



THE ROLE OF THE NATIONAL DIRECTORATE OF EMPLOYMENT (NDE) IN PREPARING NIGERIAN UNDERGRADUATE FOR THE LARGER SOCIETY

A paper presented by

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Abstract

The transition from undergraduate life to the larger society presents a myriad of challenges, barriers and uncertain expectations. In Nigeria, as in many countries, undergraduates face unique hurdles in their journey towards productive citizenship. This paper explores the societal expectations of the undergraduate, barriers to productivity of the undergraduates, societal challenges of Nigerian Undergraduate, opportunities provided by programmes of the National Directorate of Employment (NDE) for Undergraduates and Areas of Collaboration/Interface between NDE and University. The paper further examined the overview and strategies used by NDE in preparing unemployed youths, Undergraduates for the Larger Society, through addressing undergraduates' expectations, barriers and challenges for a meaningful engagement in society.



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1.0 INTRODUCTION

The transition from undergraduate education to the broader societal landscape presents numerous challenges for the undergraduates while undertaking his or her academic activities as well as for the graduates, the unemployed and underemployed person globally and in Nigeria in particular. Recognizing the importance of equipping undergraduates with practical skills and an entrepreneurial mindset, the National Directorate of Employment (NDE) emerges as a key player in facilitating their transition from undergraduate (environment and mind set) to the larger society (real world). The NDE stands as a pivotal institution within the National development framework of Nigeria. Its mandate often encompasses the provision of employment opportunities, Vocational and Technical skill acquisition, Entrepreneurship development, Agribusiness promotion as well as Public Infrastructure maintenance and rehabilitation programmes for unemployed citizens, particularly the youth and undergraduates. The NDE programmes and schemes according to Hassan, (2021) have an inherent potential to equip youth and graduates with requisite skills for employability.

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INTRODUCTION....(CONT'D)

There are also evidences from different empirical studies, one of such studies is by Ojo and Adebisi (2018) who affirmed that NDE's programmes have been particularly instrumental in empowering youths and women. They further stated that, the Agency's programmes which are targeting youth and women have not only provided avenues for skills development but have also fostered gender inclusivity and youth engagement in productive economic activities. Furthermore, by prioritizing underserved communities, the NDE contributes to reducing social inequalities and promoting sustainable development across all demographics.

Similarly, Adepoju and Ojo (2019) stated that NDE has implemented various skill acquisition programmes aimed at equipping unemployed persons including undergraduates and graduates with various competencies to thrive in different industries. These initiatives encompass training for skills acquisition and empowerment in different sectors such as: Technical, building construction, Hospitality, Agriculture, ICT, and Entrepreneurship, thereby enhancing participants' employability and entrepreneurial capacities among all strata of unemployed persons including undergraduates.



INTRODUCTION....(CONT'D)

Consequently, within the context of undergraduate education, the role of the NDE becomes increasingly significant as it serves as a promoter of smooth path way and a bridge between academic knowledge and practical application in the larger societal landscape. Similarly, the role of the Directorate in preparing undergraduates for the larger society directly intersects with the areas of priority of the President Bola Ahmed Tinubu`s Administration in such areas as:

- ▶ Strengthening National Security for peace and prosperity
- ▶ Sustainable inclusive growth
- ▶ Food security
- ▶ Accelerating diversification through industrialization, digitalization, creative arts, manufacturing and innovation.
- ▶ Enhancement of infrastructure and transport as enablers of growth



2.0 Definition of Terms:

▶ 2.1 Undergraduate:

- ▶ An undergraduate refers to a student who is pursuing his/her first degree at a University or any other high institution of learning. This typically includes programmes such as Bachelor of Arts (BA), Bachelor of Science (Bsc), Bachelor of Engineering (B Eng) and Higher Diplomas. Undergraduates generally range from late teens to early twenties, although age ranges can vary depending on factors such as academic pathways, delays in education, and career changes. In many educational systems, undergraduates are generally between the ages of 18 to 25.



2.2 Youth

The definition of youth varies across different contexts and organizations, but it commonly refers to individuals in the age range of 15 to 24 or 15 to 29. The International Labour Organization (ILO) defined youth as any person who falls within the age bracket of 15 to 24 years. The National Policy on Education in Nigeria defined youth as any individual that falls between 18 years and 35 years of age (NPE, 2013)

Youth may include adolescents transitioning into adulthood, young adults pursuing education or entering the workforce, and individuals engaging in social and community activities. While there is some overlap between the age range of undergraduates and youths, not all youths are undergraduates, and vice versa. Youth may encompass a broader age range, including individuals who have completed their undergraduate education or are pursuing other pathways such as vocational training, employment, or entrepreneurship. The youth as a demographic entity is heterogeneous in nature and characterized by gender, educational level, geographical location (within the country) social background etc.

