

FUTURE WORKERS PROJECT: Education Sector Response to Covid-19 for Youth entering the Informal Sector



END OF PROJECT REPORT

development Research and Projects Center (dRPC)

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List of Abbreviations and Acronyms

BCGS – Brahimawa Community Girls School

CSOs – Civil Society Organizations

dRPC – development Research and Projects Center

ECD – Early Childhood Development

ECCD - Early Childhood Care and Development

ES – Education Secretary

GTC- Government Technical College

JSS – Junior Secondary School

LEA – Local Education Authority

LGA – Local Government Area

MoE – Ministry of Education

MoEST – Ministry of Education Science and Technology

MoU – Memorandum of Understanding

MDAs – Ministries, Department and Agencies

NECO - National Examination Council

NABTEB – National Business and Technical Examination Board

NECO – National Examination Council

NLC – Nigeria Labor Congress

NERDC - Nigerian Educational Research and Development Council

PPE – Personal Protective Equipment

PTA - Parents Teachers Association

PSIPSE – Partnership to Strengthen Innovation and Practice in Secondary Education

Q&A – Questions and Answers

SBMC - Schools Board Management Committee

STSB – Science and Technical Boards

SS3 – Senior Secondary 3

Senior Secondary School

SDGs – Sustainable Development Goals

SSOs – School Support Officers

TVET - Technical and Vocational Education and Training

WAEC – West African Examination Council

EXECUTIVE SUMMARY

The Future Workers Project of the development Research and Projects Center was implemented between 6/1/2020 - 12/1/2021 was designed as an education sector response to the Covid-19 pandemic which resulted in closures of all Nigerian schools from March 23rd 2020 to September 2020. In the absence of a stable electricity supply, internet connectivity and mobile devices, Nigerian students experienced significant learning losses due to Covid-19. Against this background, the dRPC focused on students in government technical and vocational schools and colleagues, the majority of whom become informal sector operatives. With support from Open Societies Foundation, the dRPC implemented Education Sector Response to Covid-19 for Youth entering the Informal Sector project to stem the learning loss of the most vulnerable in-school youth, who are unlikely to transit to Universities and unlikely to secure formal employment.

The Future Workers project, was designed around 3 components - 1) support for students in government Vocational and Technical Schools and Colleagues; 2) an awareness creation and policy advocacy component to increase knowledge amongst policy makers and stakeholders of the challenges faced by young informal sector own-account operatives. This component was implemented by the youth association, the Nigeria Youth SDG Network; and 3) a research component on the impact of Covid-19 on young informal sector operatives to be implemented by the Nigeria Labor Congress.

While Nigeria Youth SDG Network and the Nigeria Labor Congress were pre-selected to implement their respective components, the Technical and Vocational schools/colleagues were invited to apply to participate in the program through an open competitive process. A total of 37 government technical and vocational schools were selected and provided with support to procure PPE for students; secure materials and equipment; conduct extra lessons and convene career guidance and counseling days. The table below presents a summary of component one, which was the major component of the project. Component two reached over 400 participants in three webinars and one advocacy visit to the Commissioner of Education Lagos State. Component three constituted the main challenge of this project as the NLC did not conduct the research on the implications of Covid-19 on youth informal sector operators despite receiving

funding and signing a MOU. Other challenges of the project related to the financial mismanagement of Principals of a small number of Technical and Vocational Colleges in Akwa Ibom, Borno and Kaduna states.

The monitoring and evaluation plan of the project aimed to track process indicators such as the numbers of participants. The plan also aimed to track outcomes in terms of learning outcomes or pass rates and impacts in terms of sustainability of the project's components of introducing extra lessons, and guidance and counselling days. The M&E plan found that learning outcomes of 2020 cohort students were the same as learning outcomes of 2019 cohort students prior to Covid-19. The M&E plan also found that the Principals of 30 of the 37 schools reported that they will continue guidance and counselling days and extra lessons to prepare students for exams on an on-going basis.

Table 1: Future Workers School Support Summary Table

Future Workers Summary Indicators	Absolute numbers	Gender		
		Female	3 co-ed	Male
Number of schools reached	37	5	3 co-ed	30
Number of states reached	20	NA		NA
Total number of Students benefiting from PPE for Covid-19 protection	5,222	952		4,270
Number of Students participating in extra lessons	5,588	868		4,720
Number of students attending guidance and counselling events/Days	2,961	601		2,360
Numbers of Books purchased	536	NA		NA
Numbers of equipment purchased	439	NA		NA

The project was implemented in close consultation with the National Business and Technical Examination Board (NABTEB) as well as state offices of the NABTEB and state Ministries of Education.

INTRODUCTION

Background

The development Research and Projects Center (dRPC) has an established record as the leading non-profit in Nigeria's basic education space. With over 20 years of development programming experience in the education sector and having managed approximately 12 donors funded education interventions. The dRPC's education projects are a core component of its 2018 to 2023, 5-year Strategic Plan. With multi-year support from the MacArthur Foundation coming to and with Covid-19 adjustments to funding priorities the dRPC's education project portfolio was threatened by inadequate funding in 2020.

It is against this background that the development Research & Projects Centre (dRPC), with the support of Open Society Foundations, designed and rolled out the Future Workers Project targeted as the most vulnerable students at double risk as a result of school closure and limited business opportunities in an economy in recession due to Covid-19 in Nigeria. The project rolled out in August 2020 nationwide to provide direct school support for students of government technical and vocational schools due to write exams of the National Business and Technical Examination Board (NABTEB) learning loss as a result of Covid-19 school closures. National Examination Council (NECO), West African Examination Council (WAEC) and Schools were instructed to close through an official circular of the Ministry of Education on effective from Monday 23rd March, 2020 for a period of one (1) month in the first instance to prevent the spread of the Corona virus (Covid-19).¹ Closure was extended to 26th March and opened on the 4th of September 2020 resulting in an almost 6 month learning loss.

The project was designed in 3 components – 1) school support for Technical and Vocational government schools; 2) an awareness creation and advocacy component; 3) a research component to determine the impact of Covid-19 on youth small and medium scale enterprises. The school support component (component 1) was implemented in 4 buckets of support: - extra-lessons; procurement of books and materials to support exam preparation; procurement and distribution of Personal Protection Equipment (PPE); and convening of school guidance and

¹ [Nigeria Education Sector COVID19 Response Strategy in North East \(reliefweb.int\)](https://reliefweb.int/document/442222/nigeria-education-sector-covid19-response-strategy-north-east)

counselling days. The Future Workers School Support component of the project was expecting to run from August to December 2020.

Table 2: Future Workers Future Support Project timeline:

August	September	October-November	December
Extra lessons and purchase of PPE, books and materials	PPE for use during exams	PPE for use during exams Planning for Guidance and Counselling Days	Hosting of Guidance and Counselling Days

Table 3: Education Sector Response to Covid-19 project timeline:

Project Components	2020					2021	
	Aug	Sep	Oct	Nov	Dec	Jan	Feb
Future workers school support project component							
Impact of Covid-19 on youth small and medium scale enterprises in the informal sector study by the NLC							
Awareness creation and advocacy program on vocational skills acquisition and youth employment							

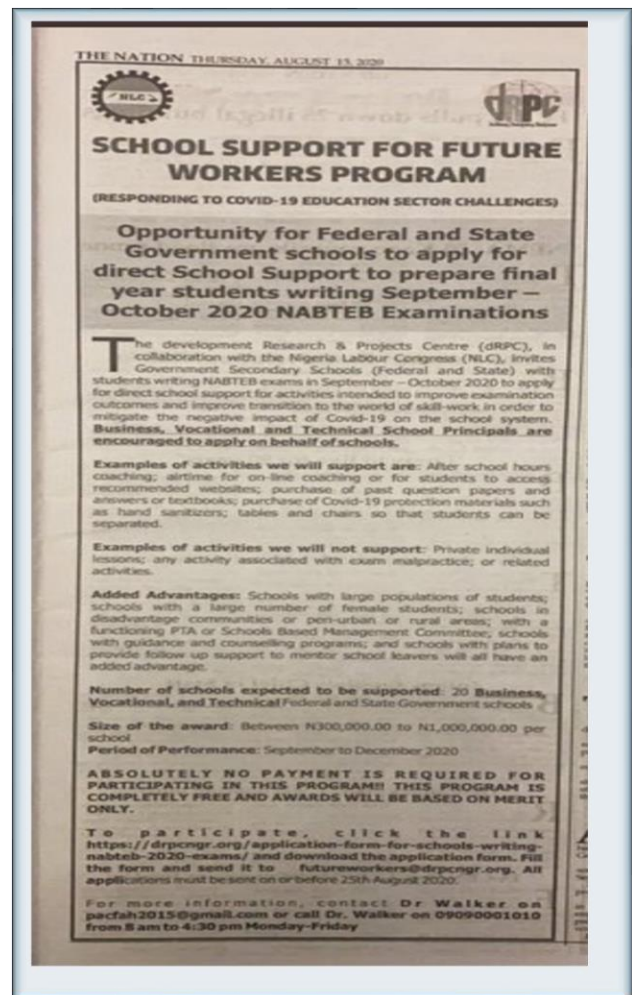
SECTION I

Component 1: The Future Workers School Support program

School Selection

School identification was the first phase of this project. To recruit schools into the program the dRPC, developed objective criteria incorporated into an advertisement which was placed in national newspapers and the [national news channel](#). A total of the 72 school principals from 29 states applied to participate in the project. From this number a screening process was undertaken where each applicant/principal was called and each official of the respective Ministry of Education listed as a referee on the form was also call on the phone for information verification. In addition to information verification, other criteria applied were: the project targeted schools that had official bank account; schools with high female student ratio and/or teaching staff; schools located in remote areas; and schools serving a catchment area of poor. From the total of 72 applications, **thirty-seven (37) schools** were selected from **twenty (20) states** across Nigeria. All the schools that were not selected were written formally to let them know they did not make the requirements. The image below captures the advert calling for applications from school Principals. The twenty states where the 37 beneficiary schools were selected are captured below by names of schools.

Figure 4: Advert placed in Nigerian National Newspaper calling for applications for the Future Workers Program



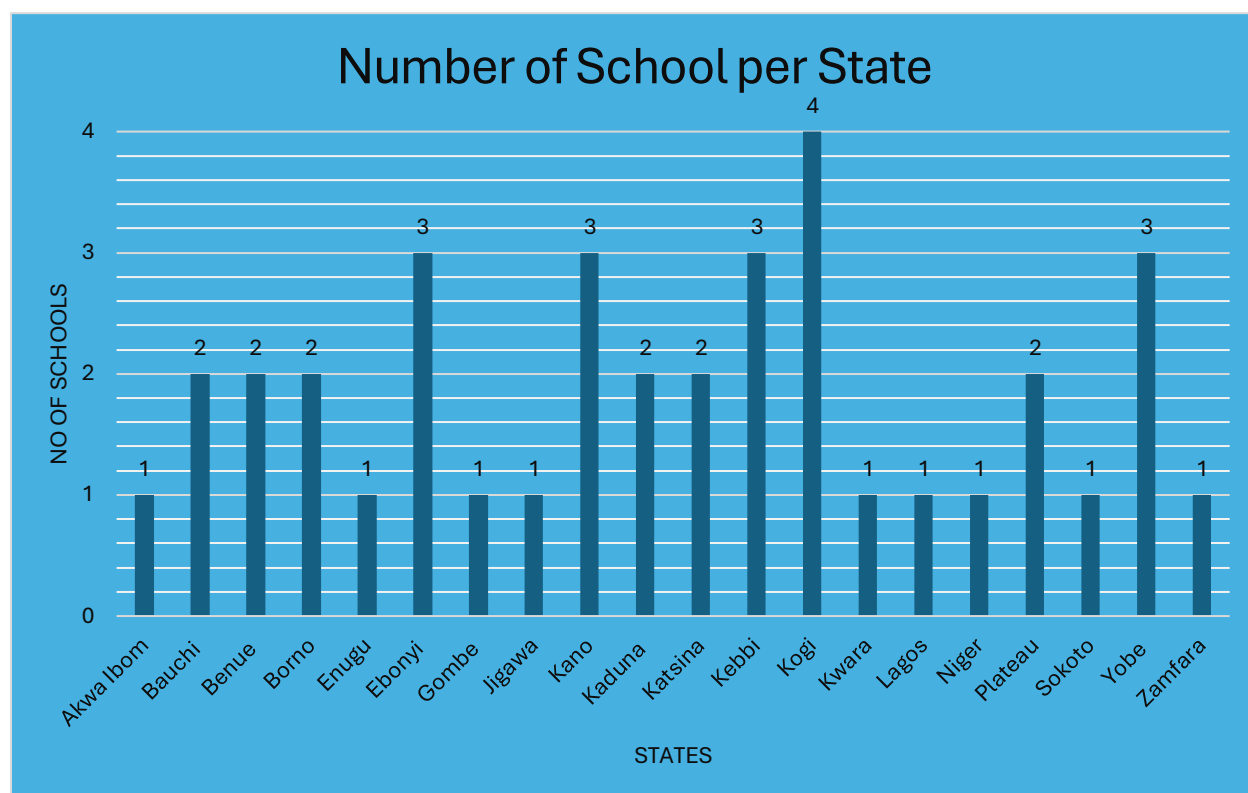
The table below captures the full list of the schools selected across all 6 geopolitical zones.

