



**SALESIANS OF DON BOSCO**  
**AFRICA NIGERIA-NIGER (ANN)**

# **EDUCATION & TVET PLAN**

## **2022-2027**

**Education & TVET For Skills Development & Empowerment of Youth  
for The Transition To Green and Inclusive Economy**





## **PREFACE**

In continuation of the works of Don Bosco, the Africa Nigeria-Niger ANN Province remains committed to protecting and developing young people in Nigeria and Niger Republic. The arrival of the Salesians of Don Bosco in Nigeria can be traced back to the confrere Fr Jacques Ntamitalizo from Central Africa. At the General Chapter of 1978, Fr Jacques Ntamitalizo made a robust intervention pleading with the congregation to launch a missionary prospect in the African continent. The then newly elected Rector Major, Fr Egidio Viganò, supported this call for a strong African Project, which would become the official *Missio Ad Gentes* of the Salesian society to Africa. Nigeria became a beneficiary of this great opportunity when Fr Gabriel Wade, Fr Italo Spagnolo and Bro John Patrucco entrusted themselves to divine providence by volunteering to pioneer the mission to Nigeria. Since 1982 when the first Salesians stepped into Nigeria till date, the Salesians of Don Bosco have been studying the needs of children and young people in several parts of the country, listening and trying to read the 'signs of time' and intervening positively in their lives. Based on the philosophy of the organisation, which is working with and for young people, we believe firmly in the value of each person and making impacts in the development of youths especially through education, empowerment and skills training. With millions of children and young people living in extreme poverty, most of them abandoned, untrained and exploited, Nigeria has remained an active location for Salesian activities in order to give the vulnerable and disadvantaged young people hope for a better future.

*Niger Republic* is a peculiar terrain for mission, not only because it is a new reality, the country has enormous circumstances that call for immense attention for the good of the young people. Although, Niger Republic has majority of Muslims and very few Catholics/Christians, it has potential for beneficial Salesian mission. Apart from the pastoral work that is needed, the country has good number of young people. Owing to widespread poverty and social lack, the educational system is bedevilled with stunted progress. There is evidently shortage of technical and vocational schools. The obvious absence of adequate TVET institutions has made a lot of young people jobless or underemployed.



Moreover, being a Province with just two countries that share a common boundary but different official languages, the Province is poised to deliver the Don Bosco love to the target groups as well as tackle the unique situations that present certain challenges. The activities of the new Province will need constant review for us to respond appropriately to the needs of the young people. As the available resources are becoming abridged and times continue to change as different challenges surface all the time, the ANN Province has enormous work to do for the benefit of the teeming poor and vulnerable youths. Inspired by the direction of the congregation, the new ANN Province has begun to work more and more with planning mentality in order to lay accurate Salesian foundation for the growth of the new Province within the period under review.

As a new province, with a new country (Niger Republic) to explore, the proposed 5-year goal strives to capture the enormity of expectations and possible achievements. These expectations have been duly encapsulated in the plan for easy realisation. In the period under view (2022-2027), there are stated organisational targets, objectives, goals to be reached. The roadmap to achieving these targets has been adequately presented. From the province level to the centres/communities, the organisation structure, the organogram, roles and responsibilities have been well defined. The provincial animation organ (PDO ANN) has been provided with its mandate, which it pays full attention to and pursues vigorously for the good of the province and its apostolates.

This document is composed as our provincial guide as well as point of reference for the period 2022-2027, hopefully to pilot the affairs of the Province in a more structured, systematic and sustainable approach. We have therefore, prepared for ourselves and development partners a frame of reference for our mission in the Africa Nigeria-Niger Province.

I wish to express my profound gratitude to all those who contributed in this tedious process and making this Strategic Plan a fruitful reality.

**Fr. Jorge Crisafulli SDB**  
(Provincial, ANN)



## **EXECUTIVE SUMMARY**

The COVID-19 pandemic, the high rate of poverty and the current economic crises experienced in the world, especially in West Africa has largely affected the education system and has left millions of young people unemployed. This has led to the urgent need of transforming the education system in order to respond to the real needs of the society and basic aspirations of the young.

Technical and Vocational Education Training is the bridge that links together Education and the world of work, enabling young people to participate actively in the transformation of the nation through adequate and competent value creation process. In this vein, TVET is recognised as a lifelong learning system instrumental in making immense and remarkable contribution to the economic growth of every nation. It is identified as a viable medium for the production and insertion of suitable manpower relevant for the needs of the industry and the Labour Market. Therefore, considering the importance of Education and TVET in the promotion of skilled manpower and in the building of resilient and inclusive system, it is recommended that the Government, the Civil Societies and all relevant Stakeholders through a concerted effort, promote and sustain the TVET eco-system and initiatives.

The current ANN Education and TVET Strategic Plan largely in consonance with the TVET UNESCO strategy for 2022-2029, is integral to the realization of the Overall Provincial Plan of the SDBs and the entire Salesians apostolates in the various communities of Province and the Global TVET strategy. It sets in motion a process that supports quality and sustainable Salesian mission in the Centres. The background of the Salesians of Don Bosco, vision, mission, guiding principles, core values and ethos that we vehemently seek to uphold and promote are duly outlined.

The ANN Province's goals for the 6-year period 2022-2027 have been clearly outlined. The organisation structure and the Provincial Animation team (PDO) have a clear mandate to pursue. The document has been developed by the Provincial and His Council with the PDO team through the implementation of a Training Needs Analysis, study of the GC 28 guidelines, Youth Ministry Frame of Reference, and in consultation with the Centres, the TVET Directors, Job Service Officers, Government bodies, young people, past pupils and group of Subject Matter Experts (SMEs). It was a process driven approach enabling the involvement of various stakeholders and thinking out of the box.



The following are confirmed as the overall objectives that we aim to achieve these six years between 2022 and 2027:

1. To develop strong corporate governance through the establishment of TVET Governing Board and Code of Governance

2. To develop a strong human resource base (SDB and lay) for quality service delivery

3. To develop clear organizational structure, improve HR policies and procedures

4. To create new Competence-Based Training (CBT) Centres, strengthen the adoption of Competence-Based Approach in existing Centres and upgrade existing infrastructure

5. To create, strengthen and establish Job Service Offices in the various Centres

6. To maintain gender mainstreaming, inclusion and equity

7. To improve Greening of TVET: review and greening of TVET curricula

8. Standardization of the Quality Management System

9. To adopt cleaner forms of energy, waste and waste water management

10. To Promote peer-to-peer learning, exchange programs and adopt best practices from other Centres and

11. To invest in IGAs within the TVET Centres

12. To improve visibility, advocacy, networking and fundraising for sustainability of Education and TVET

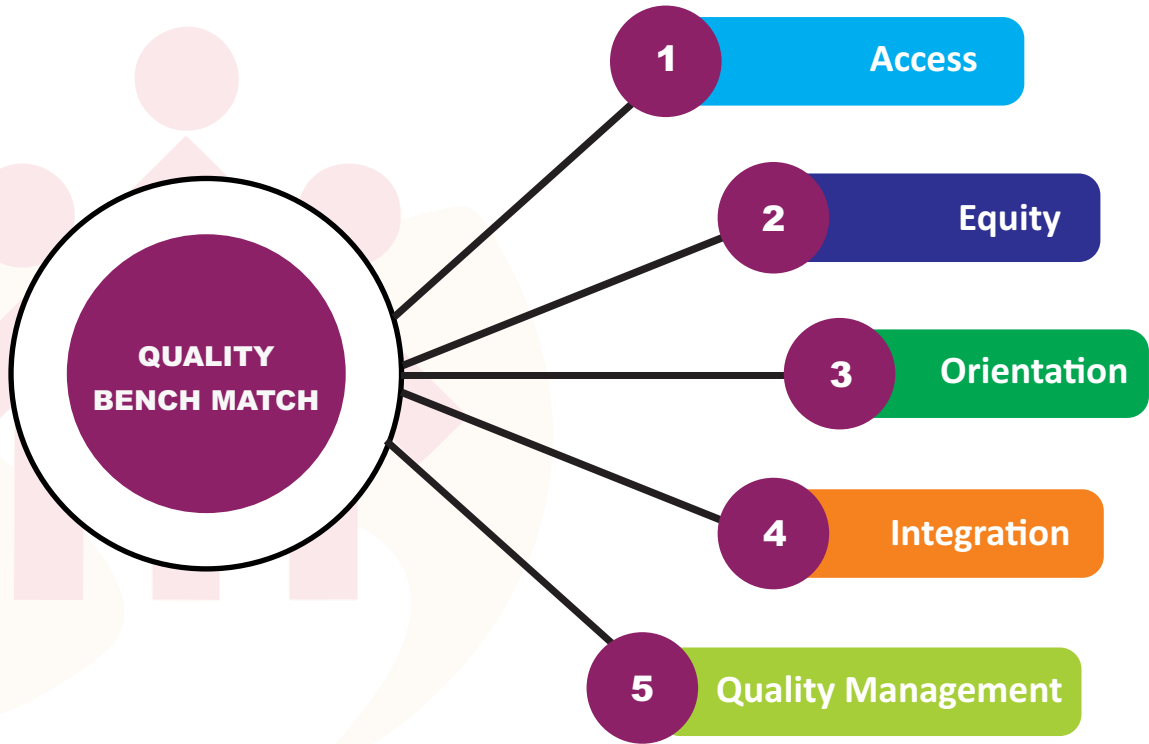
13. To build strong bonds with local and international development partners, private and public sectors

14. To invest in the innovation and digitalization of TVET Centres

15. To complete the process of recertification / accreditation and affiliation of some TVET Centres



## Quality Benchmark





## **Definition of Terms**

- i. Salesian Community/House – Salesian house with a group of Salesians established in a specific place for a particular mission according to the constitution of the Salesians
- ii. Canonically Erected Community/House – It is a permanently established community of Salesians (with all juridical rights and responsibilities) with the approval of the local bishop and the Rector Major and his council. It should have at least 4 finally (perpetually) professed members (Priests and Brothers)
- iii. Presence (SDB Community) – It is a transition stage for SDB community yet to be canonically erected. It is formally under the provincial administration and operates directly under the Provincial community and is not fully autonomous until it is canonically erected.
- iv. Oratory – It is a place where young people are gathered for various activities without formal structures
- v. Youth Centre – It is a place with permanent structures for the purpose of youth ministry and activities
- vi. Apprenticeship – It is a training programme in a designated trade under which an apprentice receives formal instruction and on the job training
- vii. Key Stakeholders – Are those who have power to prevent the activities from achieving its objectives fully and even potentially may cause the failures of the activities
- viii. Primary Stakeholders - Are individuals or entities that benefit from or are directly impacted by the operations and activities. With the Human Rights Based Approach (HRBA) these are the right holders
- ix. Secondary Stakeholders – These are people or group that are indirectly affected, either positively or negatively, by the activities or the actions of the institution or organisation





- x. Stakeholders – Are those who may be affected by or have an effect on the activities. They may include people who have strong interest in the effort for academic, philosophical or political reasons, even though they and their families, friends and associates are not directly affected by it.
- xi. Technical Skill Development (TSD) – Is a concept of a more holistic approach to education and formation specifically oriented technical trades without vocational trades in the TVSD.
- xii. Technical/Vocational Skill Development (TVSD) – This is an advanced form of TVET that encompasses holistic formation and education of people in technical/vocational areas that goes beyond producing employable and skilled personnel but ensures creation of social cohesion and social capital. It is more holistic development oriented and facilitates after care.



## **Symbols and Abbreviations**

ANN – Africa Nigeria-Niger

CBA – Competency Based Approach

CBT – competency Based Training

CPC – Child Protection Centre

DBTI – Don Bosco Technical Institute

GC – General Chapter

GDP – Gross Domestic Product

HR – Human Rights

HRBA – Human Rights Based Approach

HRM – Human Resource Management

IDPs – internally displaced persons

JAMB – Joint Admission and Matriculation Board

LC – Local community/Council

Local Economer – Local Economer

NABTEB- National Business and Technical Examination Board

NBTE – National Board for Technical Education

NGO – Non-Governmental Organization

NVTI – National Vocational Training Institute

OPP – Organic (Overall) Provincial Plan

PC – Provincial Council

PDO – Provincial Development Organism (formally, Project Development Office was renamed to reflect the holistic nature of its operational scope)



SC – Social Communication

SDBs – Salesians of Don Bosco

SF – Salesian Families

TSD – Technical Skill Development

TSD/SHS – Technical Skill Development or Senior High School

TVET – Technical/Vocational Education and Trainings

TVET/SS – Technical/Vocational Education and Training or Secondary School

TVET/TF – Technical Vocational Educational and Training Taskforce

TVSD – Technical/Vocational Skill Development

USD – United States Dollars

VCT – Voluntary Counseling and Testing

WAEC – West Africa Examination Council

Y/CP – Youth/Child Protection

YM – Youth Ministry



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## **1. INTRODUCTION**

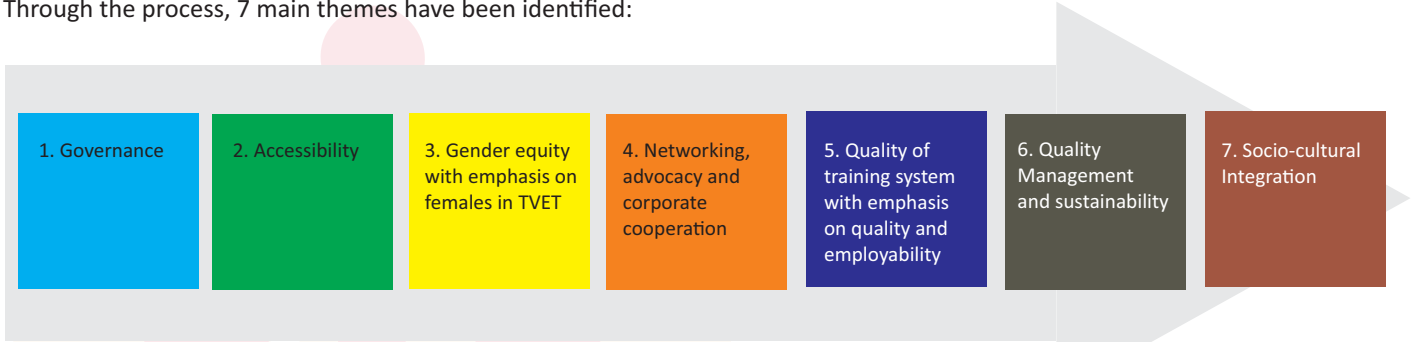
This Strategic Plan intends to guide our activities for the next 5 years. The plan has emanated from a broad-based consultative approach within the ambit of Education and TVET delivery. The inputs of Salesians have been imbibed through the Provincial Chapter held in Lagos from November 29 - December 8 2022. Key stakeholders such as the local authorities in our areas of work, industry players, community/traditional leaders and prospective beneficiaries have been duly consulted in both direct and indirect approaches. The inputs of the leadership of the Church in the areas we work are well factored in the development of this Plan. Consultants and experts were consulted in the development of this document. The recommendations of all these stakeholders have been considered in the elaboration of the document. The process leading to the development of this document was broadly participatory, generally owned and technically verified.





