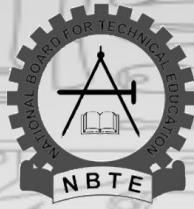




# Operational Guidelines for Sector Skills Councils



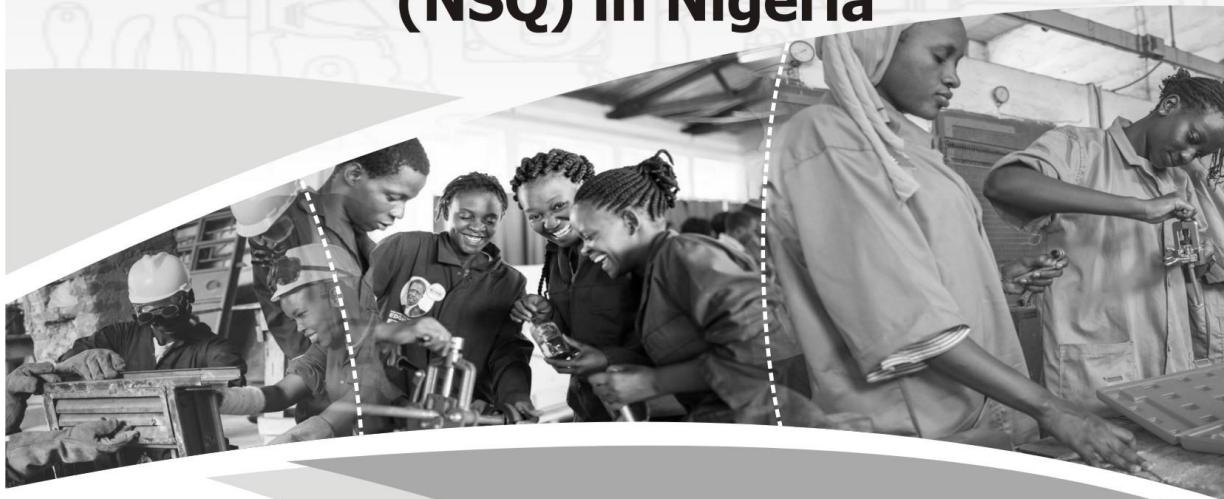
IN THE DELIVERY OF  
**National Skills Qualifications  
(NSQ) in Nigeria**



# Operational Guidelines for Sector Skills Councils

IN THE DELIVERY OF

## National Skills Qualifications (NSQ) in Nigeria



October, 2024



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## **1.0 Introduction**

In recent times there has been ongoing effort to increase industry engagement in TVET and skill systems. With the introduction of Nigerian Skills Qualifications Framework (NSQF) in 2013 and the subsequent flag off in 2017, the critical role of Sector Skills Councils (SSC) has become apparent.

It has been established that sectorial approach is an effective way to achieve the goal of bringing the world of work and the world of education and training closer together. This allows key stakeholders to identify the skills challenges in their sector and to collectively develop solutions. It allows greater ownership of the problems and solutions, and enables new partnerships to be formed, often amongst actors that have not worked together before on skills issues.

At the core of SSCs role is specifying the nature of the skills that an industry sector needs. Only those working successfully in a certain industry, and who are exposed to the competitive pressure of domestic and international markets, together with the regulations experienced by firms in the sector, can give a true up-to-date account of what skills are needed in the workforce. Therefore training quality and standards are central to the work of any SSC.

Therefore, NBTE being the main regulator of NSQF developed this framework to guide the operations of SSCs and assist stakeholders to understand why SSC can be an effective mechanism to improve industry engagement, what roles & responsibilities they can have in a system, and the key issues that need to be considered. The guide also provides advice to newly established SSCs so they can commence their work with effective governance in place and a clear understanding of the main tasks they are likely to undertake.

## **1.2 Rationale/Justification**

The Sector Skills Councils (SSCs) promote the sectoral-based approach. This approach ensures that skills development meets the needs of the various sectors. The approach strengthens good practices by putting an emphasis on the development of sectoral industry demand-driven skills needed for improved productivity and competitiveness. Moreover, it provides an important platform for linking industry to skills development through a structured sectoral approach.

In the light of this, and as the number of SSCs is growing, there is the need to put in place a guide to overcome issues on fragmentation and poor coordination among the SSCs which will lead to diverse local occupational standards, wastage of resources, lack of portability of skills, weak labor mobility, and fragmented training programmes. Hence, SSCs are needed to provide a shift from a fragmented to a more coordinated system of developing occupational standards. This will ensure that there is optimal use of resources.

### **1.3 Functions of SSCs**

SSC are an employer-led organization that actively involves trade unions, professional bodies, industry regulators and other key stakeholders. They:

- ❖ are involved in skills and workforce development of all those employed in their sectors
- ❖ influence how training is delivered
- ❖ reduce skills gaps and shortages
- ❖ improve productivity
- ❖ increase opportunities for all individual in the workforce
- ❖ set up LMIS (Labour Market Information System) to assist planning and delivery of training
- ❖ identify the skill development needs and prepare a catalogue of skill types
- ❖ develop a sector skill development plan and maintain skill inventory
- ❖ develop skill competency standards and qualifications
- ❖ help standardize the accreditation process
- ❖ participate in accreditation and standardization
- ❖ plan and execute training of trainers
- ❖ promote excellence in training and service delivery
- ❖ establish process of coordinating and incorporating emerging trend in skills development

### **1.4 Scope**

This guidelines outline the governance structures, roles, responsibilities, and processes that SSCs must follow to ensure the effective development of the sector.

The document also provides recommendations for sectors that have not yet

established SSCs but are in the process of doing so, ensuring a standardized approach across the board.

The guidelines are intended for use by:

- **SSCs:** To reduce skills gaps and shortages, improve productivity and opportunities for the workforce through sector skills development plans, skills inventory, effective governance and operational activities.
- **NBTE:** To coordinate and supervise the delivery of Nigeria Skills Qualifications Framework.
- **ABs:** (Awarding Bodies) to develop qualifications based on National Occupational Standards (NOS) which have been defined by SSCs and approved by NBTE.
- **Training providers:** To deliver NSQ training, by registering trainees, train them in partnership with industry/employers and claim certification in line with Awarding Body requirements.
- **Employers and industry bodies:** To provide for on-the-job training/assessment for the award of NSQ, and engage with SSCs and provide input on the skills and competencies required by the labour market.
- **Learners and workers:** To understand the pathways available for skills acquisition and career progression under the NSQ framework.

The scope of this guideline covers all sectors that have established or planning to establish SSC.

## **2.0 Establishment of Sector Skills Councils (SSCs)**

The **Sector Skills Councils (SSCs)** are established to serve as industry-led bodies responsible for addressing the specific skill needs of various economic sectors. They ensure that training programs are tailored to meet industry requirements, support economic growth, and align with global standards. The SSCs play a pivotal role in linking industry and education, ensuring that training remains relevant to the workforce needs of the country.

It is to be noted that SSCs are not taking over statutory roles of any public or established organization and not for money making but supporting industry growth and development in partnership with all relevant establishment.

This section outlines the process and criteria for establishing SSCs, focusing on key factors such as industry demand, stakeholder engagement, and regulatory approval.

### **2.1 Criteria for Establishing a Sector Skills Council (SSC)**

The establishment of a Sector Skills Council is based on several key criteria that ensure its relevance and effectiveness in addressing skills gaps within a particular sector. These criteria help to determine whether a sector requires an SSC and whether the proposed council will be capable of fulfilling its mandate.

Key Criteria for Establishment:

- 1. Defined Economic Sector:** The sector for which the SSC is being established must be clearly defined, with distinct occupational roles that require specific skills. The sector should contribute significantly to the national economy and have the potential for further growth and employment generation.
- 2. Skills Gap Analysis:** A thorough analysis must demonstrate significant skills gaps within the sector that hinder productivity and competitiveness. This analysis should be based on current and future labour market needs, supported by data from employers, industry associations, and government agencies.
- 3. Industry Representation:** The sector must have active and willing participation from key employers, industry bodies, and professional associations. The SSC must represent a wide range of stakeholders across the sector to ensure that its activities reflect the needs of the entire industry.
- 4. Capacity for Leadership and Governance:** SSC must demonstrate that it can effectively govern its activities. This includes the ability to appoint a board of

directors, establish sub-committees, and create a functional secretariat.