Table 5: - Names of the Beneficiary Schools and their States

S/N	States	Name of Schools
1.	Akwa Ibom	1. Government Technical College, Abak
2.	Bauchi	2. Government Science and Technical College Gamawa 3. Government Day Technical College, Azare
3.	Benue	4. Government Science and Technical College, Garagbohol, 5. Government Science and Technical College, Anyiin Makurdi
4.	Borno	6. Government Technical School, Bama 7. Government Technical College, Damboa
5.	Ebonyi	8. Government Girls Technical College, Agba 9. Government Technical College, Abakaliki 10. Uhugbo Technical College, Afikpo
6.	Enugu	11. Government Technical College, Akpuolia Nike
7.	Gombe	12. Government Girls Technical College Amada
8.	Jigawa	13. Senior Secondary School Kafin Hausa
9.	Kaduna	14. Government Technical College, Soba 15. Government Science and Technical College, Kajuru
10.	Kano	16. Mairo Tijjani Science Technical College 17. Government Technical College Bagauda 18. Government Technical College Tiga
11.	Katsina	19. Government Technical College, Funtua 20. Government Technical College, Ingawa
12.	Kebbi	21. Government Technical College, Bunza 22. Government Technical College, Saminaka 23. Government Technical College, Zuru
13.	Kogi	24. Government Technical College, Oboroke 25. Government Technical College, Mopa 26. Government Technical College Ankpa 27. Government Technical College Idah
14.	Kwara	28. Government Science School Asa
15.	Lagos	29. Government Technical College, Ikotun
16.	Niger	30. Federal Science and Technical College, Kuta Shiroro
17.	Plateau	31. Government Secondary School, Kanadap Kuru 32. Government Science and Technical College, Bukuru
18.	Sokoto	33. Government Technical College, Farfaru
19.	Yobe	34. Government Science and Technical College, Damagum 35. Government Science and Technical College, Gujba 36. Government Girls Science and Technical College, Dapchi
20.	Zamfara	37. Government Technical College, Kaura Namoda

Figure 6 below captures the breakdown by states of schools selected.

Figure 6 - Distribution of beneficiary schools across 20 selected states in Nigeria



The names of the schools supported by this project are represented against their states in the Table 1.1 below. (Also see *Appendix 3* for further information and statistical data of the beneficiary schools).

Project Implementation - Grants Award Disbursement and Conditions

In most cases, the dRPC project implementation team ensured that the project award ceremony was made publicly and in the presence of government officials from the state Ministry of Education (MoE), National Business and Technical Examination Board (NABTEB) officials, State Science and Technical Schools Boards (STSB), Schools Board Management Committee (SBMC), Parent Teachers Association (PTA) representatives, Principals, Subject Teachers, Career Guidance Counselors and the students. This step was taken to ensure transparency and accountability.

In accordance with the design of the project, the selected schools were awarded a formal grant award letter which captured the sum awarded; the conditions of the award; and the specific components being supported under the Future Workers project. Awards were not standardized but tailored to the specific needs of schools, while some schools requested for funds for extra lessons, books and materials others did not. Each school was provided with a mentor who was engaged to provide technical, fiduciary, project management and moral support over the five month period from engagement to exams. That is from August to September 2021, when exams commence and between September to December 2021 when guidance and counselling activities are organized for graduating students. Some key elements of conductions were as follows:

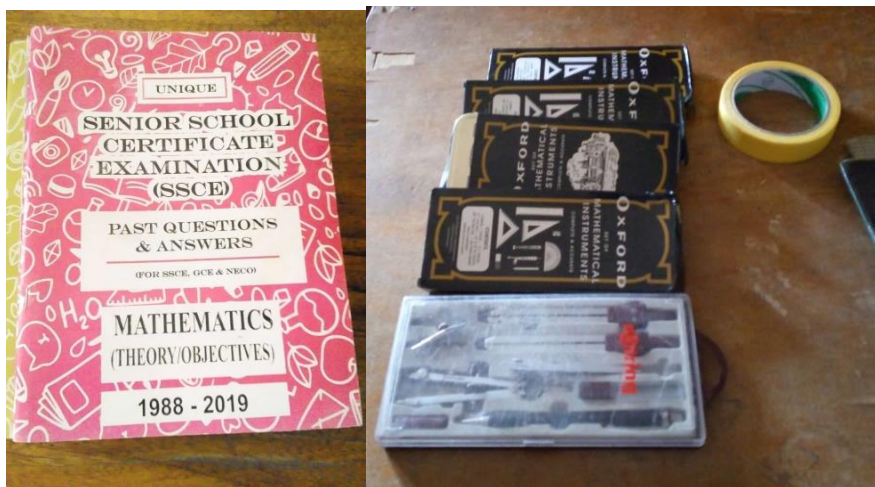


- a) All schools must implement activities in line with the funds release structure – funds will be released in 3 installments. The second and third installments will only be released when the first installment is retired satisfactorily
- b) This project will provide regular update reports to all state Ministries of Education. Reports will contain information on the judicious use of funding
- c) The first installment for the project must be used for extra lessons, purchase of textbooks and for purchase of past question papers for students writing exams from 21st September
- d) Retirement of funds used for extra lessons must be backed up by proof of payment to teachers conducting the extra lessons showing signatures of each teacher with their names clearly written, signature they have received funds and telephone numbers for each teacher. Other evidences for extra lessons include payments to students as transport allowances for which there must be a schedule with signatures. Receipts will serve as evidence for purchasing of textbooks and past question papers. **ALL PURCHASES MUST BE RECEIPTED.**
- e) Other activities approved by this project include purchase of hand-sanitizers; face masks and water utensils for infection prevention of Covid-19. Receipts for the purchase of

these items must be submitted to the Coordinator of this project who is a representative of the dRPC.

- f) Another set of approved materials include such as cloth, dyes, saws, carpentry equipment. These items will only be approved if they are directly needed for the students to pass the exams. Receipts for purchases will be accepted as evidence of expenditure. All receipts will however be checked to ensure that price stated are reasonable.
- g) Schools will be advised to reserve some approved funding for guidance and counselling day to advise students of next steps in their career. The Guidance and Counselling day should be held immediately after the exams have ended.
- h) At the end of the period, the school is required to produce a short narrative and financial report on the project which the dRPC will share with the state Ministry of Education.

The first installment was used for funding extra-lessons for students; to purchase past question papers; and to purchase textbooks. The second and third installments were only released if the first installment is reported with verifiable evidence. The second and third installments were used for PPE for the students, for materials required for practical examination sessions and to organize a Guidance and counseling day for graduating students. In some cases, PPE such as facemasks were approved for expenditure from the first installment.



Materials bought for NABTEB Exam Preparation at GSS Kanadap

i. Extra Lessons

A total of 4531 students were reported to have participated in the extra lesson sessions organized and rolled out with the support of this project. The extra lesson sessions were conducted before commencement of the National Business and Technical Examination Board (NABTEB) examinations and in some schools the extra lessons continued even during NABTEB examinations. The students had been at home for months due to the Covid-19 lockdown, so these extra lessons served as an opportunity to prepare them for exams after a long stay at home period. Kano State reported the highest number of beneficiaries with 776 students attending the extra

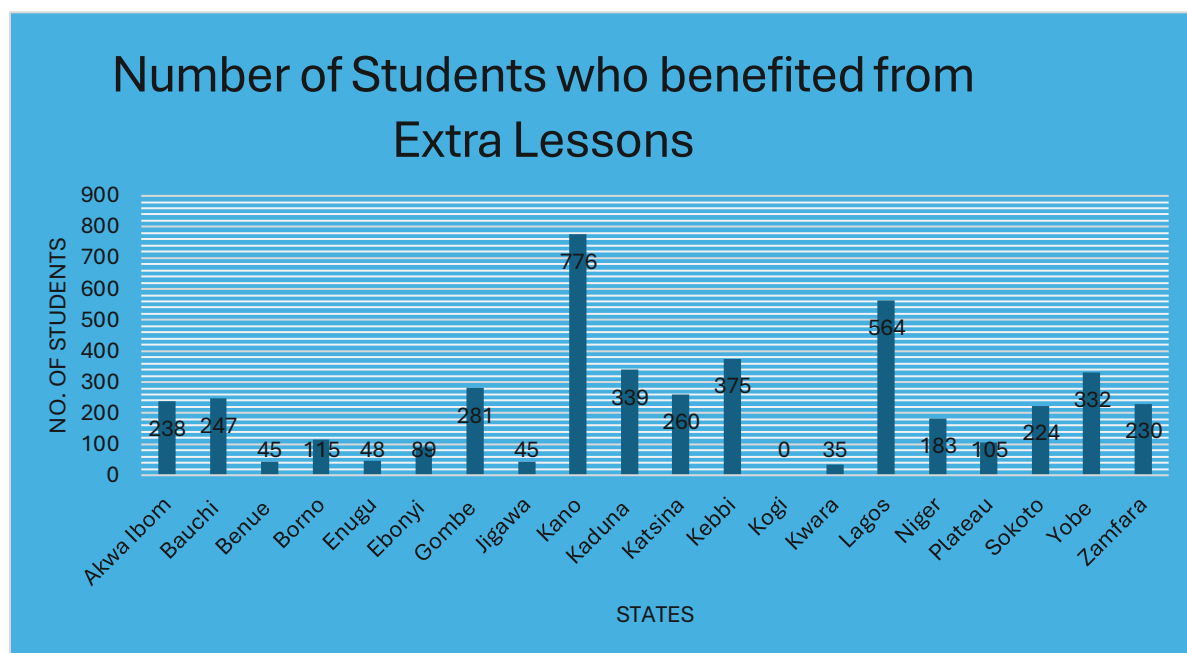


Figure 7: Distribution of student that benefitted from Extra Lessons across 20 states in Nigeria

lessons, followed by Lagos State with 564 students and Kebbi State with 375 students. Kogi State could not participate in extra lessons due to their late engagement on the project as shown in Figure 3.1 above:

ii. Provision of Personal Protective Equipment (PPE)

A total of 5,222 students were provided with PPE (such as Hand sanitizers, Face masks) across the 34 schools supported by the project. Kano, Lagos and Akwa Ibom have the highest number of Students that were provided with PPEs (776 in Kano State, 564 in Lagos State and 458 in Akwa Ibom State). Kwara State has the lowest number of beneficiaries while Kogi has no beneficiaries illustrated in Figure 8 below:

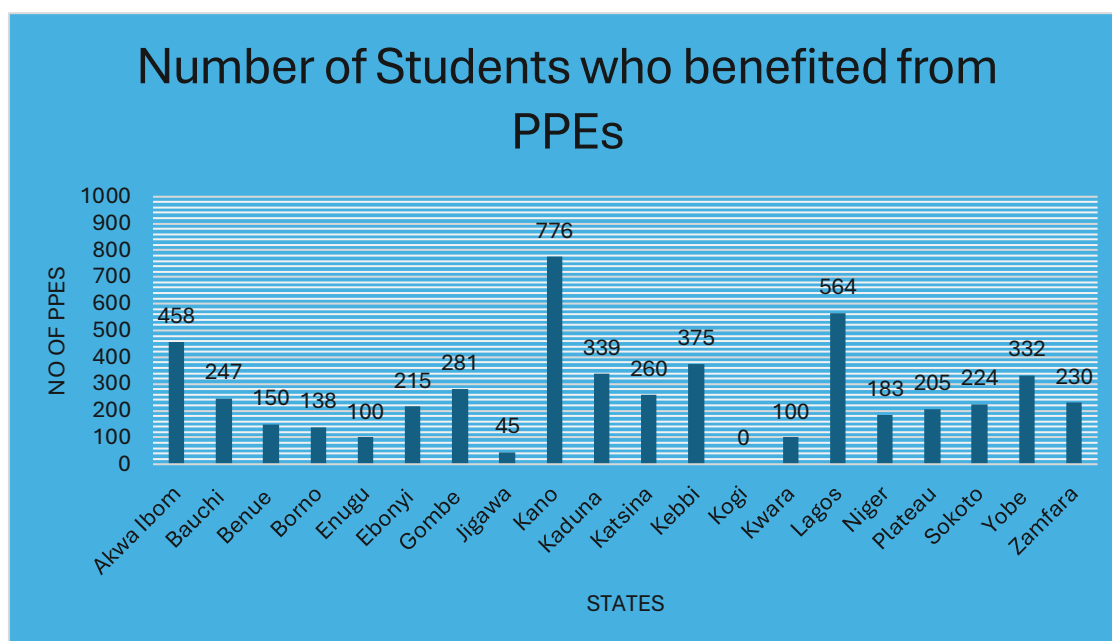


Figure 8 SEQ Figure * ARABIC 3.2- Distribution of students who benefitted from PPEs across the 20 states in Nigeria

