 22.
Three Main sectors in Nigeria

After combining the information on GDP and employment contribution, the PRI report considers a third research level based on TVET demand growth, attractive revenue and structures, competitive rivalry and available contacts. Quantitative analysis was complemented with a qualitative evaluation of over 30 interviews conducted with Nigerian leaders in the public, private, academic and civil sectors. This analysis determined that agriculture, retail, oil and gas, construction and hospitality are the sectors that have the highest potential for employment generation and TVET application.\textsuperscript{14}

After conducting a sector ranking that included average training costs, potential partners and the expressed interest of domestic leaders, construction, hospitality, and oil and gas were determined as the 3 main sectors of focus.

1) Hospitality Sector:

- Driven by business travel and not tourism, although hospitality has accounted for 1% of GDP it has grown at an average rate of 21% between 2002-2011 (see Figure 4).
- There are 2 kinds of hotel industry: branded (international brand hotels) and unbranded (micro and small enterprise hotels run by individuals). Branded hotels have the potential to invest significantly in TVET and represent critical masses of TVET labor demand.
- In Lagos, total room supply increased from 3,600 in 2004 to approximately 8,000 in 2011. It is estimated that another 8,000 rooms will be constructed by 2014. Most of them will be in Lagos.\textsuperscript{15}
- Industry’s specialists suggest that every room requires on average 1.5 TVET trained employees. It is estimated that branded hotels generated about 20,200 jobs in 2011. Based on new construction projects, it is predicted that branded hotels will generate an additional 8,500 jobs in the next years, totaling 28,700 jobs by 2014.\textsuperscript{16}

\textsuperscript{14} Ibid pg 23
\textsuperscript{15} Ibid pg 29 (can add figure 10 of the report as an annex).
\textsuperscript{16} Ibid pg 30 (can add figure 11 of the report as annex – from W Hospitality group)
Recommendation:
- Afren should partner with a hospitality-training center to sponsor training of skills that the industry requires such as customer service, accounting, and hotel software maintenance among others. Afren should also partner with hotels to explore internship and employment possibilities. Because the hospitality industry is expanding in major cities, this may require students finding employment in cities outside of the Delta.

2) Oil and Gas Sector:
- Domestic employment has declined in the past years due to the increased outsourcing of foreign labor including for unskilled and semi-skilled jobs brought from other countries such as (Malaysia, Ghana, and the United Kingdom).\textsuperscript{17}
- Demand for oil production and consumption is expected to increase in the next 5 years. Thus, demand for labor in the oil and gas industry will also increase: 1000 people will have opportunities to receive training per year.\textsuperscript{18}
- Private sector representatives report that the industry needs nearly 50,000 TVET-trained personnel by 2015, including 10,000 welders. The industry will also need more highly skilled technicians, engineers and scientists.\textsuperscript{19}
- Currently, there are roughly 1,000 certified Nigerian welders. The rest come from outside the country. Underwater welders are in demand and there is currently no supply for training in Nigeria.\textsuperscript{20}

Recommendation:
- Afren should strengthen its partnership with the welding and engineering training center with whom they already partner by increasing the number of sponsored students and by considering extending the training. Afren should also consider offering internships to welding and engineering graduates and consider providing further training if interested in hiring some of these students. Afren should considering working with PACE or JC International to design a training program

\textsuperscript{18} Vanguard. "Nigeria Sees Local Content Prospects at SCC Pipe Mill." \textit{mill}; See also Innocent I. Edemhanria. (2010).
\textsuperscript{19} Center De Recherches Entreprises Et Societes and United Nations Institute for Training and Research. “Skills shortages in the global oil and gas industry: How to close the gap.” p. 45.
\textsuperscript{20} Ibid
tailored to the set of skills Afren would be willing to hire. Afren should also consider partnering with an underwater welding training center so that students receive training in this specific skill that is clearly needed in the country.

3) Construction Sector:
- Projected growth from a total industry value of $3.3 billion to over $9 billion by 2021, and an average annual growth of 9.2% from 2012 to 2021.²¹
- There is a lack of skilled workers (carpenter, painters, electricians) that limit construction capacity causing the industry to import labor.²²
- Improperly trained workers slow down project development, increase risks and costs.
- Strong potential for development of infrastructure since the government has prioritized investment in critical infrastructure (roads and other transport).²³

Recommendation:
- Afren should consider partnering with a construction-training center. This is an attractive option since it is a big industry and some jobs require between 20 to 200 hours of training to achieve certification.

²² Ibid
²³ Business Monitor Intelligence Nigeria Infrastructure Report, Q2 2012 and ILO
Overarching Components

Gender Equity

“If you educate a man you educate an individual, but if you educate a woman you educate a family and a whole nation.”

Gender equity aims at fairness between men and women with the goal of gender equality. Gender refers to socially constructed roles, behaviors, activities and attributes that a given society considers “appropriate” for men and women. Such societal constructions vary from country to country, community-to-community, family-to-family, and individual-to-individual. This differentiation in beliefs can create conflict, and voices promoting gender equity are often the ones silenced when opinions differ. In the domain of education, the fact remains that every issue that limits access to education affects girls more than boys. This means that whether the factors that limit access to education are due to lack of resources, conflict, religious and cultural restrictions, or lack of political freedom, girls will have less access to education than boys.

24 Dr. James Emmanual Kwegyir-Agrrey (1875-1927)
25 World Health Organization. “Gender, women and health”
26 EMpower. “It’s Her Business: A Handbook for Preparing Young At-Risk Women to Become Entrepreneurs” pp. 26
Worldwide, for every 100 boys out of school, there are 117 girls in the same situation.\textsuperscript{28} Due to this reduced access to schooling, two thirds of illiterate people in the world are women, and those who cannot read encounter difficulties in gaining employment.\textsuperscript{29} This problem has meant that many women are excluded from the world of formal work.\textsuperscript{30} Having 50\% of a country’s population participating in subpar/subsistence work is detrimental to the economic development of a nation. Equally important, it is detrimental to the individual girl or woman, who is denied access to opportunities to develop to her fullest potential.

Given TVET’s potential to improve access to sustainable livelihoods and women’s particular vulnerability in accessing employment opportunities, it is imperative to facilitate their access to and participation in TVET. In doing so, they may gain relevant, practical, market-driven skills and improve their livelihoods. However, differential access to education is also evident in TVET. These include: limited access to TVET training, limited range of vocations for those women who do receive training, low technical level of training offered, and lack of social support.\textsuperscript{31}

**Recommendations:**
In order to address these differences and make Afren’s TVET program more gender equitable, there is a critical need to:

- Encourage participation of women in TVET
- Widen the range of vocations for which women are trained, including in areas that address changing market needs, to increase women’s employment options
- Inform women and larger community on the career viability of the range of vocations offered, so men and women can make informed vocational selection.
- Partner with training centers that are amenable to strengthening the methodology through which men and women are taught, through gender-inclusive curricula across vocations, presence of male & female instructors, and mentorship.
- Include life skills and general support services to address issues that affect women’s ability to participate such as childcare, abuse and sexual harassment and low self-confidence.\textsuperscript{32} For additional recommendations, see *Life Skills* section.

\textsuperscript{28} UNICEF: Millennium Development Goals. “Achieve universal primary education.”
\textsuperscript{29} “Youth Version: Education for All Global Monitoring Report,” pp. 16
\textsuperscript{30} Gaidzanwa, “Gender Issues in Technical and Vocational Education and Training” pp. 1
\textsuperscript{31} Fawcett. “Gender Issues in Technical Training and Vocational Education Programs” pp. 1
\textsuperscript{32} Gaidzanwa, Rudo B. “Gender Issues in Technical and Vocational Education and Training, pp. 1
By improving in these critical areas, Afren can address the basic practical needs of women who participate in its programs, while responding to strategic gender needs in the larger community. Through its interventions, Afren can explicitly and implicitly stress the importance of women’s labor force participation for economic growth, while helping to improve the quality and substance of that participation. Consequently, young women themselves can be equipped with the knowledge and skills to participate in Afren’s programs and make their own choices about employment.

“Interventions that seek to empower young women will inevitably meet some form of resistance. Resistance can shift when programs have positive outcomes for girls, and, therefore for their families and communities.

Women have challenged traditional gender roles in many ways, in private and public domains. Although empowerment programs for young women are sometimes criticized for going against “cultural beliefs” about appropriate roles and behavior for women, culture is dynamic, norms change and those whose voices are heard about what is permitted in their culture do not necessarily speak for every member of their community.”

Source: Empower “It’s Her Business: Handbook for Preparing Young At-Risk Women to Become Entrepreneurs”

Gender and TVET in the Nigerian Context

Girls and women constitute about 49% of Nigeria’s total population. However, 61% of the female population is illiterate, compared to 37.7% of the male population. This state of gender literacy disparity stems from low female enrolment, high female attrition from school and lack of access to education. Furthermore, customs and tradition, sometimes strengthened by religious beliefs, account for discrepancies in the ways boys and girls are educated, or the opportunities provided to them. These discrepancies have negatively impacted women’s ability to participate in TVET, especially in poorer communities.

Traditional values held that girls should not take part in technical training, particularly in the math and science fields, because it would make them unfit for marriage. These attitudes are changing as people are realizing the economic, political and social benefits to women’s education. A study conducted by Ajayi et al in Nigeria on whether

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34 Ajayi. “Parental Role in Gender Stereotyping in Vocational Education in 21 Century Nigeria.” p.627-630
most parents today hold views similar to those held by their parents and grandparents had
telling results. The sample population was drawn from educated families in Ijebu-Obe
Local Government Area of Ogun State, Nigeria. The overall trend in the results is one
that Afren should consider.35

82.7% of people surveyed either disagreed or strongly disagreed that it was not
important for girls to study industrial and technical education courses. 17.3% agreed or
strongly agreed that girls should not study or enroll in a male-dominated program.
Interestingly, only 4.5% agreed that religion and culture forbid girls studying technical
courses like their male counterparts. A significant 95.5% disagreed or strongly disagreed
with the assertion that their religion and culture forbid girls studying the same courses as
boys.36 Although the sample population is different from the communities in which Afren
currently operates, the lesson learned from this study is that as communities become more
educated they are receptive to women’s participation in TVET.