- 5. Sustainability:** There must be a clear plan for the financial sustainability of the SSC, including potential funding sources such as government grants, industry contributions, charges from training/developmental activities, levies, etc. The council must have the resources to carry out its functions effectively.
- 6. Alignment with National Development Goals:** The SSC should align its objectives with Nigeria's national development strategies, including job creation, poverty reduction, and increasing the competitiveness of Nigerian industries in the global market.
- 7. Regulatory and Legal Framework:** The proposed SSC must operate within the national regulatory framework, adhering to relevant laws and policies governing technical and vocational education and training (TVET), legal operations, labour, and industry standards.

## **2.2 Industry Demand for Skill Development**

The creation of an SSC is primarily driven by industry demand for relevant and high-quality skills. For an SSC to be effective, there must be clear evidence that the industry faces a shortage of skilled workers, which could hinder productivity, innovation, and economic growth.

Indicators of Industry Demand:

- 1. Labor Market Analysis:** Data from labour market surveys, employment reports, and industry research should show a mismatch between the skills being produced by training institutions and those required by employers. Sectors that report high vacancy rates for skilled positions or reliance on foreign labour for specialized skills are strong candidates for SSC establishment.
- 2. Technological Advancements:** Industries undergoing rapid technological change often require new skills that are not being adequately addressed by the existing education system. For example, sectors such as Information and Communication Technology (ICT), renewable energy, and advanced manufacturing require workers trained in emerging technologies and methodologies.
- 3. Sector Growth and Employment Potential:** Fast-growing sectors or sectors with high potential for job creation benefit from having an SSC to guide skills development and ensure that training aligns with future labour market needs. Examples include agriculture, construction, healthcare, and logistics.

- 4. Employer Involvement:** Employers must express a clear need for an SSC to address their skills challenges. This includes their willingness to participate in Occupational Standards development, provide workplace learning opportunities, and collaborate on assessment and certification processes. Industry demand for skilled labour should be supported by active employer engagement in SSC activities.
- 5. Global Competitiveness:** Sectors aiming to compete in the global market often need SSCs to ensure that their workforce meets international standards. For instance, industries such as oil and gas, aviation, and pharmaceuticals require globally recognized qualifications to access foreign markets and attract international investment.

### **2.3 Stakeholder Consultation and Support**

The success of an SSC relies on broad-based support from all key stakeholders within the sector. This includes not only employers but also training providers, regulatory bodies, government agencies, labour unions, and professional associations. Stakeholder consultation is essential in ensuring that the SSC's activities align with the needs of the sector and that it has the resources and legitimacy to carry out its mandate.

Stakeholder Engagement Process:

- 1. Initial Consultations:** Before an SSC is established, extensive consultations should be conducted with sector representatives. These consultations should gather input on the specific skills gaps in the sector, the types of qualifications required, and the roles and responsibilities that the SSC should take on.
- 2. Workshops and Focus Groups:** Workshops and focus group discussions should be organized to bring together representatives from different parts of the industry, including large corporations, small and medium-sized enterprises (SMEs), and sector-specific professional associations. These forums provide an opportunity to share perspectives and build consensus on the need for an SSC.
- 3. Government and Regulatory Involvement:** Regulatory bodies such as the **National Board for Technical Education (NBTE)** must be involved in the consultation process to ensure that the SSC's activities align with national education and labour policies. Their support is critical for the accreditation of qualifications and the endorsement of the SSC.
- 4. Training Providers and Institutions:** It is important to engage TVET institutions and universities that deliver training programs for the sector. Their

input is essential in designing Occupational Standards , setting competency standards, and ensuring that their training programs can adapt to meet the industry's evolving needs.

- 5. Labor and Professional Bodies:** Trade unions and professional associations should be consulted to ensure that the SSC considers the interests of workers and ensures fair and ethical practices in the training and certification process.
- 6. Commitment from Stakeholders:** Once consultations are complete, stakeholders should formalize their support for the SSC through written agreements or memorandums of understanding (MoUs). This helps to ensure long-term collaboration and resource sharing.

## 2.4 Approval Process for Establishing an SSC

Once a sector demonstrates a clear need for an SSC and secures support from key stakeholders, the formal process of establishing the SSC begins. The approval process is designed to ensure that SSCs are set up in a way that guarantees their long-term effectiveness and alignment with national goals.

Steps in the Approval Process:

- 1. Submission of a Proposal:** A detailed proposal must be submitted to the relevant government authority, the **National Board for Technical Education (NBTE)**. The proposal should outline the sector's skills needs, the objectives of the SSC, its governance structure, and its financial sustainability plan.
- 2. Review and Evaluation:** The proposal is reviewed by a committee of experts from government agencies, industry, and education. The committee evaluates the proposal based on the criteria for establishment, the strength of stakeholder support, and the potential impact of the SSC on skills development within the sector.
- 3. Public Consultation:** In some cases, public consultations may be held to gather additional input from other stakeholders or the general public. This step ensures transparency and inclusiveness in the approval process.
- 4. Government Endorsement:** Once the proposal is approved, the SSC receives formal endorsement from the government, which may include legal recognition and the granting of authority to operate.
- 5. Accreditation by Regulatory Bodies:** The SSC must be accredited by relevant bodies such as the NBTE to ensure that it meets national standards for skills development. This accreditation process may involve inspections, audits,

and capacity assessments.

- 6. Inauguration of the SSC:** Following government approval and accreditation, the SSC is formally inaugurated. This may include the appointment of the SSC's board of directors, the establishment of its secretariat, and the launch of its initial activities.

## 2.5 **Formation of Committee of SSCs**

2.5.1 Chair of approved SSCs shall be a member of the committee of SSCs

2.5.2 The Committee should select or nominate a chair

2.5.2 The Chair of the committee shall have a tenure of 2 years

2.5.3 Chair of committee of SSC shall be a member of National Council on Skills (NCS)

### **3.0 Governance and Organizational Structure**

The governance and organizational structure of Sector Skills Councils (SSCs) play a crucial role in ensuring their effective operation and alignment with national objectives. SSCs must have a clear framework for autonomy, leadership, and decision-making to achieve their mandate of delivering **Nigerian Skills Qualifications Framework (NSQF)** that meet industry needs. This section provides detailed guidelines on the governance of SSCs, including autonomy, leadership, membership, decision-making processes, and regulatory compliance.

#### **3.1 Autonomy of the Sector Skills Councils**

The autonomy of SSCs is essential for their success as industry-driven bodies. Autonomy ensures that SSCs have the independence needed to make decisions that align with sector-specific demands while remaining compliant with national education, training and labour policies.

Key Aspects of Autonomy:

- **Financial Autonomy:** SSCs should have control over their financial resources, allowing them to allocate funds toward skill development initiatives, training programs and general administration. This financial autonomy should include the ability to raise funds through levies, industry contributions, and government grants.
- **Operational Independence:** SSCs should operate independently from government interference, while still adhering to regulatory frameworks. This ensures that decisions are made based on industry needs rather than political considerations.
- **Policy Influence:** SSCs must have the autonomy to influence skills policies at the national level by providing input on Occupational Standards development, training standards, and labour market needs.

#### **3.2 Leadership and Management Structure of the Sector Skills Councils**

The leadership of SSCs is critical in driving their vision, ensuring proper governance, and managing day-to-day operations. An effective leadership structure promotes accountability and the achievement of strategic objectives.

Components of Leadership Structure:

- **Board of Directors:** Each SSC should have a board of directors composed of representatives from key stakeholders, including industry leaders, awarding bodies, government officials, education and training providers. The board is responsible for setting strategic direction, approving budgets, and overseeing the SSC's activities.
- **Executive Director:** An Executive Director should be appointed to manage the SSC's day-to-day operations. This individual is responsible for implementing board decisions, managing staff, and ensuring that the SSC's goals are met.
- **Secretariat:** The SSC should have a functional secretariat to support administrative tasks, communication, and coordination among stakeholders.

### **3.3 Membership/Subcommittees/Working Groups of the Sector Skills Councils**

Membership in SSCs must be representative of the sector to ensure that the council's activities reflect a broad range of industry perspectives. The establishment of subcommittees/subcouncils and working groups can help manage specific tasks and focus on specialized areas of skill development.

Key Aspects of Membership:

- **Industry Representation:** Membership should include representatives from large enterprises, small and medium-sized enterprises (SMEs), professional bodies, awarding bodies, labour unions, and relevant government agencies. This diversity ensures that all voices within the sector are heard.
- **Subcommittees/sub councils:** Subcommittees should be formed to focus on specific issues such as Occupational Standards development, quality assurance, industry engagement and finance and administration. Furthermore, for a wide covering SSC may have a sub councils to handle activities peculiar to their area. Each subcommittee/sub council should report to the main board/council and work within defined terms of reference.
- **Working Groups:** Working groups can be established temporarily to address specific short-term projects, such as developing new national Occupational Standards or responding to emerging labor market needs.