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Youth Contd.

This group represents the most active, most dynamic and most valuable sectors of the nation's demography economically and socially. On the other hand, they are the most affected when unemployment crises set in. They could as well be a ready tool to be used for crime against the state, by unpatriotic element within the society and as a matter of fact, would be vulnerable to all anti-social activities when their potentials are not adequately harnessed and channeled.



2.3 Society:

In sociological terms, society refers to a group of people who live in a definable community and share the same cultural components. On a broader scale, society consists of the people within institutions, have their shared beliefs and cultural ideas. Sociologist Gerhard Lensk Jr. (1924-2015) defined societies in terms of their technological sophistication. As a society advances, so does its use of technology. Sociologists generally classify societies along the spectrum of their level of industrialization, namely: preindustrial society, industrial society and postindustrial society.

2.3.1 Preindustrial Society:

This is a period before Industrial Revolution and the widespread of machines application to various tasks. This level of society is characterized as rural and small dependent largely on labour intensive methods of production using primitive tools. During this era economic production was limited to the amount of labour a human being could provide. Examples of occupation practiced during this era are;

Hunter Gatherer

Pastoral

Horticultural

Agricultural and

Feudal

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2.3.2 Industrial Society:

The world experienced a dynamic rise in technology in the eighteenth century, which ushered in an era better known as Industrial Revolution. During this period new inventions that influenced people's lives were made. Subsequently, as a result of increased technology and productivity which gave rise to increase in population and growth of cities and urban centers. Before the revolution, work was largely person or animal based, and relied on human workers or horses to power mills and drive pumps. Not until 1782, when James Watt and Mathew Boulton created a steam engine that is capable of doing work of twelve horses itself.



2.3.3 Postindustrial Society:

This era also known as Information or Digital society, this recent development is powered by ICT, Unlike Industrial society rooted in the production of goods and services, the society is characterized as Digital economy thus society are knowledge driven, the economies of information societies is driven by knowledge, information and digital innovation and not material goods. Therefore, power lies with those in charge of knowledge and able store and distribute information, inform of Digital marketing, E-commerce, Digital health-care system, Digital Agriculture and so on.

- ▶ This Era people became more focus on acquiring wealth and achieving upward mobility for themselves and families through education and specialized skills. Parent wanted their children and their children`s children continue to rise to the top, an as capitalism increase so does social mobility. And so, it becomes prevalent that digital skills are critical for the



3.0 EXPECTATIONS : LARGER SOCIETY, UNIVERSITY AND UNDERGRADUATE

3.1 Undergraduate Expectations from the Larger Society.

- Right to life and freedom of choice of legal means of livelihood.
- Support and encouragement to actualize natural talent and dream.
- Opportunity to jobs, income generating activities and self-actualization: it may be noted that the
- Directorate provides these through its School to Work Scheme to students including undergraduates.
- Financial supports and linkages
- Social inclusivity in all its ramifications.(Health, Education, Digital economy and finance)



3.2 Undergraduate Expectations from the University

Robust facilities for career guidance and mentoring services.

Adequate library and extra-curricular facilities

Relevant curriculum that meets the culture, societal change and demand of the economy

Provision of Entrepreneurship and vocational skills centers for offering practical and hands-on trainings.

Adequate security and provision of safety measures against falling into anti-social peer groups (Cultism, Cybercrime)



3.3 University Expectations for the Undergraduates

Must meet at least minimal academic requirement at each stage.

Right attitude towards public property.

Must observe norms and ethics of the academic community.

Good mental health

Sound mind

Good character

Honesty

Obedient

Discipline

Creative

Innovative

Courage

Tactfulness

Trustworthy, etc.



3.4 Society's Expectations of the Undergraduate

Undergraduate education is a critical phase in a student's life, which is marked by academic, social and personal development. However, it is also a period when students face numerous societal expectations capable of influencing their behaviours, choices and aspirations. Undergraduates are expected to possess a blend of academic knowledge, practical skills, social awareness and sound character to prepare to navigate the complexities of the modern world.

The expectations society may have of the undergraduates coupled with sound discipline often include contributions to economy growth, civic responsibility, and ethical leadership of peer groups. Choy, (2020), considered the following as the dimension of societal expectations placed on undergraduates:



SOCIETY'S EXPECTATION CON'T.....

Academic performance: Society often expects undergraduate students to excel academically, striving for high grade and intellectual achievement. This pressure can manifest in various forms, including, parental expectation, peer expectation and cultural norms, emphasizing academic success. Researches revealed that these expectations can lead to stress, anxiety and burnout among the students.