During interviews with Eastern Obolo community representatives, the SIPA team
discovered an openness to allow vocational training for men and women. The team noted
gender biases in that openness to training (hairdressing and fashion design for women,
and welding for men) which confirmed partiality toward technical training for men and
“softer” vocations for women. While community members were amused by suggestions
that women could participate in vocations such as welding, said members were open to
gender-neutral offerings such as Information and Communications Technology (ICT), for
both men and women. The lesson learned from these conversations is that, while there is
greater rigidity regarding appropriate vocations for men and women in poorer
communities, this population is amenable to women’s participation in TVET.

It is clear that, while Afren does not wish to impose on cultural views regarding
girls and women in the Niger Delta, the company cannot perpetuate gender stereotypes or
take cultural views as pre-determined if it wants to make a deep impact on the economic
development of communities. By building on the current momentum, Afren can push the
envelope and implement the innovative solutions to gender-based obstacles that the SIPA
team proposes. Successful women-led businesses can begin to change communitywide

36 Ibid
perceptions of women’s roles and capacities, particularly if they are engaged in nontraditional industries or activities. Implementing the following recommendations can better ensure that women can fully participate in Afren’s TVET program.

**Recommendations:**
- Hire a short-term gender expert/consultant to design this component of its TVET strategy, as well as ensure that the entire strategy mainstreams gender into all components. The consultant should conduct a gender assessment so Afren can anticipate how gender differences affect program activities.
- Conduct awareness raising in communities and among parents through the vocational career guide about gender issues as they relate to TVET, which may increase enrollment of girls in Afren TVET programs across a range of vocations.
- Adjust program curriculum and scheduling as necessary to accommodate specific access barriers facing women such as domestic and child care responsibilities.
- Address safety and security issues for apprenticeships, mentor-mentee relationships, and job facilitation.
- Encourage gender-sensitive pedagogical practices and materials.
- Partner with training centers in gender-neutral vocations such as ICT and hospitality.
- Partner with training centers with a mix of female and male instructors across a range of vocations.
- Collect gender-disaggregated data so Afren may better distinguish program impact. Included in this report are sample guidelines for gender assessment (see Annex 1) and a draft Terms of Reference for the Gender Consultant (see Annex 2). They are taken from the World Bank 2005 Guidance Note on Gender-Responsive Social Analysis.  

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Monitoring and Evaluation

As was the case with Afren’s former job placement program, initiatives that intuitively seem like the right idea may not be seamless in implementation. It appears that monitoring and evaluation is not currently being conducted on Afren’s CSR programs, monitoring and evaluation is essential to understand why programs do or do not work and to gain the knowledge to be learned through implementation in order to make them more effective.

A high-quality monitoring and evaluation (M&E) framework is a critical component of the design and implementation of any new program. Monitoring tracks progress towards objectives. “Have we done what we said we would do?” Evaluation puts a value on the work. “Have our efforts made an impact?” M&E is the mechanism by which critical feedback on program implementation and progress toward desired outcomes are gathered. Data is used to drive decision-making regarding continued funding, program improvements and the development of best practices.

Creating an M&E framework requires detailed knowledge of the project and the project context, and must be designed in collaboration with stakeholders to ensure that it can be carried out effectively. 38 A comprehensive M&E framework includes the following elements:

- Description of Goals – what is to be changed in the long term
- Description of Objectives – what can be achieved through concrete program activities
- Identification of Indicators (outputs/impacts/outcomes) – how success will be measured
- Definition of Baseline and Target values for indicators
- Definition of indicators
- Data sources – methods used to collect data
- Frequency of data collection
- Responsibility – who will conduct data collection
- Data dissemination methods to be used
- Budget – cost of collecting each data source

38 Managing for Impact in Rural Development A Guide for Project M&E Annex C, pg C-3
• Work plan

When developing a high-quality and comprehensive M&E framework, there are a number of key considerations that must be taken into account in designing the specific systems and processes:

• Design M&E systems so that it is easy to use the data to explain project outcome, understand stakeholders’ roles, and make decisions about the project.

• Different levels of objectives require different M&E activities; the higher up the hierarchy, the focus is on resource inputs, but M&E must still be conducted on activities.

• Gathering data from multiple sources in different ways (called triangulation) and cross-checking the data to ensure that results are reliable. This should be a mix of participant feedback (primary data, like from surveys) as well as observer feedback (secondary data, from other key community members, the Program Coordinator, trained data gatherers, etc).

• Integrate this data to look not just at specific indicators but to understand the big picture, most importantly, ways to deepen impact and increase effectiveness.

• Leverage existing data-gathering systems, particularly of partnering training centers, to reduce burden.

• Leverage technology to make data gathering more consistent, as well as simplify data entry and analysis. This is important for aggregating data from multiple sites, particularly once the project has been brought to scale.

• Hire M&E specialists where appropriate, including periodic outside evaluations to corroborate results (every 3-5 years).

The data gathered through M&E is key to measuring the impact of programs and effectiveness of partnerships. M&E, when done well, provides a wealth of information to improve program design and bring it to scale. Ultimately, the Project Coordinator should develop the matrix (see sample in Annex 3), in concert with relevant stakeholders. These stakeholders include students, community members, community leaders, professionals in

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39 (World Bank)
the fields in which training is offered, training center staff and other Afren staff. The full range of stakeholders is depicted on the stakeholder map in Annex 4.

The evaluation has two critical aims: to evaluate the strength of partners that are conducting Afren TVET programs and to evaluate student outcomes as a result of taking part in the training. The overarching goal is to ensure that implementing partners are producing the highest quality TVET program. Integrating strong monitoring and evaluation ensures that Afren’s CSR investments are having the greatest impact possible.

**Recommendations:**

- A logical framework or other planning tool should be created to guide development of program elements in concert with associated M&E components.
- A comprehensive framework should be developed to monitor and evaluate the outputs and impacts of the recommended program elements, as outlined in this report. This includes an evaluation of short-, medium- and long-term program goals.
- A Program Coordinator should oversee the development and implementation of this framework. Given the complexity and technical nature of monitoring and evaluation, it is imperative that the Project Coordinator has specific training and skills, as well as direct M&E experience.
Life Skills Training

Many successful TVET programs include life skills training. Although life skills is an area that tends to be overlooked, employers participating in TVET programs indicate that above all, they want to “hire employees that possess workplace-ready skills.”\textsuperscript{41} Life skills include communication, teamwork, motivation, responsibility, and trainings in reproductive health and violence prevention. They help youth to assess who they are, their aspirations for the future and to find realistic steps that will help them achieve these goals. A study conducted by the Inter-American Development Bank (IDB) in 2010 states that:

\begin{quote}
“80\% of employers in Argentina, Brazil and Chile indicated that positive socio-emotional attitudes, or life skills, such as empathy, adaptability, and responsibility among others, are the most difficult capacities to find among workers”
\end{quote}

Source: IDB. “Disconnected: Skills, Education, and Employment in Latin America”

Duration:

Current life skills programs vary from 40 hours to a maximum of 3 months.\textsuperscript{42} Variation depends on the profiles of the youth in the program. Marginalized or underserved youth usually require longer courses. Since most programs dedicate longer periods of time to the technical training component than to life skills training, it is advisable to apply life skills throughout the training process.

Successful Example: Sport Analogies

Key skills such as respect, teamwork, discipline, communication, focus on results, and continued self-improvements are embedded in sports and dance, and are both applicable in real life and in the field. A ganar, a TVET program active in Latin America, uses a sport-based methodology to instill life skills in youth through especially designed games and classroom methodologies. Through this program, students learn about leadership and responsibility in soccer through the story of Pele.\textsuperscript{43}

\textsuperscript{41} IADB. “Give Youth a Chance; an Agenda for Action” pg 13
\textsuperscript{42} IADB. “Give Youth a Chance; an Agenda for Action” pg 15
\textsuperscript{43} IDB. “A ganar Report”
**Recommendations:**

Afren sponsors students from the Niger Delta Region to undergo TVET training. Most of the youth come from marginalized backgrounds where socio-economic problems affect their lives. Living in this type of environment generally deprives youth from learning life skills like respect, teamwork or leadership skills. Although these students will highly benefit from learning technical skills, Afren should ensure that they also receive training in “soft” skills that are required in real life as well as in the workplace. Having a combination of both technical and life skills will allow youth to be well-rounded workers or entrepreneurs.

- Given the Nigerian context and considering that almost all sponsored students are at-risk youth from the Niger Delta, Afren should incorporate a life-skill component as part of its TVET programs.

- One of the observations from the SIPA team during the trip to Nigeria was that football is an extremely popular sport among Nigerian youth. Afren should consider implementing life-skills teaching models like the *A ganar* program that teaches life skills through football. Since Afren Ejike Foundation Project is already implementing these activities. Afren should consider future collaboration with Ejike Foundation.

- The life skill component should be taught through the entire training process and not at the end of the program. However, considering that the first Afren class of
sponsored students has graduated, life skills should be incorporated as part of the entrepreneurial training they will receive from University of Uyo.

- Afren should partner with institutions like FATE Foundation since they are already implementing this kind of training in their courses as part of a partnership with Youth Business International (YBI).