The Education and TVET Strategic Plan focuses on the holistic development of children & youth.

Through the process, 7 main themes have been identified:



### **1. The Salesians of Don Bosco**

The Salesians started working in the world from 1859 up to date. The work focuses on young people in a number of centres and services throughout the world and have great and enviable records of involvement in schools, youth/child care homes, technical education, universities, hostels, parishes, agricultural education, chaplaincies, spirituality centres, retreats and prayer centres, the social media, rehabilitation, non-formal education, vocational training schools and many other social works that touch the Young. They respond in a pastoral and educative way to the holistic development of the youth and their families.

The Salesian charism, owes its inspiration to St. John Bosco (affectionately called Don Bosco). For over 40 years he dedicated his life to meeting the needs of the street children of the city of Turin, Italy. During the nineteenth century, Turin was in the centre of a politically inspired revolution: there were social and economic uncertainties as the area moved towards industrialisation; the Church faced many external challenges, both religious and social; and there was a growing poverty among the lower class.



Don Bosco himself experienced poverty as a child and understood the role education plays in helping a person out of poverty. His father died when he was two years old. He grew up at home with his mother now popularly known as Mama Margaret. Having been born into a traditionally Catholic family, this faith and its practices would always be the strength in his life. At the age of nine he experienced a dream during which he received his calling in life, namely that of being a priest who would work with the poorest young people.

Over time education, family and faith would be at the core of Don Bosco's interventions for young people and at the heart of the Salesian culture. He wanted education to be holistic and the Family values were to offer this environment. Faith provided the motivation and inspiration to meet daily the challenges that can arise when working with young people and young adults. Faith also provided the values to be offered to the young. Taken together, these three elements gave rise to Don Bosco's stated aim for his work; namely, the education of young people who would give back to society by being God fearing and honest citizens.

Don Bosco chose to give the name 'The Preventive System' to this approach and for him it is to be built on three principles:

- An educative relationship built on Reason
- An encounter with the young that invites them to Religious experience
- A relational approach that tackles issues with loving kindness.

In Don Bosco's own words, these have been handed down to the Salesians as the three pillars of *Reason*, *Religion* and *Loving Kindness*. In the Christian and Salesian tradition, every person is seen as a child of God and is to be treated with respect and dignity. Don Bosco was convinced that there is a depth in every person that deserves exploration, education and celebration. This could only happen when there is a proper and caring relationship between the young person and the adult accompanying him or her. He always tried to live by his faith, and for him this meant that no one in need should ever be turned away from his centres. These are the values we intend to promote through this strategic plan.



## **2. Africa Nigeria-Niger Province – ANN**

The Africa Nigeria-Niger (ANN) Province, just like any other Province in the world, is presided by the Provincial who heads the Provincial Council. The Provincial and his Council is the highest decision-making body in any province of the Salesians. The Council is made up of Delegates who preside over various Sectors. Under these Sectors are the various units and offices that operate in diverse locations.

ANN Province is one of the newly established realities comprising Nigeria and Niger Republic. The new province was carved out of the former Anglophone West Africa (AFW) Province and inaugurated on Sunday March 27, 2022 with Provincial House in Lagos Nigeria. This nascent province is burdened with the responsibility of establishing Salesian presence in Niger Republic.

The two (2) countries forming the Africa Nigeria-Niger (ANN) Province have some patches of culture and social characteristics in common, but majorly operate different official languages; Nigeria uses English as official language, Niger Republic has French as official language. Geographically, Nigeria shares a close boundary with Niger Republic.

### **2.1. Nigeria**

Nigeria has a total land area of about 923,768sq.km of which about 1.5% is covered by water with about 853km of coastline. The country ranks 32nd in the world by total land area and shares borders with the Republic of Niger to the North, the Republics of Cameroon and Chad to the east and the Republic of Benin to the west, Nigeria also borders the Atlantic Ocean (Gulf of Guinea) to the south and remains the most populous country in Africa today with an estimated population of over 200 million people, comprising of about 250 different ethnic groups with Igbo, Yoruba, Hausa and Fulani being the most dominant ethnic groups both socially and politically. According to World Bank, Nigeria is a key regional player in West Africa and accounts for about half of West Africa's population with approximately 202 million people and one of the largest populations of youth in the world. The nation is a multi-ethnic and culturally diverse federation which consists of 36 autonomous states and the Federal Capital Territory. With an abundance of natural resources, it is Africa's biggest oil exporter, and has the largest natural gas reserves on the continent.



## **2.2. Niger Republic**

Niger Republic as a landlocked country is bordered by Libya to the northeast, Chad to the east, Nigeria to the south, Benin and Burkina Faso to the southwest, Mali to the west and Algeria to the northwest. Niger, with a population of over 22 million and predominately Muslims, covers a land area of about 1,270,000 km<sup>2</sup> (490,000sq m). According to United Nations Human Development Index (HDI), Niger is one of the least developed countries in the world and consistently ranks near the bottom. In 2015, it ranked 187th of 188 countries, and 189 out of 189 in 2018 and 2019 reports. Apart from being threatened by periodic droughts, the economy of the country is centred on subsistent agriculture, with some export of raw materials especially uranium ore. Niger is challenged immensely by desert terrain, inefficient agriculture, landlocked position, high fertility without birth control (over population), poor educational level, lack of infrastructure, poor healthcare and environmental degradation. Notably, the Hausa tribe dominates Zinder, Maradi and Tahoua regions; Kanun Manga tribe dominates the Diffa region while the Tuareg tribe dominates the Agadez region in northern Niger. For the establishment of the Salesian presence in the immediate in Niger, two locations have been identified, namely; Niamey and Maradi.



The Geographical location of Nigeria and Niger in Africa

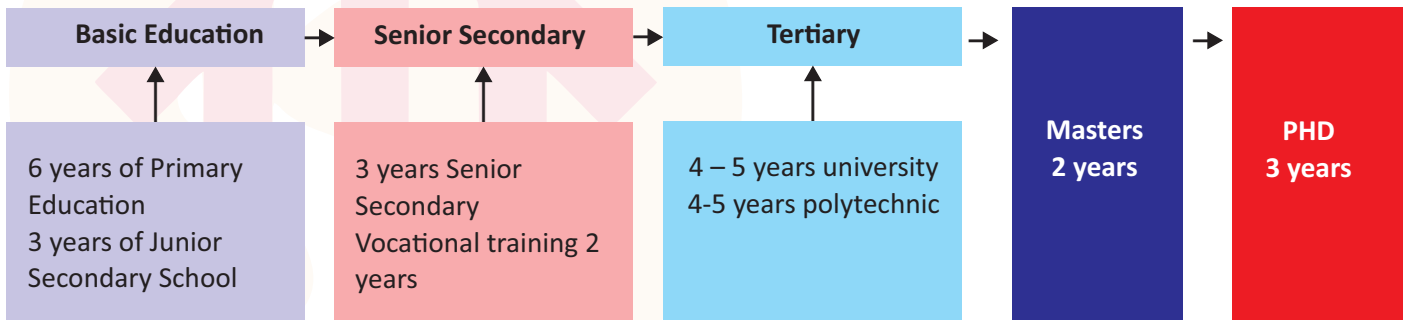


#### 4. Education and TVET System – ANN

The Educational systems of Nigeria and Niger vary.

##### 4.1. Overview of the educational system in ANN

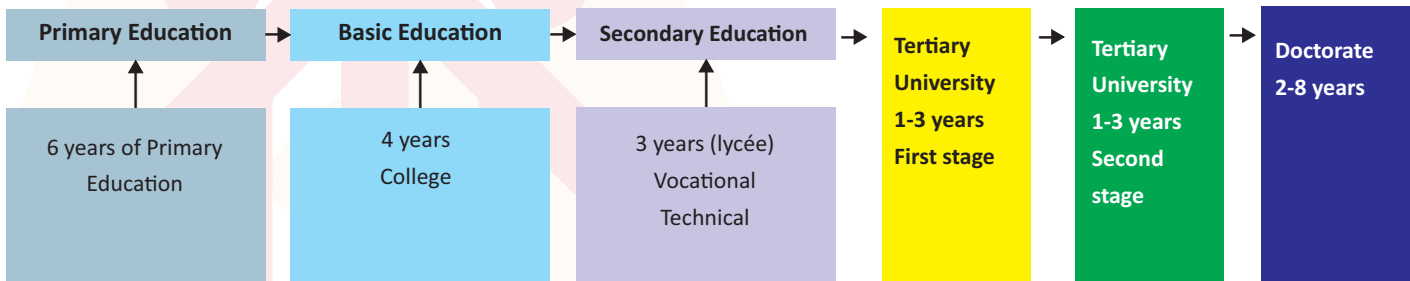
In Nigeria, the Federal Ministry of Education regulates education while the National Policy of education sets standards and guidelines educational institutions follow. Sequel to the adoption of the 1982 policy on education, the educational system has been structures as follows:



In Nigeria, TVET is coordinated by NABTEB & NBTE.



The Educational system in Niger is based on the French model and consists of Primary, secondary (college and lycée) and higher. Each of this is referred to as a cycle. Since 2006, TVET has come under the responsibility of the Ministry of Vocational and Technical Training (MEP-T). The MEP-T is made up of three main bodies – the General Directorate of Formal Education (DGEF), the General Directorate of Employment Direction and Integration (DGOIP), and National Directorates for Support. The vocational training system in Niger includes three levels: (a) formal technical education (b) non-formal vocational training (c) informal vocational training. The chart below is a tentative to explain the educational system:



All over the globe, it has been acclaimed that technical and vocational education is the engine of economic growth. In the same vein, Nigeria and Niger cannot develop without properly funded, well equipped technical and vocational institutions. It is a missing link in the countries' development policy. There is an urgent need to overhaul the educational system in Nigeria and Niger especially as concerns TVET development. Investment in Technical and Vocational Education and skill training must be accorded priority attention in ANN Province. Since no country can favourably compete in the emerging global market place with poorly and unskilled labour force.



#### **4.1. Vision**

An ANN Province with committed Salesians and young people, who feel loved, accompanied, protected and assisted to realise their full potentials as children of God and responsible citizens.

#### **4.2. Mission**

We commit ourselves to effectively educate, train, form and empower young people and their families to aspire towards full human, social and spiritual development in the spirit of Don Bosco, in partnership with lay collaborators and all stakeholders.