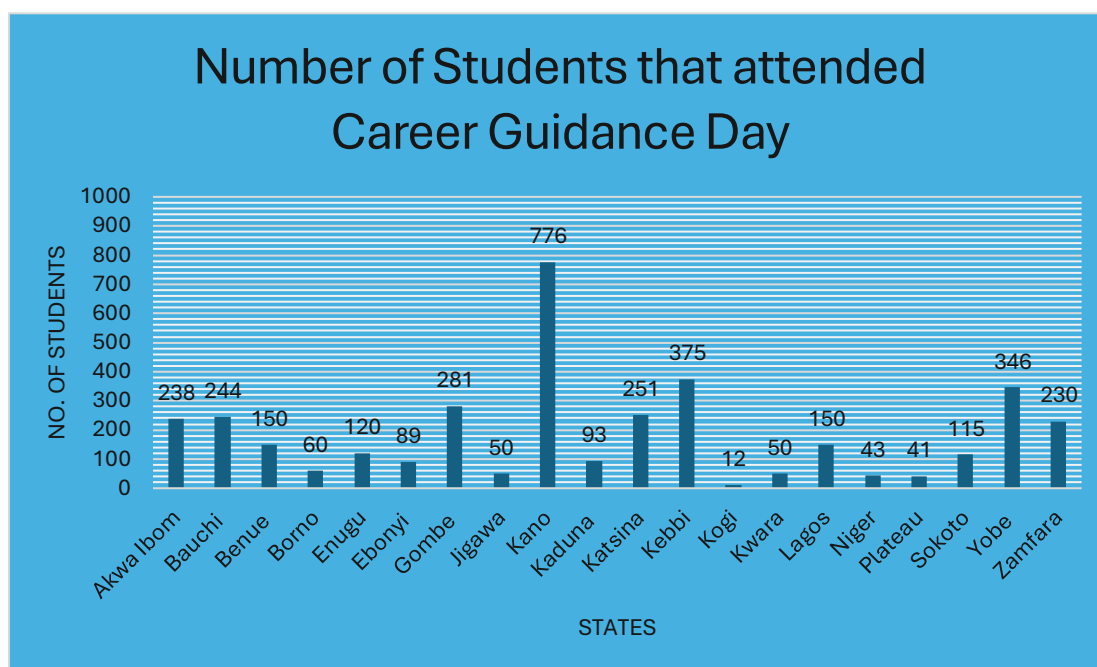
iii. Career Guidance Day for Graduating Students:

Through application of the guide on – How to conduct Career Guidance Day developed by the Future Workers Project team, 33 out of the 37 target schools organized a career guidance fair for their graduating students. The first Career Guidance Day was conducted at Government Technical College, Abak, Akwa Ibom on the 30th of September 2020 and thereafter the remaining schools held their career guidance day within the month of October – November 2020. Government Science School Asa, Kwara State was the last to conduct its career guidance day on the 3rd of December 2020. The schools invited experts from Universities and Polytechnics; Engineers; skilled workers; and technicians to sensitize the graduating students about life after graduation. In Kaduna State, the staff of Bank of Industry served as Resource Persons during the Career Guidance Day. In Jigawa State, the Assistant Registrar, Sule Lamido University, Kafin Hausa functioned as Resource Person during the Career Guidance Day. The discussion theme across all the target schools focused on:

- Career choice, selection of institutions and subject combination for various courses in tertiary institutions
- Importance of technical skill acquisition and entrepreneurship
- Career prospects for graduates of technical and vocational education

Overall, 3714 students participated at the Career Guidance Day (See figure 9 below) and 617 teachers and Principals attended the event across all the 33 schools.

Figure 9- Distribution of students who benefitted from career guidance across the 20 states in Nigeria



The presence of key education stakeholders such as National Business and Technical Examinations Board (NABTEB) officials; Education Ministries, Departments and Agencies' Officials enriched the discussions about life after graduation from Secondary School. In Kaduna State, the Honorable Commissioners of Education and Human Services and Social Development attended the event while in Lagos, the Executive Secretary, Lagos State Technical and Vocational Education Board also attended the event while the Kogi States' Ministry of Education, Science and Technology sent a letter thanking the dRPC for the implementation of the Future Workers Project.

The Parent Teachers Association (PTA), School-based Management Committee (SBMC) and Traditional Leaders were also present on the career guidance day. They delivered speeches and motivational remarks to encourage the students to prepare for life after graduation.

The remaining four schools from Kebbi State (Government Technical College, Oboroke; Government Technical College, Mopa; Government Technical College Ankpa; and Government Technical College Idah) participated in a high level Training Workshop for

Principals and School Counselors on how to provide Career Guidance for final year students in Technical Schools held in Kogi State. The event was conducted on Tuesday, 27th October 2020 in the Conference Hall of Kogi State Ministry of Education, Science and Technology. The Honorable Commissioner of Education, Kogi State was represented by Mrs. Regina Ogbodo. The workshop was also attended by the Director, NABTEB – Mrs. P.O. Ajibili and other officials from the Ministry of Education and its allied agencies and boards.

At the event the Honorable Commissioner of Education represented by the Mrs. Regina Ogbodo, decried the fact that the Nigerian educational system needs to provide graduating students with functional and sustainable education which will make them employable and self reliant. He added that presently, the educational system is grappling with the problem of providing graduating students with career development pattern that provides vocational skills necessary for making youths employable on graduation.

The Honorable Commissioner stated that the 2020 Kogi Career Guidance and Counseling Day for students in Vocational and Technical Schools is timely and welcome development having in mind that of the important document for the year 2020 is the Nigeria Vision 2020 which recognizes the need to give priority attention to Technical and Vocational Education and Training (TVET), provides skilled manpower to technological and industrial take-off of the country and Kogi State in particular. There is a dare need to move from poverty breeding education to a wealth-creation for TVET students who will be our future workers. The Honorable Commissioner of Education further added that the MoEST has reclassified 17 Government Science Schools to be added to the 4 Technical Colleges to become 21 in the State. Thus, one Technical College will be established in each of the 21 Kogi State LGAs.

Component 2: Support for Brahimawa Community Girls' Community School in Dorayi, Kano

Background

Brahimawa Girls' School was established in January 2010 by a Philanthropist, Dr. Musa Abdullahi Ibrahim, to provide women and girls' education in *Dorayi* Community. Although the day to day running of the school is bankrolled by the Proprietor, the school charges a meager amount of money to augment the financial support provided by the Proprietor. The Primary school students

are charged N500, N1500 per student in the JSS, and N50 per student from *Islamiyya* School per term. The Proprietor equally drilled a borehole to supply water to the school and general public.

The school has over 750 students comprising of girls and women. It has four sections- Pre-Primary/Primary section with 250 pupils, Junior Secondary School section with 140 students, Formal Adult Education section with over 150 married women and the Quranic Education section (*Islamiyya*) with over 150 females. The Adult Education section and *Quranic* Education section operate in the evenings and weekends (Saturdays and Sundays) with over 300 girls.

Upon learning about the School's unique set up, dRPC mobilized its staff to assess the educational needs of the school. During the assessment, the school representatives listed their challenges in terms of the need for teaching and learning aids like: Text books, lesson plan notebooks, lesson notes, attendance registers, chalk, PPE etc. They also stated that they require more staff rooms and toilets to serve the school's population.

Based on the assessment findings, dRPC donated educational and learning materials; and a cash award of One Hundred Thousand Naira (N100, 000) to the school.

Need Assessment

The educational needs of the school were ascertained after conducting an assessment and on-site visit to the school by the dRPC education team. The team met with the Principal and SBMC Chairperson on the 17th of November, 2020 to discuss the needs and a physical assessment of the school. After the visit, the team recommended that the school should be supported with Chalk, Lesson Note Exercise Books, Registers, Teachers' Guide Text Books, Buckets, cups and PPE. The team also recommended the need to support the three sections of the school:

- ✚ ECCD: The ECCD section should be supported with toys and coloring books
- ✚ Primary Section: The primary section should be supported with coloring books
- ✚ JSS: The JSS should be supported with exercise books and textbooks

Further to this assessment, another set of representatives from the dRPC visited the school on the 23rd November, 2020 to assess the ECD classes specifically. The team observed that the ECD classes had no toys and quite few educational charts were sighted hanging on the wall during the visit. It was also noted by the team that the class furniture was not suitable for the ECD classes.

From the assessments conducted, the teams recommended to the management of dRPC that the school requires assistance in terms of teaching and learning educational materials.

Donation of Educational Support Items to Brahimawa Community Girls' School (BCGS) Kano Municipal L.G.A

On the 3rd December 2020, Teaching and learning materials worth NGN268, 000 and cash grant of N100, 000 were donated to BCGS by the dRPC Team. In attendance of the handover ceremony of the support materials to the school were the representative of the Executive Secretary Kano Municipal LGA, the Principal, the Head Master, Teachers, SBMC chairman, BCGS PTA chairman and some members of the community.

The ceremony commenced with opening remark by Mallam Suleiman Mahmud the Education Liaison Officer of the dRPC. He gave a brief history of dRPC and some education interventions implemented by the organization since inception. Some of the projects include Early Childhood Care Development in the 1990s and the Partnership to Strengthen Innovation and Practice in Secondary Education (PSIPSE) project implemented from 2013-2019. Mallam Suleiman Mahmud highlighted some of the activities conducted under the PSIPSE project such as capacity building trainings for education administrators on the implementation of the New National Curriculum, Leadership trainings as well as trainings on the modern method of teaching. He informed them that the latter was conducted for the Principals of the 33 PSIPSE schools and the teachers of the four core subjects (Mathematics, English, Trade Subjects and Civic Education) from the target schools. Mallam Suleiman also spoke about how dRPC's feedback to the NERDC

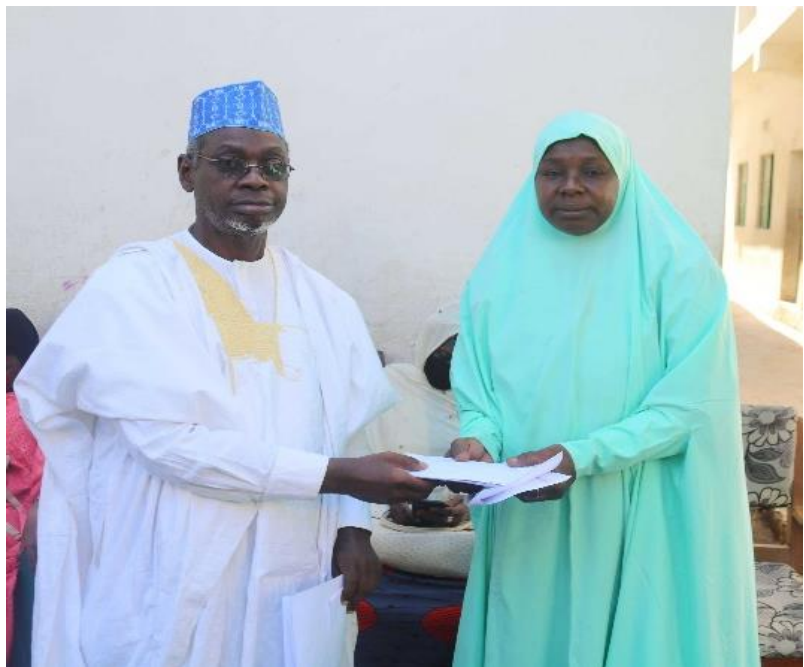


Figure 1: Representative of the dRPC presenting cash grant to the Principal of the BCGS

on its findings about the lack of entrepreneurship content in the craft subjects led to the review of the curriculum to include entrepreneurship modules by the NERDC with support from the dRPC. He acknowledged in his speech that dRPC also supported NERDC to review the Civic Education curriculum and empowered 40 ex-students of PSIPSE schools to establish community base ECD schools in their communities. Finally, Mallam Suleiman spoke about the Future Workers Project and the support given to the 34 Science and Technical Schools across Nigeria during the 2020 NABTEB Examinations.

The Teaching and learning materials were presented to the School Principal by Alhaji Abdulhamid Inuwa. After collecting the donation, the Principal of BCGS, the Principal thanked dRPC for the kind gesture and prayed that Allah will continue to uplift the organization.

Other distinguished delegates present at the ceremony also gave remarks in appreciation to dRPC. The SBMC Chairman, Umar M. Mamman, also expressed his appreciation on behalf of his members and wished dRPC the best in all its endeavors. Similarly, the representative of the ES, Kano Municipal LGA, Kabiru Bala, said he was impressed with the support provided to the school and wished influential individuals in the society will emulate dRPC. The Head teacher of the primary section and the PTA Chairman of the school also thanked the dRPC for the support. The PTA Chairman added that is the support will not only be remembered by the school, but be cherished by the children; *“these children will never forget this day. They will continue to remember it throughout their lifetime and among them some might grow up to emulate dRPC.”* - he said

Refreshments were handed out to participants by the dRPC team assisted by some teachers after which the activity was rounded up with closing prayers.

Capacity Building Training for Brahimawa Community Girls College

The dRPC engaged the services of qualified resource persons to build the capacity of teachers from Brahimawa Community Girls College on ‘Modern Method of Teaching and First Aid Treatment’.

Prior to the training, the resource persons met with the dRPC Education team to develop an agenda and determine focus areas for the ‘Modern Method of Teaching and First Aid Treatment Training’ conducted for Junior Secondary School teachers from BCGS on the 21st and 22nd December, 2020.

Two-Day Capacity Building Training - 21st and 22nd December, 2020

The training commenced with registration and administration of pre-test evaluation questionnaires to the participants. An opening prayer was conducted by Alhaji Abdulhamid Inuwa, a project advisor from the dRPC and a welcome address by Mallam Umar Ahmad; the Senior Programs Officer of the dRPC. Self-introductions were made by the participants, facilitators and staff of the dRPC.

An opening remark was given by the PTA Chairman, Garba Mu’azu, in the absence of the LEA ES. In his speech, he expressed his gratitude to the dRPC and acknowledged the problems of the country with respect to poor economic activities. As such, he thanked the dRPC for providing support for Brahimawa Community Girls’ School making reference to the event where dRPC donated learning and teaching materials as well as cash award of One Hundred Thousand Naira (N100, 000) for the daily running of the school. He reminded the participants that Mathematics and English have recorded a lot of failures in the past and advised them to use the opportunity to build their capacities in the areas taught during the training while hoping that the dRPC will keep giving their support to the school. This was followed by presentations from the facilitators engaged to train the teachers.