Career and Professional Development: Another important societal expectation is for undergraduate students to pursue courses aligned with societal norms and expectations. This can be pressure to choose lucrative professions, prestige job opportunities or fields perceived by society as valuable. However, these expectations may conflict with students' personal interests, passions, and long-term goals, leading to feelings of uncertainty and dissatisfaction.



SOCIETY'S EXPECTATION CON'T.....

Social and personal life: Society also imposes expectations on undergraduate students regarding their social and personal lives. This includes norms related to relationship, friendship, extracurricular activities and personal development. Student may feel pressure to balance academic obligation with social responsibilities, leading to challenges in maintaining a healthy work-life balance. Moreover, society's expectation regarding gender roles, cultural identity and social identity can further influence students experience and perception of belonging (Brown & Devina, 2019)

Mental Health and wellbeing; The cumulative effects of society's expectations on undergraduate students' mental health and wellbeing cannot be overemphasized. Student have documented high levels of stress, anxiety, depression and other health issues, often attributed to societal pressure to succeed academically, socially and professionally.

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4.0 BARRIERS TO PRODUCTIVITY OF UNDERGRADUATE

Unemployment of alumnae from various Nigerian Universities seems to be the main obstacle to domestic development and progress due to lack of employability skills resulting to skills miss match. Many University graduates have to fall back to unskilled jobs. And this according to Adewale, (2020) could be because the graduates are not productive and lack employability skills even after being trained in their undergraduate days. Employability skill is a set of skills made up of learnt and personal attributes and related work experience which reflect qualification and skills to match the job in the labour market and prepare the recipient to be productive.

The report of the National Bureau of Statistic (NBS, 2023) revealed that the rate of employment to population ratio in Nigeria was 75.6 in the Q4, 2023, while youth unemployment rate was 6.9 in Q1, 2023 and 8.6 in the Q4, 2023, this implies that the rate of youth unemployment including undergraduates in recent times has increased spontaneously.

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BARRIERS TO PRODUCTIVITY OF UNDERGRADUATE CONTD

Despite efforts by Federal Government of Nigeria over the years, with programmes targeting youth and graduates, such as: N-power, Agri-bussines/small and medium Enterprises Investment Schemes(AGSMEIS), Nigeria Incentive Based Risk Sharing System for Agricultural Lending (NIRSAL), Youth Entrepreneur Support Programme (YES-P), Graduate Internship Scheme (GIS), Extended Special Public Works (774,000 Jobs) . Graduate Coaching Scheme (GCS) and Graduate Attachment Programme (GAP), Skill for Job (S4J) component of Youth Empowerment and Support operation (YESSO), National Poverty Eradication Programme (NAPEP), Subsidy Re-investment and Empower Programme (SURE-P), One Million Jobs creation (OMJC) and the NDE stimulus package (4,790 jobs) of NDE. These were aimed at equipping the unemployed with required competencies and reducing youth and graduate's unemployment. Despite all these interventions the rate of unemployment is still high (Carol, 2014).

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BARRIERS TO PRODUCTIVITY OF UNDERGRADUATE CONTD `

According to Adewale, (2020) Barriers to productivity of undergraduate could among others be:

- ▶ **Lack of practical skills:** Many undergraduates struggle to translate theoretical knowledge into practical applications.
- ▶ **Lack of exposure:** Limited exposure to real-world challenges and work environments.
- ▶ **Financial constraints:** Undergraduates from disadvantaged backgrounds face additional barriers to accessing resources and opportunities.
- ▶ The Directorate programmes and schemes have inherent prospect to provide solutions to the above barriers to the productivity of undergraduates, through its various programmes and schemes.

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CHALLENGES OF NIGERIAN UNDERGRADUATES

Challenges faced by undergraduates in Nigeria consists a broad spectrum of issues, ranging from academic demands to socio-economic constraints. Studies such as those by Olowu & Afolabi (2018), Abubakar & Muhammad (2019), and Ojo (2017) shed light on the multifaceted nature of these challenges, emphasizing their implications and advocated for counseling and support services.

Academic demands, including workload, examination stress, and out of date curriculum. These emerge as significant concerns for undergraduate students across Nigerian universities. Additionally, socio-economic factors such as financial constraints, limited access to resources, and inadequate infrastructure pose formidable obstacles to students' academic pursuits and overall well-being. According to Abubakar & Muhammad (2019), few such challenges faced by undergraduates include:



CHALLENGES OF NIGERIAN UNDERGRADUATES

- ▶ Mismatch between academic pursuit and talent, need or interest.
- ▶ Inadequate infrastructure and educational resources in Nigerian universities.
- ▶ Standard Academic Calendar but already adhered to: frequent disruptions to the academic calendar often due to closures that can lead to extended period and delay.
- ▶ Mismatch between academic curriculum and industry needs

Adeyemo & Akingbade (2019) and Fafunwa & Oduwaiye (2020) underscore the need for effective policy implementation and support systems to address the challenges faced by undergraduates. They advocate for holistic approaches that contain academic, social, and psychological support mechanisms to enhance students' resilience and academic success.