#### **4.3. Core Values**

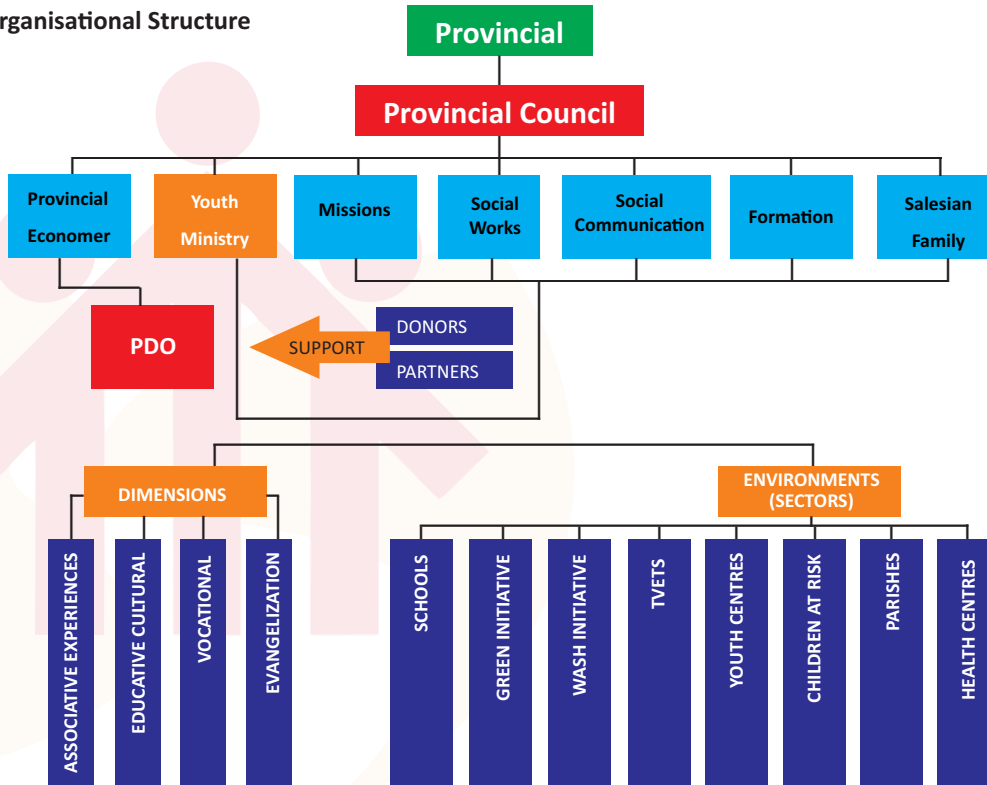
Commitment, Transparency, Accountability, Mutual Respect, Honesty, Respect for the Rights and Dignity of the Youth and Children, collective responsibility.

**Guiding principles:** Charismatic depth and strong Salesian identity; urgency of the Da Mihi Animas, Cetera Tolle; effective and affective Salesians presence among young people; renewed formation of Salesians and radical gift of self; absolute priority for the young; collaboration with lay people in mission and formation and availability for the mission.





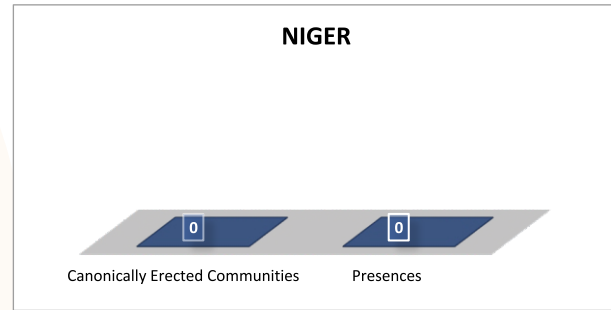
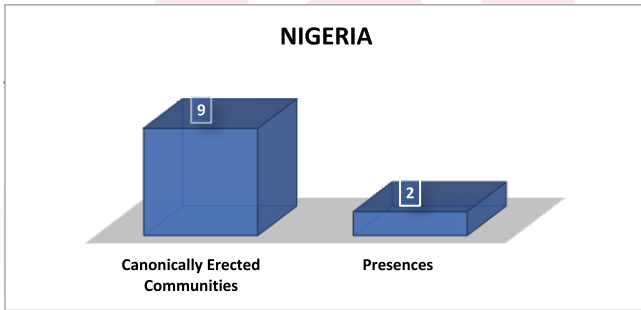
#### 4.5. The ANN Organisational Structure





**4.6. The communities**

Salesians of Don Bosco are currently present in Nigeria and have established some communities and presences. In the next six (6) years plans will be made to establish significant Salesian presences in Niger. Plans will be made to establish significant Salesian presences in Niger.



Provincial House (Headquarters) is in Nigeria.

Country	Canonically Erected	Presence	Total
Nigeria	9	2	11
Niger	0	0	0
<b>Province</b>	<b>9</b>	<b>2</b>	<b>11</b>



#### 4.7. Our Centres of work:

Centre	Nigeria	Niger Republic	Province
Child Protection/ Youth at Risk Centres	2	0	2
Prison services	1	0	1
Youth Centres	4	0	4
Oratories	2	0	2
Parishes/Outstations/Chaplaincies	1	0	1
TVET Centres	6	0	6
Skill Empowerment Initiatives for girls and women	4	0	4
Skill Empowerment Initiatives for girls and women	2	0	2
Pre and Basic Education	3	0	3
Secondary school	2	0	2
Hostels/Boarding	3	0	3
Aspirantates	2	0	2
Pre-novitiate	3	0	3
Post-Novitiate	2	0	2
Health Centre	1	0	1
Health Centre	1	0	1
Migration Office	1	0	1
PDO/Antennas	1	0	1
NGOs	1	0	1
Local Job Service Offices (L-JSOs)	1	0	1
National/Provincial Job Service Office	5	0	5
Provincial TVET Office	1	0	1
Provincial TVET Office	1	0	1
Media/Printing centres	3	0	3
Online Radio	1	0	1
<b>Province (Total)</b>	<b>108</b>	<b>0</b>	<b>108</b>



**4.8. Works in Various Communities**

Communities	Number	Hostel/ Boarding	Secondary School	TVET	Skills Dev.	Formation House	CPC	Prison Service	Oratory	Outstation/ Chaplaincy	Parish	Youth Centre	Health Centre	Rural Dev.
Abuja-Gaduwa	2								X	X	X			
Abuja-Kubwa				X					X		X			
Akure	3					X				X	X	X	X	
Ibadan	8					X	X			X		X		X
Ijebu Ode	9			X	X				X	X				X
Koko	10	X		X	X				X	X				
Lagos-Omole	11				X				X		X			
Lagos-Iju	12				X					X		X		
Lagos-Onipetesi							X		X	X				
Ondo	16	X		X	X	X		X		X	X	X		
Onitsha	17	X	X	X						X	X	X		
Onitsha-Ogidi				X					X	X				



#### 4.9. Our communities/houses

**1. Mary Help of Christians**

Provincial House  
Salesians of Don Bosco  
19/21 Rotimi Williams Road,  
Rotimi Williams Estate Iju Lagos

**2. St Josephine Bakhita- Abuja**

112 Democracy Crescent,  
Gaduwa Estate,  
Abuja, Nigeria

**3. Mary Help of Christians, Akure**

Salesians of St John Bosco  
127 Araromi Street  
P.O. BOX 2390  
Akure, Ondo State, Nigeria

**4. Dominic Savio-Abuja**

St John Mary Vianney Crescent  
901 101 Kubwa, Abuja

**5. St Aloysius Versiglia & St Callistus  
Caravario, Ibadan**

Don Bosco House (Ogunbade Village)  
P.O. Box 7508 Secretariat  
Ibadan, Oyo State, Nigeria

**6. Blessed Michael Rua, Ijebu-Ode**

Catholic Diocese of Ijebu-Ode  
P .O. Box 32,  
Ijebu-Ode, 120001,  
Ogun State

**7. Kontagora - (Koko)  
Apostolic Vicariate of Kontagora,**

Bishop's House,  
P.O. Box 178,  
Kontagora, Kebbi State

**8. St Joseph, Lagos**

Catholic Church of the Holy Spirit  
56 Adeyemo Akapo Street  
Omole Estate Phase 1, Ojodu,  
P.O. Box 5080, Ikeja – Lagos

**9. St John Bosco, Ondo**

Salesians of St John Bosco  
P.O. Box 937  
Ondo, Ondo State, Nigeria

**10. St John Bosco, Onitsha**

Salesians of St John Bosco  
Don Bosco Avenue  
Ibollo Layout Obosi  
P.O.Box 314  
Onitsha – Anambra State

**11. Ceferino Namuncura, Lagos**

Child Protection Centre  
NO 2 Beco Street Onipetesi Street  
Onipetesi Estate, Mangoro  
Agege, Lagos  
Or  
No 42 Babaponmile Street,  
Onipetesi Estate, Mangoro  
Agege, Lagos



## **5. The Role of Lay and Religious Staff**

For greater results, outcomes and better sustenance of organisational objectives, the Salesians of Don Bosco all over the world have kept a cordial working relationship with the lay people and made their role very significant in all the sectors of the organisational life. Apart from core pastoral activities, lay persons have been conferred with diverse responsibilities in the Salesian world. As key players in the co-implementation of the TVET Strategic Plan, under the animation of the SDBs, the lay workers have contributed immensely in the sustainability of the Salesian mission and TVET delivery. Notwithstanding that the SDB is a religious congregation it has operated the TVET institutes, as well as other non-religious sectors as corporate entities with all the required values of a formal organisation. In this regard, the lay people have assisted hugely to the success and progress of the TVET institutes.

For efficient discharge of duties, it is essential that staff/workers are offered regular training and orientation to job requirements and current technology trends. The lay workers are expected to carry out their responsibilities with utmost commitment in order to enable the Province achieve fully its stated objectives. At all times, the lay workers are supposed to adhere to all guidelines set out in the Policy Manual (and general guidelines) such as the Youth Ministry Frame of Reference, ANN Child Protection Policy, Code of Conduct and exercise good diligence and good sense when no clear guideline exists to monitor their actions. In the absence of such guidelines and procedures, the lay workers are expected to act in good sense and due diligence. Every staff is expected to familiarise himself/herself with the content and directions of this Strategic Plan, the Youth Ministry Frame of Reference as well as other policy documents of the ANN Province and at all times adhere to them. Preference must be given to these existing documents, at all times, irrespective of the desires, wishes and biddings of the involved persons. Innovation and creativity should tend to add value and not to create a new direction.



### **5.1. SALESIAN YOUTH MINISTRY**

Don Bosco's pastoral concern found expression in a process of humanization that sought to develop a young person's full personality and create a society that was more just and human. *"We educate and evangelize according to a plan for the total well-being of man directed to Christ, the perfect Man. Faithful to the intentions of our Founder, our purpose is to form 'upright citizens and good Christians'"* (Const. 31). Salesian Youth Ministry educates for life in the cultural and social environment of the young person:

- It evangelizes by educating and educates by evangelizing.
- It centres on the Body of Christ and brings young people into that living community of faith where their gifts and their journey are given direction and support.
- It is within the context of community that the young discover their place in God's plan; their gifts, their community and are called to transform the world into the image and likeness of Christ.

One of the most significant gifts of Don Bosco, as concerns young people, to the world is the *Preventive System*. The Preventive System is a spirituality, pedagogy, and a style of pastoral action. It is the synthesis of the complete thought and pastoral action of St. John Bosco. It is Don Bosco's way of journeying with young people to help them to grow into honest, responsible, contributing members of society (upright citizens) and good people of Faith (good Christians). The Preventive System is simplified in three main pillars: (1) Reason (2) Religion (3) Loving-Kindness

Structurally, the Youth Ministry oversees the activities of young people in the Salesian world including the educational units especially the TVET. Through Salesian TVET institutes, the ideals of Don Bosco are imparted into the young people to form and equip them to pursue responsible and honest life.



## **6. Provincial Development Organism (PDO ANN)**

The PDO is the provincial structure for planning, coordinating, networking and training at the provincial level ensuring a more structured, efficient, and sustainable Salesian mission animation within the ANN Province. It is the structure under the Provincial and his Council for coordinating all the activities of the Province. The PDO is at the service of the Salesian charism in the Province - as the mechanism to develop, realise and evaluate the Organic Provincial Plan (OPP) in the Province.

The PDO is a structure instituted and owned by the Salesian Provincial Community (C.44, C.58 Salesian Constitutions), fully at the service of the Salesian charism in the Province. It serves as a link or bridge between the Salesians and civil society/corporate organisations in the work of promoting youth development and empowerment, justice, and holistic human development. The PDO-ANN has in addition as a faith-based organisation, an NGO with legal status (Don Bosco Development Initiative – DBDI Nigeria).

### **7.1 Mandate**

The PDO-ANN is a duly recognised component of the ANN Province's administrative structure geared toward supporting the Provincial and his Council for the realisation of the strategic objectives of the Province. The works of the Province should be carried out within the framework of Assessment (*where are we?*); Goal setting (*where do we want to be?*); and Strategies (*how do we get to the goals?*). Aside the general mandate of the PDO-ANN to facilitate strategic planning and translate such plans into projects and programmes, (trying to support raising funds for them), it is mandated to perform the following specific functions as well:

- Administrative and Financial Management
- Planning and formulation of projects and programmes





- Monitoring and Evaluation of projects, programmes and strategic plans
- Fundraising – institutional, corporate, foundations, NGOs, private, etc.
- Capacity Development – training/formation of SDBs and Lay staff (in the field of management, accountability, helping SDB communities to understand the project cycle)
- Development cooperation and aid effectiveness
- Donor relations
- Private sector relations
- Advocacy and Networking – other provinces, dioceses, NGOs, governments, ...
- Communication - with the social communication

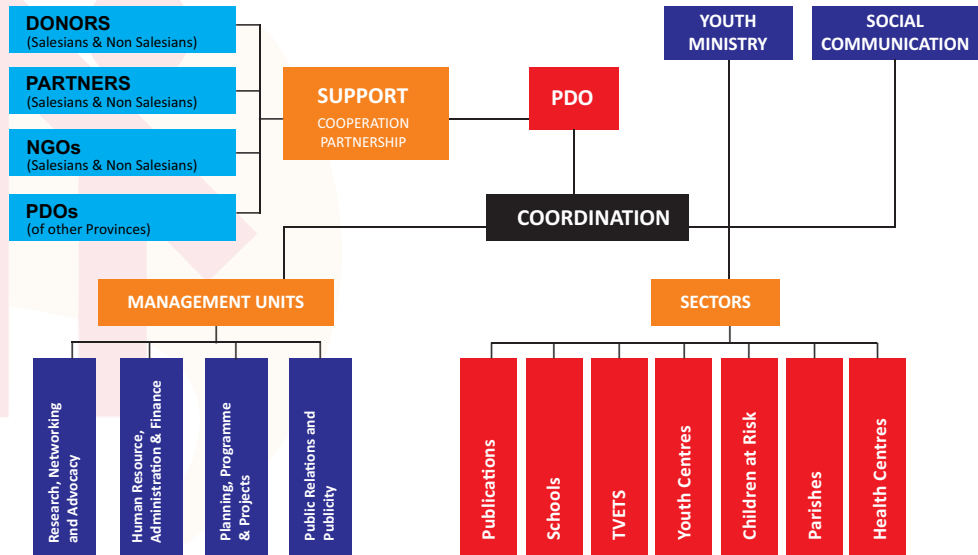
As the provincial animating tool as well as the link between civil society and the Salesians, the PDO by its mandate takes huge responsibility in supporting resource mobilisation and fundraising for the sustenance of TVET centres and promotion of activities. Apart from seeking funds for the TVET centres and enhancing the Salesian TVET brand, the PDO immensely supports the activities of the Job Service Office, which is encumbered with the promotion of TVET as a career choice and efficient skill development programmes. Through the activities of the PDO in ANN, TVET centres have been sustained as well as the establishment of new TVET centres in Nigeria (and soon in Niger Republic). Again, the PDO through collaborations with partners has opened several opportunities and possibilities for the TVET in ANN, especially in the areas of trainings, workshop enhancement, TVET equipment/items, renovations, staff development, volunteer work and senior expert programmes.