The representatives from the LEA ES recognized and briefed about the activities of the dRPC to support and build the capacity of the teachers of Brahimawa Community Girls’ School. In the remarks given by one of the team members on behalf of the LEA ES, Shamsudeen Saki L. said the School Support Officers (SSO) of the LEA are impressed by what they have heard and seen. He acknowledged that training is the key to promoting education standard. In his speech, he said:

“Without trainings we cannot identify the problems, challenges and how to resolve them. It encourages the teachers and serves as remedy that augments the teachers”.

While rounding up his speech, he informed the participants that the most frequent observations during the supervisions of the School Support Officers are the inability of most students to read and write in English Language. Also, he stated that reports have shown that the student’s ability to solve Mathematics problem is low. Another major challenge featured in his speech is the issue of poor record keeping which was evident in the recent kidnapping of boys at GBSC Kankara, Katsina State where the school was unable to account for the total number of students in the school at the time of the incident. He encouraged the teachers to not fall victims of the issue of marking and correction where teachers give assignments and do not mark or give corrections. His speech was concluded by thanking dRPC for the support.

Training Presentations

Presentation 1: Planning Lessons – Mallam Dahiru

Mallam Dahiru made a presentation about started his presentation by introducing himself and gave a brief history of the trainings he benefitted from which were organized by dRPC in English Language, Guidance and counseling amongst others. In his presentation, he covered extensively the structure of lesson plan which comprised of the general information, instructional material, instructional objectives, and steps in writing a lesson note.



Presentation 2: Effective Classroom Management- Mallam Musa I Musa

For effective classroom management skills, the teachers were groomed on the principles of teaching, qualities of a good teacher, roles of the teacher, teaching skills and effective classroom management, importance of classroom management, classroom management tips and classroom management strategies.

Group Work:

Participants were grouped into four and were asked to produce and make presentations of lesson notes in Arabic, Social studies Mathematics and Islamic Religious Knowledge. Corrections were made by the facilitators in an interactive session after each presentation.

The second day of the activity started with a quick recap engaging all participants in a question and answer session from the previous day's training.

Presentation 3: Methods of Teaching Mathematics – Mallam Musa I Musa

The presentation comprised of the importance of teaching mathematics, how mathematics should be taught and the best ways of teaching mathematics. The participants were engaged in discussions with examples sighted after which a question and answer session ensued at the end of the presentation.

While engaging the participants during the presentation, the principal raised the issue of miracle centers. She said that the students were observed to have zero motivation to work hard because it



is an open secret that at the end of their secondary education, their parents will arrange for them to sit for the examinations at miracle centers where they will be assisted to write their exams through malpractice. To this challenge the teachers were encouraged to report such cases of students caught to the Ministry of Education by Mallam Dahiru who attested to have done the same for his school.

Presentation 4: Teaching Methods in English- Mallam Dahiru

The facilitator began his presentation with in-depth explanations of the general teaching methods which includes discovery, lecture, play way, drama, project, storytelling, assignment, problem solving, group discussion and field trips/excursion. He concluded the presentations by treating the specific skills in English Language which include essay writing, reading and summary writing, grammar, orals and literature.

Training on First Aid Treatment for Brahimawa Community Girls School

Facilitator – Mallam Sani Ahmed Kore SK

The training aimed to build the capacity of the teachers of Brahimawa Community Girls School in administering first aid to students in cases of emergency. The training comprised of the definitions of first aid, its aims and objectives, the importance of first aid and its procedure, examples of first aid, as well as the components of a first aids kit and their uses.



While introducing the concept of first aid, the facilitator described first aid as an immediate assistance given to any person suffering from either a minor or serious illness or injury with care provided to preserve (save) life, prevent the condition from worsening or to promote recovery. The five main aims of first aid taught to the participants included preservation of life, prevention of illness or injury escalation, promotion of recovery, pain relief and protection of the unconscious.

The facilitator gave the following importance of first Aid in his presentation:

1. It is important tool in quickly responding to accidents to ensure that injuries can be effectively dealt with before a trained medical professional arrives to administer more specialized treatment.
2. In schools/colleges- is helpful as children often get into accidents that can need urgent care in order to prevent things from worsening. And weather its minor injury or something more serious like fracture, preventing further complications.
3. That is the reason for ensuring the training of first aiders within the school, and this will help a school be a safer environment for everyone.
4. First aid can save lives, when it comes to more serious injuries, first aid provides an essential role in keeping a casualty from getting worse and help to stabilize their condition before professional help.

The session was continued with 10 basic first aid procedures and practical illustration of how to handle cuts/scrape, burns, insect bites, nose bleeding, sprain /strains and fractures. The items in the first aid box were also listed and shown to the participants. Some of the items includes; plaster in variety of different sizes and shapes, sterile gauze dressing crepe bandages (Small, medium and large), disposable gloves, wound cleaning agents, scissors, cotton wool, safety pins, antihistamine cream, anti-acid, analgesics, hydrogen, iodine and GV pint.

A question-and-answer session ensued where participants asked the facilitator to demonstrate how to help a patient with breathing difficulty. Following this question, he used the help of a volunteering participant to further demonstrated how to clean an open wound, how to check for the various stages of dehydration and administration of oral dehydration salts, how to bandage a

broken leg or arm, how to resuscitate a patient with difficulty in breathing and how to refer patients to the hospital. He concluded the training on this note.

Presentation of the First Aid Box- Alhaji Abdulhamid Inuwa

A complete set of first aid box, past question papers booklet for all subjects and some past question papers from KERD were donated to the school.

The components of the first aid box include:

1. One (1) set of Artery scissors,
2. Two (2) bandages,
3. Two (2) plasters,
4. Two (2) bottles of Iodine,
5. Two (2) bottles of Methylated Spirit,
6. Two (2) bottles of Gentian Violet,
7. Two (2) packs of cotton wool,
8. Two (2) packets of anti-acid tablets,
9. Two (2) packs of Oral Rehydration Salt,
10. Two (2) bottles of liquid antiseptic,
11. One (1) pack of kidney dish and
12. Three (3) packs of Paracetamol tablets
13. Two (2) packets of disposable gloves



A complete set of first aid box, past question papers booklet for all subjects and some past question papers from KERD were donated to the school. These were received and acknowledged by the principal of the school Hajia Rabia Hamza Muhammad. The presenter, Alhaji Abdulhamid Inuwa encouraged the teachers to use the knowledge gained and hopes the dRPC team visits the school soon to see the impact of the training and donations on the school.

Closing Remark- The principal of Brahimawa Community Girls School gave a closing remark in which she expressed her profound gratitude to the dRPC in its efforts to support girl child education in their school and the State as a whole. She thanked the staff of dRPC and the facilitators whom she said made the training impactful and interesting. She also acknowledged the importance of the training and looks forward to benefitting more from the organization.

Closing speech and closing prayers were said by the staff of the dRPC which was followed by a group picture.

Training Evaluation - Capacity Building for Teachers of Brahimawa Community College

As part of Future Workers Project Support for Brahimawa Community College, a teacher training workshop was organized for Junior Secondary School Teachers in the school.

Participants

A total of ten (10) Junior Secondary School Teachers from Brahimawa Community College benefited from the capacity building workshop on lesson note and plan; classroom management; method of teaching Mathematics and English Language. Six (6) out of the ten (10) teachers that attended the training were males while the remaining four teachers are females.

Facilitation Team

The workshop was facilitated by the experienced teachers and officials from the Kano State Ministry of Education. The officials are:

S/No	Name	Profile
1.	Mallam Musa I Musa	Director Planning, Research and Statistics and former Mathematics teacher. Mallam Musa I. Musa participated in a series of training conducted by the dRPC on Mathematics, classroom management, First Aid, etc.
2.	Mallam Dahiru Sani	Vice Principal Administration at Mairo Tijjani Government Girls Science College, Kano. Mallam Dahiru participated in a series of training conducted by the dRPC on English Language, classroom management, First Aid, etc.

Analysis of Pre-Workshop Questionnaire

Workshop Expectations

In terms of expectations from the workshop, all 10 participants stated that they expect to learn new ideas, methods and techniques that will help in improving teaching and learning in the Brahimawa Community College. Some of the teachers commented as follows:

“To be groomed so as to improve my profession to become a productive teacher who will bring a positive change in teaching and learning”

“To learn new methods and improve the old method of teaching we are using”

“Learn a lot regarding capacity building and method of teaching in order to enhance teaching and learning in my school”.

Importance of Girl Child Education

All 10 participants responded that educating the girl child is very important because they are the backbone of the society, they are the ones that train the younger ones.

Educating a woman is like educating the whole nation, because the children and grandchildren will benefit from her education.

It is important to educate girl child because in our own society girl child are said to be more vulnerable in different aspect of life.

Difficulties experienced in developing lesson plan

The 10 participants stated that they face difficulties in the following areas of lesson plan:

1. Behavioral Objectives
2. Introduction of the lesson
3. Presentation of the lesson
4. Sorting out of appropriate Teaching and Learning Methods to use in delivering some topics
5. Evaluation system
6. System of presenting the lesson in a different method

One of the teachers expressed his/her frustration about the different methods taught to them by different Inspectors, and Principals. The teacher added that she wants to learn a standard way of developing a lesson plan.

Components of Lesson Plan and Examples of Method of Teaching

When asked to identify and list any component of lesson plan, all 10 participants listed the following components:

1. Behavioral objectives
2. Entry behavior
3. Introduction of the lesson
4. Presentation
5. Evaluation
6. Summary
7. Conclusion

One of the participants identified and listed the following examples of teaching methods:

1. Demonstration method
2. Lecture method
3. Play-way method of teaching

First Aid Treatment

All 10 participants made a very good attempt in explaining the term First Aid. The participants stated that First Aid refers to emergency assistance given to an injured person before he is taken to the hospital for appropriate diagnosis and treatment.

The participants noted that the First Aid Treatment is necessary because it helps in rescuing the life of an injured person before seeking further medical attention from Professionals.

6 of the participants cited the following items that are necessary for First Aid Treatment: Cotton wool, bandage, iodine, gent violet, Hydrogen, Peroxide, Mentholated Spirit, Paracetamol, plaster, scissors, Knife, Glucose, Dettol, etc.

Table Analysis of Pre-Workshop Questionnaire for 10 participants

Workshop Expectations	Yes	No
Expect to learn new ideas, methods and techniques	10	0
Girl child educating is very important	10	0
Face difficulties in areas of lesson plan	10	0
Acquainted with all component of lesson plan,	0	10
Acquainted with all component of Fist Aid	0	10

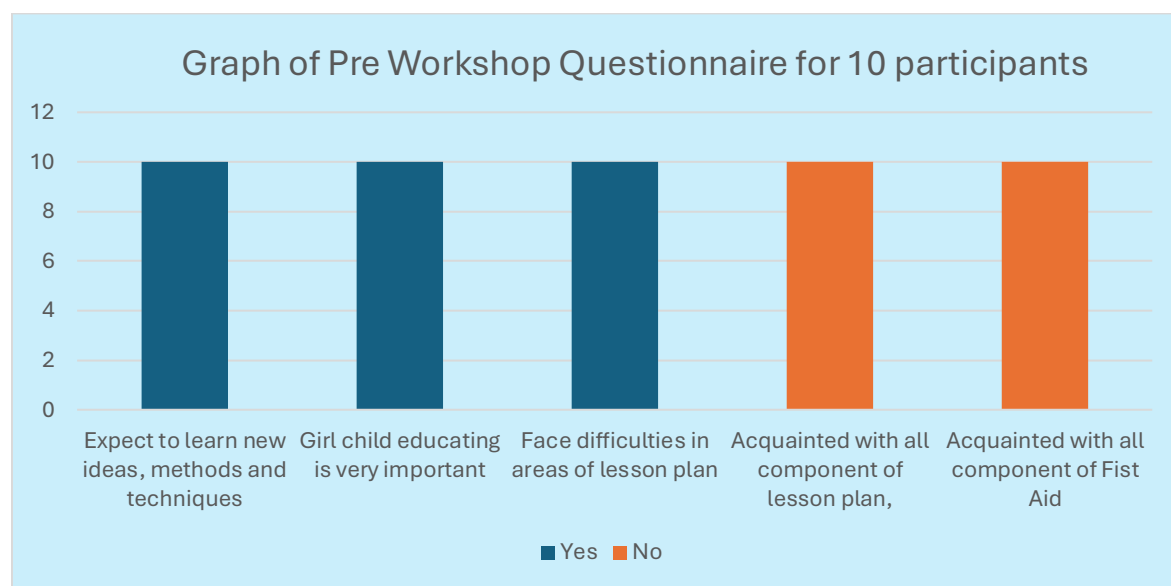


Figure 20: graph on pre workshop evaluation

Analysis of Post Workshop Questionnaire

Workshop Expectations

All 10 participants stated that their expectations were met. They noted that they have learnt new methods and techniques of transferring knowledge to pupils. Some of the participants commented that:

“My expectations are met in developing our knowledge, skills, brainstorming by demonstrating to us how to achieve our goals, planning and how to take care of our students”

“I learnt a lot of techniques and skills on how to develop lesson plan”

Recommendations on how to improve Girl’s education and enrolment in our communities

The 10 participants recommended that the girls’ education and enrolment can be improved by:

- Encouraging parents to allow their child to go to school and supporting them with advice
- Allowing the girls to go to school in order to learn
- Applying the techniques and skills we have learnt to teach our students

One of the participants commented that there is a lot of improvement in terms of the enrolment of girls in my locality, compared for few years back as a result of improved awareness about the significance of education for girls.