### **3.4 Decision-making Process**

A transparent and inclusive decision-making process is essential for the effective

governance of SSCs. Decision-making should be guided by consensus and data-driven analysis to ensure that outcomes align with industry needs.

Decision-Making Mechanisms:

- **Consensus-Based Decision-Making:** SSCs should aim to make decisions based on consensus among board members, ensuring that all stakeholders' interests are considered. This may involve consultation with subcommittees and working groups.
- **Voting Mechanisms:** When consensus cannot be reached, formal voting procedures may be used. Each board member should have an equal vote, and decisions should require a majority for approval.
- **Data-Driven Decisions:** Decisions should be supported by labour market data, skills gap analyses, and feedback from industry consultations to ensure that they are relevant and impactful.

### **3.5 Regulatory Compliance**

Compliance with national and international standards is essential for the credibility and effectiveness of SSCs. Regulatory compliance ensures that SSCs adhere to legal frameworks governing skills development, training delivery, and credibility.

Areas of Regulatory Compliance:

- **National Education Policy:** SSCs must operate within the national framework for skills development, ensuring that qualifications align with standards set by the **National Board for Technical Education (NBTE)** and other relevant bodies.
- **Labor Laws:** SSCs must comply with labor laws regarding workplace learning, apprenticeships, and fair treatment of trainees.

### **3.6 Roles and Responsibilities**

SSCs play a wide range of roles in the delivery of NSQF, ensuring that quality and relevance meets industry needs and learners are equipped with the skills required for employment. These roles encompass policy advice, Occupational Standards development, training delivery and quality assurance.

#### **3.6.1 Provide Policy Advice and Feedback**

SSCs are responsible for advising government agencies and policymakers on skills development needs within their sector. This includes providing input on Occupational

Standards standards, labor market trends, and sector-specific training requirements.

**3.6.2 Generate and/or Interpret Skills and Labor Market Information**

SSCs should conduct research and gather data on the skills required by employers in their sector. This information is critical for designing training programs, and addressing skills gaps.

**3.6.3 Develop and Maintain Skill Standards**

SSCs are responsible for setting skill standards that define the competencies required for specific occupations within their sector. These standards form the basis for NSQF and ensure that training meets industry requirements.

**3.6.4 Develop Occupational Standards and Learning Resources**

SSCs should collaborate with relevant stakeholders to develop Occupational Standards and learning resources that support the delivery of sector-specific qualifications. This ensures that training is aligned with industry standards and current technologies.

**3.6.5 Develop Apprenticeship Pathways**

SSCs play a key role in designing apprenticeship programs that provide learners with on-the-job training and formal education. These pathways help bridge the gap between theory and practice, ensuring that learners gain relevant industry experience.

**3.6.6 monitoring and supporting training delivery**

SSCs Support training and monitoring and evaluating the performance of awarding bodies, training providers, courses, and assessors. This ensures that the quality of training remains high and that learners acquire the necessary skills.

**3.6.7 Promote the Benefits of Training**

SSCs should raise awareness about the importance of skills development for both employers and employees. This includes promoting the benefits of training programs and encouraging participation from stakeholders across the sector.

**3.6.8 Promote Career Information, Advice, and Guidance**

SSCs should provide career information, advice, and guidance to learners, helping them understand the opportunities available in their sector and the pathways to achieving qualifications and employment.

**3.6.9 Support Professional Development of Trainers, and Quality Assurers**

SSCs should facilitate the professional development of trainers, and quality assurance

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to ensure that they remain up-to-date with industry practices and are capable of delivering effective training.

**3.6.10 Manage and Promote Apprenticeships**

SSCs should oversee the management of apprenticeship programs, ensuring that they meet industry standards and provide learners with valuable skills. This includes promoting apprenticeships to employers and learners.

**3.6.11 Co-ordinate Training in the Sector**

SSCs should coordinate training initiatives across the sector, ensuring that programs are aligned with industry needs and that learners have access to relevant training opportunities.

**3.6.12 Monitor Training Initiatives and Programs**

SSCs should monitor the effectiveness of training programs and initiatives, using feedback from employers and learners to make improvements and ensure that training remains relevant.

**3.6.13 Administer Levy Funds**

SSCs may be responsible for administering levy funds contributed by employers to support skills development. These funds can be used to finance training programs, apprenticeship schemes, and the development of standards

**3.6.14 Undertaking Labor Market Research and Sector Analysis**

SSCs should research to understand labour market trends and skills demand within their sector. This information is crucial for guiding the development of standards, qualifications and training programs.

**3.6.15 Undertaking Sector Occupational Mapping**

SSCs should map the occupations within their sector to understand the skills required for each role. This information helps in developing targeted qualifications by the awarding bodies and training programs.

**3.6.17 Producing a Sector Skills Strategy**

SSCs should develop a sector skills strategy that outlines the long-term goals for skills development within the sector. This strategy should align with national development objectives and address current and future skills needs.

## **4.0 Funding Options for Sector Skills Councils (SSCs)**

Securing adequate and sustainable funding is critical for the successful operation of Sector Skills Councils (SSCs). A well-structured funding model enables SSCs to carry out their mandate effectively, ensuring the continuous development of sector-specific skills standards, while contributing to the broader objective of improving the country's workforce. This section explores various funding options available to SSCs in Nigeria, from government and employer contributions to third-party funding, as well as the principles of financial management, accountability, and reporting.

### **4.1 Government Funding**

Government funding is one of the primary financial sources for SSCs in Nigeria, especially in the early stages of their establishment. The federal and state governments provide grants and financial support to SSCs as part of national efforts to enhance skills and workforce development.

Key Considerations:

- **Budget Allocation:** Government ministries, particularly the Ministry of Education, Ministry of Labor, and Ministry of Industry, allocate funds for the development of National Occupational Standards (NOS) and the operational activities of SSCs.
- **Public Grants and Subsidies:** SSCs may apply for special grants from government agencies tasked with overseeing technical and vocational education, such as the **National Board for Technical Education (NBTE)**. These grants are often tied to specific projects or initiatives.
- **National Development Programs:** Government funding may be linked to broader national development strategies, such as the **National Economic Empowerment and Development Strategy (NEEDS)** and other vocational education plans that align with Nigeria's long-term vision for workforce development.

### **4.2 Employer-Funded Model**

An employer-funded model encourages industry stakeholders to contribute directly to the funding of SSCs. This model leverages financial support from businesses that benefit directly from skills development programs tailored to their specific sector needs.

Key Features:

- **Levy Systems:** Some countries implement employer levy systems, where companies contribute a percentage of their payroll towards funding sector-specific skills development. SSCs can lobby for similar models to be implemented in Nigeria, ensuring a continuous flow of funds.
- **Voluntary Contributions:** Employers may also make voluntary contributions, particularly large enterprises and multinational corporations, which understand the importance of developing skilled workers for industry sustainability.
- **Corporate Social Responsibility (CSR):** Many companies have CSR programs aimed at community development. SSCs can tap into these initiatives by promoting skills training as part of a company's social responsibility agenda.

#### **4.3 Third-Party Funding/Income Generation**

In addition to government and employer funding, SSCs can explore third-party funding and income-generation activities to diversify their revenue streams. This involves seeking financial support from various external sources, including international development organizations and income-generating activities.

Key Options:

- **International Development Agencies:** Organizations such as the **World Bank, United Nations Development Programme (UNDP),** and the **International Labour Organization (ILO)** often provide funding for skills development programs in developing countries. SSCs can apply for grants or partner with these agencies for financial and technical support.
- **Income-Generating Activities:** SSCs can generate income through consultancy services, developing and selling training materials, organizing paid workshops
- **Collaboration with NGOs:** Non-governmental organizations (NGOs) focused on education, skills development, and poverty alleviation often have access to international funding that can be utilized for SSC activities.

#### **4.4 Establishing a Suitable Funding Model**

For SSCs to function effectively, it is critical to establish a sustainable funding model that balances government support, employer contributions, and third-party funding. The right model depends on the sector's size, financial capacity, and the level of commitment from stakeholders.

#### Considerations for Establishing a Funding Model:

- **Sector-Specific Needs:** The chosen funding model should reflect the unique needs and financial capacity of the sector. For example, high-growth industries such as technology or oil and gas may afford more substantial employer contributions, while smaller sectors may rely more on government support.
- **Diversity of Funding:** Relying on a single source of funding is risky. SSCs should aim to diversify their funding streams to avoid disruption in operations. A mix of public, private, and third-party funds can ensure stability.
- **Long-Term Sustainability:** The funding model should consider long-term goals and the financial sustainability of the SSC. This may involve establishing endowment funds or creating a system where sector stakeholders contribute on an ongoing basis.