## 6.2 The PDO-ANN Organisational Structure

The PDO-ANN established in 2015 as Antenna Office of erstwhile AFW Province (to serve as a reference point) has grown into a more complex structure which initially was operating disjointedly. We, at this point after the restructuring; consider our PDO as growing steadily to Level 3 – where it becomes more involved in the planning and implementation of the mission activities to ensure systematic and sustainable mission work.

*It does so under the Provincial Ecomer. The coordination of the PDO-ANN is entrusted to the PDO Director who works closely with Youth Ministry and the Social Communication. In this way, the PDO Director reports to the Provincial Ecomer and also responds to the Youth Ministry Delegate with the support from social communications, ensuring adequate support for the prioritised sectors of the youth pastoral in the province.*





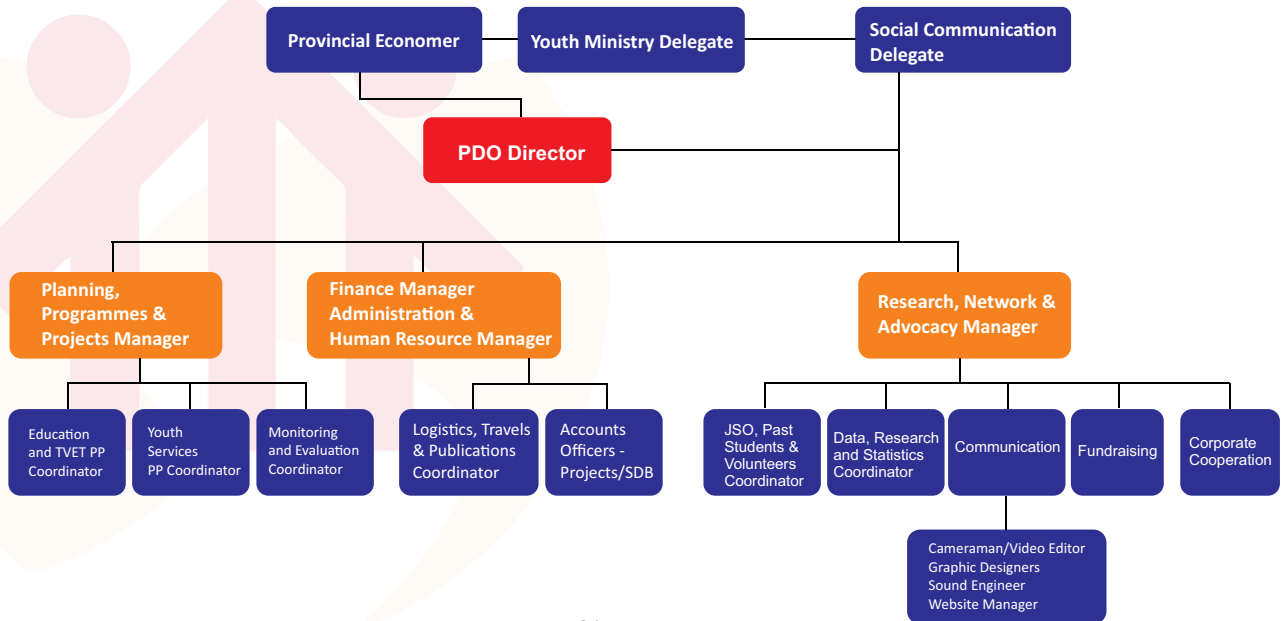
The PDO-ANN derives its authority from the Provincial (and his Council) through the Provincial Economist to the PDO Director. The PDO Director is responsible for the supervision of PDO activities including, employment & job placement, agreements & partnerships and training at the provincial level.



Organisationally, the Youth Ministry (YM) supervises the implementation of TVET policies and activities through some defined mechanisms. One of the mechanisms of such supervision, management and control is the Provincial TVET office (P-TVET). Although YM and PTVET oversee TVET delivery and the local skill needs, the PDO has remained vital in the activation and sustenance of needed linkages and cooperation between Salesian TVET centres and stakeholders, especially industry players/employers. As a new Province (ANN), the PDO will continue to have specific direction and solutions to promote TVET in the province, matching to the rapid development of quality human resources and maintaining cooperation mechanism.



The PDO Director operates with a management staff who supervises the activities of the various coordinators and officers. The coordinators and officers are directly responsible for coordinating and executing activities with the local communities in a spirit of team work and mutual respect.



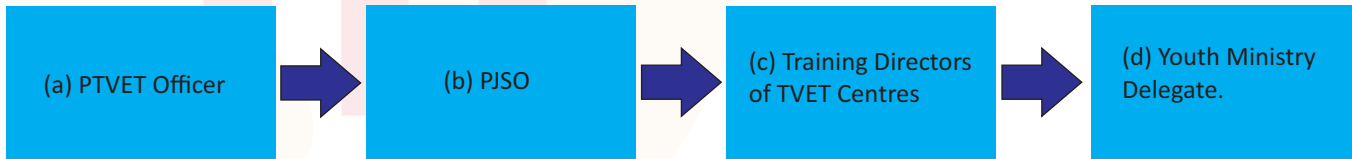


### 6.3 Coordination of Education and TVET Activities in ANN Province

The coordination of education and TVET activities will be overseen by the Provincial TVET Office. The PTVET office, which is made up of PTVET Officer and Provincial Job Service Officer (PJSO) will work in close collaboration with the Youth Ministry, Research, Networking, Advocacy office and Social Communication of the Province. In addition to the PTVET officer and PJSO, the Provincial can appoint any other person to join in the proper coordination of education and TVET in the Province.

Moreover, a TVET Taskforce would be created to monitor and implement the objectives of the strategic plan and report to the Education and TVET coordinating commission.

The TVET Taskforce will comprise:





## 7. Context Analysis

The dynamics of the two (2) West African states in which we operate make the context a complex one. Whereas English language is the official language in Nigeria, French is the official language in Niger Republic. Each of these two countries has its own context in terms of macro-economics, demographic, socio-cultural, politico-institutional and religious situations.

### 7.1 Macro-economic Context

Description	Nigeria	Niger Republic
GDP	440.78 billion USD	14.95 billion USD
Poverty rates	63%	42.9%
Economic sectors	Agriculture; Industry (oil/gas) Services	Agriculture, Industry (Uranium/Ore), Services
Unemployment (youth)	42.5%	1.02%

### 7.1 Demographic Context

Description	Nigeria	Niger
Area (km <sup>2</sup> )	923,768km <sup>2</sup>	1,267,000km <sup>2</sup>
National population	219,463,862 (est.)	23,605,767 (est.)
Literacy rate	62.02% male: 71.3% female: 52.7%	19.1% male: 27.3% female: 11%
Net migration	-0.28 migrant(s)/1,000 population	-0.067 migrant(s)1000



Age structure	0-14 years: 50.58% (male 5,805,102/ female 5,713,815)	0-14 years: 41.7% (male 45,571,738/ female 43,674,769)
	15-24 years: 19.99% (male 2,246,670/female 2,306,285)	15-24 years: 20.27% (male 22,022,660/female 21,358,753)
	25-54 years: 23.57% (male 2,582,123/female 2,784,464)	25-54 years: 30.6% (male 32,808,913/female 32,686,474)
	55-64 years: 3.17% (male 357,832/female 364,774)	55-64 years: 4.13% (male 4,327,847/female 4,514,264)
	65 years and over: 2.68% (male 293,430/female 317,866) (2020 est.)	65 years and over: 3.3% (male 3,329,083/female 3,733,801) (2020 est.)
Life expectancy	Total population: 60 years Male: 59 years Female: 62 years (est.)	Total population: 59years Male: 58 years Female: 61 years ( est.)
Climate	Varies; equatorial in south, tropical in centre arid in north	Desert; mostly hot, dry, dusty; tropical in extreme south
Terrain	Southern lowlands merge into central hills and plateaus; mountains in southeast, plains in north	Predominately desert plains and sand dunes; flat to rolling plains in south; hills in north
Natural resources	Natural gas, petroleum, tin, iron ore, coal, limestone, niobium, lead, zinc, arable land	uranium, coal, iron ore, tin, phosphates, gold, molybdenum, gypsum, salt, petroleum
Natural hazards	Periodic droughts; flooding	Recurring droughts



### 7.3. Socio-Cultural Context

Description	Nigeria	Niger
Enabling youth policy framework	National Youth Development Policy exist	Politique Nationale de la Jeunesse (PNJ)
Ethnic and tribal diversity	Highly diverse	Diverse

### 7.3 Political-Institutional Context

Description	Nigeria	Niger	Common
Peace and stability	High security concern exists across the nation	Incidences of national crisis and insecurity	Stabilising nations
Promotion of common protocol			Membership of common economic union (ECOWAS)
Official language	English	French	Hausa language
Governance	Federal Presidential Republic-Democracy	Semi Presidential Republic with a representative democratic process	Stabilising democracy





Administrative divisions	36 states plus Federal Capital Territory	7 regions	
Independence	October 1 1960 (British colony)	August 3 1960 (French colony)	Both experienced colonisation
Legal system	Mixed legal system of English common law, Islamic law (in 12 northern states), and traditional law	Mixed legal system of civil law, based on French civil law, Islamic law, and customary law	Mixed legal systems

#### 7.4 Religious Context

Description	Nigeria	Niger
Major Religions	Islam 50%, Christianity 40%, indigenous beliefs 10%	Islam 97%, Christianity 2%, indigenous beliefs 1%
Religious tolerance	Weak	A bit tolerant
Religious extremism	Boko Haram/Terrorist groups	Terrorist groups

*Sources: National Bureau of Statistics (NBS 2022)/ African Development Bank (2022)*



## 8 SWOT Analysis

### STRENGTH

1. Don Bosco is a recognized brand
2. Strong linkage with young people and social needs
3. Assets - large pieces of land, spacious buildings, fairly equipped training facilities
4. Human Resources: well-motivated and ready to make sacrifices
5. Experience in youth development
6. TVET centres with long existing experience
7. Salesian pedagogy/Preventive System
8. Transition to renewable energy and greening TVET centers/communities

### OPPORTUNITIES

1. Increase in number of international development partners with similar interests
2. The growing youth population in the Province
3. Willing and available specialists ready to do voluntary work
4. Enabling church policy framework that promotes collaborations/partnerships
5. Increased collaboration between SDBs and lay professionals
6. New reality in Niger Republic
7. Increased campaigns for the promotion of TVET for youths
8. Greater access to stakeholders and networking

### WEAKNESSES

1. Inadequate funding for TVET projects/expansion.
2. Lack of adequate and skilled personnel for the various works
3. Lack of a diversified, sustainable financing strategic action plan
4. Poor visibility and low local networking
5. Fluidity of Salesians (transfers)
6. Low interest in formation and TVET training
7. Inadequate knowledge of the Salesian family
8. Lack of effective and change management/succession plan

### THREATS

1. Possible and unfavourable change in government policy
2. Competition for funding from other TVET providers
3. Rising levels of poverty, inflation and economic downturn
4. Political instability and insecurity
5. Fluidity of work force through migration
6. Natural disasters such as recurrent droughts and flooding
7. Brain drain and staff attrition



## **9. Envisaged Strategic Risk**

To achieve the strategic Education and TVET vision and goals of the ANN Province, there are operational, human and financial risks within the complex and dynamic economic environment in which the Province operates that must be taken into consideration and mitigated. Hence, the following are identified as possible strategic risks that may affect the Education and TVET strategic direction.