**Industry Linkages**

The issue of addressing youth unemployment by creating better pathways from education to employment has been recognized as an important task of TVET authorities and institutions in many countries. Experience from TVET programs shows that in the most successful programs, TVET institutions and employers collaborate to provide linkages to employment. Specifically, an effective TVET program should include the following components in order to create stronger linkages between education and industries.

These components are mentoring, workplace simulation environment, apprenticeship, and career development services. These components are interspersed throughout the four phases of the model. In this section we elaborate on the mentoring subcomponent.

**Mentoring**

A comprehensive mentoring program has proven to effectively support marginalized youth in their efforts to become gainfully employed. According to the Multilateral Investment Fund, mentorship programs should “*target private sector professionals to serve as volunteer mentors using a CSR message that emphasizes the positive benefits of investing in underserved sectors of society.*”

Mentorship programs provide a network between mentors, mentees, and employers. Mentees are guided through the employment process while also developing their social capital and networking skills. Mentors gain personal fulfillment from investing in an underserved population. An effective mentorship program leverages existing graduates who are tracked by a program coordinator.

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44 Multi-Lateral Investment Fund. “Give Youth A Chance: An Agenda for Action”. Pg. 21
The Multilateral Investment Fund, a member of the Inter-American Development Bank, argues that mentorship is a critical component to support marginalized youth, who often lack social capital. Youth need mentor support as they navigate the employment and entrepreneurial process. These mentors are most effective when they have experience in enterprise development, and when this experience is not too far removed from the initial stages of a youth’s entrepreneur development. However, this should not preclude individuals with a wealth of experience as they too can provide valuable insight and contacts.

**Recommendations:**
- The coordinator should track prior graduates to determine their current location, job, and salary.
- The coordinator should facilitate the mentorship program to students on both the scholarship and entrepreneurial tracks.
- Mentors of students receiving further training, through the scholarship, can provide insight into the polytechnic institution on matters such as buying books and registering for courses.
- Mentors of students on the entrepreneurial track can provide guidance on securing capital to start a business, marketing, and customer service.

**The Nigerian Case**

Currently Afren Nigeria does not track its graduates. This makes it difficult to measure the vocational training’s success, and the impact of Afren’s financial support to sponsored students, since Afren does not have the necessary information to determine if a student’s vocational training has led to a sustainable income. It is unclear if graduates use their starter packs to open their own business, or find gainful employment.

Afren should create an electronic tracking system of TVET sponsored graduates as a tool to both measure the success of the trainings as well as to establish a mentoring pool (See Annex 5). These “tracer studies” can also be used to illustrate trends in employment, which in turn can be used to better inform student manuals. In recording and publishing tracer studies, organizations are able provide tangible evidence to beneficiaries that graduates have sustainable livelihoods. Ultimately the SIPA team’s

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proposed program’s goal is to provide gainful employment and or the entrepreneurial skills needed to start a business. Tracking would allow Afren to maintain a network in which TVET graduates could share best vocational practices, business advice, and employment opportunities.

Recommendations:
- In the short term, Afren should create a database (see Annex 5) for the latest class of 60 vocational graduates in order to track their progress after graduation. Tracking would consist of the participant’s full name, home community, contact information, age, education level, TVET program completed, salary, and, most importantly, current occupation.
- Afren should update this database each year to include new graduates and revise information on previous graduates.
- In the medium term, once prior Afren graduates have established themselves and provide useful support to mentees, Afren should begin a mentorship program for sponsored students enrolled in TVET programs.
- In the long term, Afren should seek out partnerships with centers that have tangible evidence of tracking their graduates. This could be used as measure the center’s success, and help Afren decide whether or not to partner with it in the future. Moreover, centers that track their graduates would give Afren sponsored vocational graduates access not just to Afren’s network, but also the network of the individual center. This would increase networking and employment opportunities.
Phase I: Choice of Vocation & Training

Vocational Career Guide

Students need to be able to make informed choices about their career and education. However, a lack of awareness about job options, wages, market conditions, requirements for professions and necessary education are major issues when they are faced with career choices. According to a McKinsey & Company study, students across the surveyed countries, such as Brazil, India, Germany and the United States, do not have the information they need to make the right choices and many youth reported that they were not well informed about the availability of jobs, the level of wages associated with their course of study, market conditions and requirements for professions.47

Without this understanding, many students choose courses of study half blindly, without a vision of whether there will be a demand for their qualification or whether this is the future career that they want to pursue. This lack of information and awareness among youth is a critical issue that leads to misinformed decisions upon enrollment into education for their future career.

Perceptions of TVET

In many countries, TVET is viewed as a last resort or second choice to general education rather than as an effective avenue for acquiring employable skills for a sustainable livelihood. The McKinsey study shows that 70% of young people surveyed believed TVET are more helpful in finding employment than an academic track, but nearly two-thirds of youth answered that vocational tracks were less valued by society.48 Of all countries surveyed by McKinsey & Company, Germany is the only place where students believe the academic and vocational paths are held in equal esteem.49 This low perception of TVET within society is an obstacle for implementing an effective TVET program. Therefore, reducing the stigma attached to TVET would help match youth to the right occupations.

47 Moursheed et al "Education to employment: Designing a system that works."
48 Ibid
49 Ibid
**Addressing inaccurate perceptions**

In order to overcome the aforementioned issues, an effective TVET program must provide young people with the facts about particular careers and how a TVET program can help them acquire the requisite skills. Specifically, it is important to create a base of information, such as a vocational career guide, and disseminate it to the local community. The vocational career guide should include detailed and comprehensive information about various occupations, including data about job opportunities, wages, training required, and available TVET training. Most importantly, it should be gender neutral in its depiction of the various vocations as mentioned in the gender mainstreaming section. In addition, including information about skill requirements for each occupation and TVET training available for them to acquire required skills would help change people’s perception of TVET as a low status education and training track. It might be difficult to change inaccurate perceptions of TVET within the region as a whole, disseminating such information within the villages would at least help to change people’s perceptions in the local community. The most successful examples show that the effective TVET program should aggressively push information not only to youth but also to their families and friends in order to actively engage the larger community.\(^50\)

**The Nigerian Case**

The team’s field research found that the lack of awareness, gender stereotypes in vocational and career choices, and social perceptions of TVET are also critical problems in Nigeria. The team found that there was a lack of awareness and knowledge within the communities about the range of vocational choices in general, and those offered by local training centers. SIPA team strongly suggests that this issue be resolved before the next candidates are chosen for training. For example, when asked about friends in the community of origin whether they are interested in the training center, two students from Team Fadam Training Center responded “many friends were interested in the training but they don’t have any idea about the things they can do with welding”. In addition, students at the BIL training center expressed their thought that they could get a job easily with Mobil after the training, little knowing that this was far from reality.

\(^{50}\) *Ibid*
A gender gap was noticeable within the host community and student body of most training centers visited by the SIPA team. For example, there were no female students in BIL training center and there were few female students at both PACE and JC International. As the SIPA team did not have the opportunity to visit other training centers, it is hard to determine which, if any, vocations are female-dominated in the communities. However, it is clear that there is a gender bias when choosing vocations in TVET programs. Even though Afren’s current TVET training is available to all, young women and men are self-selecting into gender-stereotyped careers (ex: men into welding and women into hairdressing). The vocational career guide will contain information on the different vocational areas sponsored by Afren, steps required to complete certification in each particular area, and career opportunities post-graduation. In doing so, the vocational career guide can serve as early career counseling for young people in the communities. The vocational career guide would be distributed by community-based organizations with which Afren already has partnerships, such as the Eastern Ebolo Community Development Fund, before students select their vocation. This ensures that young men and women are making informed decisions about enrollment in training centers. In this way, promising students can be encouraged to enter sectors in which their skills, knowledge and interest are well suited, regardless of the traditional gender makeup of those sectors.

**Recommendations:**

- Afren should create a vocational career guide and disseminate it among the host communities as a means to augment the decision-making of prospective students. The Project Coordinator should take a role to create a vocational career guide in coordination with training centers, local community members, and other institutions that have information about local market needs. Specifically, the vocational career guide should include the following information:
  - A market-informed range of vocations including those offered by Afren as well as those by growing industries in Nigeria and a description of each job (See earlier section on market-based solution)
  - Pictures of each occupation, particularly those that avoid gender stereotypes (i.e. picture of women working in welding industries, men doing hair dressing)
- Estimated salary ranges
- Market conditions (i.e. GDP contribution, projected growth, employment trends)
- Skill and education requirements
- Training possibilities including information about training centers that Afren has a partnership with
- Benefits and limitations
- Update information periodically after creating the first edition of the vocational career guide

*Previous SIPA team conducted market research in Kenya and created a vocational career guide. See Annex 6 for example.*

**Quality Training Centers**

Quality TVET centers are fundamental to ensuring that students gain the necessary skills and competencies needed for a sustainable livelihood. Quality centers establish linkages and collaborate with industry. These centers emphasize skills applicable to industry through the student use of simulations and trainings, as well as participation in workshops. These comprehensive centers are sometimes situated on campuses complete with lodging and dining facilities. The Prime Atlantic Cegelec center in Ogere, Nigeria is one such facility, which the SIPA team visited in March. There, administrators, who manage the daily operations of the center, oversee outstanding facilities and technical equipment.