#### 4.5 Industry Contributions

Industry contributions, whether through direct financial input or in-kind support, are essential to ensuring that SSCs have the resources they need to deliver NSQF effectively. Industry stakeholders play a direct role in the skills development process and, therefore, should contribute to its financial sustainability.

##### Examples of Industry Contributions:

- **In-kind Contributions:** Industries can provide non-monetary support such as donating equipment for training, offering internships and apprenticeships, or providing venues for training and certification exams.
- **Training Levies:** In some countries, industries contribute to sector training levies based on their annual profits. These funds are earmarked for developing technical and vocational education programs that are aligned with industry needs.
- **Collaborative Funding Models:** Partnerships between industries, government bodies, and SSCs can lead to co-funding models where each party shares the financial burden of skills development. This ensures a balance of power and commitment from all stakeholders.

#### 4.6 Donor Funding

Donor funding plays a pivotal role in supporting SSCs, especially in sectors that are under-resourced or in regions with low levels of industrialization. Development partners, international organizations, and philanthropic foundations can provide

financial support, often with a focus on capacity building, poverty reduction, and youth employment.

Sources of Donor Funding:

- **International Development Banks:** Institutions like the **African Development Bank (AfDB)** and the **World Bank** fund large-scale projects aimed at improving education and skills development in Nigeria.
- **Bilateral and Multilateral Aid:** Foreign governments and agencies, such as **USAID, UKAID, and the European Union (EU)**, frequently provide grants for vocational training programs, particularly those targeting marginalized communities.
- **Foundations and Philanthropies:** Private foundations, such as the **Bill & Melinda Gates Foundation** or the **Ford Foundation**, may fund SSC initiatives as part of their broader goals to enhance education and economic opportunities in developing countries.

#### **4.7 Guidelines for Financial Management and Accountability**

Effective financial management and accountability mechanisms are essential for ensuring that funds allocated to SSCs are used appropriately and transparently. Clear guidelines must be established to manage funds, prevent misuse, and ensure that all financial transactions are in line with established policies and regulations.

Key Guidelines:

- **Transparent Budgeting:** SSCs must create detailed annual budgets that outline expected revenue and expenditure. These budgets should be approved by the SSC board and made available to stakeholders.
- **Financial Audits:** Regular internal and external audits must be conducted to ensure financial integrity. Audits provide an independent assessment of the SSC's financial health and help prevent fraud or mismanagement.
- **Clear Expenditure Policies:** SSCs should establish clear policies on how funds are to be used, specifying permissible expenses such as staff salaries, operational costs, training programs, and equipment procurement.

#### **4.8 Reporting and Auditing Requirements**

Regular reporting and auditing are necessary to maintain transparency and build trust among stakeholders. Accurate and timely financial reports allow SSCs to track their progress and make informed decisions on funding allocation.

Reporting Requirements:

- **Quarterly and Annual Financial Reports:** SSCs should submit quarterly and annual reports detailing their financial activities, including income sources, expenditures, and any surplus or deficit. These reports should be shared with stakeholders, including government agencies, employers, and donors.
- **Impact Reports:** Beyond financial reports, SSCs should also provide impact reports that highlight the outcomes of their skills development initiatives. These reports can include the number of NOS developed improvements in labour market outcomes, and the overall contribution of SSC activities to sector growth.

**Compliance with National Standards:** SSCs must adhere to financial reporting standards established by the **Nigerian Financial Reporting Council (FRC)** or any other relevant authority to ensure that reports meet national requirements for transparency and accountability.

## **5.0 Strategic Planning and Policy Development**

Strategic planning and policy development form the foundation for the effective operation of Sector Skills Councils (SSCs) in delivering National Skills Qualifications Framework (NSQF) in Nigeria. A well-structured strategic framework allows SSCs to anticipate the evolving needs of industries, assess current and future skills gaps, and align their objectives with national economic priorities. The strategic plan guides SSC activities, ensures alignment with government policies, and provides a mechanism for measuring performance.

### **5.1 Development of a Sectoral Skills Strategy**

The first step in the strategic planning process is the development of a comprehensive sectoral skills strategy. This strategy outlines how the SSC intends to meet the skill development needs of its sector by identifying industry-specific requirements and designing appropriate training programs and apprenticeship pathways to address them. It acts as a roadmap for addressing labour market challenges while contributing to the broader national objective of creating a skilled and employable workforce.

Key Considerations for Sectoral Skills Strategy Development:

- **Industry Consultation:** Engage with industry stakeholders, including employers, training providers, and government agencies, to understand the specific skills required to remain competitive in a rapidly changing economic environment.
- **Data-Driven Approach:** Use labour market data, research, and forecasts to inform decision-making. Tools such as Sector Occupational Mapping and labour market analysis help to identify skill shortages and surpluses.
- **Collaboration with Educational Institutions:** Work closely with universities, polytechnics, and vocational training centers to ensure the Occupational Standards aligns with sector skill needs and quality standards.
- **Continuous Review:** As industries evolve, the sectoral skills strategy must be reviewed and updated periodically to remain relevant.

### **5.2 Assessment of Current and Future Skill Needs**

A critical component of the strategic planning process is the assessment of both current and future skill needs. This enables SSCs to develop standards and training

programs that equip the workforce with the right skills to meet industry demands, both now and in the future.

Methods for Assessing Skills Needs:

- **Labor Market Surveys:** Conduct regular surveys to gauge the skills currently in demand by employers in the sector. This includes identifying gaps in technical skills, digital literacy, and soft skills.
- **Industry Trend Analysis:** Analyze industry trends such as technological advancements, automation, and globalization, which may affect the type of skills required in the future. For example, the rise of digital transformation across sectors necessitates the integration of IT and digital skills into training programs.
- **Consultations with Employers and Industry Experts:** Direct consultations with employers provide insights into the skills they seek in their workforce and future trends they anticipate in their industries.
- **Forecasting Tools:** Use forecasting tools and scenario planning to project future skill demands based on economic, social, and technological changes.

Outcomes:

- **Sector Skills Report:** The findings from the skills assessment should be documented in a comprehensive report that outlines current skills shortages, emerging skills needs, and recommendations for addressing these through training programs.
- **Adaptation of standards:** Based on the assessment, SSCs may need to modify existing Occupational Standards or develop new ones that are better aligned with industry requirements.

### **5.3 Alignment with National Economic Priorities**

SSCs must ensure that their sectoral strategies and policies are aligned with national economic priorities to contribute meaningfully to Nigeria's development goals. These national priorities are often articulated in policies and strategies such as the National Economic Empowerment and Development Strategy (NEEDS), Nigeria's Economic Recovery and Growth Plan (ERGP), Macroeconomic Stability and Exchange Rate Management

Key National Economic Priorities:

- **Job Creation:** The development of sector-specific skills must align with the government's goal of creating jobs, particularly for youth and women, who represent a large segment of the unemployed population in Nigeria.
- **Industrial Growth:** Sectors such as manufacturing, oil and gas, agriculture, and ICT are prioritized for growth in Nigeria's economic strategy. SSCs should focus on developing training programs that meet the skills demands of these industries.
- **Technological Advancement and Digital Economy:** As Nigeria moves towards a knowledge-based economy, SSCs must align with initiatives aimed at improving digital literacy, fostering innovation, and supporting the ICT sector.
- **Economic Diversification:** In support of economic diversification, SSCs should develop Occupational Standards for skills that facilitate the growth of non-oil sectors such as agriculture, renewable energy, and creative industries.

Mechanisms for Alignment:

- **Policy Review:** Regularly review national policies and strategies to ensure SSC activities are aligned with government priorities.
- **Collaboration with Government Ministries:** Maintain a close working relationship with key ministries such as the Ministry of Education, Ministry of Industry, and Ministry of Labor to ensure alignment with national goals.

#### 5.4 Setting Short, Medium, and Long-Term Objectives

Once the sectoral skills strategy and national alignment are established, SSCs must set clear short-, medium-, and long-term objectives that guide their operations and provide measurable outcomes.

Short-Term Objectives (1–2 years):

- **Establish Operational Structures:** In the early stages, SSCs should focus on setting up their governance and organizational structures, establishing industry partnerships, and beginning the development of initial Occupational Standards.
- **Pilot Training Programs:** Launch pilot training programs and apprenticeships that address immediate skill gaps in the sector.
- **Stakeholder Engagement:** Build awareness among stakeholders, including employers, training institutions, and potential trainees, to gain their support and participation in SSC activities.

