



## **Webinar Summary Report**

# **Transition from School to Work: Importance of Guidance and Counselling for Secondary School Students**

---

**26 November 2020**

**Joshua Alade**

**NIGERIA YOUTH SUSTAINABLE DEVELOPMENT GOALS  
(NGYouthSDGs) NETWORK**

# **Transition from School to Work: Importance of Guidance and Counselling for Secondary School Students**

## **Webinar Summary Report**

**Nigeria Youth SDGs Network, Lagos**

**Joshua Alade**

**Report date: 5 December 2020**

**Contact:**

**Nigeria Youth SDGs Network, 9 Alfred Rewane Road, Ikoyi, Lagos**

**[info@nigerianyouthsdgs.org](mailto:info@nigerianyouthsdgs.org)**

**(+234) 0816 9755 173**

**DISCLAIMER:**

**The views expressed in this Webinar Summary Report are those of the author and the presenters and do not necessarily reflect the policies or opinions of the Nigeria Youth SDGs Network.**

## **Contents**

<b>Acknowledgments</b>	<b>4</b>
<b>Introduction</b>	<b>6</b>
<b>Welcome Address</b>	<b>7</b>
<b>Plenary Session with Speakers</b>	<b>8</b>
<b>Evaluation of discussion and feedback</b>	<b>11</b>
<b>Recommendations</b>	<b>12</b>
<b>Appendix</b>	<b>13</b>

## **Acknowledgements**

The webinar “Transition from Skills to Work: The Importance of Guidance and Counselling for Secondary School Students” held on 26 November 2020 and was organized by the Nigeria Youth SDGs Network and Development Research and Projects Centre with the kind support of The Open Society Foundations.

The organizers would like to thank Kofoworola Bello-Osagie (Vintage Press Limited), Zainab Ishaq Musa (Data Science Nigeria), Utibe Henshaw (The Education Partnership Centre) and Daniel Nwaeze (Nigeria Youth SDGs Network).

Introductions, facilitation, conclusion, reporting and summary by Joshua Alade (Nigeria Youth SDGs Network).



## **Introduction**

Being the third in the “Future Workers Program” series of webinars, the session on “From School to work: The Importance of Guidance and Counselling for Secondary School Students” focused on how effective the role of guidance and counselling in supporting secondary school students in making critical and career defining decisions from a very young and tender age.

The webinar held on Thursday 26th November 2020, from 11:00 am – 1:00 pm (WAT) and had 203 registered participants. In the appendix, we provide a descriptive overview of the participants and conditionalities which influenced the figures.

The session brought a select group of speakers who had practical experience and had been in scenarios like this and now making impacts in their chosen fields. The speakers include:

**Utibe Henshaw:** Programme officer at the Education Partnership Center. An organization whose core is to support in addressing diverse challenges in the education sector with competencies in research, evaluation, contextualizing best practice in education partnerships and ensuring that public-private partnerships in education are meaningful, mutually beneficial and effective.

**Kofoworola Belo-Osagie:** Chief Correspondent at Vintage Press Limited; publishers of The Nation newspapers which according to a 2009 survey was the second-most-read newspaper in Nigeria. She also heads the Education Desk of the Nation Newspaper

**Zainab Ishaq Musa:** Research Consultant with Data Science Nigeria. a non-profit run and managed by the Data Scientists Network Foundation whose vision is to accelerate Nigeria's development to build a world-class Artificial Intelligence (AI) knowledge, research and innovation ecosystem that delivers high-impact transformational research, business use applications, AI-first start-ups, support employability and social good use cases

**Joshua Alade:** Project Coordinator of the Nigeria Youth SDGs (NGYouthSDGs) Network which is creating platforms for youth led/focus civil society organizations to understand their roles, responsibilities and engagements in advocating and driving accountability for the Sustainable Development Goals (SDGs) in Nigeria.

Joshua had stepped in as a replacement for Mohammed Salihu; a technical adviser with the Federal Ministry of Education who was unavoidably absent

And

**Daniel Nwaeze** as moderator for the session

The webinar was structured in remarks and welcome address from host, plenary session with four speakers and a Q & A session with participants

This report represents a summary of the remarks, presentations and evaluates the discussions and feedback from participants collected through Q&A on the presentations, open-mic sessions, chat-box, and emails received after the webinar.