### **9.1 Human Resource related risks**

- a) Reluctance to respond to proposed changes among some Salesians/TVET workforce
- b) Weaknesses in skills and competencies in some of the Salesian administrators/TVET administrators
- c) Inadequate number of qualified and experienced staff (SDB and lay) in TVET centres & schools
- d) Staff attrition in some institutions and centres leading to instability and discontinuity
- e) Risk that student's retention, progression, and employability will not be maintained

### **9.2 Risks related to New Technology**

- a) Constraints to keep up with the rapid changes in Information Technology (IT)
- b) Obsolete equipment propelled by the emergence of new forms of technology
- c) Inadequate experts and competent persons to drive the change process
- d) Lack of competency based curricula and trainings to meet the needs of new technology



### **9.3 Risks related to Finance**

- a) Possibility of low level of economic growth
- b) Reduction of donor funding supports due to world financing shifts
- c) Competition from existing institutions either local or international aiming at providing the same services to the targeted groups
- d) Low level of locally generated income in most centres run by the Salesians
- e) Inflation and economic downturn

### **9.4 Socio-political related risks**

- a) Political instabilities and unfavourable policies
- b) Insecurity, communal crises, terrorist and religious attacks
- c) Industrial revolution & strikes

### **9.5 Health & Environment**

- a) Outbreak of pandemics
- b) Pollution
- c) Natural disasters such as droughts, flooding



## 10. Stakeholders Analysis

### 10.1 Key Stakeholders

Stakeholder	Responsibilities	Interests
SDB local communities	Implementation of activities	Operations align with community
PDO-ANN	Supports implementation, monitoring and Evaluation	Ensures implementation is consistent with Provincial plan and timely interventions are made to correct system
PC	Management of plan	Achieves coherent and relevant education of the target group
Government (Nigeria and Niger)	Formulate and enforce policies	Adherence to government policies
Catholic Church	Moral and spiritual support	Fulfilment of social and ecclesial mission
Development partners	Provision of funds and technical services	Effective and efficient use of resources
Industries	Offer jobs to the graduates	Quality workforce



**Primary stakeholders**

<b>Stakeholder</b>	<b>Responsibilities</b>	<b>Interests</b>
Youth	Serve as direct beneficiaries	Acquire quality knowledge, skill and attitude
Parents/Families/ guardians	Provide tuition and other school requirements	Student success
Salesian Communities	Custodians of the Salesian charism and mission	Promote the Salesian charismatic identity and apostolate
Industries	Offer jobs to the graduates	Quality workforce

**Secondary Stakeholders**

<b>Stakeholder</b>	<b>Responsibilities</b>	<b>Interests</b>
Catholic Church	Moral and spiritual support	Fulfilment of social and ecclesial mission
Staff	Deliver services, administration and others	Suitable remuneration and best working conditions; students' success
Parents/Families/ guardians	Provide tuition and other school requirements	Students' success
Development partners	Provide funds and technical services	Effective and efficient use of resources
Industries	Offer jobs to the graduates	Quality workforce



Suppliers	Offer goods and services at a cost	Profit from sales
Neighbourhood	Provide an enabling environment for institute to grow	Employment, training and social benefits such as playgrounds for social events
Other training institutions	Need for cooperation	Benefit from the program through partnership



### **11. Strategic Objectives**

The Province has identified key strategic aims/objectives that will guide the Education and TVET strategic plan for the next five years (2022-2027).

#### **11.1 The Overall Education & TVET Objective of ANN**

##### **Overall Objectives**

An Education and TVET in Africa Nigeria-Niger capable of promoting skills development, empowerment initiatives, decent employment for all enabling effective transition to digital, green, inclusive and sustainable economy and society.





### **11.2 Specific Goals**

- a. Improvement of corporate governance, establishment of TVET Governing Board and Code of Governance
- b. Management of (SDB/Lay) staff capacity development
- c. To promote market-driven CBT short-term courses
- d. To create new Competence-Based Training (CBT) Centres, strengthen the adoption of Competence-Based Approach in existing Centres and upgrade existing infrastructure and facilities
- e. To Create, strengthen and establish Job Service Offices in the various Centres
- f. Gender mainstreaming, inclusion and equity
- g. To improve Greening of TVET: review and greening of TVET curricula
- h. Standardization of the Quality Management System
- i. To adopt cleaner forms of energy, waste and waste water management
- j. To Promote peer-to-peer learning, exchange programs and adopt best practices from other Centres and countries
- k. To invest in IGAs within the TVET Centres
- l. To improve visibility, advocacy, networking and fundraising for sustainability of Education and TVET Centres
- m. To build strong bonds with local and international development partners, private and public sectors
- n. To invest in the innovation and digitalization of TVET Centres
- o. To complete the process of recertification/accreditation and affiliation of some TVET Centres



**12. Target**

**12.1. Priority theme & target group**

Priority Theme	Target Group	Actions
Improvement of corporate governance, establishment of TVET Governing Board and Code of Governance	Provincial Council, SDBs, Administrators, school heads, teachers, general staff, JSOs and volunteers	Establish and maintain an effective TVET governing board and code of governance with clear organogram and organizational, internal control system, polices/criteria for the transfer of Salesians/staff and succession plan, HR policies for equitable, transparent recruitment, retention and compensation of staff, proper and transparent management of assets and finance, criteria for corporate cooperation with development partners and stakeholders
Management of (SDB/Lay) staff capacity development	Schools, TVET and Empowerment Centres	Prepare personnel, ensure professional development, organize training workshops, facilitate peer learning, exchange programs and knowledge transfer initiatives
To promote market-driven CBT short-term courses	TVET Centres, Companies, apprentice, RPLs, Empowerment Centres, the State	Develop market-driven curricula for short term courses, partnership and collaboration with companies for short term training, collaboration with artisans
To create new Competence-Based Training (CBT) Centres, strengthen the adoption of Competence-Based Approach in existing Centres and	Schools, TVET and Empowerment Centres	Renovation, restructuring and retooling of existing TVET Centres: workshops, learning space, classrooms, library, etc. Construction of new TVET Centres with boarding facilities, staff quarters, E-learning forum, TVET E-library, School Management Information System, etc.



upgrade existing infrastructure and facilities		
Skills development and training	Youth, Migrants, Returnees, Internally Displaced Persons, Dropouts, Ex-militants, RPLs, Staff from companies, etc.	Formal Technical/Skill training: school-based and non-school based, non-formal and informal skill training, advocacy, campaigns, job placements, corporate cooperation, TVET orientation and accompaniment, short- and long-term courses
To create, strengthen and establish Job Service Offices in the various Centres	Trainees, graduates, companies, Small & Medium Enterprises	Job Service, job placement, skill gap identification, mitigation of identified gaps, preparation of trainees for employment, internship, good contracts and decent jobs for graduates, follow-up of graduates and trainees
Education and training approach	Training system	Preventive system, competency-based approach, market-driven , industry led, improved and quality training,
Gender mainstreaming, inclusion and equity	Girls, young women, women	Promotion, advocacy, scholarship, equal opportunity
Greening TVET	TVET, Skill Acquisition Centres	Promotion of Green practices, curricula review, greening of existing curricula, adoption of environmentally friendly practices, establishment of Green Clubs,
Quality Management System	TVET and Skill Acquisition Centres	Quality Policy, Quality Management System, Management Responsibility, Resource Management, Product and Service realization
Innovation and digitalization of TVET	TVET and Skill Acquisition Centres	Digital competence, Artificial intelligence, cloud computing, robotics, Programing and coding, etc.
Formal Education	Children and youth in rural, peri-urban and urban communities, adults	Pre-basic education, secondary education, tertiary education, literacy programs



Fund raising and sustainability	Don Bosco partners, foundations, individuals, institutional donors, private sectors, cooperate bodies, NGOs, Governmental bodies	Fundraising campaigns, responding to calls for proposals, direct contacting, corporate cooperation for training for training and job placement
Scholarship and sponsorship	Trainees, SDBs, trainers, teachers, young people, children, young mothers, single mothers, orphans, street children, IDPs, vulnerable youth, migrants and returned migrants	Tuition fee. Learning materials, human skill development, further education, self-employment, formal training, mentorship, follow-up
Corporate cooperation and partnership	Private sectors, industries, cooperate bodies, churches and communities	Partnership, stakeholders, inclusion and involvement
Communication and Visibility	Youth, adults, families, local and international partners, media	Publications, websites, social media, campaigns, Don Bosco radio
Research, Networking and Advocacy	Youth, families, industries, Don Bosco partners, foundations, individuals, institutional donors, private sectors, cooperate bodies, NGOs, Governmental ministries, departments, agents, employers of labour, etc	Feasibility research, surveys and studies, assessments, roundtables, press confreres, exchange programs, workshops, campaigns, Don Bosco radio, Employers Forum, etc.



### **12.1 Management and Staff – Direct and Indirect**

These include SDBs and lay workers, particularly, directors/principals/heads of schools/centres, administrators, accountants, teachers & educators, volunteers, general administrative staff.

### **12.2 Right holders**

These are the core target of our actions. They include young people – students/trainees, migrants returnees, IDPs, dropouts, single mothers, youth & children in conflict with law, unemployed & underemployed youth, youth workers in the formal and informal sectors, adults, young adults, families, past students.

### **12.3 Gender**

Special recognition and effort would be made to empower gender in education and TVET. These people include mothers (including single mothers), women, girls and young women.

### **12.4 Institutions**

We emphasized collaborative work with industry, corporate entities, CSOs, CBOs, associations, media, local and international development partners.

### **12.5 Duty bearers**

Relevant ministries, departments, agencies, traditional/local authorities and authorities.



13. Proposed Priority Area: 2023 – 2027

No	Goal	Process	Actions/Targets	Time Frame	Budget	Responsible
1	Corporate Governance	Enhance system of leadership, rules and practices to align with TVET Strategic objectives, fostering ethical practices, culture of integrity, financial viability and sustainability	Constitution of a TVET governing board capable of collaborating with Ministry of education & NBTE, employers of labour, relevant professionals	2023-2024		PC, YM, PTVET, PJSO, TDs, PDO, TF
			Alignment of TVET organisational structure with NBTE requirements	2023-2024		PC, YM, PTVET, PJSO, TDs, PDO, TF
			Develop and implement the Quality Management System	2023-2024		YM, PTVET, PJSO, PDO, TF
			Develop an internal control system	2023-2024		TDs, YM, PDO, PTVET, TF
			Develop clear TVET HR polices for equitable, transparent recruitment, retention, remuneration and performance evaluation of staff	2023-2024		PDO, PTVET, YM, TDs, L. ECON, PJSO, TF
			Develop other standard documents: succession plans, corporate cooperation, etc.	2023-2024		TDs, PTVET, YM, TF
			Improve on asset management	2023-2024		TDs, L. ECON, PDO, PTVET, TF



2	Investment in the innovation and digitalisation of existing and new TVET Centres	Expand quality of services to young people and other beneficiaries, promoting CBA, digital competence, artificial intelligence, cloud computing, etc.	Restructuring and/or retooling of existing labs, workshops, learning centres, libraries - 15 labs & workshops	2023-2027		PC, YM, PTVET, PJSO, TDs, PDO, I, ECON
			Equipment of new labs, workshops, classrooms, libraries 4 labs, 12 workshops	2023-2027		PC, YM, PTVET, PJSO, TDs, PDO, I, ECON
			Establishment of E-learning forum/library, School Management Information System 4 Centres	2023-2027		PC, YM, PTVET, PJSO, TDs, PDO, I, ECON
			Construction of Hostels/boarding facilities 5 Centres	2023-2027		PC, YM, PTVET, PJSO, TDs, PDO, I, ECON
			Construction of 3 new TVET Centres & 3 new Secondary Schools & Secondary Technical	2023-2027		PC, YM, PTVET, PJSO, TDs, PDO, I, ECON
			Introduction of digital competence, Artificial intelligence, cloud computing, robotics, Programing and coding, etc. in 2 centres	2023-2027		PC, YM, PTVET, PJSO, TDs, PDO, I, ECON
3	Recertification/accreditation and affiliation of new and existing TVET Centres	Ensure the recognition and relevance of TVET Centres by the Government and to guarantee possible alignment of market needs and competency deployed by centres	Fulfil conditions for recertification and accreditation of all Centres	2023-2024		PDO, TDs, YM, PTVET
			Meet requirements for the affiliation of TVET Centre	2023-2024		PDO, TDs, YM, PTVET



4	Greening TVET	Enable TVET Centres to contribute and remain relevant in the transition to green economy and green jobs through the adoption of green curricula and practices geared towards low carbon emission, efficient management of resources and social inclusive approach.	Greening TVET Campus	2023-2027		PDO, TDs, YM, JSO, PTVET, TF
			Greening the curriculum	2023-2027		PDO, TDs, YM, JSO, PTVET, TF
			Engagement in green research	2023-2027		PDO, TDs, YM, JSO, PTVET, TF
			Green culture and practices within the TVET Centres	2023-2027		PDO, TDs, YM, JSO, PTVET, TF
			Green building ensuring environmentally friendly and resource-efficient structures	2023-2027		PDO, TDs, YM, JSO, PTVET, TF
5	Capacity Development for management staff (SDB & Lay)	Enhance quality of trainers and training for effective and efficient use of scarce resources	Specialisation courses 4sdb & 3 lay staff	Every 3 Years		PC, PDO, TDs, PTVET, YM
			Professional development of all staff	Yearly		PTVET, PJSO, YM, TDs, PDO
			Capacity building sessions for all TVET staff (SDB & Lay)	Yearly		PTVET, PJSO, YM, TDs, PDO
			Peer learning & Exchange program	Yearly		PTVET, PJSO, YM, TDs, PDO
			TVET orientation for all pre-novices & post-novices	Yearly		PTVET, PJSO, YM, TDs, PDO