Administrators provide the critical link to an effective quality center through the management of instructors, certification obtainment, and evaluation of curriculum. Without capable administrators many characteristics that constitute a quality center are difficult to achieve. Administrators are often charged with hiring instructors and overseeing their effectiveness. These instructors may be practitioners with much experience in the field, or they may be academics with advanced degrees but little work experience in the field. Administrators must strike the right balance within their hiring practices. Second, administrators must acquire proper accreditation for their center. This can be a meticulous undertaking as several industry certifications exist but not all are

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relevant to employers. A lack of collaboration between training institutes and industries may result in a mismatch between trainee skills and labor market skill demand. Obtaining certification is based, in part, on the curriculum of the center. Administrators must ensure that curriculum is relevant to employer needs as well as students seeking to start their own business. This requires constant monitoring and evaluation (M&E), not just of curriculum but also of the program as a whole. Companies seeking partnerships with vocational centers should consider the administrator’s, and her or his staff’s capacity to implement M&E. The “Managing Vocational Training Systems: A Handbook for Senior Administrators” provides detailed guidance in assisting program administrators as they navigate the myriad of aforementioned responsibilities. These said responsibilities are in addition to typical responsibilities ranging from supporting students on their career path to financial management. Undoubtedly the administrator plays an integral role in the operation of a quality center. In addition, employer linked curriculum and certification are primary characteristics of an excellent training center.

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52 Ibid. Pg. 73
**Employer-linked Curriculum**

In many countries, TVET is driven by unsuitable curricula that are detached from employers’ actual needs.\(^{54}\) Due to the lack of interaction between training institutions and industries, there exists a mismatch between training and labor market demand, which accounts for the high incidence of unemployment for TVET graduates. It is crucial that TVET programs are geared towards labor market needs, as highlighted in the *Market-based Solutions* sections of this report, graduates are less employable if not equipped with the skills demanded by the labor market. Specifically, TVET programs are more effective when employers supplement the curricula.

An effective TVET program should concentrate on training manpower that matches the quantity, quality, and requirements of the business and of that specific industry. Its curricula should not only prepare the students to meet the needs of particular businesses or industries but also find the balance between its relevance to current demands and flexibility to face the fast changes in the labor market.\(^{55}\)

The UNESCO-initiated Third International Congress on TVET held in May 2012 reviewed the major trends and policy developments in TVET while also emphasizing the significance and relevance of TVET.\(^{56}\) One component of this conference was to promote the active involvement of relevant stakeholders, including employers, in curriculum. Furthermore, it is important that a core strategy built into TVET curriculum includes the importance of preparing students for future career decisions and in supporting the transferability of their training.\(^{57}\)

Thus, the interaction between the employers and the students should be added and sustained as a means to strengthen the training curricula. The initial one-year of vocational training should sufficiently provide students with the skills necessary to pursue either the entrepreneurship or scholarship tracks. The dual track model proposed by the SIPA team involves career presentations by entrepreneurs and industry professionals. These practitioners can expose students to career options in both tracks. In

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\(^{55}\)Collaborative Training Programme between SEAMEO VOCTECH and UNESCO-UNEVOC on Curriculum Development in VTET: Meeting the Demands from Business and Industry. Page 2

\(^{56}\)UNESCO. Shanghai Consensus: Recommendations of the Third International Congress on Technical and Vocational Education and Training ‘Transforming TVET: Building skills for work and life’

\(^{57}\)Watts. The Relationship of Career Guidance to VET. Page 6
this way, industry experts can supplement training center curricula.

The Nigeria Case

During the March field trip, the SIPA team had a chance to visit JC International, a training center with which Afren has previously partnered with. JC International’s curriculum selection offers lessons for designing an effective TVET curriculum. Since the curriculum is a mandatory component of industry certification (industries require students to be certified to have undertaken the trainings that use certain curricula), JC International invites the certification body of the specific industry to select the curriculum for that specific vocation. This partnership approach to curriculum design increases the likelihood that students will find employment after completing their training and also ensures the quality of the center. Therefore, Afren should partner with centers that are adopting this approach to curriculum design.

Additionally, entrepreneurs may also require additional training in order to effectively run their own businesses. An effective TVET program should have strong ties with both private and public sectors in order to ascertain skills required by employers. Furthermore, a quality TVET center would look to invite industry to supplement the curriculum so that it meets the standards for certification.

Recommendations:

- Afren should supplement current curriculum with career and professional development discussions/workshops/forum by industry practitioners, executives and entrepreneurs as a means to augment knowledge on the range of career options within each vocational profession. This will better prepare students to make informed decisions regarding the choice of tracks during the subsequent stages of the proposed effective TVET model.

- Afren should enhance their graduation ceremony in order to showcase their CSR work. Local media, employers and mentors should be invited to the ceremony, as well as employers who could then interact directly with recent graduates. This would serve to highlight Afren’s positive work in the community while providing direct linkages to potential employers for the graduate
Certification

Credibility of technical training is ensured when national institutes and bodies certify TVET centers.\(^{57}\) Accreditation signifies a center’s institutional capability and educational effectiveness to the private sector.\(^{58}\) In turn, beneficiaries who graduate from accredited vocational institutions are better able to demonstrate their newly acquired technical skills while providing quality assurance to potential employers. This provides a critical advantage in nations that may lack a robust private sector thereby making it difficult for TVET graduates to find employment. Regional bodies, industry associations, federal boards, or international organizations can impart certification. Federal boards and international organizations usually best validate and ensure competencies are recognized across the country.

**Recommendation:**

- Afren should partner with vocational training centers that are certified by national overseeing bodies or international organizations. When TVET centers exist that have both certifications, Afren should partner with the center whose certification is most recognized by that nation’s private sector.

The Nigerian Case

Nationally certified centers provide Afren with an assurance that their sponsored students are receiving quality training. This accreditation must be recognized not just by the state but more importantly the private sector. A reputable certification signals to the private sector that graduates have acquired a high level of skills training. In turn, Afren-sponsored graduates will have a competitive advantage over graduates whose training lacks a reputable certification. In a tight labor market this advantage provides a higher likelihood of employment.

In Nigeria many of the vocational centers in which Afren has partnered, or plans to partner with, had industry certifications. This was true at both the BIL training center in Uyo, and in Lagos with centers such as JC International. However, desk research and conversations in country brought to light that the National Board of Technical Education (NBTE) is the highest and most reputable form of vocational certification. None of the

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\(^{58}\) Valmonte et Al. “Achieving Sustainability in TVET through a Program of Accreditation and Certification.” Pg 1.
centers Afren partners with, or plans to partner with, were certified by NBTE. NBTE certifies large polytechnics such as the Yaba School of Technology, as well as smaller vocational centers similar to the ones Afren partners with. Highly skilled vocations such as welding and block laying are eligible to be certified by NBTE. Ultimately the purpose of certification is to provide a competitive advantage to the graduate so that they can be employed after graduation.

**Recommendations:**
- In the short term, meet with welding, construction and engineering companies in order to determine which certifications are most important to them when evaluating candidates for employment.
- Afren should continue to collaborate with those vocational centers that provide certifications most relevant to the private sector.
- In the long term, seek out partnerships with vocational centers that are NBTE certified such as Yaba School of Technology in Lagos. Such partnerships will be beneficial for those students in the scholarship track.

**Picture:** Yaba College of Technology. An example of a NBTE certified institution
Workplace Simulation Environment

The use of physical simulations in TVET programs is an effective way for students to begin to apply their knowledge and skills to the settings in which they will eventually work in. Setting up a faux hotel in India and in Nigeria by Yaba College of Technology, as well as creating a startlingly realistic coal mine in Australia are three successful examples. Creating workplace simulation environments in TVET institutions gives students practical experience working with complex machinery and equipment. However, the cost of such facilities can be high depending on the industry and setting. In this regard, the use of computer simulation is an alternative, as it is currently done by JC International and PACE.

Picture: Oil pipe line workplace simulation at BIL training center. Eket, Akwa Ibom State

59 Moursheed et al. "Education to employment: Designing a system that works."
The Nigerian Case

Several vocational schools, including JC International and PACE, use simulations in training their students. These schools focus on highly technical vocations, such as welding and construction, in which often workers utilize complex equipment in the field. The simulations provide students an opportunity to work with this complex machinery in an environment conducive to learning. Under the guidance of instructors, students using simulations were able to learn in real time about crane operation, welding underwater, and working on oil rigs. These simulations are costly and the high price of simulation equipment is often passed on to the student. Since companies sponsor many students, it often increases cost of sponsoring students. Still, the use of these workplace simulations was invaluable to students in that they were able to gradually become more comfortable with complicated instruments and equipment. This is important as employers are more likely to hire students that have experience operating complex machinery because it reduces their training costs and time. Similarly, simulations give students the confidence and tangible skills needed to effectively use their starter packs so that they can start their own business. Workplace simulations are especially important in highly technical fields that have steep learning curves.

The workplace simulations at both JC International and PACE leveraged the newest technology in a manner that enhanced student learning. This experiential learning is most beneficial in practical training such as technical and vocational education. The SIPA team had an opportunity to utilize a crane simulator at JC International in Lagos. The simulator was a multi-faceted machine and gave us a new appreciation for the highly technical skills that students learn at vocational centers. For students, simulators provide the most practical skills application in a school setting. Utilizing these simulations will reap dividends for TVET graduates once they are working in the field.

Recommendation:

- Afren should partner with training centers, which have a workplace simulation environment, especially in growing industries, such as construction, hospitality, and oil and gas.
Phase II: Apprenticeship

Apprenticeship Opportunities

An effective TVET program creates a practical learning experience for its students so that they may practice their newly acquired skills. Apprenticeship is a subcomponent of industry linkages that provides practical work experience and professional contacts. The most common model in many countries is to provide students with apprenticeship opportunities in their chosen vocation. Germany’s dual education system is a well-known example where TVET training is provided in both vocational schools and private companies in key growth industries.\(^{60}\) This German method has been used as a model to design TVET systems in several other countries with success.