Difficulties experienced in developing lesson plan

The 10 participants’ responses indicated that the difficulties they face in developing a lesson plan were addressed. Some key comments made by the participants are:

- Actually, after this training, I have no any difficulty regarding developing lessons as facilitators took us vividly through
- I do not have any problem on lesson planning because I have learned how to prepare a good lesson plan.

First Aid Treatment

All the 10 participants stated what they understood by the term First Aid. The participants elaborately cited the reasons why First Aid is necessary. Some of the reasons include:

- It is necessary to prevent or preserve life, it prevents the spread of infectious diseases and worsening of care
- Saving the life of a person before taking him to the hospital
- It helps the injured persons to have first relief and partial relief from pains

When asked about the components of the First Aid Box, the participants listed the following items as the components of First Aid Box:

- Bandage
- Force
- Scissors
- Artery fox
- Kidney dish
- Iodine
- Cotton
- Anti-Acid
- Cotton wool
- Disposable gloves
- Hydrogen
- Plaster
- Analgesic
- Anti- septic

Observations, recommendations or Comment about the training

All the 10 participants commented that they have learnt a lot and commended the dRPC for organizing the training for them. Some the key comments made by the participants are:

- Highly educative and lively
- I have learnt a lot to the extent that I feel I can render emergency support to an injured person before he is taken to the hospital
- I am very happy and I enjoyed the training
- I really commend the facilitators and dRPC in general for giving us this intensive training and groom us in different aspects which are very important in teaching and learning
- dRPC should enlarge this training to other schools in order to benefit from it.

Table Analysis of Post Workshop Questionnaire for 10 participants

Workshop Expectations	Yes	No
Have learnt new methods and techniques of teaching	10	0
Girl child educating is very important and enrolment can be improved	10	0
Difficulties faced in developing lesson plan were addressed.	10	0
Acquainted with all component of lesson plan,	10	0
Acquainted with all component of Fist Aid	10	0

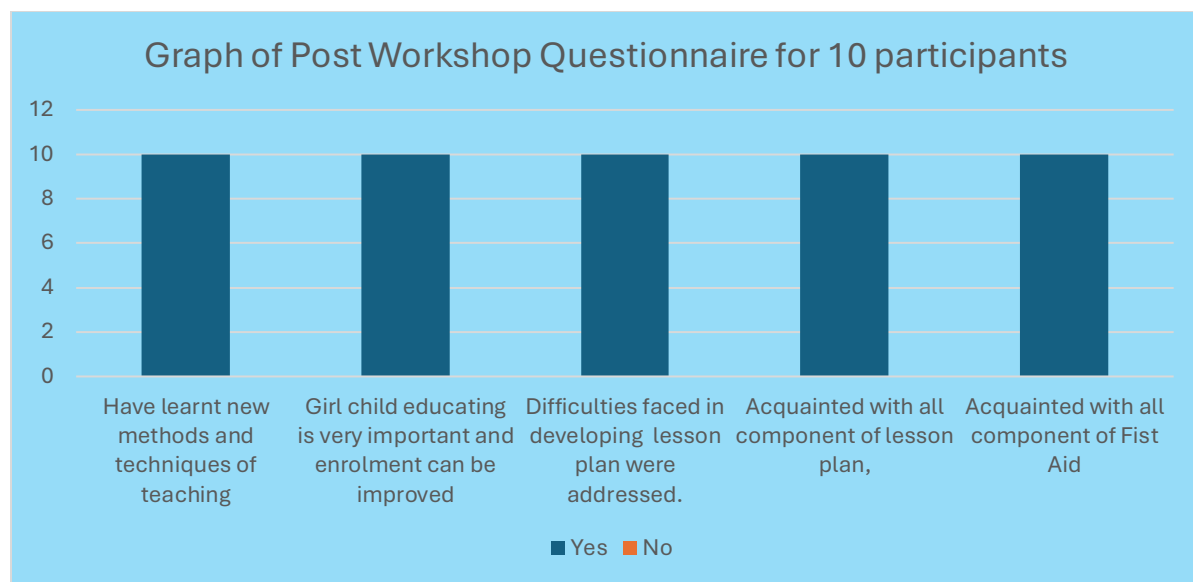


Figure 13: Graph on post workshop evaluation

SECTION II

Nigerian Youth Group Sub-component

Background

THE NIGERIA YOUTH SDGs NETWORK is an alliance of over 200 youth led/focus civil society organizations working together to ensure Nigeria keeps her promise to achieve the Sustainable Development Goals (SDGs), both at home and abroad. They have not been registered yet but are in the process which the dRPC has confirmed. This means that the organization name is subject to change. This is a factor which will have implications for the engagement as it is conceivable that a new MOU will be signed with the organization when registered under a legal name.

The objectives of the MOU between The Nigerian Youth SDGs Network and dRPC are to work together:

- 1) To expand knowledge about the challenges faced by youth, especially school-leavers of technical secondary schools and Universities entering the labour market in Covid-19 affected economy to be able to access lines of credit, mentoring and programs to develop their micro and small businesses
- 2) To strengthen the leadership and organizational capacity of youth led and youth focused CSOs working to tell stories of the youth experience of the challenges of increasing unemployment due to Covid-19

The dRPC agreed to facilitate the registration of the Network with the Corporate Affairs Commission as a first step toward capacity building of the CSO. The Network was assigned to design and host 2 high-level webinar to discuss the impact of Covid-19 to on youth employment in Nigeria. Finally, The Network was to conduct an advocacy visit to a strategic advocacy target in the education MDAs in government to bring to his/her attention the challenges faced by youth as a result of Covid-19.



The Nigerian Youth **SDGs** Network
9 Alfred Rewane Road, Ikoyi, Lagos
www.nigerianyouthsdgs.org | info@nigerianyouthsdgs.org

April 8th 2021 Dr Judith Walker
Development Research and Projects Centre,
Abuja, Nigeria.

Dear Ma,

Nigeria Youth SDGs Network is A Registered World Bank Civil Society Group

Nigeria Youth Sustainable Development Goals Network which is registered as Network of Youth for Sustainable Initiative is a youthled and youth serving civil society organization localizing the United Nations Sustainable Development Goals through youth leadership development, advocacy, storytelling, and partnership for sustainable community development.

I am delighted to announce that we are a registered member of the World Bank Civil Society Group. As a member, we will be engaging through information sharing, policy dialogue, strategy consultation and institutional partnerships. We are presently participating in the 2021 World Bank Civil Society Forum. This immense feat was made possible because of the support of your organization, development Research and Projects Centre (dRPC) towards the registration of the organization with the Corporate Affairs Commission.

I want to appreciate dRPC for inviting us to support the activities of the Future Workers Program. This provided us with organizational development and support for our youth staff to cushion the effect of COVID19. The overall support of dRPC has contributed to our status as a frontline youth led and youth serving organization which is reflected in our registration with the World Bank Civil Society Group.

On behalf of Nigeria Youth SDGs Network team, I say thank you and we look forward to more rewarding collaborations.

Thank you and kind regards,

Joshua Alade
Project Coordinator
For: Nigeria Youth SDGs Network

NG Youth SDGs 9 Alfred Rewane Road, Ikoyi / NIGERIANYOUTHSDGS.ORG

Registration

The registration process began in July 2020 and was not resolved till 8th March 2020. The original name THE NIGERIA YOUTH SDGs NETWORK was denied by the Corporate Affairs Commission but they were approved for Network of Youth for Sustainable Initiative LTD. This registration opened up more opportunities for the Youth group, allowing them to be registered with the World Bank as a Civil Society Group.

Webinars

THE NIGERIA YOUTH SDGs NETWORK organized three high level online webinars.

The first webinar titled “Opportunities for Youth Employment in the face of the current Pandemic”. The webinar addressed how The Covid-19 pandemic has impacted young people in the informal sector and young recent graduates particularly negatively. Many young people who were planning to businesses have had their plans

dashed and even more youths who bravely started businesses recently have lost their markets, lost their suppliers and good connections due to Covid-19. This is the situation for youth in tech start-ups in Lagos; for youth rice farmers in Kebbi State; for young apprentices in Abia state poised to start up their businesses. Covid-19 has eroded and been a setback for the youth of the country. The webinar took place on the 26th August 2020 from 11am to 1pm and hosted on the Zoom platform. The webinar was also advertised in the national newspaper to maximize attendance. The webinar had 66 participants and you can watch the recording [here](#).

The poster is for a live webinar titled "OPPORTUNITIES FOR YOUTH EMPLOYMENT IN THE FACE OF THE CURRENT PANDEMIC". It features silhouettes of various professionals and workers. The event is part of the "Youth Empowerment & Resilience Response Project". The date and time are "WED 26TH | AUGUST 2020 | WAT 11AM - 1PM". The Zoom details are "JOIN US ON ZOOM! Webinar ID: 882 2020 7179 Webinar Passcode: 822264". The poster is supported by Open Society Foundations. The DRPC logo is also present.

Youth Empowerment & Resilience Response Project

Live WEBINAR

OPPORTUNITIES FOR YOUTH EMPLOYMENT IN THE FACE OF THE CURRENT PANDEMIC

Prof Ismail Junaidu
Executive Secretary, Nigerian Educational Research and Development Council (NERDC)

Ekpemi Ekhobafé
Project Officer, International Labour Organization

Ife Adebayo
Special Assistant to the Vice President of Nigeria on Entrepreneurship and Innovation

Goodness Odey
State Coordinator, Nigeria Youth SDGs Network

Dr. Ghazali Ado Jibril
Chief Lecturer, Department of Banking and Finance, Kano State Polytechnic

WED 26TH | AUGUST 2020 | WAT 11AM - 1PM

JOIN US ON ZOOM!
Webinar ID: 882 2020 7179
Webinar Passcode: 822264

Supported by Open Society Foundations

DRPC
Building Resilient Communities

The Second Webinar titled “Filling the skills gaps and addressing the mismatches. What can educators do?”. The webinar which addressed the large number of Nigeria’s unemployed or underemployed youth highlighted the rapid changes in the world including technological advancement, shifting workforce demands and globalization. The webinar’s main

Topic:
FILLING THE SKILLS GAPS AND ADDRESSING THE MISMATCHES
WHAT CAN EDUCATORS DO?

REGISTRATION bit.ly/youthgap

DATE: WED. 23 SEPTEMBER, 2020.
TIME: 11AM (GMT+1)

ABRAHAM SOLOMON
MODERATOR

PROF FUNMI OSAKINLE
GUIDANCE AND COUNSELLING
DEPT. EKITI STATE UNIVERSITY,
NIGERIA

YEMISI AJERO
FOUNDER, CIRCLE LABS

SHADRACH AKPEM
NIGERIA YOUTH SDGS
NETWORK

ADEKUNBI OYELADE
FOUNDER SESEWA

@ f tgyouthsdgs
www.nigerianyouthsdgs.org

SUPPORTED BY: OPEN SOCIETY FOUNDATIONS

objectives included (i) Reemphasize the role of proper guidance and counselling in addressing the skills gap in employability in Nigeria (ii) Provide a platform for experts to share how young Nigerians can get the necessary skills required in today’s workplace (iii) Highlight how apprenticeship and vocational skills training can prepare young people to become job creators. The webinar took place on the 23rd September 2020 from 11am to 1pm and hosted on the Zoom platform. You can watch the recording of the webinar [here](#). Total numbers of registered participants is 179 and the total number of participants that were present is 75 with 82.8% of them being from ages 18-35 and 17.2% being above 35 years old.

Topic:

TRANSITION FROM SCHOOL TO WORK:

THE IMPORTANCE OF GUIDANCE AND COUNSELLING FOR SECONDARY SCHOOL STUDENTS

REGISTRATION bit.ly/youthskill

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

DANIEL NWAEEZE
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

www.nigerianyouthsdgs.org

SUPPORTED BY: OPEN SOCIETY FOUNDATIONS

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. This webinar was prompted from the Guidance and Counselling events that were taking place in the supported schools. The dRPC realized there was a need to have a second webinar that addressed Guidance and counselling as we noted that a lot of students were missing that component before transitioning into the world of work/higher education. The webinar held on Thursday 26th November 2020, from 11:00 am – 1:00 pm (WAT) and had 203 registered participants. Unfortunately we only had 37 participants present in the webinar and we ascribe this to the change in date in the webinar which was pushed one week back due to technical challenges. You can watch the webinar recording [here](#).



The Nigerian Youth SDGs Network
9 Alfred Rewane Road, Ikoyi, Lagos
www.nigerianyouthsdgs.org | info@nigerianyouthsdgs.org

October 5, 2020

The Permanent Secretary,
Lagos State Ministry of Education,
Block 5, Lagos State Secretariat,
Alausa, Lagos State.

Dear Madam,

Request for Advocacy Visit to Discuss the Future Worker's Program to Address Youth Employability

Network of Youth for Sustainable Initiative (Nigeria Youth SDGs Network) is a non-governmental organization that works with youth organizations and stakeholders towards the leadership development of youth and encouraging their participation in the developmental agenda of their communities.