Medium-Term Objectives (3–5 years):

- **Scaling Up Training Programs:** Expand training programs across more geographical regions and increase participation from small and medium-sized enterprises (SMEs) in the sector.
- **Develop New Standards:** Based on ongoing labour market assessments, introduce new standards to meet emerging skills needs in the industry.
- **Continuous Professional Development (CPD):** Support CPD programs for trainers, educators, and assessors to ensure that training quality remains high and relevant to industry standards.

Long-Term Objectives (5–10 years):

- **Institutionalize the SSC Model:** Aim to make the SSC model self-sustaining by establishing long-term funding mechanisms, embedding SSC practices in national education and employment policies, and gaining recognition as a key player in the sector.
- **Monitor and Evaluate Impact:** Develop a comprehensive monitoring and evaluation framework to assess the long-term impact of SSC initiatives on job creation, skills development, and sector growth.

## 5.5 Identification of Key Performance Indicators (KPIs)

To ensure that the SSCs are operating effectively and meeting their strategic objectives, it is essential to establish Key Performance Indicators (KPIs) that measure their progress. KPIs provide a clear framework for evaluating the success of SSC activities and guiding future decision-making.

Key KPIs for SSCs:

- **Number of Certified Individuals:** Track the number of individuals who complete NSQ training programs and certificated by ABs. This is a critical measure of the SSC's direct impact on workforce development.
- **Employment Outcomes:** Measure the employability of individuals who have undergone NSQ training. This includes job placement rates, career advancement, and the relevance of the acquired skills to their job roles.
- **Employer Satisfaction:** Conduct regular surveys with employers to gauge their satisfaction with the skills of certified workers and the relevance of NSQ

programs to industry needs.

- **NOS Development:** Track the development of new NOS and the modification of existing ones to meet emerging industry requirements.
- **Evaluating Training Providers:** Measure the number of accredited training providers in the sector and the quality of the training delivered, as assessed through monitoring and evaluation.
- **Partnerships and Collaboration:** Monitor the number and quality of partnerships with industry stakeholders, ABs, training institutions, and government agencies. Strong partnerships are indicative of the SSC's ability to influence and coordinate sectoral skills development.
- **Funding and Financial Sustainability:** Track the diversity of funding sources and the financial sustainability of SSC operations. KPIs in this area may include the percentage of funding from government, industry contributions, and third-party sources.

Monitoring and Reporting:

- **Quarterly Reports:** SSCs should prepare quarterly reports to track their progress against KPIs and highlight any areas requiring additional focus or resources.
- **Annual Impact Assessment:** An annual impact assessment should be conducted to evaluate the overall effectiveness of SSC activities, including their contribution to workforce development, sector growth, and alignment with national priorities.

## **6.0 Quality Assurance and Continuous Improvement**

Ensuring quality assurance and continuous improvement in the delivery of National Skills Qualifications (NSQ) is essential for maintaining high standards of skills development in Nigeria. Sector Skills Councils (SSCs) play a critical role in developing and maintaining quality standards in the training process. This includes establishing quality assurance frameworks, conducting assessments and evaluations, promoting continuous professional development (CPD), and implementing auditing and reporting mechanisms. A robust quality assurance system ensures that the skills taught meet industry needs and that qualifications are credible and valuable to employers and the workforce.

### **6.1 Quality Assurance Framework**

A Quality Assurance Framework (QAF) is a systematic and structured approach designed to ensure that all elements of skills training and assessment processes meet predefined quality standards. The QAF sets out the policies, procedures, and guidelines to be followed by ABs training providers, assessors, and other stakeholders to maintain the integrity and value of NSQ.

Key Components of the Quality Assurance Framework:

- **NOS Development:** Ensures that all NOS developed are based on clearly defined industry standards. These standards should be regularly updated to reflect changes in industry requirements and technological advancements.
- **Evaluation of ABs:** The QAF should outline the criteria for developing qualifications, accrediting training providers. This ensures that only institutions with the necessary infrastructure, skilled staff, and resources are authorized to deliver NSQ-related programs.
- **Assessment and Certification:** Clear guidelines should be provided to the ABs on how assessments are conducted, how students' performances are evaluated, and how qualifications are awarded. This process must be fair, consistent, and aligned with the defined standards.
- **Monitoring and Evaluation:** Continuous monitoring of the quality of training, assessments, and the performance of training providers ensures that any issues are identified and addressed promptly.

Benefits of a Quality Assurance Framework:

- **Credibility:** A well-defined QAF enhances the credibility of the NSQ by ensuring that certified individuals possess the requisite skills and knowledge required by the industry.
- **Consistency:** By standardizing processes, the QAF ensures that skills training and assessments are consistent across different training providers and geographical locations.
- **Accountability:** The framework holds ABs, training providers, and assessors accountable for maintaining high standards in the delivery of skills training and assessments.

## 6.2 Assessment and Evaluation

Assessment and evaluation are crucial elements in ensuring the quality of the skills development process. ABs are responsible for overseeing and ensuring that assessment and evaluation mechanisms are both valid and reliable.

## 6.3 Continuous Professional Development (CPD)

Continuous Professional Development (CPD) is essential for maintaining high-quality teaching, assessment, and management in the delivery of NSQ. CPD programs ensure that trainers, assessors, ABs and SSC staff are up-to-date with the latest industry developments, educational methodologies, and technological advancements.

Key Aspects of CPD:

- **Training for Trainers:** Trainers delivering NSQ programs must undergo regular professional development to enhance their pedagogical skills, stay current with industry changes, and adopt innovative teaching methodologies.
- **Development of Quality Assurers Managers: Quality Assurers Managers** need to be trained to conduct fair, unbiased, and accurate assessments of learners' competencies. Regular CPD ensures that assessors are equipped with the latest tools and techniques for evaluating performance.
- **Updating Occupational Standards Development Staff:** SSC personnel involved in the development of Occupational Standards must regularly engage in CPD activities to ensure that training programs are continuously aligned with industry needs.

CPD Implementation:

- **Workshops and Seminars:** Regular workshops, seminars, and conferences should be organized for SSC, AB staff, trainers, and assessors. These events provide platforms for knowledge sharing, skills enhancement, and networking with industry experts.
- **Mentorship and Coaching:** CPD programs should include mentorship and coaching initiatives where experienced professionals guide trainers and assessors in improving their practice.
- **E-Learning and Online Training:** The use of online platforms to deliver CPD is essential in reaching a wider audience, particularly for remote training providers or assessors. E-learning tools enable continuous access to resources and training modules.

#### **6.4 Auditing and Reporting Mechanisms**

To ensure accountability and transparency in the delivery of NSQ, SSCs must establish auditing and reporting mechanisms. These mechanisms provide an independent evaluation of whether the quality assurance processes are being effectively implemented.

Auditing Processes:

- **Internal Audits:** SSCs should conduct regular internal audits to assess compliance with established quality assurance procedures. This includes reviewing training delivery, assessments, certification processes, and the performance of training providers.
- **External Audits:** Independent external audits should be conducted periodically by government agencies or third-party organizations. These audits provide an objective assessment of the SSC's adherence to national standards and regulations.

Areas Covered in Audits:

- **Compliance with National Standards:** Audits should ensure that SSCs, ABs and training providers comply with the national standards and frameworks established for NSQs.
- **Assessment Integrity:** Ensure that assessment processes are free from biases, fraud, or malpractices and that they consistently measure the competencies outlined in the qualification standards.

- **Financial Management:** Audits should also evaluate the financial management of SSCs, ensuring transparency in the use of funds, particularly where government or donor funding is involved.

Reporting Mechanisms:

- **Annual Reports:** SSCs should publish annual reports detailing their activities, achievements, and challenges in delivering NSQ. The reports should include key performance indicators, results of assessments, and financial statements.
- **Regular Updates to Stakeholders:** SSCs should provide regular updates to ABs, industry stakeholders, training providers, and government agencies on the outcomes of its activities.

Benefits of Auditing and Reporting:

- **Transparency and Accountability:** Regular audits and reports promote transparency in the operations of SSCs, ensuring that stakeholders are informed about the quality and effectiveness of training programs.
- **Continuous Improvement:** Audits and reports provide critical insights into areas where improvements are needed, enabling SSCs to take corrective actions and continuously enhance their programs.

## **7.0 Industry Collaboration and Stakeholder Engagement**

Effective industry collaboration and stakeholder engagement are critical elements for the successful delivery of National Skills Qualifications (NSQ) in Nigeria. The role of Sector Skills Councils (SSCs) extends beyond developing and maintaining standards to fostering partnerships with industries, engaging key stakeholders, and promoting public awareness of skills development. By doing so, SSCs can ensure that the NOS they develop are industry-relevant, that training programs align with employer needs, and that the broader public understands the value of skills training.