6	Promote market-driven long term & short-term courses	Ensure training offered is in alignment with market needs to increase satisfactory job placement self-waged and decent employment	Market surveys and studies	Every 3 Years		DBTA, PC, YM, PTVET, P&L-JSO, PDO, TDs,
			Skill gap rectification trainings	Yearly		YM, PTVET, TF, P&L-JSO, PDO, TDs
			Trainee and employment development & employment	Yearly		YM, PTVET, TF, P&L-JSO, PDO, TDs
			Market -driven short term & CBA courses	Yearly		YM, PTVET, TF, P&L-JSO, PDO, TDs
			Market-driven long term & CBA courses	Yearly		YM, PTVET, TF, P&L-JSO, PDO, TDs
			Accompaniment and follow-up	Yearly		YM, PTVET, TF, P&L-JSO, PDO, TDs
			Climate change, informal economy, AI	Yearly		YM, PTVET, TF, P&L-JSO, PDO, TDs
7	To Create, strengthen and establish Job Service Offices in new & existing Centres for industry driven-training in TVET Centres	Establishing functional JSOs in all TVET Centres in the Province: local, national and international, cooperate with Don Bosco Tech Africa in the development & implementation of Quality and Standard Manuals	Tracer study & market survey	Yearly		YM, PDO, PTVET, JSO
			Carrier guidance	Yearly		YM, PDO, PTVET, JSO
			M&E of skills development in TVET Centres	Every 2 Years		YM, PDO, PTVET, JSO
			Job placement & follow-up	Yearly		PJSO, L-JSO
			Scholarship & Sponsorships	Yearly		YM, PDO, JSO



8	Gender mainstreaming inclusion & equity	Empower girls, young women and women in Education and TVET	Scholarship & Sponsorships	Yearly		YM, PDO, PTVET, JSO, TDs, TF
			Promotion of gender in Education & TVET	Yearly		YM, PDO, PTVET, JSO, TDs, TF
			Advocacy	Yearly		YM, PTVET, PJSO, PDO
			Promote the initiative: Female in Tech	Yearly		YM, PTVET, JSO, TDs
			Corporate cooperation	Yearly		YM, PTVET, TDs, PDO
9	To adopt and implement energy plan (renewable energy), efficient waste and waste water management in Schools & TVET Centres	Facilitate a paradigm shift towards green/renewable energy, waste management, waste water management for climate resilience and adaptation towards an ecological sensitivity and sustainable Education & TVET training	Assessment of energy needs, waste management & water harvesting	2023-2024		PC, YM, PTVET, PDO
			Develop an energy and waste management plan to reduce energy consumption & efficient waste management	2024-2025		YM, PTVET, TDs, PDO
			Incorporate renewable energy, waste and waste water management curricula in TVET trainings	2024-2027		YM, PTVET, TDs, PDO
			Implement energy plan together with trainees	2024-2027		YM, PTVET, TDs, PDO, TF
			Corporate cooperation for implementation of the energy plan & training	Yearly		YM, PTVET, TDs, PDO, TF



10	To improve private/public sector participation in TVET delivery	To establish a dual system of training with industries with win-win approach, ensuring decent & satisfactory jobs for trainees	Mapping of stakeholders in public & private sectors	2024-2026		YM, PTVET, TF, P&L-JSO, PDO, TDs
			Awareness raising and advocacy	Yearly		YM, PTVET, TF, P&L-JSO, PDO, TDs
			Partnership agreements	2023-2027		YM, PTVET, TF, P&L-JSO, PDO, TDs
			Co-training with the private sector	2023-2028		YM, PTVET, TF, P&L-JSO, PDO, TDs
			Networking with industries and corporate bodies	Yearly		YM, PTVET, TF, P&L-JSO, PDO, TDs
11	To promote peer-to-peer learning, exchange programs and adoption of best practices from other countries	To improve quality and relevance of trainings and education methods	Networking with industries and corporate bodies	Yearly		YM, PDO, PTVET, PJSO, TDs, TF
			Mapping of relevant bodies	2023-2024		YM, PDO, PTVET, PJSO, TDs, TF
			Contracts and agreements	2023-2025		YM, PDO, PTVET, PJSO, TDs, TF
			Sending and engaging SDBs, staff and trainees for peer learning programs	Yearly		YM, PDO, PTVET, PJSO, TDs, TF
			Participating in workshops, seminars, conferences, trade fairs	Yearly		YM, PDO, PTVET, PJSO, TDs, TF

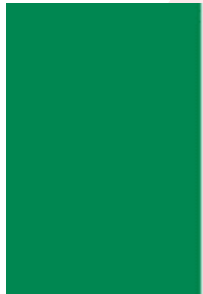


12	To improve visibility, advocacy, networking and fundraising for sustainability of Education & TVET Centres	To assure up-scaling and dissemination of sustained Salesian relevance in Education and TVET delivery	Feasibility research, surveys and studies, assessments,	2023-2027	YM, PDO, PTVET, PJSO, TDs, TF
			Partnership mapping	2023-2024	YM, PDO, PTVET, PJSO, TDs, TF
			Developing visibility and advocacy plan	2024	YM, PDO, PTVET, PJSO, TDs, TF
			Publications, websites, social media	Yearly	YM, PDO, PTVET, PJSO, TDs, TF
			Roundtables, press confreres, exchange programs, workshops,	Yearly	YM, PDO, PTVET, PJSO, TDs, TF
			Awareness campaigns; Don Bosco radio,	Yearly	YM, PDO, PTVET, PJSO, TDs, TF
			Employers Forum, etc.	Yearly	YM, PDO, PTVET, PJSO, TDs, TF

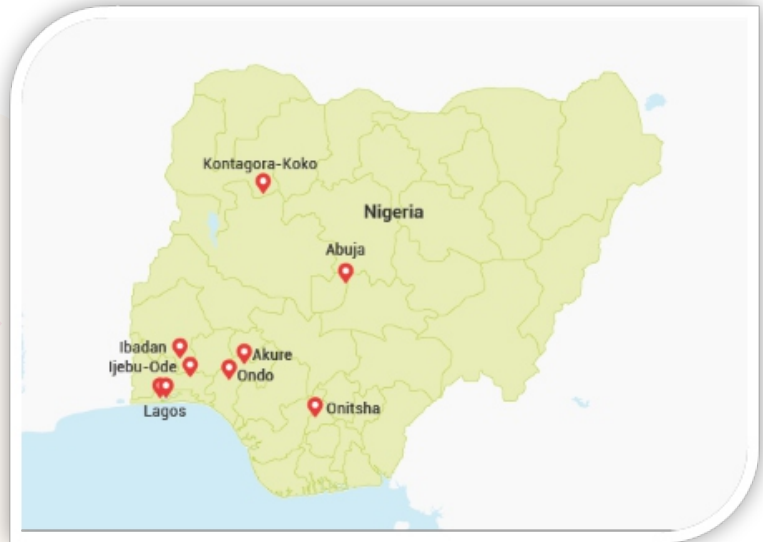


**SALESIANS OF DON BOSCO**  
**AFRICA NIGERIA-NIGER (ANN)**

**EDUCATION & TVET PLAN**  
**2022-2027**



**Nigeria**



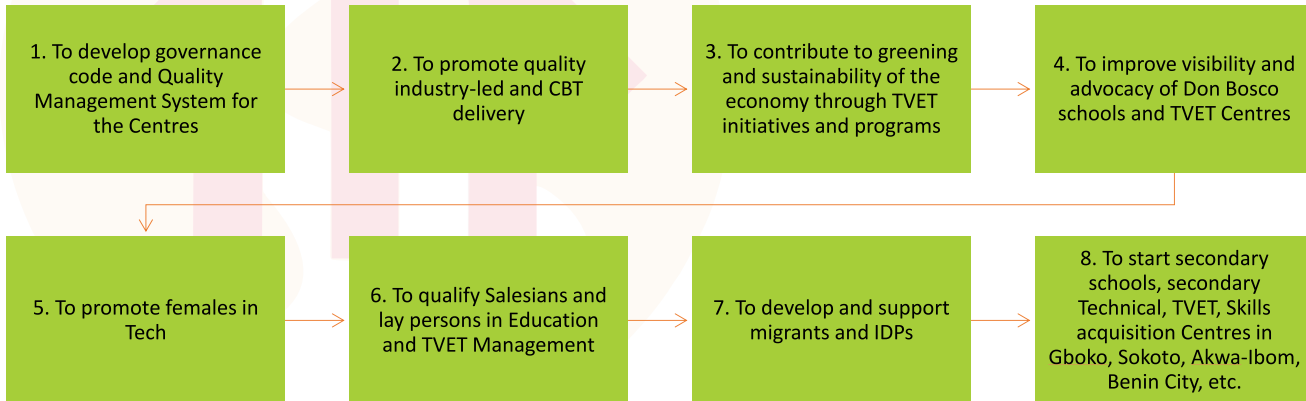


### 13.1 Nigeria

#### 13.1.1 Vision

To promote quality Education, TVET and skills development programmes

#### 13.1.2 Strategic Objectives/Activities





Presence	Current situation	Vision 2023-2027	Strategic Objectives/Activities
<i>Onipetesi</i>	Under Construction Establishment of Training Hub – mini Skills Acquisition Centre	To improve the livelihood of marginalised children in the streets through the provision of shelter, skills development programmes and defence of their Rights	Adequate training and capacity development of Salesians and Lay collaborators <b>yearly</b>  Establish an internal skills training hub with short term courses on: <ul style="list-style-type: none"> <li>• Computer hardware maintenance and repairs</li> <li>• Phone repairs and configuration</li> <li>• Dress/uniforms making and embroidery in mass production</li> <li>• Heating and cooling systems</li> <li>• Life Skills</li> </ul> <b>Before September 2024</b>
<i>Iju</i>	Don Bosco Stitches – Skills Acquisition Centre	To expand, sustain and upscale Don Stitches into a formally accredited training centre	Commence the Female in Tech initiative in ICT <b>before January 2024</b> Initiate and train students on business strategies and life skills <b>Yearly</b> Upgrade certification <b>before January 2025</b> Sustain provision of starter packs to qualified candidates <b>2023-2027</b> To commence a production unit in Don Bosco Stitches for program sustainability <b>before September 2024</b>
<i>Ibadan</i>	Centre for Philosophy & Education – Establishment of Youth Studies & Capacity building Programs for Educators, Instructors, Teachers	To develop a capacity building centre for more educationists training institution that supports a quality pedagogical approach in Salesians, teachers and instructors/facilitators	To furnish the new building for Philosophy and Education <b>before May 2023</b>  To complete the process of affiliation with the Government and restructure the Institute to be also an Institute for Education capable of awarding degree/certificate in Education, youth studies <b>before 2025</b>  To commence department/program of Salesian pedagogy and upscaling of teachers and educationist through the development of Modular Courses <b>before 2025</b>  To develop Scholarship programs for students in education <b>before September 2025</b> To improve the capacity of SDBs and Lay Collaborators for Quality Management by developing and deploying short term courses on financial literacy, Human Resource Management, Child Safeguarding, Life Skills, and managerial skills in general for Schools, TVET Centres, Youth Centres and Salesian Institutions <b>by September 2025</b>



			To collaborate with Universities to offer short term trainings on systematic curriculum review and development <b>before 2026</b>
<i>Ijebu-Ode</i>	Construction of TVET Ongoing	To establish a TVET centre for the provision of skills for youths towards employment and jobs	To complete the construction works and develop suitable infrastructure for TVET programs <b>before 2025</b>  To establish and industry-led TVET and commence short- and long-term training in: Renewable Energy (Solar), Waste Management, Fashion and Design, advanced ICT, Life Skills, food processing technology, AutoCAD and smart construction and technology <b>before 2026</b>  To reinforce and strengthen the Job Service Office <b>2025 - 2027</b>
<i>Akure</i>	Youth Empowerment Centre, Media & Printing Press, Advocacy and Awareness Raising, Health Centre	To focus on: - To restructure the printing press and develop a media Centre for the training of young people - Strengthen leadership training Centre - training on quality health support and care - quality advocacy and awareness raising strategies for the benefit of young people	To strengthen and improve the Youth Animation Centre to offer quality formation to young people on life skills, leadership and peacebuilding <b>2023 - 2027</b>  In collaboration with Youth Ministry, the Institute for philosophy and Education, and the Social Communications department to commence training on Social Media entrepreneurship: use of media to create dialogue and peacebuilding, advocacy, digital marketing, etc. <b>before 2025</b>  Support and training for health care assistants and medical equipment maintenance <b>before 2026</b>
		To develop to Centre of Excellence by sustaining and	To improve governance by developing a governance code for the Centre and a QMS <b>end of 2024</b>  Renovate, restructure, upgrade existing facilities, equipment and upscale personnel to meet prescribe quality level for the upgrade of the Centre to the tertiary level <b>before 2025</b>  To complete the process of affiliation of the <b>Centre end of 2024</b>  Add new courses such as: Industrial automation, Instrumentation and control Engineering, Software engineering, Pneumatics, etc. <b>before 2025</b>