As part of our objectives which is to support the positive development of young people and their inclusion in the developmental agenda of their community, we are working with the Development Research and Project Centres on a project called 'Future Worker's Program'. The Future Workers' Program is an education support program in response to the COVID19 pandemic with the aim of raising awareness on the impact of the pandemic on young people in the informal sector. With the project, 20 secondary schools across Nigeria will be selected for a grant between **three hundred thousand and one million naira** towards vocation skills development.

As part of the program, we organized a webinar with the topic "Filling the Skills Gap and Addressing the Mismatches: What Can Educators Do?" The webinar had seasoned professions who shared the importance of guidance and counselling centres as well as organization of career fairs towards boosting the employability potential of secondary school graduates.

We would like to request an advocacy visit to discuss about the Future Worker's Program and the report from our webinar with you. Also, we seek the opportunity to explore how we can address the issue of youth unemployment and the fate of young people in the informal sector.

We highly regard your office in the success of the Future Worker's Program. We would appreciate you kindly avail us an opportunity to have further discussions with you.

Thank you for your undivided cooperation.

Kind Regards,

Joshua Alade
Project Coordinator
08086055213

NG Youth SDGs

9 Alfred Rewane Road, Ikoyi / NIGERIANYOUTHSDGS.ORG

Advocacy Visit
to Lagos State
Ministry of
Education

The advocacy
visit was to the

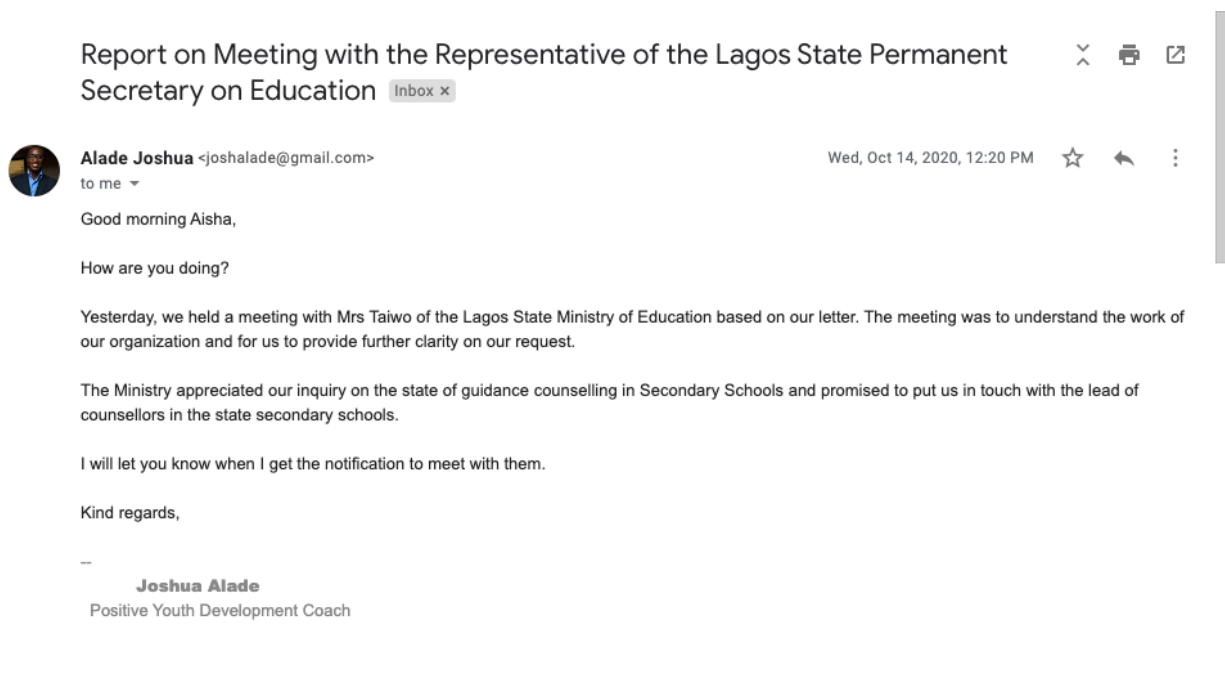
Lagos
Ministry of
Education to
report findings
from the
webinars in
addressing the
issue of youth

unemployment in the informal sector.

The recommendations included:

- Guidance counsellors in secondary schools need to be re-trained to meet the needs of the future of work and how to transfer the knowledge to learners.
- Career fairs should be encouraged in secondary schools as well as internship programs to help develop the soft skills of the students.
- Promote partnerships and linkages between employers and secondary schools to improve coordination and develop synergies for internships for young adults.
- Create knowledge exchange between guidance counsellors and human resource managers to promote innovation in addressing the skills mismatch.

The Youth group submitted the following letter to the ministry and then met with the permanent secretary of the ministry. The permanent secretary promised to link the group with the lead of counsellors in the state. However, this never happened as Lagos state went back into lockdown shortly after due to Covid-19.



SECTION III

Nigerian Labor Congress Component

Background

The Nigeria Labour Congress (NLC) is one of the largest trade union organizations in Africa with more than 29 affiliated unions and more than 4million members. The NLC is also committed to supporting informal sector workers and women's labour. The NLC's education committee has commented its concern on the impact of Covid-19 on the sector and a communiqué to this effect was signed by the NLC president, Ayuba Wabba

The NLC agreed to collaborate with the dRPC to jointly advertise the opportunity for vocational and technical schools to apply for financial support from the dRPC to prepare final year students to write and pass exams and to prepare students for the world of work during a global pandemic. The NLC also agreed to collaborate with the dRPC to select the schools and monitor the effectiveness of the schools receiving support from the dRPC.

The NLC also agreed to establish a technical working group of 5 NLC representatives to be trained on conducting rapid research on the informal sector in Nigeria. The rapid research was based on the impact of Covid-19 on informal sector workers, with particular reference to youth and women and to produce an Issue Brief. The NLC was also expected to engage a videographer and photographer to record and document the experiences of women and youth in the informal sector affected by Covid-19 economy. The findings from the research were to be disseminated to highlight the impacts of Covid-19 on the informal sector economy and suggest interventions to avoid many vulnerable Nigerians falling into poverty. The Future Workers Project also expected NLC to provide information and support for informal sector workers about how to access Covid-19 stimulus and incentives by various MDA of Federal and state governments.

Objectives of the Study Research

The overall objective of the survey the NLC was expected to undertake was to determine the effect of COVID-19 on informal sector operators in Nigeria (covering Enugu, Kano, Lagos, and Plateau - States) especially youth. To provide informed recovery strategies and interventions by government authorities, to better target immediate and long-term support to informal sector operators in Nigeria. Specific objectives of the survey include:

- Examine relief measures and interventions on impact of COVID-19 on informal sector operators
- Identify informal operators' needs, coping mechanisms and building resilience to deal with the crisis as it unfolds in Nigeria
- Identify areas in which informal operators can be further assisted in order to mitigate the impact of the COVID-19 crisis on their businesses and livelihoods
- Identify their strategies for reopening and scaling their businesses after long period of lockdown
- Determine alternative income generating strategies used by women and youth as a result of economic hardships they faced
- Determine the extent to which informal sector operators are aware of the economic incentives for micro and small businesses by government and others windows of opportunities
- A communiqué to be produced and presented at a press conference by NLC after the study as voice for informal sector operators.

dRPC Training of NLC Researchers (Data Collectors)

The main objectives of the dRPC's training program include the following:

- (i) To lead half-day training workshop of 5 research staff of the NLC.
- (ii) To develop appropriate research design and research tool/s to conduct a rapid survey in 4 selected sites in Nigeria to determine the impact of Covid-19 on informal sector operators' particular women and youth.

The training of researchers took place on the 11th September, 2020 at NLC conference hall. To achieve the objective of the training, a one day training program was designed. A PowerPoint

slides presentation was developed (and reviewed with dRPC staff) and used to train researchers on basic research design in qualitative and quantitative research.

The research tools discussed during the training session include structured questionnaire, focus



group discussion (FGD), in-depth-interview (IDI), and key informant interview (KII).

After the session, questionnaire and IDI were adopted as the most appropriate tools to be used in the research. All protocols and principles underlying COVID-19 were to be

strictly adhered to during the field survey.

In attendance were the NLC national Secretary, NLC Director of Research, researchers to be deployed to the field, and dRPC team.

Fields Survey (Data Collection)

As a follow up to the training of the researchers on assessing the impact of COVID-19 on informal sector operators especially women and youth, the Consultant was involved in monitoring field activities in the focal states (Enugu, Kano, Lagos, Plateau - States).

The follow-up activities the following:

- (i) Making daily contacts (phone calls, text messages, WhatsApp, emails, etc) with data collectors to ensure quality field work and relevant or appropriate data is been collected
- (ii) Assisted in resolving all challenging issues in the field including the use of research tools (questionnaire and in-depth interview).
- (iii) Had discussions/interview with participants (respondents) to have a field of what is going on.

(iv) Overall, partly organized and monitor the collection of data in the field

The training of data collectors and final data collection provided an opportunity for researchers to acquaint themselves and practically engaged in data collection using essential research tools like questionnaire and in-depth interview where they also observed ethics and safeguards during the research. The COVID-19 protocols were also strictly observed.

Four research officers were deployed to four states from NLC research department to collect data from the focal states (Enugu, Kano, Lagos, and Plateau). The researchers used three days to collect data which was supposed to be used for analysis, and policy and intervention advocacy.

Challenges of working with the NLC

The Nigerian Labor Congress on the 22nd of September announced that they would be going on a nationwide strike due to the electricity tariff increase and petrol price increase. The NLC then engaged in an open confrontation with the Federal Government, and despite the training and research funds released, to the time of submission of this report, the NLC was unable to conduct the Covid-19 impact on youth employment in the informal sector research. The NLC research component of this project emerged as the most challenging with significant lessons learned about the limitations and challenges of work with a national labor association which shares common interest in protecting youth in the informal sector from the negative impact of Covid-19 on the economy, but are more committed to confronting government on issues of national economic policies are unmindful of project management requirements of submitting research reporting before project close-out.

SECTION IV

Monitoring and Evaluation

M&E Design

The Monitoring and Evaluation component of this project was applied to the school support component of the project. The youth employment in the informal sector and Covi-19 research, that is component three, was designed to be evaluated during the validation workshop which did not take place as a result of the NLC's failure to deliver on the research report. The public awareness component of the project implemented by the Nigerian Youth SDG Network was evaluated through the metric numbers of participants joining the webinars. In the case of the 3 webinars over 50 people participated and between 10 to 15 questions were asked in each webinar.

Regarding the Future Workers School Support program monitoring was carried out by school mentors. At the end of the project, December 2021, an impact evaluation was conducted to track the indicators – 1) School Principals willingness to sustain the Guidance and Counselling Days and Extra lessons in coming years; 2) learning outcomes from the September 2020 exams; and 3) overall impact of the intervention.

Monitoring through mentoring

With regard to the mentoring component, in order to ensure judicious utilization of the funds disbursed to the schools, development Research and Project Center (dRPC) engaged the services of 28 Supervisors/Mentors from the communities where the schools are located to supervise/mentor the schools in implementing the Future Workers Project supported activities. The supervisors/Mentors were specifically tasked to:

- Supervise the conduct of the project funded activities
- Serve as link between the dRPC's Future Workers Project Team and the schools
- Ensure that the schools understand the purpose of the grant and guide the schools in implementing project funded activities/making purchases using the project funds.
- Support the schools to retire funds awarded to them.
- Ensure that the State Ministry of Education is informed about the support provided to the schools.
- Invite print or online media to cover the award ceremony and other project activities.

- Work with the school Principals and Directors to involve traditional leaders from the area where the schools are located to participate in the project activities.
- The supervisors/Mentors took pictures and wrote activity reports which they submitted to the dRPC team

All mentors were educationists based in the states. The list of mentors' names is attached in Appendix 1. Mentors reports and updates were used to determine which schools were working well, to identify challenges, resolve problems, and connect schools with government education officials for legitimacy and problem solving. Mentors' reports

Impact evaluation of the School Support intervention

Regarding the impact evaluation, when the two indicators were applied findings point to a significant impact of the school support project. Table 3 below shows a summary of NABTEB examination pass rates in 2019 and 2020 across geopolitical zones of the project. All the geopolitical zones, with the exception of the North West and South East, recorded an increase in pass rates in the 2020 NABTEB examinations as compared to 2019. North East had the highest increase in NABTEB pass rates with over seventy percent increase. It is closely followed by the South West zone with over sixty percent. North Central region recorded an increase of thirty-nine percent, 39%. On the contrary, South East zone saw its pass rates declined by forty-three percent from 2019. North West zone had a slight decrease in the pass-rates of less than three percent.