### **7.1 Building Industry Partnerships**

A robust partnership between SSCs and industry is foundational to the success of skills development in Nigeria. Industry collaboration ensures that the skills being taught and certified are relevant to the demands of the labour market and that the Occupational Standards aligns with the latest technological advancements and job requirements.

Key Strategies for Building Industry Partnerships:

- **Joint Skills Development Initiatives:** SSCs should work closely with industry leaders to co-develop skills development programs that address both current and future workforce needs. This can include collaborations on Occupational Standards design, apprenticeship programs, and continuous professional development initiatives for workers.
- **Industry Input in Occupational Standards Development:** Industry representatives should be involved in the design and review of Occupational Standards to ensure that training programs meet sector-specific needs. Their insights can help identify the key competencies and skills that are in high demand, ensuring the relevance of the NSQ.
- **Apprenticeship and Internship Programs:** Partnering with industries to create structured apprenticeship and internship programs allows learners to gain hands-on experience in real work environments. This practical experience is invaluable in bridging the gap between classroom learning and on-the-job performance.
- **Industry Advisory Boards/Industry Engagement Subcommittee:** Establishing industry advisory boards/ within SSC ensures that sector-specific knowledge and expertise are continually integrated into skills development programs. These board/subcommittee can provide advice on emerging trends,

technological advancements, and skill gaps that need to be addressed.

Benefits of Industry Partnerships:

- **Relevant Skill Sets:** Industry partnerships ensure that training programs produce graduates who possess the skills required by employers, thereby improving employability.
- **Workforce Readiness:** By involving industry in training design and implementation, SSCs can ensure that learners are better prepared for the workforce, reducing the need for extensive on-the-job training by employers.
- **Access to Resources:** Industry partnerships can provide SSCs and training providers with access to cutting-edge technology, tools, and expertise that enhance the quality of skills training.

## 7.2 Stakeholder Involvement

Engaging a broad range of stakeholders in the design, delivery, and assessment of skills training is essential to the success of the NSQs system. Stakeholders may include government agencies, employers, training providers, trade unions, non-governmental organizations, and professional associations. These groups bring diverse perspectives that contribute to the development of a comprehensive skills development system.

Key Aspects of Stakeholder Involvement:

- **Multi-stakeholder Consultation:** SSCs should facilitate regular consultations with various stakeholders to gather input on emerging skill needs, Occupational Standards content, and the effectiveness of training programs. This ensures that all relevant parties have a voice in shaping the skills development landscape.
- **Collaborative Governance:** Stakeholder involvement should be integrated into the governance structure of SSCs. This includes representation on decision-making bodies such as SSC boards, working groups, and subcommittees.
- **Shared Responsibility for Quality Assurance:** Stakeholders can play an active role in the quality assurance process by providing feedback on the relevance and effectiveness of training programs and by participating in evaluation and monitoring activities.

#### Benefits of Stakeholder Involvement:

- **Holistic Development of Training Programs:** Involving a wide range of stakeholders ensures that the training programs are not only industry-relevant but also socially responsible, meeting the needs of workers, employers, and the broader community.
- **Increased Buy-in and Ownership:** When stakeholders are actively engaged in the development and implementation of skills training programs, they are more likely to support and promote these initiatives within their organizations and networks.
- **Sustainability of the NSQ System:** Broad stakeholder involvement ensures the long-term sustainability of the NSQ system by creating a shared commitment to continuous improvement and innovation.

### 7.3 Public Awareness Campaigns

Public awareness campaigns are crucial for creating understanding and recognition of the NSQ, the importance of skills training, and the role of SSCs in supporting economic growth and workforce development. Public awareness efforts should target both employers and potential learners to increase enrollment in skills programs and promote the value of certified qualifications.

#### Key Strategies for Public Awareness Campaigns:

- **National and Regional Campaigns:** SSCs should collaborate with government agencies and media outlets to run national and regional awareness campaigns that highlight the benefits of skills development for both individuals and employers. These campaigns can focus on success stories, the economic benefits of skilled workers, and the opportunities available through NSQF.
- **Digital and Social Media Engagement:** Social media platforms, websites, and digital advertising provide cost-effective means of reaching large audiences, particularly young people and potential learners. SSCs can create content that promotes the value of technical skills, the pathways to certification, and the opportunities for career growth.
- **Engagement with Schools and Communities:** SSCs should work closely with schools, career counsellors, and community organizations to promote technical and vocational education as a viable and valuable career option. Career fairs, open days at training centres, and community outreach events can provide direct interaction with potential learners and their families.

- **Employer-Focused Awareness Initiatives:** Many employers may not be fully aware of the benefits of hiring workers with NSQs or participating in apprenticeship programs. Public awareness campaigns should target employers to highlight how hiring skilled workers can improve productivity, reduce training costs, and support business growth.

Benefits of Public Awareness Campaigns:

- **Increased Enrollment in Skills Training Programs:** Raising awareness about the value of skills training and certification can lead to increased enrollment in NSQ programs, helping to build a more skilled workforce.
- **Enhanced Recognition of NSQ by Employers:** Public campaigns can help employers recognize the value of NSQ as a mark of quality and competence, encouraging them to prioritize hiring certified workers.
- **Promotion of Lifelong Learning:** Awareness efforts can promote a culture of lifelong learning and professional development, encouraging workers to continually upgrade their skills and pursue further certifications.

## **8.0 Implementation and Operational Procedures**

The effective delivery of National Skills Qualifications Framework (NSQF) in Nigeria requires a well-structured implementation and operational framework. Sector Skills Councils (SSCs) must adhere to defined processes and procedures to ensure that their activities align with national policies, address the skill needs of various industries, and maintain the quality and relevance of the qualifications.

### **8.1 Implementation Plan**

An effective implementation plan is essential for the seamless functioning of Sector Skills Councils. The plan should outline a timeline of activities, milestones, deliverables, and the responsibilities of all involved stakeholders. Key components include:

- **Clear Objectives and Milestones:** The implementation plan must define the short-, medium-, and long-term objectives of the SSC, aligning these with broader national skills development goals. Milestones should be clearly articulated to track progress.
- **Role Definition:** Clearly defined roles and responsibilities for all parties involved in the implementation process, including industry partners, training providers, and government agencies.
- **Phased Approach:** A phased approach to the implementation of SSC activities can help mitigate risks and ensure the smooth execution of programs. This may involve piloting initiatives before scaling up to a national level.
- **Monitoring Mechanisms:** Regular monitoring of the implementation process is critical. Establish key performance indicators (KPIs) to assess progress and identify areas that need adjustment.

### **8.2 Resource Allocation**

Resource allocation is key to the successful implementation of SSC initiatives. Resources must be appropriately distributed to ensure that all functions of the SSC are supported, including training, Occupational Standards development, and quality assurance.

- **Financial Resources:** Adequate funding must be allocated for SSC operations, including administrative costs, training program development, and public awareness campaigns. The funding model should balance government,

employer, and third-party contributions.

- **Human Resources:** Qualified personnel should be engaged in various roles, such as training providers, Occupational Standards developers, industry experts, and quality assurance professionals.
- **Technical Resources:** Modern technology should be employed to develop digital platforms for learning, assessments, and record-keeping, as well as to facilitate remote collaboration and communication between stakeholders.

### **8.3 Operational Workflow**

The operational workflow outlines the day-to-day functioning of SSCs, ensuring that processes are standardized, efficient, and transparent. The workflow should include:

- **Standard Operating Procedures (SOPs):** Develop SOPs for each function of the SSC, from training program development, to ensuring consistency across the board.
- **Coordination between Departments:** Clearly outline how various departments within the SSC interact and share information to avoid duplication of efforts.
- **Approval Processes:** Define the steps involved in approving new, Occupational Standards, and standards, including consultation with industry stakeholders and government agencies.

### **8.4 Risk Management**

Risk management is critical to anticipate, identify, and mitigate potential challenges that could hinder the SSC's operations or the delivery of NSQF.

- **Risk Identification:** Identify risks related to funding, industry collaboration, stakeholder engagement, and regulatory compliance.
- **Mitigation Strategies:** Develop strategies to mitigate identified risks, such as diversifying funding sources, strengthening stakeholder relationships, and adhering to government policies and regulations.
- **Contingency Planning:** Have contingency plans in place to address disruptions, such as changes in government policy, technological disruptions, or shifts in industry demand.