Apprenticeships not only benefit students but also provide value to companies. Although companies are not required to offer training in the German system, several companies do so for the following reasons: training can develop employees directly in line with company requirement, skilled employees are not available on the job market, companies can prevent personnel fluctuation, and companies can review trainees carefully and pick the best ones for permanent positions.\(^{61}\) However, there are also some issues to consider. Previous researches demonstrate instances where students were forced to work overtime or assigned to non-relevant tasks or monotonous work.\(^{62}\) Furthermore, many employers are afraid of accidents with students on the production site.\(^{63}\) Therefore, a training center should also follow-up on a student’s work conditions and contents in order to ensure that the apprenticeship was appropriately implemented. In addition, a training center and a company should clarify and agree on safety issues and each party’s responsibility in case an accident occurs during apprenticeships. Therefore, Afren should continue to sponsor students’ living expenses during the apprenticeship phase.

\(^{60}\) Mourshed et al. "Education to employment: Designing a system that works."
\(^{61}\) Germany. Federal Ministry of Education and Research (BMBF). Germany’s Vocational Education at a glance.
\(^{63}\) Ibid
The Nigerian Case

None of Afren’s current training centers that SIPA team visited currently provide apprenticeships to its students. Therefore, students do not have chance to gain a practical experience while they are in training and thus may struggle to hone the skills required in the market. Without a practical experience, it is more difficult for students to find employment or sustain their own enterprise after graduating. Therefore, it is important that current Afren’s currently sponsored training centers supplement their training with apprenticeship opportunities for students. In this regard, the training centers can use the existing network between industry associations to find apprenticeship opportunities for their students. Also, the length of apprenticeship period should be determined by training centers as the effective length will vary depending on occupation.

From the visit to Yaba College of Technology, the SIPA team found that the institution’s reputation allowed it to have a wide range of partnership with businesses throughout Lagos and Southwestern Nigeria. A program coordinator links the businesses with Yaba to provide the 4-month apprenticeship to students. In addition, Yaba’s reputation often compels businesses request a number of students to apprentice with them. An Afren-Yaba partnership would provide students with apprenticeship opportunities with the added benefit of attending an NBTE certified institution.

Recommendations:

- Afren should request partnering training centers to provide apprenticeship opportunities to students and the proposed Afren Project Coordinator should monitor its implementation.
- Afren should partner with Yaba College of Technology in order to leverage its established networks of apprenticeships.
**Phase III: Dual track**

**Advanced Training Track**

Europe provides many strong examples of model TVET programs; the German model is often considered the strongest in the world. Europe has leveraged TVET as a cornerstone of its emphasis on the importance of lifelong learning for economic performance, competitiveness, and high employment rates. The strength of the German economy during the economic downturn gives credence to this argument. The European Union differentiates Initial Vocational Training (IVT) and Continuing Vocational Training (CVT). IVT corresponds to Phase I of this program model, where students receive basic skills training. CVT occurs after initial training and apprenticeship, and provides the opportunity for skills advancement, the acquisition of new skills and updated knowledge in the field of study.

TVET programs are designed to give students the skills and experience necessary to be job-ready upon completion. However, these basic courses do not provide the skills for students to pursue advanced jobs in their fields. For instance, students who graduate from welding training centers can perform basic welding jobs, but do not have the skills and experience to pursue advanced positions such as pipe welding or underwater welding. These jobs require additional training.

Moreover, some employers require skills beyond those taught in initial training in order to hire graduates. Interviews with students and trainers in Nigeria revealed that students often find it difficult to secure employment because they do not meet the required competencies. Additional training will ensure that students meet the demands of a highly technical labor market, and are positioned to gain employment with top-quality companies.

In addition, not all students will become entrepreneurs, and the SIPA team argues that not all of them should. While starting one’s own business can be a profitable and rewarding venture, not all people wish to be an entrepreneur. Some individuals prefer the option to work for someone else, and students in Afren’s current training programs this

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65 European Center for the Development of Vocational Training. “Continuing vocational training and adult learning”
voiced preference. Getting a business off the ground is also a daunting task. Particularly given poor infrastructure and government red tape in the contexts in which Afren operates, it can be very difficult to open a business and keep it profitable.

Students who chose the Advanced Training track will study to take on these higher-level positions within their fields. Advanced training will consist of attending a polytechnic institute or other training center to fulfill an advanced course of study in their area of interest. The particular length of study is determined by the industry.

**Recommendations:**

- Provide the option for Advanced Training in the training center of the students’ choice for students who wish to receive further qualifications in their fields.

- Provide financial support for tuition, housing and transportation, up to an amount equal to the value of a starter pack. Alternatively, Afren and training centers could support the student in securing an employment agreement with a company that will sponsor their additional training and provide a job upon completion. In this way, Afren will be providing the same level of financial support to all students, and enabling them to succeed by allowing them a choice that meets their skills, interests, and life circumstances.

**Advanced Training in the Niger Delta**

Team Fadam Training Center, another industrial training school focusing on manual welding in Uyo, offers a high quality program taught by instructors with industry experience and certification. Skills acquired through one year of training equipped the students with certain operational competencies. However, some students from this center expressed interest to the SIPA team in extending their training course to include a 4th level of advanced pipe welding work. Pipe welding is an area in demand in the Niger Delta, but given the structure of the current TVET program, students are not able to receive the training necessary to secure these positions.

Students at Afren’s current training centers have voiced that they strongly support the option to receive additional training in their fields. In fact, the option to receive additional training would greatly increase students’ chances of securing employment. There is greater demand for people with skills for advanced positions. For example,
Solomon Iyobosa Edibiri, the President of the Nigerian Institute of Welding who began his career in Delta State, stated in a 2011 interview that Nigeria needed 10,000 welders by 2012 in order for the country to industrialize, and 2,600 of these are needed in the oil industry.66 A national center of excellence in welding engineering and technology is currently under construction in Edo State, which will provide instruction in 15 of the 20 components of welding that are not currently offered in Nigeria.67

To address the difficulties of opening one’s own business, some have called for the need for a new small- and medium-enterprise (SME) scheme in Nigeria.68 However, changing government structures is unlikely, at least in the short term, and not something that Afren is able to control. Therefore, the option for additional training leading to employment provides an option that will safeguard those who take it against these risks. This option will be attractive to some sponsored students whose risk aversion or circumstances do not provide the flexibility or the option to face potential business closure that entrepreneurship requires.

**Recommendations:**

- Partner with Yaba School of Technology to provide slots for Afren students who are interested in pursuing advanced training in their facilities. Yaba Tech is the most highly regarded polytechnic institute in Nigeria, with a reputation for its quality and strong relationships with employers. Students attending Yaba Tech would have excellent opportunities upon completion.
- Connect with the Nigerian Institute of Welding to build a relationship that will enable inroads for Afren students to the national welding center when it opens.

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67 Ibid.
68 Vanguard. "Why Most Businesses Fail in Nigeria."
Entrepreneurship Training

Regrettably, many TVET programs have not led to increased employment for graduates, due in large part to a scarcity of employment opportunities for technically trained workers in developing countries.\(^{69}\) This lack of formal employment opportunities has forced many youth to become entrepreneurs and open their own businesses. These “necessity entrepreneurs” are forced to open businesses without the requisite business acumen needed to be successful. This dearth of formal employment opportunities means that students who choose the entrepreneurship track, during Phase III in our effective TVET model, should be provided with entrepreneurship training. This training will allow Afren’s students to acquire the necessary businesses skills to ensure that their small businesses are not only successful in the short-term but also sustainable in the long-term.

The United Nations Educational, Scientific and Cultural Organization’s (UNESCO) Section for Technical and Vocational Education attempts to address this issue by proposing that entrepreneurial skills should supplement the technical knowledge and skills young people gain in formal vocational training.\(^{70}\) Entrepreneurship training can be defined as a structured formal conveyance of entrepreneurial competencies, which in turn refers to the concepts, skills and mental awareness used by individuals during the process of starting and developing their growth-oriented ventures.\(^{71}\) Furthermore, this training should be targeted towards key growth areas in the local economy, outlined in the aforementioned Market Based Solutions section, as a means to strengthen pathways to employment in growing sectors. Launching a successful business requires an awareness of one’s knowledge, skills, abilities, aptitudes, values and preferences. Therefore, entrepreneurship training will help graduates acquire the mindset and know-how necessary to make self-employment a viable career option.

Necessity entrepreneurs engage in an increasingly complex array of financial decisions that are critical to the success and sustainability of their newly established businesses. However, a growing literature demonstrates that in both developed and developing countries, a large fraction of the population is unprepared to make such

\(^{69}\) UNESCO. “Starting my own Small business” pg 2
\(^{70}\) Ibid
\(^{71}\) Ibid Pg 149
complex financial decisions. The 2010 report from the Center for Economic Policy Research (CEPR) “Keeping it Simple: Financial Literacy and Rules of Thumb” presents the findings of two randomized control trials that test the impact of financial training on firm-level and individual outcomes for micro-entrepreneurs in the Dominican Republic. The authors found that simplified financial literacy training produced significant and economically meaningful improvements in business practices and outcomes.\(^{72}\) Another study, "Entrepreneurship Training and Education as Strategic Tools For Poverty Alleviations in Nigeria." by Dr. O. J. K. Ogundele et al tests whether there is a positive relationship between technical skills and youth empowerment and if there is a positive relationship between personal entrepreneurial skills and social welfare services. Ogundele’s findings support the aforementioned report’s claims that the contribution of entrepreneurship training on poverty reduction through youth empowerment and social welfare service improvement will be significant if entrepreneurship is encouraged at all levels.\(^{73}\) Given the scarcity of employment opportunities in the Delta, entrepreneurship presents itself as an attractive and viable solution for some of Afren’s students.

**Recommendation:**

- Entrepreneurship training should be included for the students who have chosen the “Entrepreneurship + starter pack” track of Afren’s TVET program. Entrepreneurship skills can benefit all types of students, regardless of vocation, and should be implemented towards the end of a pupil’s training. It is essential that students receive entrepreneurship training prior to acquiring their starter packs, as a means to ensure that they do not misuse this initial capital.