## Welcome Address

*By Joshua Alade, Project Coordinator, Nigeria Youth SDGs Network*

I am delighted to have the opportunity to welcome you to this webinar today which focuses on addressing the unemployment situation of young people in the light of the COVID19 pandemic. The importance of creating jobs and work creation opportunity for young people cannot be overemphasized as well as addressing the bottlenecks that stop young people from having meaningful work.

Today our speakers will share from their wealth of experience how we can support the transition from school to work for young Nigerians. The recommendations from this webinar will be shared with relevant stakeholders in the education industry in Nigeria as well as the creation of a policy document that will help Nigeria gainfully harness the skills of her young population.

## **Panel Discussion**

In setting the mood for the conversations, the speakers worked with a set of guiding frameworks which included but not limited to:

1. What are the key aspects of successful technical and vocational education training (TVET) for addressing the skills gaps?
2. What are the strengths and weakness of the current TVET approach in Nigeria?
3. What recommendations can be made to TVET organizations to help society move towards education for sustainable development?
4. What are the intersectional roles of guidance and counselling guidance in addressing the youth skills gaps?
5. The sessions started with panelists sharing their personal experiences in making life changing decisions at a noticeably young age and how this has defined their impact till date.

**Utibe Henshaw** opened the floor mentioning that the TEP has a citizen-led household assessment which is a survey that tests children for the basic competency skills in literacy and numeracy; including noting her personal story of starting as a chemical engineering undergraduate and now working as an education consultant. Following Utibe was **Zainab** who mentioned being a classical example of being confused in making career decisions from school to work as she wanted to be a medical doctor growing up while her skills were tilted towards the arts and along the line she ended up in being a computer scientist and an entrepreneur. **Kofoworola** in her opening remarks also admitted to facing similar challenges and confusions in making decisions for her career as the guidance and counselling department totally failed her.

The first question “Education in secondary schools and transition to work-life trends are shaping youth employability in Nigeria. Where do you think the current biggest needs are and what the need of the future may be for youth unemployment” was to **Utibe Henshaw**. In her response, she mentioned that “holistically we need to think about the purpose of education and what the promise of education is to fulfill in Nigeria. We need to factor the answers into the way we design and deliver education. We see schools move students they cannot admit to courses like engineering and law to the social sciences... Life is aspirational and we need to redesign education to fulfill life aspirations and not just for select jobs and this is where the importance of guidance and counselling will be felt”

**Zainab Ishaq** on responding to the question on “there is need for valuable data to best understand what the individual student need to properly guide them. How do you think counsellors can use this data or research to help them make better career decisions in the future?” noted that it all boils down to the beginning at the elementary level. “Let us not wait till we get to the university to begin before we start running around. We should know the basics from the start and how that student is faring from a young age and be able to use this data to understand what has happened to the person in the past until this point and effectively predict the likelihood of a child’s career path. This data is not solely academic but also personality data and some tests to understand their work cultures, know and track how each student is doing many years after. In sampling some students in select schools, we discovered that we can’t just do guidance and counselling and leave the students like that but rather use data to support the decisions”

**Joshua Alade** tackled the question focusing on “How do we innovatively circumvent the cultural and regional barriers to learning damning to youth development so as to improve skill acquisition and youth employability?”. In his response he mentioned he noted that learning by doing transformed his life as he’s had mentors and counsellors who sees what he is doing and links him to someone doing similar work to get better. In his words: “most times counsellors do not hear youths. They just feel most time because you are a youth, I should know what you want without really asking the young person what they want to and guiding them appropriately”.

Furthermore, he mentioned that for young people in their transition from school to work, it must be a process that allows for “learner centred design”. Whatever we are creating for young people has to be along their interest by first trying to understand their needs, our peculiar environment in Nigeria and seeing how we can support this school to work transition for

Nigeria as its essential and allows young people learn from experienced hands and have a strong support network.

In the next series of questions, **Kofoworola Belo-Osagie** brought her 16 years' experience in journalism and education around the world to bear in responding to the question on "Comparing education and skills Nigeria students learn in schools to that of their counterparts across Africa and in the global north, where did we get it wrong and how do we begin to fix the skills gap?" She noted that our educational systems are not as flexible as the developed countries for a long time when compared to industries like hair dressing and fashion who change and adapt to the latest things in the shortest possible time to grab customers unlike our education system that remains rigid and static despite technology and education systems changing at the speed of light around the world. In addition to literacy and numeracy as mentioned by **Utibe**, she added that digital literacy should be escalated. Aside reading and writing, we need to teach students critical and problem solving skills, communication and negotiation, public speaking and emotional intelligence; "these are skills that now need to be embedded into our educational systems to bridge the gap... It is no longer a local economy but a global one and we need to make students learn how to navigate through these learnings including learning to code or programme at this stage and then they are ready to raise money and face the world especially in Africa where we have a very young population and poverty is staring us in the face."