### **8.5 Meeting Frequency and Procedures**

Effective governance requires regular meetings to review progress, make decisions,

and address challenges. The following guidelines should be observed:

- **Regular Meetings:** SSCs should meet on a regular basis—monthly or quarterly—to discuss operational updates, review ongoing initiatives, and make strategic decisions.
- **Agenda Setting:** Establish clear agendas for each meeting, including a review of KPIs, risk assessments, financial performance, and progress toward milestones.
- **Decision-Making Procedures:** Define the decision-making process within the SSC, including voting rights and approval procedures for major initiatives.

## **8.6 Communication Protocols**

Clear communication channels must be established to ensure seamless interaction between all stakeholders involved in the SSC's activities.

- **Internal Communication:** Define protocols for internal communication within the SSC, including the use of digital tools for collaboration and the dissemination of updates.
- **External Communication:** Outline the process for communicating with external stakeholders, including industry partners, training providers, and government agencies. Regular updates on SSC activities should be shared through newsletters, reports, and official statements.
- **Crisis Communication:** Develop a crisis communication strategy to address issues that may arise, such as disruptions in training or conflicts between stakeholders.

## **8.7 Document Management and Record Keeping**

Effective document management and record-keeping practices are essential to maintain transparency, accountability, and compliance with regulatory requirements.

- **Document Storage:** SSCs should employ secure digital platforms for storing documents related to Occupational Standards , council meeting and reports, annual reports and strategic plans. This ensures easy access and retrieval of important records.
- **Version Control:** Implement a system for version control to track changes in documents, such as updated standards or revised Occupational Standards .
- **Record Retention:** Establish a policy for the retention of records, ensuring compliance with national regulatory requirements for data protection and archiving.

## **8.8 Budgeting and Financial Management**

Financial management is critical to the sustainability of SSC operations. A well-planned budgeting and financial management system ensures that SSCs can operate efficiently and deliver high-quality skills training programs.

- **Annual Budget Planning:** SSCs should develop annual budgets that outline expected revenues and expenditures. This budget should account for all operational activities, including administrative costs, training program development, and stakeholder engagement.
- **Expenditure Monitoring:** Regular monitoring of expenditures ensures that SSCs remain within budget and avoid overspending. This can be achieved through monthly financial reviews and reporting.
- **Contingency Funds:** Establish contingency funds to address unexpected expenses, such as emergencies or changes in funding availability.

## **8.9 Reporting and Evaluation Requirements**

Regular reporting and evaluation are essential to ensure accountability, measure progress, and facilitate continuous improvement in the operations of SSCs.

- **Reporting:** SSCs should develop regular reports that provide updates on operational activities, financial performance, and progress toward achieving strategic goals. These reports should be shared with stakeholders, including government agencies and industry partners.
- **Performance Evaluation:** Regular evaluation of SSC activities is essential to identify areas for improvement. This evaluation should include assessments of the relevance and quality of training programs, the effectiveness of stakeholder engagement, and the sustainability of funding models.
- **KPIs and Metrics:** Define key performance indicators (KPIs) and metrics to evaluate SSC performance. These should be aligned with national economic priorities and the overall goals of the NSQs system.

## **9.0 Monitoring, Evaluation, and Reporting**

Effective monitoring, evaluation, and reporting are essential for ensuring the successful delivery of National Skills Qualifications (NSQ) in Nigeria. These processes enable Sector Skills Councils (SSCs) to track progress, assess the impact of their initiatives, and make informed decisions to improve their operations. The following sections provide detailed guidelines on monitoring, evaluation, and reporting procedures for SSCs.

### **9.1 Monitoring Framework**

A robust monitoring framework is crucial for tracking the performance and effectiveness of SSC activities. The framework should provide a systematic approach to monitoring various aspects of SSC operations, including training programs, stakeholder engagement, and financial management.

Components of the Monitoring Framework:

- **Objectives and Scope:** Clearly define the objectives of monitoring activities and the scope of what will be monitored. This includes setting specific, measurable, achievable, relevant, and time-bound (SMART) goals.
- **Monitoring Tools and Methods:** Identify and utilize appropriate tools and methods for monitoring, such as surveys, interviews, and performance management software. These tools should capture data on key aspects of SSC operations, including training effectiveness, stakeholder satisfaction, and financial performance.
- **Responsibilities and Roles:** Assign responsibilities for monitoring activities to designated personnel within the SSC. Ensure that staff members have the necessary training and resources to perform their monitoring tasks effectively.
- **Frequency of Monitoring:** Establish a schedule for regular monitoring activities, including monthly, quarterly, and annual reviews. This ensures that issues are identified and addressed promptly.

Example Framework:

- **Training Program Monitoring:** Assess the quality and relevance of training programs through participant feedback, instructor evaluations, and alignment with industry standards.
- **Stakeholder Engagement Monitoring:** Evaluate the effectiveness of stakeholder engagement strategies through surveys, meetings, and partnership

reviews.

- **Financial Monitoring:** Track financial performance against budget projections, including expenditures, revenues, and funding utilization.

## **9.2 Key Performance Indicators (KPIs)**

Key Performance Indicators (KPIs) are metrics used to evaluate the success of SSC activities and programs. KPIs should be aligned with the SSC's objectives and the overall goals of the NSQs system.

Examples of KPIs:

- **Training Effectiveness:** Measure the success of training programs through indicators such as post-training assessments, and employment outcomes.
- **Industry Engagement:** Track the level of industry involvement in SSC activities, including the number of industry partners, advisory board meetings, and collaborative projects.
- **Financial Performance:** Monitor financial health through KPIs such as budget adherence, funding diversification, and financial sustainability.
- **Stakeholder Satisfaction:** Assess stakeholder satisfaction through surveys and feedback mechanisms, focusing on their experience with SSC programs and services.
- **Compliance and Quality Assurance:** Evaluate adherence to regulatory requirements and quality standards through compliance audits and certification reviews.

KPI Examples:

- **Percentage of trainees who secure employment within six months of program completion.**
- **Number of industry partnerships established and maintained.**
- **Percentage of budget allocated versus actual expenditure.**

## **9.3 Data Collection and Analysis**

Data collection and analysis are critical for informed decision-making and continuous improvement. SSCs must implement systematic processes for gathering, analyzing, and interpreting data related to their activities.

Data Collection:

- **Data Sources:** Identify and utilize various sources of data, including labour market information records, financial reports, stakeholder feedback, and industry surveys.
- **Data Collection Methods:** Employ reliable data collection methods such as electronic surveys, interviews, and focus groups to gather information from trainees, industry partners, and other stakeholders.
- **Data Management Systems:** Implement data management systems that facilitate the storage, retrieval, and analysis of collected data. These systems should ensure data accuracy, security, and accessibility.

Data Analysis:

- **Analytical Techniques:** Use appropriate analytical techniques to interpret data, including statistical analysis, trend analysis, and comparative studies.
- **Reporting Results:** Present analysis results in a clear and actionable format, including charts, graphs, and summary reports. Ensure that findings are communicated to relevant stakeholders.

Example Analysis:

- **Training Program Effectiveness:** Analyze employment outcomes to evaluate the impact of training programs on participants' career prospects.
- **Financial Performance:** Assess budget adherence and funding utilization to ensure financial sustainability and identify areas for cost optimization.

#### **9.4 Feedback Loops and Continuous Improvement**

Feedback loops and continuous improvement mechanisms are essential for refining SSC activities and enhancing the effectiveness of NSQs.

Feedback Loops:

- **Regular Feedback Collection:** Implement regular feedback collection mechanisms from ABs, trainees, industry partners, and other stakeholders to gather insights on program effectiveness, satisfaction, and areas for improvement.
- **Feedback Integration:** Systematically integrate feedback into the decision-making process, ensuring that identified issues are addressed and improvements are made.
- **Feedback Reporting:** Share feedback findings with relevant stakeholders and

provide updates on actions taken to address concerns and implement improvements.

Continuous Improvement:

- **Review and Evaluation:** Conduct periodic reviews and evaluations of SSC activities to assess performance against KPIs and objectives. Use these evaluations to identify strengths, weaknesses, and opportunities for improvement.
- **Action Plans:** Develop and implement action plans to address identified issues and enhance the effectiveness of SSC programs. Ensure that action plans are monitored and adjusted as needed.
- **Innovation and Adaptation:** Encourage a culture of innovation and adaptation within SSCs, promoting the adoption of new practices, technologies, and approaches to improve skills development and training outcomes.