Entrepreneurship training should focus on the business skills required to open and operate a small business and should include: Financial management (Accounting and Budgeting), Sales, Promotions, Customer service, Market research, Business plan development, and Negotiations. Such skills will enable TVET graduates to acquire the know-how required to design and launch a small business. By promoting economic self-reliance, and the need to play a constructive role in the community, entrepreneurship

\(^{72}\) Drexler, “Keeping it Simple” pg 20

\(^{73}\) Ogundele, et al. "Entrepreneurship Training and Education as Strategic Tools For Poverty Alleviations in Nigeria." Pg 153
training also aims at human capacity building, a key element of sustainable development. Furthermore, entrepreneurship training should be supplemented by visits and presentations of successful enterprises by existing entrepreneurs, as outlined in the *Industry Linkages* section. Under Afren’s current vocational education structure, entrepreneurship training is key to ensuring that graduates make proper use of their starter packs and maximize their potential to create sustainable small businesses.

Picture: A class focusing on customer service by FATE foundation in Lagos.
Entrepreneurship and TVET in the Niger Delta

Following the recommendations from the SIPA January trip, Afren is currently integrating entrepreneurship training into their existing Akwa Ibom Youth Vocational Education and Skills Acquisition program. This entrepreneurship training was designed and implemented by the University of Uyo’s Department of Economics and Business Management. Although the training was initially planned to last one month, the facilities at the University of Uyo were only available for three weeks, resulting in a condensed form of the training. The 60 most recent TVET graduates sponsored by Afren will start this intensive course in April. The university has a team of professors who have designed these courses based on their academic and professional experiences. The training is divided into seven modules and will cover the following topics:

1. Understanding the world of business and self-employment
2. Getting started in business (how to design a business plan)
3. Mobilizing and managing resources (financial component)
4. Accounting for resources in business
5. Customer identification (marketing)
6. Building a support network/business environment
7. Success stories

Recommendation:

- After the completion of the initial training course in May 2013, Afren Nigeria should conduct a thorough evaluation of the course and attempt to determine whether the students acquired the intended entrepreneurial skills. Moving forward, Afren Nigeria should determine whether the current training was sufficient, or if it should be returned to the original one-month length. Should the training prove unsatisfactory, Afren should reach out to form partnerships with NGOs, like the FATE foundation, or government bodies, like the NBTE, to ensure the provision of adequate entrepreneurship training.
**Alternative partnership for entrepreneurship training: FATE foundation**

The FATE Foundation is a non-profit, private sector-led organization created to tackle the high rate of unemployment and poverty in Nigeria. FATE’s mission is to foster wealth creation by promoting business and entrepreneurial development among Nigerian youth.74

It is noteworthy that Afren has had previous interactions with the FATE foundation under its *Akwa Ibom Youth Empowerment and Business Development Scheme*. This program was commissioned by Afren in 2009 and implemented by FATE until 2010 in Eastern Obolo. The 30 candidates chosen for this program had technical expertise but lacked business skills to operate their own small businesses. FATE foundation provided a one week condensed version of its “Aspiring Entrepreneur Program” that included basic business training and leadership skills. After the training the students received mentoring from FATE foundation consultants that visited them monthly for one year while Afren provided growth grants to businesses.

**Recommendation:**

- Should the University of Uyo’s entrepreneurship program be deemed unsatisfactory, FATE foundation presents itself as a viable alternative, with a proven track record, for the provision of entrepreneurship training. Both the January and March field teams had very positive meetings and visits with FATE foundation and can attest to the quality of their work.

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74 FATE foundation website: [http://www.fatefoundation.com/about/](http://www.fatefoundation.com/about/)
Phase IV: Career Development

Career Development

Many students do not know how to market themselves in a credible manner, and finding the right employer is a difficult process. Students find it difficult to make well-informed career choices due to lack of relevant career information. Providing a career development service that helps match graduates to employers can be an effective tool to increase employment rates of TVET graduates. In order to implement a career development service, a training center should collect comprehensive data on potential industries for students and its market conditions, as well as students’ level and competencies after completing TVET training. A career development service should also be available for graduates since they might need assistance finding employment even years after graduation.

The Nigerian Case

In order to help students find jobs, training centers should have career development services that help match graduates to employers. For example, inviting employers who have interest in hiring graduates to training centers or hosting a career fair will help students find employment. However, none of Afren’s currently sponsored training centers provide career development services. In addition, it seems like training centers do not conduct tracking of students after graduation. However, in order to confirm whether students gain sustainable job opportunities after graduation, training centers should conduct surveys. Finally, providing guidance and alumni contacts to recent graduates is also important. This support can be vital in finding a gainful employment.

Recommendation:

- Afren should partner with training centers that provide career development services and conduct students tracking.
- Afren’s project coordinator should organize meetings with industry experts to link students to employers and entrepreneurs to contractors.

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76 Ibid
Additional Recommendations

In addition to the aforementioned components, which are integral to the effective TVET model, the following are additional recommendations that would further enhance Afren’s TVET program.

Entrepreneurial Competitions

Many educational instructors agree that differentiating instruction is a critical ingredient in the recipe for student achievement. Teaching methods and practices should be diversified in order to meet the learning needs of students.\(^77\) While no single technique should be used exclusively, competitions and awards for winners can bolster students’ self-esteem and encourage knowledge and skill sharing.\(^78\)

Currently Afren does not host such competitions, although Afren’s CEO has expressed interest in organizing one. A competition between students is a useful event that can foster an entrepreneurial spirit while allowing students to put their skills to practice. This competition would occur after the one year of TVET training so that students could apply their newly acquired knowledge and skills. The vocational center training equipment could be used to design the student’s project. Instructors at Fate Foundation as well as analysts at Ernst and Young, who were both interviewed by the SIPA team, stated that skills acquisition for youth does not sufficiently lead to gainful employment. The mindset of youth must also evolve so that they internalize an entrepreneurial spirit. This competition would foster a business mentality and the winners could receive an award for excellent projects or ideas. Fate Foundation in Lagos appeared to operate well organized business competitions between their students.

Recommendation:

- Afren should aim to further develop the competition’s guidelines. Entrepreneurial competitions, such as best business plan or most persuasive marketing idea, would be applicable across vocations. Once the nature of the competition is decided, Afren could then establish an annual competition and award ceremony for winners.

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\(^77\) Teach for America. “Differentiate your Plans to Fit your Students.”
\(^78\) Kudzma. “Competition: A descriptive survey method to studying student achievement in the classroom.”
Solar Vocational Training

During the desk research phase, the SIPA team noted that technical vocational training in solar energy installation is a growing trend that is innovative, gender neutral, and helps advance sustainable solutions to pressing global energy issues. This training is linked to a budding industry of “green jobs” that includes work in agricultural, manufacturing, research and development, administrative, and service activities that contribute substantially to preserving or restoring environmental quality. Solar energy improves a country’s energy security through reliance on an indigenous and inexhaustible energy source. In turn, pollution is lowered and climate change mitigated thereby enhancing a nation’s sustainable development. While many countries are enthusiastic about greening TVET, the biggest challenge remains designing practical curriculum to teach students various “green vocations”. Furthermore, while the cost of solar energy remains high, higher demand and a growing supply means that this type of industry should decrease in cost in the future.

Nigeria has made efforts to advance solar energy practices. In 2010 NBTE held a workshop on the application of solar technology including basic techniques of design and installation. The workshop also sought to work with NBTE to develop curricula relevant to NBTE’s national certification. Subsequent correspondence with Muhammad Abubakar, Director of NBTE, found that curricula had not yet been established as of April 2013. However, Waziri Umaru Polytechnic in Kebbi and the Federal Polytechnic in Anambra have recently instituted new initiatives to develop curricula in conjunction with NBTE. Abubakar noted that there is still much research being conducted on solar technology in Nigeria, and that a great potential exists to exploit solar energy for use beyond rural street lighting and water pumping. Important for tropical climates, such as the Niger Delta, solar products can be customized to function during a range of weather conditions, including the rainy season.

In Nigeria, solar technology is still in the research and development phase. Afren should monitor solar technology development in Nigeria so that the company can partner

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with a solar technology vocation center in the future. Meanwhile, Afren should investigate the feasibility of partnering with solar energy vocational centers, or other renewable energy vocational centers, in the other nations in which Afren has CSR programs. Ghana, another nation in which Afren has CSR programs, has better developed renewable energy technologies. Afren should consider offering solar energy vocational training in other countries where they have CSR projects.

**Challenges to Implementation**

The team believes that the proposed model is both innovative and realistic, and if implemented, can make Afren’s TVET program more effective. However, the model will inevitably face challenges in implementation. It is important to anticipate these challenges so that they can be mitigated as best as possible.

The first challenge for this model is stakeholder buy-in. The model assumes that all stakeholders will see the benefit of making the proposed changes – notably the two track and apprenticeship options. In the two track option, students who chose the additional training track will not receive a starter pack at the end of the program. Additional training increases the likelihood of getting a higher-skilled form of employment in the long-term, however, it is a risky choice in the short-term because there is no starter pack to open their own business, in case there is no employment opportunity. It is possible that some students, or community members, may be against the two-track option as currently designed. To mitigate this possible discontent, Afren needs to provide as much information as possible about the consequences of each track – job offerings, salary differentials, so students can make an informed decision, and decide which risky decision they choose to make. Furthermore, students who have chosen the entrepreneur track must realize that, globally, most small businesses fail. While entrepreneurship training attempts to mitigate this issue by equipping students with the business acumen to succeed in business, the reality is that most students will likely fail at some point in their careers. Building this reality into the expectations of students during the entrepreneurship training will help them realize the challenges of opening a business.