Learning outcomes of the intervention

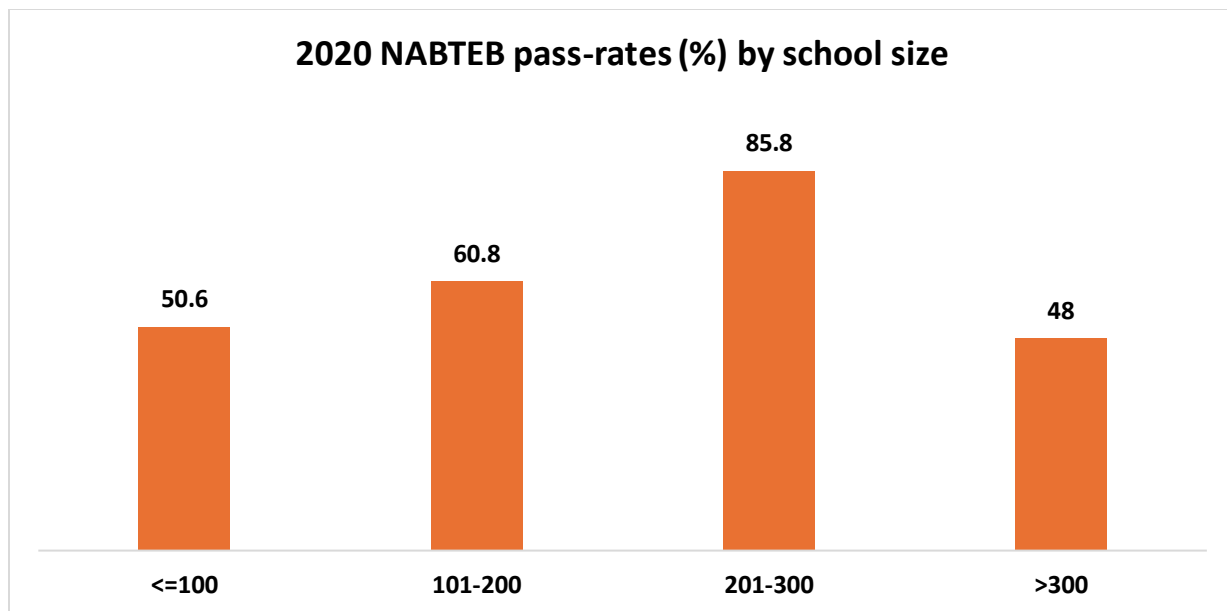
Overall, the pass-rates among the schools across all the geo-political zones increased from about forty-five percent in 2019 to a little above fifty-five percent in 2020. That is to say, approximately forty-five of every hundred students who sat for NABTEB examinations in 2019 from the intervention schools passed with at least five credits. While about fifty-five of every hundred students who attempted the NABTEB examinations in 2020 passed the examinations with a minimum of five credits. This signifies an overall increase of ten percent.

Table 13: Summary of examination pass-rates by geo-political zones, 2019 and 2020

Geo-Political Zone	Year		% change
	2019	2020	
North East	37.7	64.2	70.3
North West	64.7	62.9	-2.8
North Central	64.4	89.4	38.8
South East	33.2	18.8	-43.4
South West	24.5	39.9	62.9
Average total	44.9	55.04	10.14

The assessment also shows that success in the 2020 NABTEB examinations correlates with the school size. Schools size in this regard implies the total number of students who registered and appeared for the examinations. However, this correlation seems to hold until the school size is three hundred beyond which the relationship seizes. Schools with less than a hundred registered students recorded a pass rate of about fifty-one percent; those with between a hundred and two hundred had a pass-rate of sixty-one percent; schools with registered students between two hundred and three hundred had even a better pass rate of eighty-six percent. Figure

Figure 14: 2020 NABTEB pass-rates (%) by school size



Principals' views about holding future Guidance and Counseling Days

Application of the second impact indicator on sustainability point to the finding that all the Principals had positive views of Guidance and Counselling Days and were committed to continuing this innovation. Under the Future Workers Project, the beneficiary schools were technically and

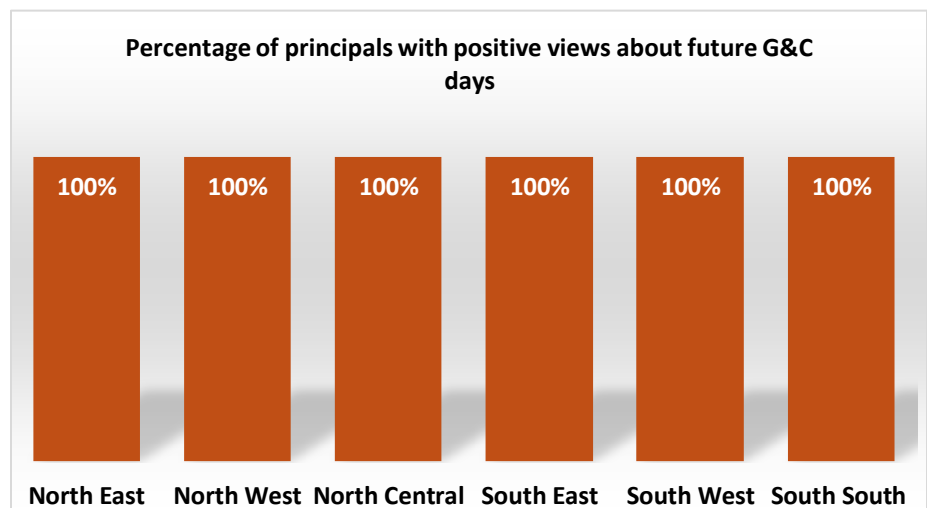


Figure 15: Principals' views about holding future Guidance and Counseling Days

financially supported by the dRPC to organize Guidance and Counselling events for the 2020 graduating students. The events came immediately after the 2020 NABTEB examinations. During the present assessment, the principals of the various schools were asked to understand their views regarding holding similar events in the future. All the principals responded positively affirming

that they would want to continue with the “high impact” G&C events. Below are selected responses from the principals.

“We plan to hold the exact career guidance day sponsored by the dRPC yearly because of the physical impact it had on participants with regards career choice and transitioning to the world of work. We intend to hold a meeting with the SBMCs and PTA to enlighten them on the importance of the career guidance day. This way, they we will generate funds to organize the event.”- a Principal from Northwest

“We already have guidance and C days in school which takes place every Thursday. This was initiated to assist the students plan ahead of the future and encourage their learning and reading habit.” - a Principal from Southeast

“We intend to hold G&C day for the SS3 before graduation because it is the only way to expose the students to the world of work. He will invite career specialists to talk to them.” - a Principal from Northwest

“Most of the students can’t make the decision of if they want to put their skills to use or go to school after graduation. We had a meeting with the staff of the college and had held discussions with regards the career guidance day for year 2021.” - a Principal from Northeast

“The college plans to work with its numerous alumni who are within almost all sectors of the country, to start career programs for students.”- a Principal from North central

“Seeing its positive impact, we have already incorporated G&C days in the school calendar of activities” - a Principal from North central

“We want to hold similar events in the future as it creates awareness for everyone on the prospects of technical school graduates.” - a Principal from Northeast

Involvement of Principals with government educational institutions

All thirty-three (31) principals who participated in the impact assessment interviews described their role in implementing the project in their school using words of very positive and life-changing repeatedly. The principals also attested that the government officials from the Science and Technical School Boards (STSB) and Ministry of Education (MoE) were involved in the project implementation in their schools. The principals explained that the involvement of the government officials gave a platform for them to raise their concerns to the appropriate officials,

especially with the uncertainties of Covid-19. The Parents Teachers Association (PTA) and Schools Board Management Committee (SBMC) in schools where they were established showed full support in activities such as organizing and attending the grant award meeting and career guidance day conducted under the project and monitoring the expenditure to ensure compliance with the project guidelines. Some of the principals had this to say about their involvement and that of stakeholders:

*“The Ministry was involved since from the day one. The day that the award was given the ministry was aware and representatives of the ministry were there, representatives of the PTA and students were here, staff were here and the representative of the dRPC was here to present the award, all of them were here while the award was presented”. – Principal GSTC
Gujba, Yobe State*

“The ministry officials, they came along with the group here. I informed the PTA and the chairman and treasurer was here and they have always been with us on various aspects of the program” – Principal, GTC Abakaliki, Ebonyi State

Benefits and Sustainability of the Extra lessons in the future

Extra lessons and providing of pass question papers was another key component which the impact evaluation sought to determine its sustainability. Feedback from Principals pointed to a commitment to continuing extra lessons supported by pass question papers. However, they were quick to observe that such activities require funding and support from external stakeholders. Some principals observed:

“We have never gotten past question papers from NABTEB office directly until this time with the dRPC awarded grant. So, we are able to see the questions and the marking scheme; that is how the questions are marked after the examination. So, our teachers used it to guide the students on how to answer the question and it really helped them a lot”. - Principal

GTC Ingawa, Katsina State

“Acquiring practical materials for the students was the main benefit. If not for this project, it would have been a headache but because of this project the fee was subsidized for the students greatly.” - Principal UTC Afikpo, Ebonyi State

*“Through the extra lessons; it boosted their morals to face the exams due to the Q&A used. It prepared them on how to tackle the questions. The teachers were engaged in research. The school benefitted from the PPE materials and Q&A. Some students are still using them”. -
Principal GTC Farfaru, Sokoto State.*

Overall Benefits of the Project to the Schools:

The benefits of the project to the schools identified by the principals with respect to the beneficiary students includes; extra lessons conducted under the provisions of the project, provision of personal protective materials such as face masks and hand sanitizers which were given to the students, the past questionnaire booklets which assisted the teachers in effectively preparing the students for the examination, provision of sufficient practical materials to aid the practical examinations and career guidance to prepare the students for the world of work. The teachers were said to have gained a lot of moral support and motivation from the mentor who encouraged them to dedicate more effort to preparing the students for their examinations, access to the internet for research and textbooks/past questionnaire booklets to enable them to teach effectively. All principals attested that the project was of great benefit to their schools. Below are some ways in which the principals described the project benefits to their schools:

“We benefitted a lot because at the time when we received that award it was at the peak of the Covid-19 period so those materials that we got together with what we have on ground benefitted us. We have benefitted greatly by the use of the materials. It helped us greatly in that direction. The bonded question papers that we purchased from the NABTEB office Damaturu, those ones we used them and they will be beneficial in many years to come”- Principal, GTC Damagum, Yobe State

“It has a great impact because by the programs we found out the students were committed and engaged in the program and even the teachers. Instead of two breaks we had to extend to morning, afternoon and night to ensure that they cover this break. So, these are the impacts which were seen.” – Principal GTC Funtua, Katsina State

“We experienced a difference, before now there were difficulties in trying to go about the examination. For example, in some technical subjects we don’t get materials and equipment that will help to write the subject very well but this time around we are able to

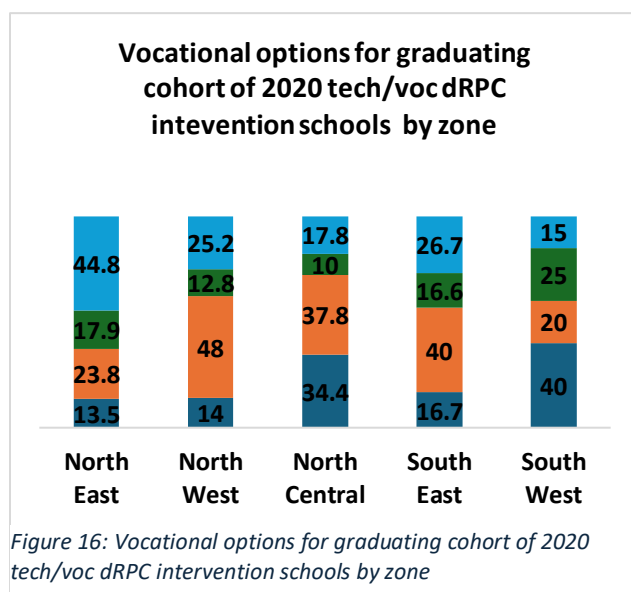
procure some and some textbooks too that helped a lot. The students were very active and very thankful.”- Principal GSS Kanadap Kuru, Plateau State

“Seriously, I’m saying first in history. The children were very happy. Not only that, and on the last day we had what we called counseling and guidance program for the students that were leaving. We got guest speakers; one from the University of Uyo, retired chairman and counselors to help us talk to these children. This has never happened before, at least this is the first time. This was the first time in the whole state, let me say so.”- Principal, GTC Abak, Akwa Ibom State

“This is the first time. We have had the career guidance but it is not as we were asked to organize it. To invite resource persons and dignitaries to attend it, we have not had it like that. It helps us to build a kind of interest and every year at the end of the session we will try to organize a career day because it is very important. It is a very good activity; the career day is very important and we would like to continue it”. - Principal, GTC Funtua, Katsina State

Learning and next steps

With the support of the Open Societies, the dRPC initiated an education sector response to Covid-19 that built upon its on-going portfolio in the education sector and provided strategic



support to students affected by six months of school closure. The dRPC opted to support the most vulnerable students, those reading technical and vocational education that would normally enter the world of work, usually in the informal sector. While the impact evaluation provides evidence that there was no significant learning loss in the 37 intervention schools, this finding is not a point for celebration as time series data collected in March 2021, 6 months after the

exams of September 2021 shows a gloomy picture of most graduates of the 2020 cohort being unemployed. This suggests the need for increased school to work interventions for young graduates of technical and vocational schools in Nigeria.