Example Continuous Improvement Initiatives:

- **Program Enhancements:** Modify training Occupational Standards on feedback and evaluation results to better meet industry needs and improve learner outcomes.
- **Process Optimization:** Streamline operational processes to increase efficiency and reduce administrative burdens, based on insights gained from data analysis and stakeholder feedback.

## 10.0 Legal Considerations

Ensuring compliance with legal standards and adhering to ethical guidelines are crucial for the effective operation of Sector Skills Councils (SSCs) in the delivery of National Skills Qualifications (NSQ) in Nigeria. This section outlines the key aspects of legal and ethical considerations, including compliance with national laws, ethical guidelines, and data privacy and security.

### 10.1 Compliance with National Laws

#### 10.1.1 Overview of Relevant Legislation

To operate effectively and legally, Sector Skills Councils (SSCs) must adhere to a range of national laws and regulations. These laws govern various aspects of SSC operations, from organizational structure to funding and standards development.

- **Education Act:** This act provides the legal framework for education and training institutions in Nigeria. It outlines the responsibilities of educational bodies and their role in delivering educational programs, including technical and vocational training.
- **Labour Act:** The Labour Act covers employment practices and labor relations, including the rights and responsibilities of employers and employees. SSCs must ensure that their practices comply with labor laws, especially in relation to apprenticeships and vocational training.
- **Companies and Allied Matters Act (CAMA):** This act governs the registration and operation of companies and organizations in Nigeria, including SSCs. It provides guidelines on corporate governance, financial management, and reporting.
- **Data Protection Act:** This act regulates the collection, storage, and processing of personal data. SSCs must ensure compliance with data protection laws to safeguard the privacy of individuals involved in skills training and assessment.

#### 10.1.2 Compliance Procedures

To ensure compliance with national laws, SSCs should:

- **Conduct Regular Legal Reviews:** Regularly review relevant legislation and regulations to ensure ongoing compliance. This includes monitoring changes in laws that may affect SSC operations.

- **Establish Compliance Mechanisms:** Develop internal policies and procedures to ensure adherence to legal requirements. This may include appointing a compliance officer or establishing a compliance committee.
- **Training and Awareness:** Provide training for SSC members and staff on legal requirements and compliance practices to ensure that everyone understands their responsibilities.

## **10.2 Data Privacy and Security**

### **10.2.1 Data Protection Laws**

Compliance with data protection laws is essential for safeguarding personal information. The Nigeria Data Protection Regulation (NDPR) outlines requirements for data collection, storage, and processing.

- **Data Collection:** Collect only the data necessary for SSC operations and ensure that individuals are informed about the purpose of data collection.
- **Data Storage and Access:** Implement measures to secure data storage and limit access to authorized personnel only. Use encryption and other security technologies to protect data.
- **Data Sharing and Disclosure:** Ensure that data sharing and disclosure comply with legal requirements and that agreements are in place to protect data when shared with third parties.

### **10.2.2 Data Security Policies**

Develop and implement data security policies that include:

- **Security Measures:** Establish security measures such as firewalls, anti-virus software, and secure networks to protect data from unauthorized access or breaches.
- **Incident Response:** Develop an incident response plan to address data breaches or security incidents, including notifying affected individuals and regulatory authorities as required.
- **Regular Audits:** Conduct regular audits of data security practices to ensure compliance with policies and identify areas for improvement.

## 11.0 Conclusion

These operational guidelines are critical in ensuring that Sector Skills Councils (SSCs) can meet the challenges of Nigeria's evolving labour market and deliver on the promise of the Nigeria Skills Qualifications Framework. By setting clear standards for governance, industry alignment, and quality assurance, the guidelines provide a solid foundation for SSCs to contribute effectively to national skills development efforts.

The establishment of Sector Skills Councils is a crucial step in ensuring that Nigeria's workforce is equipped with the skills necessary to compete in the modern economy. By following these guidelines for sector selection, stakeholder engagement, and approval processes, SSCs can be effectively established to support the delivery of National Skills Qualifications that meet industry needs and contribute to national development.

A robust and diversified funding model is essential for the sustainability and success of SSCs in Nigeria. By tapping into multiple sources of funding—including government support, industry contributions, third-party funds, and donor support—SSCs can ensure that they have the financial resources needed to fulfill their mandate. Coupled with sound financial management and reporting practices, SSCs can achieve their objectives of delivering high-quality National Skills Qualifications that meet the evolving needs of Nigeria's workforce.

Strategic planning and policy development are critical elements for the success of SSCs in delivering NSQ in Nigeria. By developing sectoral skills strategies, assessing current and future skill needs, aligning with national economic priorities, setting clear objectives, and identifying KPIs, SSCs can ensure that they remain responsive to the evolving demands of the labour market. These strategies not only enhance the quality of skills training but also contribute to the broader national goal of creating a skilled and competitive workforce.

The success of Sector Skills Councils in the delivery of National Skills Qualifications in Nigeria depends on a well-structured implementation and operational framework. By adhering to these guidelines, SSCs can ensure efficient and effective operations, while meeting industry demands and promoting skills development that aligns with national economic goals.

Industry collaboration, stakeholder engagement, and public awareness campaigns

are key components in the effective delivery of NSQF through Sector Skills Councils in Nigeria. By building strong partnerships with industry, involving a broad range of stakeholders in decision-making, and conducting targeted public awareness campaigns, SSCs can ensure the relevance, recognition, and success of skills development programs. These collaborative efforts will ultimately contribute to a skilled workforce capable of driving economic growth and development in Nigeria.

Monitoring, evaluation, and reporting are fundamental to the effective delivery of National Skills Qualifications in Nigeria. By implementing a comprehensive monitoring framework, tracking key performance indicators, and utilizing data collection and analysis, SSCs can ensure that their activities are aligned with national goals and industry needs. Feedback loops and continuous improvement mechanisms further support the ongoing enhancement of SSC programs and services, contributing to a more skilled and capable workforce.

## **LIST OF SECTOR SKILL COUNCIL IN NIGERIA AS AT 2024**

<b>S/N</b>	<b>NAME OF SSC</b>	<b>NAME OF CHAIRMAN</b>	<b>AWARDING BODIES</b>
1	Building Construction	Engr. Bldr Dr. Samson Ameh Opaluwah, CORBON Abuja	Nigerian Institute of Building (NIOB)
2	ICT	Shola Oshilaja NITT 8, Sirakoro Street, Wuse Abuja.	Computer Professional Registration Council of Nigeria
3	Hospitality and Tourism	Chief Abiodun Odusanwo NIHOTOUR	Institute for Tourism Professionals of Nigeria (ITPN)
4	Occupational Health and Safety (OSHA)	Prof. Rabiu .A. Magaji	Institute of Safety Professional of Nigeria (ISPON) & Institute for Disaster Management
5	Early Educational Care	Dr. Angela Ajala	Quality Vocational Skills Empowerment (QVSE)
6	Homeland Security	Dr. Bashir Kurfi c/o Bakkas Security, Zaria/Abuja	Nigerian Security and Civil Defense Corps (NSCDC) and Skills Nigeria Limited
7	Welding and Fabrication	Anyabuine John Chukwu	Nigerian Institute of Welding (NIW), Benin
8	Traditional Medicine	DG, RMRDC Abuja	NABTEB and Skills Nigeria Limited (SNL)
9	Articulated Vehicle Driving	Yet to be Inaugurated	Federal Road Safety Corps (FRSC)
10	Transport and Logistics	Alh. Umar Musa	Skills Nigeria Limited
11	Engineering	Engr. Prof Rahmon Adisa Bello President NAEng.	Council for the Regulation of Engineering (COREN)
12	Power	Alh. Ahmed Bolaji Nagode, Director General. NAPTIN	Association of Nigerian Electricity Distributors (ANED), SNL
13	Fashion Design, Garment, Apparel and Leather	Yet to be Inaugurated	NABTEB and Skills Nigeria Limited (SNL)
14	Automobile	Engr Francis Udeh NADDCC Abuja	NABTEB and Skills Nigeria Limited (SNL)

15	Geriatric	Dr. Fatai Badmus Geriatric Council	National Senior Citizen Centre, (NSCC) & Skills Nigeria Limited (SNL)
16	Oil and Gas	Engr. Akeem Adetunji C/O NCDMB	Oil and Gas Trainers Association (OGTAN)
17	Agriculture	Alh. Aminu Nyako MD, Sebore Farms Adamawa State.	ARCN, Skills Nigeria Limited
18	Training of Quality Assurance Managers	Engr. ADK Muhammad	NBTE Centre of Excellence for TVET



# **Operational Guidelines for Sector Skills Councils**

**IN THE DELIVERY OF  
National Skills Qualifications  
(NSQ) in Nigeria**