The second challenge is in regard to market research. In order for the program to be market based, it is necessary to gather accurate information about growing sectors in the country or region in question, as well as key qualifications for which students must be
trained. However, it is often difficult to gather accurate and timely statistics on market conditions in developing countries. To mitigate this problem, Afren must “triangulate” – meaning gather data from multiple sources in order to identify trends. For example in the Nigerian case, it would entail gathering data from the Nigeria Bureau of Statistics, the World Bank, IMF, etc on growing sectors within the country. Although these sources might have differing information of economic changes within the country, by triangulating, Afren may be able to identify useful trends.

The third challenge faced by this effective TVET model is that changing perceptions about gender is a long-term goal. Views that lead to differential treatment of men and women in societies can be entrenched and difficult to change. While easy to identify, it may be difficult to strategically address in a manner that is innovative and advances the interests of all parties involved. To mitigate this challenge, Afren may think about gender considerations in terms of practical needs (increase the number of young women in training centers, etc), and strategic needs (improve the quality of young women’s participation in training centers through additional training and support). Lastly through its efforts, Afren may spark much needed discourse between men and women on gender equality issues, which may lead to changes that further Afren’s ultimate outcomes.

Another challenge is in regard to collaboration with training centers. The model proposes substantial involvement of training centers in implementation – workplace simulation, apprenticeship placement, and career development services. It is possible that current training centers may not have the capacity to incorporate these additions into their program models, which may lead to a slow start in these components. To mitigate this challenge, Afren may increase funding to its training centers to increase their manpower and improve their equipment to accomplish these tasks. Secondly, Afren may foster collaboration between partner training centers and better equipped larger centers such as Yaba Tech so that the training centers can build their capacity and knowledge, to implement the model as designed.

Finally, building an M&E system is a very complex task that is time consuming and requires accurate data gathering. It is difficult to attribute causality between an improvement in condition or outcome and Afren’s intervention. It for this reason that the
team recommends the hiring of a Project Coordinator with experience in M&E to build and oversee Afren’s evaluation efforts. This Project Coordinator will also have the necessary experience with the science and art of interpreting data, so Afren may better understand the impact of its programs.

**Conclusion**

Nigeria and other oil-producing countries face a wide range of roadblocks to development. Robust CSR programs have the potential to help bring an end to tensions between communities and MNCs and make a real impact on the lives of local community members. However, in order for this impact to be its deepest, CSR programs must be community-centered, ensuring that interventions are targeted toward real, community-defined needs. Companies must be bold in their initiatives, and must cultivate and harness the rich human resources available as they cultivate the natural resources. Doing so will not only contribute to the economic development of these regions, but will also build trust and symbiosis that will create the environment for companies to safely continue to do their business. Afren’s participatory approach benefits the community, and better ensures its own continued profitability, particularly in a fragile context like the Niger Delta.

In order for a TVET program to be successful, it must take a phased approach to provide students the high-quality training and practical application that will help them graduate job-ready. These phases include skills training in an accredited center, an apprenticeship, further training in their field or in entrepreneurship, and career development advising. These phases must incorporate the components necessary to ensure that training received will be of the highest quality and available to all. Training must include market-based solutions to ensure training meets market demand and have strong monitoring and evaluation frameworks to measure impact. Programs must be built in a gender equitable way and provide a vocational career guide to provide access to all community members to the fields that are of interest to them. High-quality programs are offered in quality training centers that are certified and provide industry linkages to connect students with meaningful opportunities in their fields. Finally, they must incorporate life skills training to augment hard skills, as well as entrepreneurship training.
When the above elements are incorporated, a dual-track TVET model that provides career development advising can lead to sustainable livelihoods for members of oil and gas producing communities. Building off of Afren’s current model, the proposed dual-track system offers entrepreneurship training and resources or the opportunity for further job training. In this way, Afren can be sure that it is offering program participants the option that best fits their individual needs, interests and aptitudes. By allowing for separate tracks, Afren provides choice to participants, which will lead to greater program success and stronger participant outcomes. Partnering with training centers that meet specified criteria ensures that Afren’s sponsored students are meeting the minimum standards to access employment in their fields of study. Ultimately, incorporating these effective elements into a TVET program leverages Afren’s CSR resources more effectively to have a deeper impact in its communities.

Annexes

ANNEX 1: PARTICIPATORY SOCIAL ASSESSMENT TOOLS FOR GENDER ANALYSIS

Tools: A variety of participatory tools have been used at the district or village level with some success. Note that these tools can appropriately be used not only during the project identification and design process, but also during project implementation and for monitoring and evaluation purposes. Participatory tools include, but are by no means limited to, the following:

• Work activity calendars: Conducted on a daily, weekly or monthly basis, activity calendars are used to identify by gender the person responsible for productive and income earning activities such as agricultural production, care of livestock, agro-processing, collection of fuel and water, marketing and hiring out as labor; for household maintenance tasks such as childcare, meal preparation and healthcare; and for community management activities such as maintenance of local water and sanitation infrastructures or participation in community kitchens for joint food purchases, preparation and distribution. They also provide information on gender differences in time spent on different activities.

• Walking tours through the community. Social scientists accompany community members who point out physical features of the village or district, and identify community resources or problems. It is useful to participate in separate walks with men and women, and with poorer individuals as well as community leaders, as they may consider different features to be of importance, and may interpret the same features in very different ways.
• Spatial maps. Community members indicate, by gender, on maps of fields or enterprises, who is responsible for productive activities, who provides labor, and who controls resources, outputs or benefits. Spatial maps provide clear pictures of access to productive resources – constraints, participants, and beneficiaries. They can also be used to map social networks, gender differences in use of community resources, and other patterns that throw light on social and gender relations.

• Focus groups. Small representative groups of community members gather to identify priorities and concerns, and to discuss in depth specific issues of relevance to the project, using a relatively loose structure and open-ended questions. It is often useful to conduct separate focus groups with men and women, perhaps followed by joint meetings that include both. Focus groups can also be held with subgroups within the community to explore particular areas of relevance such as agricultural production or healthcare resources.

• Semi-structured individual interviews allow for more individual expression of views, particularly by community members who, for whatever reason, are unable or unwilling to participate in joint discussions. They can also be used to tap the views and experience of organizations such as women’s NGOs concerning gender issues.

• Ranking. Community priorities, problems, and potential solutions identified during community planning sessions can then be evaluated, ranked and voted on by community members to aid in the selection of projects, project components, or aspects of project implementation.

ANNEX 2: SAMPLE TERMS OF REFERENCE (TOR) FOR CONDUCTING GENDER-RESPONSIVE SOCIAL ASSESSMENT

Overall responsibilities
The consultant will conduct a gender-responsive Social Assessment to ensure that social and gender issues of relevance to the project are identified and integrated into the project design. The consultant will make recommendations for project components to be included, and for actions to be taken during project implementation to ensure that the gender issues identified are consistently addressed throughout the implementation phase. The consultant will develop a detailed plan to monitor the progress of gender-related project components and to evaluate project outcomes and impacts for both women and men. Social Assessment will be conducted at intervals throughout the project cycle, as necessary to ensure continuing attention to social and gender issues.

Project Identification and Design Phase

This phase of the Social Assessment will be conducted prior to project commencement, and will include the following components: Assessment of the Socio-Cultural, Institutional, Historical and Political Context. Conduct a rapid review of available
sources of information concerning the social and gender dimensions of the overall context in which the project will operate, and identify the ways in which this context is likely to facilitate or constrain project implementation and outcomes for both women and men.

**Review of Legislative and Regulatory Considerations**
Identify national legislation and regulations relevant to the project and identify the extent to which they mandate social and gender-based equity or permit discrimination. Identify potential effects of local cultural traditions or other factors on the ways in which relevant legislation may be interpreted, and on the extent to which relevant regulations will be complied with.

**Data Collection**
Collection of baseline data on the activities, capabilities, needs and constraints of women and men in the project area. Collect gender-differentiated data on local definitions of productive, reproductive and community roles; the daily activities and responsibilities of men and women; deficiencies based on socioeconomic, gender or other status, in areas such as power relations, decision-making and the ability to influence others; differences in social and gender relations between subgroups of the community; and the contributions men’s and women’s activities make to development goals.

**Identification of Key Social and Gender Issues**
On the basis of the foregoing analysis, identify the gender-specific dimensions of key social and institutional issues in relation to project objectives, with particular focus on issues such as poverty reduction, equity and inclusion, strengthening of social capital and social cohesion, and potential risks and negative impacts of the project. The analysis should be structured around five key entry points:

- Social diversity, with particular focus on the poor and on gender differences.
- Institutions, rules and behavior
- Identification of male and female stakeholders and their ability to influence the project’s outcomes.
- Opportunities for and constraints on participation in the project by both men and women, particularly the poor and vulnerable
- Identification of potential gender-specific social risks, and of strategies to minimize or avoid such risks.

**Assessment of likely social and gender-related effects of differentials identified**
Assess the implications of the identified social differentials for project success, and the contributions the project can be expected to make to social development goals such as social equity and cohesion.

**Plans for implementation and evaluation**
In close consultation with Afren project implementation personnel, develop a plan for implementation of gender-specific project components to guide ongoing attention to social diversity and gender issues throughout the implementation phase. The plan should specify funds to be assigned for the purpose, strategies to be adopted, actions to be taken,
and responsibilities. A system of monitoring and evaluation indicators should also be developed at this time.

**Methods and tools**

This stage of Social Assessment should draw both on existing information in the form of available studies and documents, and on data collected directly from the intended project community and other potential stakeholders, using participatory and inclusive approaches to the fullest possible extent. Quantitative data should be complemented by qualitative data as needed.

**Deliverables**

1. A comprehensive Social Assessment document for use by Afren staff responsible for project implementation and supervision.
2. When appropriate, visual and other materials resulting from community participation in gender-responsive social analysis, to be kept and displayed in the project community for purposes of transparency and accountability.