SECTION V

Documentation and Dissemination of Successes

1. News Stories from the project

- COVID 19: 3 Kano schools win cash support for NABTEB Students. Read Story [here](#).
- Exit students: NGO supports 30 schools to achieve COVID-19 safety protocols. Read Story [here](#).
- NGO donates N.3million to technical, vocational schools to assist in NABTEB exam. Read Story [here](#).
- DRPC Assists NABTEB Exam Candidates With N300, 000. Read Story [here](#).
- COVID 19: 3 Kano Schools win Cash Support for NABTEB Students. Read Story [here](#).
- COVID 19: Centre supports Schools To Up Learning, Exam Outcomes. Read Story [here](#).
- Akwa Ibom: CSO Awards N385, 000 Grant to Technical School in Preparation of NABTEB. Read Story [here](#)
- Group gives N385, 000 grants to technical college in Akwa Ibom. Read Story [here](#).
- A/Ibom School receive grant from CSO for NABTEB preparations. Read Story [here](#).
- A/Ibom: CSO Supports Technical College with N385, 000 Grant. Read Story [here](#).
- Webinar Report: Opportunities for Youth Employment in the face of the current pandemic. Read Story [here](#).
- COVID 19: NGO donates cash to support final year exams. Read Story [here](#).
- COVID-19 Pandemic Update: Dapchi Students Receive Palliative Support on Channels International TV. Click [here](#) to watch the clip
- How 37 Colleges excelled despite COVID- 19. Read Story [here](#)

1. Links to Additional Reports on the project

- <https://www.pressreader.com/nigeria/daily-trust/20200914/281934545364846>

- <https://naija247news.com/2020/09/12/exit-students-ngo-supports-30-schools-to-achieve-covid-19-safety-protocols/#.X164jGjTW>
- NGO donates N.3million to technical, vocational schools to assist in NABTEB exam: <https://enugudaily.com/ngo-donates-n-3million-to-technical-vocational-schools-to-assist-in-nabteb-exam/>
- DRPC Assists NABTEB Exam Candidates with N300,000: <https://geeky.com.ng/drpc-assists-nabteb-exam-candidates-with-n300000/>
- COVID-19: 3 Kano Schools Win Cash Support for NABTEB Students: <https://dailytrust.com/covid-19-3-kano-schools-win-cash-support-for-nabteb-students>
- COVID-19: Centre Supports Schools to Up Learning, Exam Outcomes: <https://dailytrust.com/covid-19-centre-supports-schools-to-up-learning-exam-outcomes>
- <https://www.pulse.ng/news/local/drpc-mitigating-the-impact-of-covid-19-through-direct-funding-to-schools-in-nigeria/kgcjpsf>
- Akwa Ibom: CSO Awards N385,000 Grant to Technical School in Preparation Of NABTEB
- <https://nationalambassador.com.ng/akwa-ibom-cso-awards-n385000-grant-to-technical-school-in-preparation-of-nabteb/>
- Group gives N385, 000 grants to technical college in Akwa Ibom: <https://www.blueprint.ng/group-gives-n385-000-grants-to-technical-college-in-akwa-ibom/>
- A/Ibom School receive grant from CSO for NABTEB preparations <http://daybreak.ng/aibom-school-receive-grant-from-cso-for-nabteb-preparations/>
- A/Ibom: CSO Supports Technical College with N385,000 Grant <https://leadership.ng/2020/09/21/a-ibom-cso-supports-technical-college-with-n385000-grant/>
- COVID 19: NGO donates cash to support final year exams: <https://goldennewsng.com/2020/09/24/covid-19-ngo-donates-cash-to-support-final-year-exams/>
- Webinar Report: Opportunities for Young People in The Face of COVID19 Pandemic: <https://nigerianyouthsdgs.org/webinar-report-opportunities-for-young-people-in-the-face-of-covid19-pandemic/>

Appendices

Appendix 1: List of Project Target School, Supervisors/Mentors

S/ N	Name of School	State	Name of Supervisor/Mentor
1.	Government Technical College, Abak	Akwa Ibom	Mr. Idem Udoekong
2.	Government Science and Technical College Gamawa	Bauchi	Mallam Bappah Maigari
	Government Day Technical College, Azare	Bauchi	Hajiya Jummai Gajere
3.	Government Science and Technical College, Garagbohol, Government Science and Technical College, Anyiin Makurdi	Benue	Mr. Samuel Alyewan
4.	Government Technical School, Bama Government Technical College, Damboa	Borno	Dr. Lawan Balami
5.	Government Girls Technical College, Agba Government Technical College, Abakaliki Uhugbo Technical College, Afikpo	Ebonyi	Dr. Eweh Out Eleri
6.	Government Technical College, Akpuolia Nike	Enugu	Dr. Stanley Ilechukwu
7.	Government Girls Technical College Amada	Gombe	Mallam Nasir (Gombe Science Village)
8.	Senior Secondary School Kafin Hausa	Jigawa	Mallam Aminu Sabo Abdullahi
9.	Government Technical College, Soba Government Science and Technical College, Kajuru	Kaduna	Mohammed Sani Ladan Rev. Bitrus Dangiwa
10.	Mairo Tijjani Science Technical College	Kano	- Ms. Zubaida Abdulsalami Onono - Ms. Hussena Hassan
	Government Technical College Bagauda Government Technical College Tiga	Kano	- Mallam Suleiman Mahmud - Alhaji Abdulhamid Inuwa
11.	Government Technical College, Funtua Government Technical College, Ingawa	Katsina	His Royal Highness - Gidado Farfaru (Magaji Zandam)
12.	Government Technical College, Bunza Government Technical College, Saminaka Government Technical College, Zuru	Kebbi	Mallam Usman Dangogo
13.	Government Technical College, Oboroke Government Technical College, Mopa Government Technical College Ankpa	Kogi	Barrister James Idih

	Government Technical College Idah		
14.	Government Science School Asa	Kwara	Engr. Maliki Wopa
15.	Government Technical College, Ikotun	Lagos	• Abdurrahman B. Muideen • Mrs. Kofoworola Belo-Osagie
16.	Federal Science and Technical College, Kuta Shiroro	Niger	Mallam Sani Sulaiman Alhaji
17.	Government Secondary School, Kanadap Kuru Government Science and Technical College, Bukuru	Plateau	• Dr. Henry Mang Gyang • Dr. Musa Umar Emmanuel
18.	Government Technical College, Farfaru	Sokoto	Alhaji Sani Umar Jabbi (Sarkin Yakin Gagi)
19.	Government Science and Technical College, Damagum Government Science and Technical College, Gujba Government Girls Science and Technical College, Dapchi	Yobe	Dr. Mustapha Kolo
20.	Government Technical College, Kaura Namoda	Zamfara	Dr. Abubakar Danladi

Appendix 2: Project Implementation Photo Gallery

Ebonyi State



Kwara State

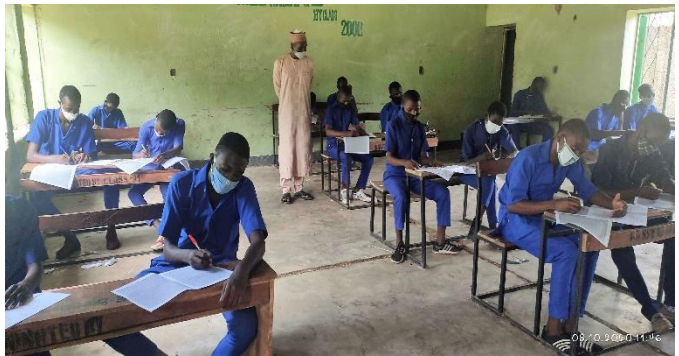


Government Science Technical College Kano (Mairo Tijjani)





Government Technical College Bagauda, Kano State





Government Science and Technical College Gamawa, Bauchi State





Appendices for Component 2: Support for Brahimawa Community Girls' Community School in Dorayi, Kano

Appendix B- Attendances for All Conducted Activities

Attendance for donation of educational items

- 1. Shehu Mohammed Danjuma –FFD Meal**
- 2. Alhaji Shehu Waya-Businessman**
- 3. Mallam Musa Mohammed – Teacher**
- 4. Bello Badamasi – Businessman**
- 5. Auwal Ahmed Umar – teacher**
- 6. Abubakar Sani Isa - teacher**
- 7. Umar M. Mamman – teacher**
- 8. Garba Muazu - teacher**
- 9. Hauwa Usaini - teacher**
- 10. Bashir I Sharifai –SBMC**
- 11. Rabia H. Mohammed - teacher**
- 12. Abba Aliyu - teacher**
- 13. Abubakar B. Uba - teacher**
- 14. Saadatu Usman Imam - teacher**

15. **Najaatu Sale Musa - teacher**
16. **Yusuf Yahaya Musa - teacher**
17. **Aisha Tijjani - teacher**
18. **Muftahu S. Musa - teacher**
19. **Kabiru Bala - teacher**
20. **Hussaina Hassan- dRPC staff**
21. **Zubaida Abdulsalami – dRPC staff**
22. **Suleiman Mahmud – dRPC staff**
23. **Umar Ahmad – dRPC staff**
24. **Abdulhamid Inuwa – dRPC staff C**
25. **Aminu Suleiman – dRPC staff**

Attendance for facilitators’ planning meeting for teachers’ training

26. **Musa I Musa- DPRS**
27. **Dahiru Sani – V.P Admin MTGSTS**
28. **Suleiman Mahmud – dRPC**
29. **Zubaida Abdulsalami – dRPC**
30. **Abdulhamid Inuwa – dRPC**
31. **Sani S.K- Director Hospital Management Board**

Attendance for teachers training

32. **Rabia H. Muhammad - BCGS**
33. **Musa Aliyu - BCGS**
34. **Auwal Ahmed Umar - BCGS**
35. **Uzairu Musa - BCGS**
36. **Kabiru A. Muhammad - BCGS**
37. **Garba Muazu - BCGS**
38. **Binta Musa Yakasai - BCGS**
39. **Fatima Saidu - BCGS**

40. **Khadija Abubakar - BCGS**
41. **Hadiza Na-Allah - LEA KM LGA**
42. **Daibatu Muhammad - LEA KMC LGA**
43. **Shamsudeen Sarki - LEA KM LGA**
44. **Aminu Maitama Bello- BCGS**
45. **Aliyu Danlami Bala - BCGS**
46. **Dahiru Sani – V.P Admin MTGSTS**
47. **Musa I Musa- Director MoE STSB**
48. **Sani Ahmed Kore – Former Director Hosp. Mgmt. Board**
49. **Zubaida Abdulsalami O – dRPC**
50. **Umar Ahmad – dRPC**
51. **Hussaina Hassan– dRPC**
52. **Abdulhamid Inuwa– dRPC**
53. **Aminu Suleiman – dRPC**
54. **Suleiman Mahmud– dRPC**
55. **Iliya Musa– Video Man**

Appendix C: Training and Meeting Agenda

Agenda for support materials

Educational Support for Brahimawa Community Girls; School, Kano Municipal LGA

Agenda

- **Opening Prayer**
- **Self-Introduction**
- **Brief activities of dRPC**
- **Presentation of support materials**
- **Remarks from the Principal**
- **Remarks from SBMC Chainman**
- **Remarks from the E.S. Kano Municipal LGA**
- **Remarks from the Head Master of the primary section**
- **Remarks from the PTA Chairman**
- **Refreshment**
- **Closing Prayer**

Agenda for Teachers Training

TEACHERS' TRAINING WORKSHOP IN WRITING LESSON NOTES AND PLAN, CLASSROOM MANAGEMENT AND METHODS OF TEACHING MATHEMATICS AND ENGLISH FOR BRAHIMAWA COMMUNITY GIRLS' SCHOOL, DORAYI, KANO MUNICIPAL LGA, KANO.

Date: 21st and 22nd December 2020

Agenda

First Day—21st December 2020

S/No	Time	Activity	Person Responsible
1	9:00am – 9:25 am	Registration/pre-test	Zubaida and Hussaina
2	9:25am –9:30am	Opening Prayer	Alhaji Abdulhamid
3	9:30am –9:40am	Welcome address	Mallam Suleiman
4	9:40am –9:50am	Self-Introduction	All
5	9:50am –10:00am	Opening Remark	LEA ES
6	10:00am -11:00am	Effective Classroom Management	Mallam Musa

7	11:00am -11:30am	Tea Break	All
8	11:30am -12:15pm	Preparation of Lesson Notes/plan in Mathematics	
	Mallam Musa		
	Mallam Suleiman		
9	12:15pm -1:00pm	Preparation of Lesson Notes/plan in English	Mallam Dahiru
10	1:00pm -2:00pm	Prayer/ lunch	All
11	2:00pm-3:00pm	Group Work on writing Lesson Notes/Lesson Plan)	4 Groups
12	3:00pm-4:00pm	Group presentations	All groups
13	4:00pm-4:05pm	Closing prayer	Alhaji Abdulhamid

Second Day – 22nd December 2020

S/No	Time	Activity	Person Responsible
1	9:00am – 9:25 am	Registration	Zubaida and Hussaina
2	9:25am –9:30am	Opening Prayer	Alhaji Abdulhamid
3	9:30am –10:00am	Recap of day one activity	Mallam Suleiman
6	10:00am -11:00am	Methods of Teaching Mathematics	Mallam Musa and Mallam Suleiman
7	11:00am -11:30am	Tea Break	All
8	11:30am -1:00pm	Methods of Teaching English	Mallam Dahiru
9	1:00pm -2:00pm	Prayer/ lunch	All
10	2:00pm -2:45am	Presentation on First Aid	SK
11	2:45pm-3:00pm	Group work	All
12	3:00pm-3:15pm	Group presentations	3 Groups
13	3:15pm-3:40pm	Post Test	All
14	3:40pm – 3:50pm	Closing Remarks	BCGS Principal
15	3:50pm – 4:00pm	Closing prayer	Alhaji Abdulhamid

Appendix D: Press Publication

Daily Trust (2020). Kano Public School Wins Cash, Educational Support Materials, Available on

<https://dailytrust.com/covid-19-kano-public-school-wins-cash-educational-support-materials>