<p><i>Ondo</i></p>	<p>TVET Centre exist</p>	<p>upgrading existing TVET to tertiary level</p>	<p>To develop business plans for the establishment of production units and strengthen of IGAs within the Centre before the <b>end of 2024/2025</b></p> <p>Strengthen, support and consolidate the Job Service Office <b>2023-2027</b></p> <p>To improve the skills training initiative in the female and male prisons of Ondo <b>2023-2027</b></p> <p>Develop Scholarship program to sustain poor youth, especially females in TVET <b>2023-2027</b></p> <p>To innovation and digitalization of TVET <b>2023-2027</b></p> <p>Greening TVET: greening curriculum, adoption of green initiatives and practices <b>2024-2026</b></p> <p>Encourage gender balancing <b>2023-2027</b></p>
<p><i>Obosi - Anambra</i></p>	<p>TVET Centre exist</p>	<p>Strengthen the Green Centre of Excellence as a best practice institute of green culture</p>	<p>To improve governance by developing a governance code for the Centre and a QMS <b>end of 2024</b></p> <p>Renovate, restructure, upgrade existing facilities, equipment and upscale personnel to improve TVET delivery <b>2023-2027</b></p> <p>Greening TVET: greening curriculum, adoption of green initiatives and practices <b>2024-2026</b></p> <p>Encourage gender balancing <b>2023-2027</b></p> <p>Develop Scholarship program to sustain poor youth, especially females in TVET <b>2023-2027</b></p> <p>To develop business plans for the establishment of production units and strengthen of IGAs within the Centre before the <b>end of 2024/2025</b></p> <p>Strengthen, support and consolidate the Job Service Office <b>2023-2027</b></p> <p>Encourage gender balancing <b>2023-2027</b></p>
			<p>Sort out all necessary approvals and documentations with the appropriate government agencies <b>before the end of 2023</b></p>



<p><i>Ogidi – Anambra</i></p>	<p>Construction of TVET to commence</p>	<p>To establish a TVET centre for the provision of skills for youths towards employment and jobs</p>	<p>Develop high-quality infrastructure in line with national standards for TVET delivery <b>2023 - 2024</b></p> <p>Establish a Centre of excellence sensitive to ecological issues, green economy and commence training on: plastic and waste recycling technology, renewable energy (Solar, biogas), automobile maintenance, Fashion and embroidery, etc. <b>2024-2025</b></p> <p>To develop business plans for the establishment of production units and strengthen of IGAs within the Centre before the <b>end of /2025</b></p> <p>Strengthen, support and consolidate the Job Service Office <b>2025-2027</b></p> <p>Develop Scholarship program to sustain poor youth, especially females in TVET <b>2025-2027</b></p> <p>To innovation and digitalization of TVET <b>2025-2027</b></p> <p>Greening TVET: greening curriculum, adoption of green initiatives and practices <b>2025-2027</b></p> <p>Encourage gender balancing <b>2025-2027</b></p>
<p><i>Gadua - Abuja</i></p>	<p>Commence Skills Acquisition Centre</p>	<p>To sustain and upscale the skills acquisition hub into a formally accredited training centre</p>	<p>Complete, furnish and equip training hub to commence quality training <b>January 2025</b></p> <p>Develop market-driven modules/short term courses <b>November 2024</b></p> <p>Establish and support the Job Service Office <b>January 2025</b></p> <p>Provision of starter packs to qualified candidate <b>2025-2027</b></p> <p>Encourage gender balancing <b>2025 -2027</b></p>
<p><i>Kubwa - Abuja</i></p>	<p>Construction of TVET on-going</p>	<p>To establish a TVET centre for the provision of skills for youths towards employment and jobs</p>	<p>Ensure completion of high-quality infrastructure in line with national standards and modern equipment for TVET delivery <b>end of 2023</b></p> <p>To improve governance by developing a governance code for the Centre and a QMS <b>end of 2024</b></p>



			<p>Commence short term and long term courses in the identified 6 trades <b>2023-2027</b></p> <p>Establish and support the Job Service Office <b>2023-2027</b></p> <p>Greening TVET: greening curriculum, adoption of green initiatives and practices <b>2024-2026</b></p> <p>Encourage gender balancing <b>2023-2027</b></p>
<p><b>Koko</b></p>	<p>TVET Centre exist</p>	<ul style="list-style-type: none"> <li>- To sustain and upscale the TVET centre and skill delivery</li> <li>- Register and get approval as NVD awarding Institution</li> </ul>	<p>Expansion to include new trades and equipment of TVET Centre to welcome and train more young girls and boys <b>2023-2025</b></p> <p>Initiate the process of registration and obtain approval from the Government <b>by the end 2024</b></p> <p>To improve governance by developing a governance code for the Centre and a QMS <b>end of 2024</b></p> <p>Greening TVET: greening curriculum, adoption of green initiatives and practices <b>2024-2026</b></p> <p>Establish and support the Job Service Office <b>2023-2027</b></p> <p>Develop Scholarship program to sustain poor youth, especially females in TVET <b>2023 -2027</b></p> <p>Provision of starter packs to qualified candidate <b>2023-2027</b></p> <p>Develop production units and quality service offering for the sustainability of TVET <b>2023-2024</b></p> <p>Encourage gender balancing <b>2023-2027</b></p>
<p style="text-align: center;"><b>Future Expansion</b></p> <p style="text-align: center;"><i>Future plans are made to commence salesians presences: secondary schools, secondary Technical, TVET, Skills acquisition Centres in Gboko, Sokoto, Akwa-Ibom, Benin City, etc.</i></p>			



*Future plans are made to commence salesians presences: secondary schools, secondary Technical, TVET, Skills acquisition Centres in Gboko, Sokoto, Akwa-Ibom, Benin City, etc.*



**NIGER**





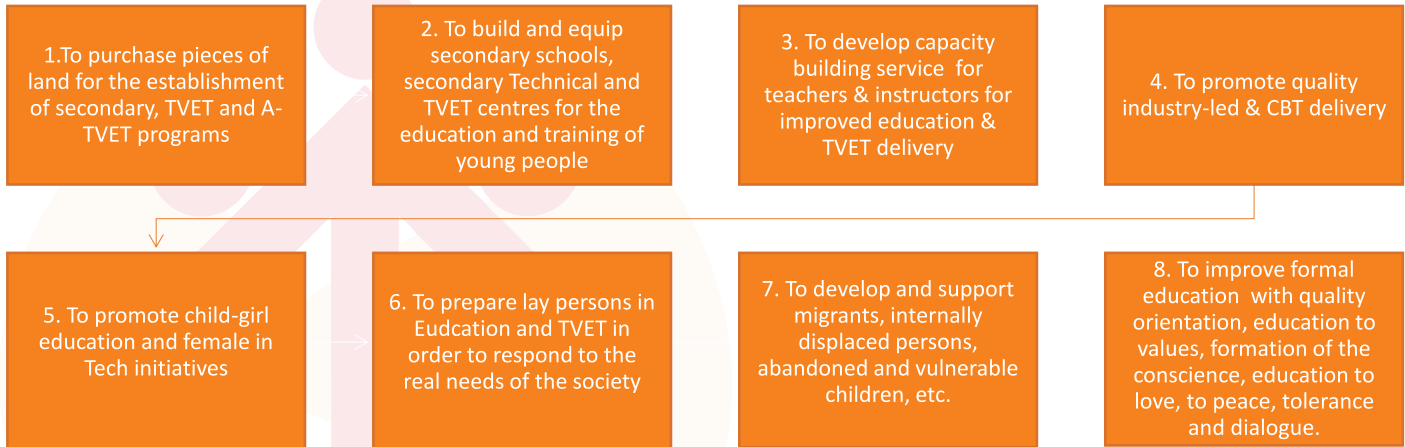
**13.2 Niger**

**13.2.1 Vision**

To improve work in formal education, promote quality TVET and skills development programmes



### 13.2.1 Strategic Objective/Activities





Presence	Current situation	Vision 2023-2027	Strategic Objectives/Activities
<i>Niamey</i>	Yet to commence	To improve the livelihood of marginalised children in the streets, internally displaced persons and young people in general through the provision of shelter, education, skills development programmes and defence of their Rights	<p>Arrival of first Salesians and commencement of feasibility studies for the establishment of a Salesian presence in Niamey <b>September 2023</b></p> <p>Procurement of land for the establishment of schools, TVET Centre and youth Centre <b>2023 -2024</b></p> <p>Construction and equipment of Secondary schools with hostel facilities for high quality education and formation to value and/or TVET Centre with technical courses in line with the needs of the emerging markets (Information Technology, Programming, electrical and solar Installation, waste management, eco-education, etc.) <b>2023 -2025</b></p> <p>To develop capacities of staff <b>2024-2027</b></p> <p>Establish and manage scholarship system to support poor families with children <b>2024-2027</b></p> <p>To commence advocacy for education and TVET promotion in Niamey <b>2023-2027</b></p>
<i>Maradi</i>	Yet to commence	Study possibilities of establishing a Salesian presence with Secondary Schools, TVET Centres and pastoral approach	Needs assessment/feasibility study by a team to be nominated by the Provincial and his Council <b>by 2026/2027</b>



## **14. Implementation, Monitoring and Evaluation Plan**

### **14.1 Implementation Plan**

The implementation plan will be developed. Each Centre will develop an implementation plan from the overall TVET Strategic Plan of the Province.

### **14.2 Monitoring and Evaluation Plan**

This Strategic Plan is a live document, one which will be the main source of reference for the Province and other stakeholders. Thus, all the houses in the province will make it a point to align all their activities to the laid-out procedure. The provincial will be the focal point in the entire implementation period. He will do so with the cooperation of the provincial council and the support of Provincial commissions for Finance, Youth Pastoral, Social communication and the Provincial Development Organism.

After full endorsement by the Provincial, this document will be published together with a work plan which states what should be enacted by end of a specified period of 6 months and on annual basis. In addition to the implementation plan, there will be prescribed mile stones and approaches for evaluation in order for provincial council team to assure itself that progress is being made. The Provincial Development Organism will provide to the Provincial and his council a periodic report on the achievement or non-achievement of the targets. This report would be delivered to the PC on periodic basis of 6 months or as and when the PC so requires such updates.





## 15. Performance indicators

In order to anchor the plan firmly, the Provincial will need feedback on performance. The Provincial and his Council will enhance the self-evaluation, planning and development. There will be two kinds of performance indicators:



**Province Profile Data** – a set of quantitative measures in those areas which are of such importance that they must be tracked to provide comparison year after year. This data is a record of achievement for the Province.



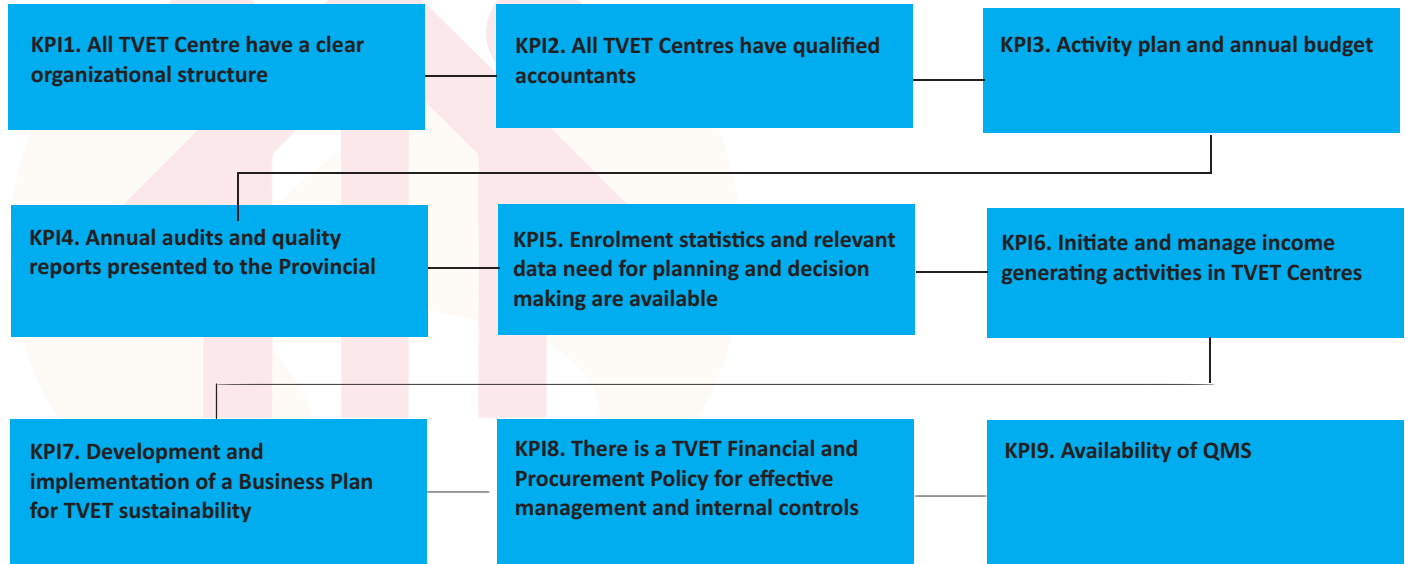
**Institutional-Derived Indicators** - the criteria which will be used to evaluate the effectiveness of key goals in the Strategic Plan, built into that plan as milestones. Each goal should have at least one success indicators