**Project Implementation Phase**

This phase of the Social Assessment will be repeated as needed during implementation, with the purpose of evaluating the extent to which continued attention is paid to gender and social diversity issues identified during the implementation phase, and to assess progress made in implementing planned actions to address these issues. It will include the following components:

- Collection and analysis of gender-differentiated implementation data, either directly by the Consultant, or by implementation personnel
- Implementation of project components specified in the project design and intended to promote social and/or gender-based equity and cohesion.
- Gender-equitable project participation
- Use of gender-responsive strategies
- Problems encountered during implementation.

Regular consultations with project personnel concerning social and gender-related project components, to review the findings of gender-differentiated implementation data, discuss problems and necessary changes to plans, identify processes that facilitated or impeded implementation, and ensure ongoing attention to these issues.

**Methods and tools**

Gender-differentiated quantitative data will be collected on project participation (in planning and decision-making, implementation and as beneficiaries). Qualitative data will be gathered from members of the project community, implementation personnel and other stakeholders, concerning their perceptions of and attitudes towards the project during implementation. Tools will vary depending on the specific context, but should involve members of the community whenever possible, and may include observation, semi-structured interviews, focus groups and other methods.
Deliverables
1. Consultations with members of the project community, implementation personnel and other stakeholders
2. Periodic written reports on progress concerning implementation of social and gender-related project goals; input to project documents such as mid-term project documents.

Project Evaluation Phase

This phase of the Social Assessment will be conducted at the time of project completion, in order to provide a full account of the implementation phase, to evaluate outcomes for both men and women, and for all socio-economic sections of the project community, and to summarize lessons learned to assist in the design of future gender-responsive social analyses. It will include the following components:

- Evaluation of the implementation process, to assess the extent to which plans to integrate social diversity and gender into project activities and processes were successful, and of the variables that facilitated or impeded this goal.
- Evaluation of project outcomes and impacts for men and women. This component should address:
  - Project outcomes in terms of Afren CSR goals
  - Project outcomes in terms of major cross-cutting social and gender issues such as access to human and productive resources, access to gainful employment, decision-making capacity, and vulnerability to poverty
- Project outcomes in terms of sector-specific social and gender-related project components.

Methods and tools
Both quantitative and qualitative data will be collected, as appropriate, from men and women members of the project community, from implementation personnel, and from other stakeholders.

Deliverables
1. A comprehensive Social Assessment document for use by Afren project and evaluation personnel.
2. A presentation to the project community, with written and visual materials for community records, as appropriate.
**ANNEX 3: SAMPLE MONITORING AND EVALUATION MATRIX FOR TVET PROGRAM MODEL**

**Program Goal:** People in Niger Delta gain access to sustainable livelihoods

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Output</th>
<th>Activity</th>
<th>Input</th>
<th>Performance Indicator</th>
<th>Means of Verification</th>
<th>Assumptions and Risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students receive high quality skills training in their TVET field of choice</td>
<td>1.1. Training is offered in fields that are in demand by community</td>
<td>1.1.1. Gather CRC feedback on fields in demand</td>
<td>- Program Coordinator and Community Affairs staff time to conduct community outreach</td>
<td>1.1.1.1. At least 4 fields identified for training offerings</td>
<td>- List of fields for training approved by CRC</td>
<td>- Training centers are available</td>
</tr>
<tr>
<td></td>
<td>1.2. Students complete training at certified training center</td>
<td>1.1.2. Survey community and industry professionals to identify TVET fields</td>
<td>- Program Coordinator time to create and conduct surveys and analyze data</td>
<td>1.1.2.1. At least 4 fields identified for training offerings</td>
<td>- MOU with training centers to offer slots to Afren students</td>
<td>- Training centers are available</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2.1. Build partnerships with quality training centers to offer training to Afren-sponsored students</td>
<td>- Community Relations staff time to build partnerships with training centers</td>
<td>1.2.1.1. Secured partnerships with one or more training centers per field</td>
<td>- MOUs with businesses to provide apprenticeships</td>
<td>- Students are interested in apprenticeships offered</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2.2. Secure slots at training centers</td>
<td>- Training slots secured for 60 students per community at various training centers</td>
<td>1.2.2.1. Training slots secured for 60 students per community at various training centers</td>
<td>- Schedule of entrepreneurship training submitted by each training center</td>
<td>- Security concerns become worse</td>
</tr>
<tr>
<td>2. Students receive high quality practical experience</td>
<td>2.1. All students take part in an apprenticeship track</td>
<td>2.1.1. Build relationships with industry for apprenticeships</td>
<td>- Community Relations staff time to build partnerships</td>
<td>2.1.1.1. At least 3 businesses per field enlisted to provide apprenticeships</td>
<td>- MOUs with businesses to provide apprenticeships</td>
<td>- Employers are willing to offer apprenticeships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2. Students in entrepreneurship track receive business skills training</td>
<td></td>
<td>2.2.1.1. Entrepreneurship curriculum developed and implemented</td>
<td>- Schedule of entrepreneurship training submitted by each training center</td>
<td>- Students want entrepreneurship training</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.1.1. Develop curriculum for entrepreneurship training</td>
<td></td>
<td></td>
<td>- Security concerns become worse</td>
</tr>
</tbody>
</table>


| 3. Students receive advanced training in their field | 3.1. Advanced training is offered in fields that are in demand by students | 3.1.1. Survey students to identify TVET fields | - Program Coordinator and Community Relations staff time to conduct community outreach
- Program Coordinator time to create and conduct surveys and analyze data
- Community Relations staff time to build partnerships with training centers | 3.1.1.1. Training fields identified 100% of students in Advanced Track
3.1.1.2. Students express satisfaction with training options | - Survey filled out by each Advanced Track student
- MOU with training centers to offer slots to Afren students
- Students submit enrollment paperwork |
| 3.2. Students complete training at advanced center | 3.2. Secure slots at advanced training centers | - Survey filled out by each Advanced Track student
- MOU with training centers to offer slots to Afren students
- Students submit enrollment paperwork |
| 4. Students receive professional development support | 4.1. Students are matched with a mentor in their field | 4.1.1. Recruit mentors from relevant fields | - Community Relations staff time to conduct outreach
- Community Relations staff time to coordinate professional development activities with training centers | 4.1.1.1. 100% of students are matched with a career mentor
4.2.1.1. At least one presentation per month is offered at each training center | - Career mentors database
- Report on topics covered in presentations
- Student satisfaction survey |
| 4.2. Students receive professional development support from training center | 4.2. Secure slots at advanced training centers | - Community Relations staff time to conduct outreach
- Community Relations staff time to coordinate professional development activities with training centers | - Community Relations staff time to build partnerships with training centers | 4.2.1.2. Students express that they have increased understanding of their field and various career paths within it | - Mentors will be available to work with students when needed
- Students will be able to attend professional development offerings
- Field experts may not be prepared or may not keep commitment |
ANNEX 4: STAKEHOLDER ANALYSIS
## ANNEX 5: STUDENT TRACKING DATABASE EXAMPLE

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Host Community</th>
<th>Gender</th>
<th>Age</th>
<th>Education Level</th>
<th>TVET Program</th>
<th>Month Salary</th>
<th>Current Occupation</th>
<th>Location</th>
<th>E-mail</th>
<th>Cell Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samuel Okocha</td>
<td>Okoro</td>
<td>Male</td>
<td>27</td>
<td>High School</td>
<td>Hairdressing</td>
<td>47,000</td>
<td>Works at</td>
<td>Kaduna</td>
<td><a href="mailto:s.okocha@gmail.com">s.okocha@gmail.com</a></td>
<td>234 80</td>
</tr>
<tr>
<td></td>
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<td>33158063</td>
</tr>
</tbody>
</table>
ANNEX 6: SAMPLE VOCATION CAREER GUIDE

**HAIRDRESSER**

What does a Hairdresser do?
- Works in a salon;
- Cuts women’s and men’s’ hair
- Styles hair;
- Designs different hairstyles;
- Advises clients on how to care for their hair.

How is the competition in Machakos?

There are many salons in Machakos Town. That means there is quite a bit of competition, but also many businesses that need good hairdressers.

$ Estimated Salary $
1,300 - 3,000 Ksh. per week
Hairdressers often buy their own supplies: about 12,500 Ksh. for dryers, 3,500 Ksh. for a 6-month license

*sample of a student manual created by the SIPA team that previously conducted research in Kenya
Skill requirements & Training possibilities
To work as a hairdresser, workers must be creative, have good discipline, be willing to learn, and be good with money. Most hairdressers are trained by a mentor.

Benefits & Limitations
✓ Hairdressing does not require a trade test, but there are schools and mentors in Machakos where you can learn more about this trade;
✓ It is good to work as a hairdresser because you can either work in a salon or you can start your own business;
✓ But, starting a business can be expensive;
✓ Therefore, working as a hairdresser is good for someone who is creative and wants to open his/her own business.

I can ask Ann Nudunge Mutua, who is a Hairdresser, Designer, and Business Owner. Also, I can contact Felistus Mumbua, who is a Jitegemee graduate for more information on becoming a hairdresser!

Great Ideas for Hairdressers!
➤ If you work as a hairdresser, you can share rent for a shop with a friend who is a barber. That way, both men and women will come to your shop;
➤ If you work as a hairdresser, you can hire your friends who are beauticians or offer salon services yourself, like manicures and facials;
➤ If you work as a hairdresser, you can design new and creative hairstyles;
➤ If you are a hairdresser you can travel to other cities to learn new techniques and teach your friends;
➤ If you work as a hairdresser, you can cooperate with your friends who are interior designers and arrange to do all the hair at the weddings.

*sample of a student manual created by the SIPA team that previously conducted research in Kenya*
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