Coming back, **Utibe Henshaw** mentioned that "we need to begin to formalize the so-called informal education as presently, we have not really standardized approaches to work in various profession. When we begin to standardise these informal employments or jobs and increase their earning power in partnership with the private sector to bring in competency and viability then we will see more investment in the informal sector." In response to the question on why a lot of research, fund and partnership have gone into focusing on the formal work sectors and formal education even though the informal sector accounts for more percentage of employment outside the government. How do we build partnerships specifically targeted at informal or non-formal learning and jobs?

# Evaluation of Discussions and Feedback

## Recommendations

In closing the webinar, panelists offered the below recommendations:

1. Everyone is a stakeholder. We support to our success and not support to our peril as investment in young people is one, we will reap beyond our expectations and all stakeholders to support fully and spend less in the future. “Students in turn should explore volunteering and use it to acquire relevant skills and competencies” – **Kofoworola Bello-Osagie**
2. We should adopt models in other global institutions where educational institutions liaise with private entities for researches, surveys and provide feedback on the current needs and trends in the global market which in turn enables the educational institutions groom the skillsets of the students to align with the current demands. “A low hanging fruit for us is to find a way to professionalize guidance and counselling” – **Utibe Henshaw**
3. We cannot as a nation keep saying states do not know there are counterpart funds unassessed for financing educations. It is very important every government have people sharing information on accessing these funds and for young people, the aspect of mentoring will be key to drive on-the job learning for needed skills when they will be transitioning. “Soft skills are particularly important if we are able to do well in the world of work. Education can get you through the door, but the soft skills will keep you there.” – **Joshua Alade**
4. After the guidance and counselling, students should adopt the 10,000 rules by Malcolm Gladwell i.e. to put in at least 10,000 hours of learning and practice to achieve a skill and actualize their goal. – **Zainab Ishaq Musa**

## **Appendix**

### **Polls and Responses**

The below were questions asked as an exit poll at the webinar to participants

- Would you like to learn more about this topic?
- How accurate was the session description?
- Please rate the content of the slides/virtual aids
- How likely are you to recommend this session to a colleague? (with 10 being most likely to recommend)
- How did the session compare to your expectations?
- Overall session evaluation
- What percentage of the information was new to you?
- Please rate the speaker's presentation skills
- Please rate your overall experience

There were 18 responses to the poll. Panelists and organizers were excluded from partaking in the polls. Kindly [find responses to the poll here](#)

### **Participation**

Total number of registered participants: 203

Total number of participants: 37

Of whom hosts/presenters: 6

\*The low turnout of participants was due to the late shift in the initial proposed date and time for the webinar by another week.

Topic:



**TRANSITION FROM SCHOOL TO WORK:  
THE IMPORTANCE OF GUIDANCE AND  
COUNSELLING FOR SECONDARY  
SCHOOL STUDENTS**

**REGISTRATION** [bit.ly/youthskill](https://bit.ly/youthskill)

**DATE: THUR. 26TH NOV. 2020  
TIME: 11AM (GMT+1)**



**DANIEL  
NWAENZE**  
MODERATOR



**UTIBE  
HENSHAW**  
PROGRAMME OFFICER,  
THE EDUCATION PARTNERSHIP  
CENTRE



**MOHAMMED  
SALIHU**  
TECHNICAL SPECIALIST,  
FEDERAL MINISTRY  
OF EDUCATION



**KOFOWOROLA  
BELO-OSAGIE**  
CHIEF CORRESPONDENT,  
VINTAGE PRESS LIMITED



**ZAINAB  
ISHAQ MUSA**  
RESEARCH CONSULTANT,  
DATA SCIENCE NIGERIA

[ngyouthsdgs](https://www.nigerianyouthsdgs.org)  
[www.nigerianyouthsdgs.org](https://www.nigerianyouthsdgs.org)

**SUPPORTED BY: OPEN SOCIETY FOUNDATIONS**