### 15.1 Key Performance Indicators

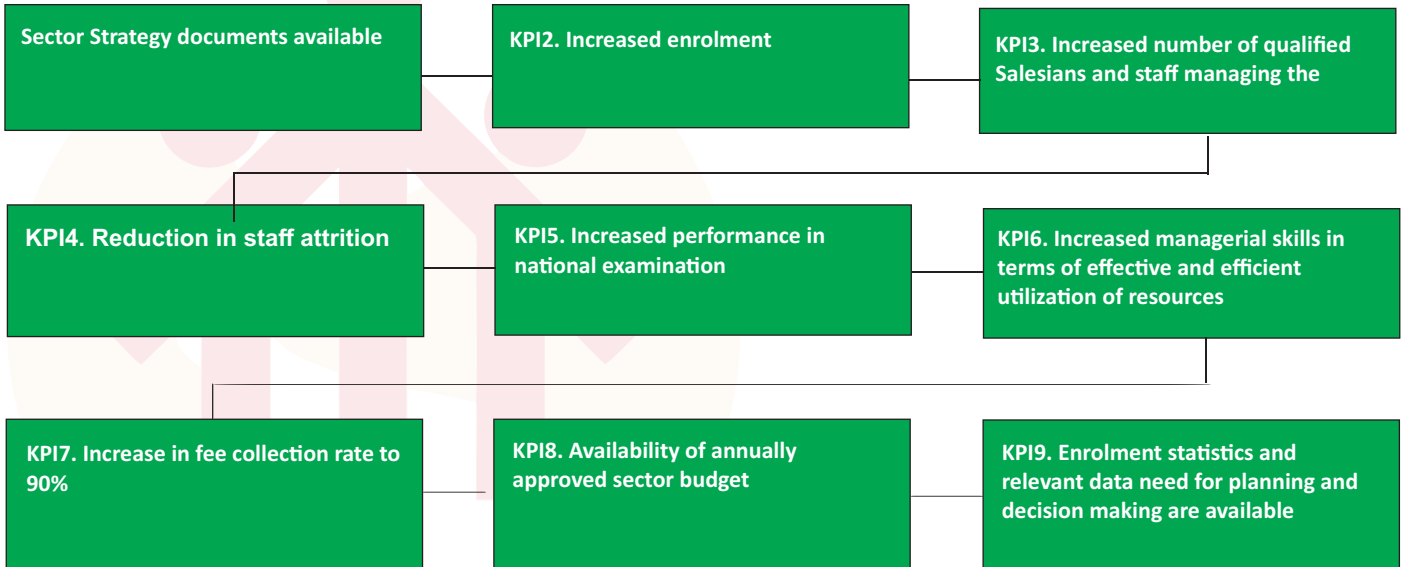
The ANN Province will use a number of critical success factors/evaluation matrix to monitor and control its performance and annually report the achievements of prioritised sectors. The following are critical success factors that are considered important for performance evaluation and control.

#### 15.1.1 Administration and Finance



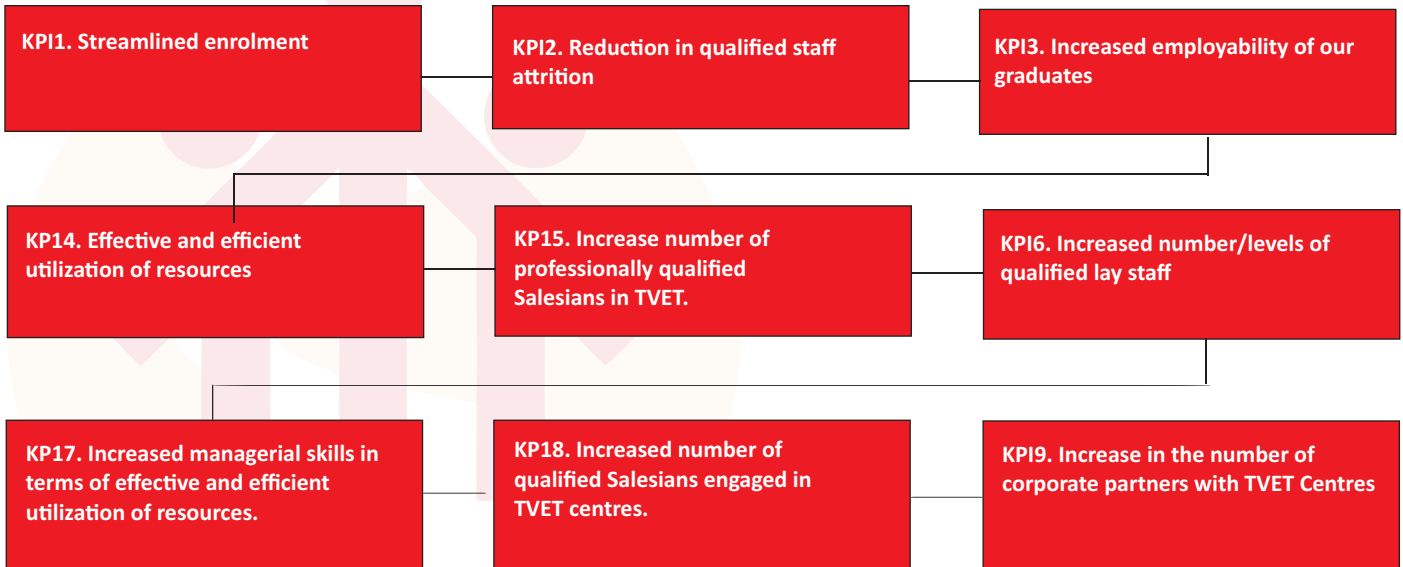


**15.1.2 Education**



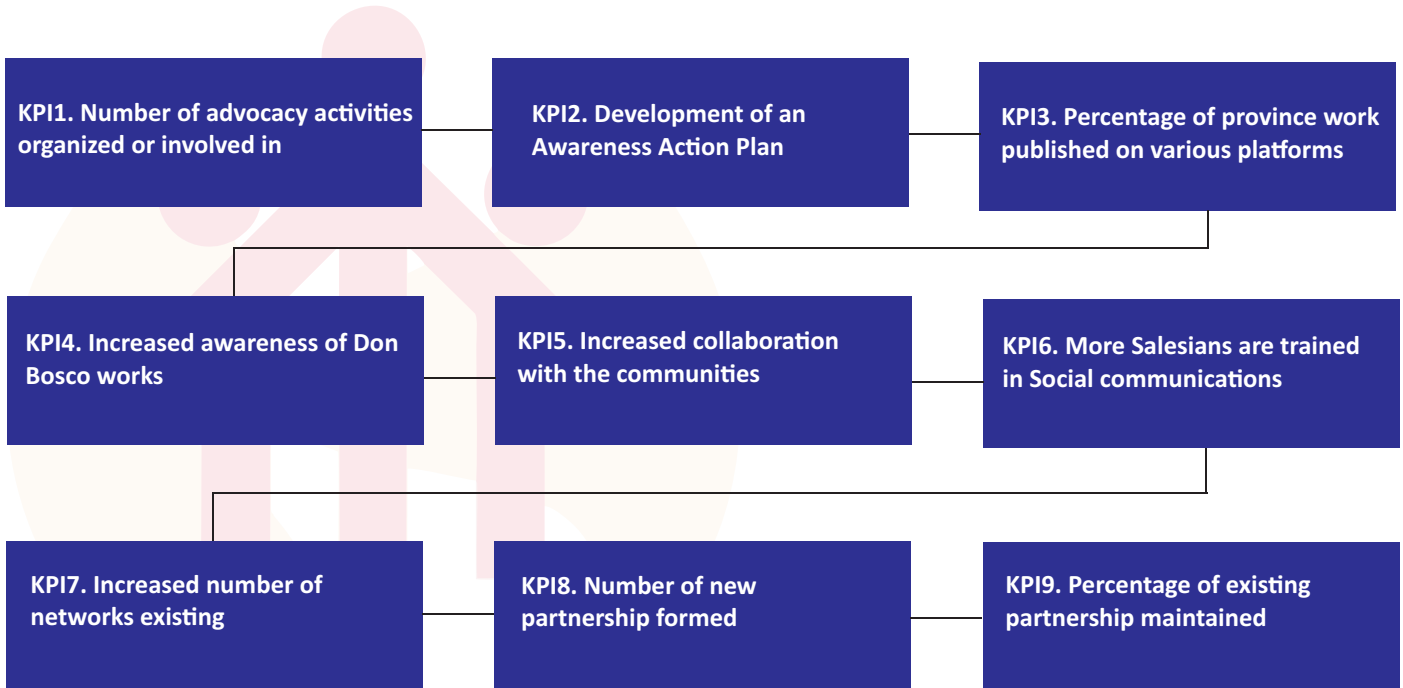


**15.1.3 TVET**





**15.1.4. Advocacy, visibility and communication**





## **16. Reviews**

This plan will have a cycle of continuous process of evaluation, review, prioritizing, action planning and implementation. Within this continuous process, stock and review of the progress of the Province operations at a crucial point will be documented. A regular review meeting will be encouraged to provide such ambience for reflection, target-setting and collective controls.

The logical point in the period when the review meeting should take place will be agreed upon, and performance data already assembled and analysed will aid in carrying out specific evaluations or all that have taken place as per the Strategic Plan. The main purpose of the meeting will be to take stock, look forward and set targets. An action plan with the name or initials of the person to whom each target applies will be drawn and necessary resources availed to enhance continuous goal achievement.

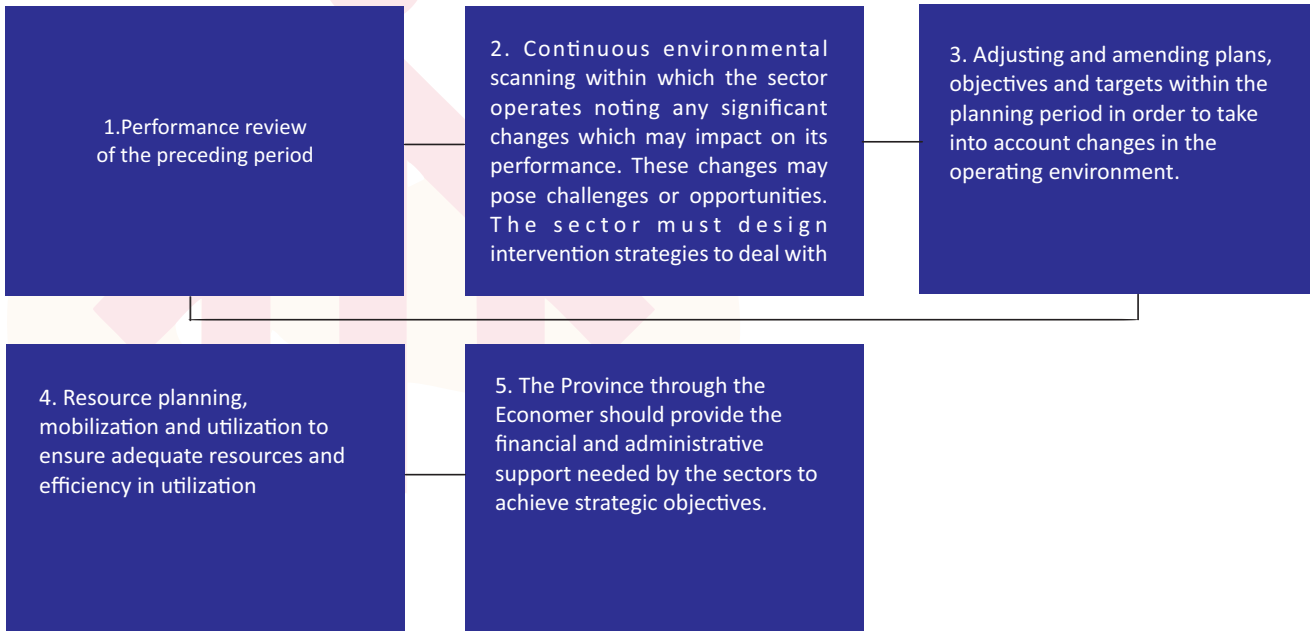
### **16.1 Planning Guidelines**

This strategic plan intends to provide guidelines to all communities and to facilitate the preparation of plans but specifically for the period, 2022- 2027. This strategic plan covers the medium term period (2022 – 2027) goals, objectives and targets. However, at the operational level, details of plans should consider a short-term planning period of one year. In order to achieve the strategic goals, it is important that teamwork and inter-sectorial co-operation are established.



## 16.2 The Process of Planning and Implementation

Each Sector will establish a work plan for each financial year. The process of planning and implementation will entail.





## **Conclusion**

The work that is ahead is multi-dimensional. Thus, this work requires multi-dimensional efforts. Human being is the key to the accomplishment of strategic goals of this work. It is our hope that the implementation of this Strategic Plan will give rise to a spiritual link that will bind all the stakeholders in a truly human and friendly environment where all efforts will be directed to developing the poor young people to the full realisations of their potentials.

## **Acknowledgement**

We wish to acknowledge the contributions and the inputs of various stakeholders and groups in different ways. Notably, our mission offices, the Salesians and lay staff of the province, the bishops, many government agencies and our development partners. We acknowledge greatly the directives of the Rector Major and the General Council.







# SALESIANS OF DON BOSCO

## AFRICA NIGERIA-NIGER (ANN)

Salesians of St. John Bosco, Africa Nigeria-Niger (ANN) Province, Lagos, Nigeria

**Provincial Development Organism**

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