Addressing the challenges faced by undergraduates in Nigeria presents an opportunity for the National Directorate of Employment (NDE) to showcase its activities that are relevant for undergraduates and their peers in the society.



AN OVERVIEW OF NDE ACTIVITIES

The National Directorate of Employment (NDE) could be described as the child of necessity which was born out of the need to address the lingering unemployment that began in 1980s, and social repercussions among unemployed youths in Nigeria. The Economy of the country entered recession which leads to deregulation and retrenchment among MDAs. In a bid to arrest the situations the FG constituted a committee known as the Chukwuma Committee which was saddled with responsibility to map out ways of fighting the menace of unemployment in the country. The recommendations of the committee led to the establishment of the NDE.

6.2 Mandate/Functions of NDE:

- ▶ To design and implement programmes to combat mass unemployment.
- ▶ To articulate policies aimed at developing work programmes with labour intensive potentials.
- ▶ To obtain and maintain a Data Bank on employment and vacancies in the country with a view to acting as a clearing house to link job seekers with vacancies in collaboration with other government agencies
- ▶ To implement any other policies as may be laid down from time to time by the Board



6.3 Skills Acquisition and Entrepreneurship Programmes of the NDE

The Directorate adopts and uses world best practice approach to promote Technical, Vocational Education and Training (TVET) and Entrepreneurship in human capital development and employability Skills. The approaches are undertaken through both Informal and Non-formal.

▶ 6.4 Coverage Area (Scope) of the NDE

- ▶ The Directorate has nationwide coverage; with offices across the 36 states and the FCT.
- ▶ The Directorate has desk officers across the 774 LGAs of the nation, which makes it easier for the Directorate to operate at grassroot level.
- ▶ The NDE can address the societal expectations of the undergraduates, through its various programmes and schemes aimed at providing skills acquisition, entrepreneurship and job placement mentorship. The Directorate assists undergraduates acquire practical skills and experience that meet societal expectations for employability and productivity.



6.5 Philosophy behind NDE's Programmes and Schemes

In designing the Job creation programmes and Schemes of NDE, the Directorate takes cognizance of the following factors:

- ▶ The expectations of graduates of tertiary institutions for non-existent white-collar jobs while their backgrounds do not prepare them to take advantage of the opportunities for self-employment in the formal and informal sectors of the economy.
- ▶ The declining interest of youths in the agricultural sector which had traditionally provided the bulk of employment, particularly in the rural areas.
- ▶ The deteriorating condition of urban and rural infrastructure due to the dearth of foreign exchange earnings to procure and maintain construction machinery and equipment as against the surplus labour (unemployed hands) available in the country.
- ▶ The potentials of the informal sector and the traditional apprenticeship system of skills acquisition to generate self-employment.
- ▶ Attitudinal re-orientation towards embracing self-employment and self-reliance as against white collar jobs.
- ▶ The Directorate's weak funding and its implication on addressing the dynamic challenges of unemployment among Nigerians, leads to collaborative initiatives with relevant stakeholders.
- ▶ Existing Government Priority Areas.



6.6 STRATEGIES FOR NDE's INTERVENTION

The strategies to empower beneficiaries with skills that have high employment potentials are:

- ▶ Registration of interested persons
- ▶ Guidance & Counseling, De-radicalization
- ▶ Life Skills Training
- ▶ Hands on Training
- ▶ Entrepreneurship Development Training
- ▶ Business Start-Up/Resettlement
- ▶ Mentorship
- ▶ Monitoring and Evaluation (M&E)
- ▶ Tracer Study
- ▶ Impact Assessment



6.7 METHODOLOGY FOR INTERVENTIONS

The under listed interventions provide the target groups including the undergraduates with the following:

- ▶ Practically oriented Skills Acquisition.
- ▶ Theory and learning for maximum skills and competencies development.
- ▶ Result Oriented exposure (Based on set targets)
- ▶ Participatory experience
- ▶ Demand driven skills
- ▶ Market focused and economically viable skills
- ▶ People centered innovations (Based on individuals' inherent potentials)

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6.8 Prospects for Participants/Beneficiaries of NDE programmes

- ▶ Self-employment
- ▶ wage employment
- ▶ Improved income and livelihood.
- ▶ Business ownership and effective management.
- ▶ Contribute to the GDP.
- ▶ A role model or mentor to unemployed youths within his/her immediate community.
- ▶ Meet the needs of community by providing the needed productions and services.



NDE's ADVOCACIES TOWARDS ENHANCING UNDERGRADUATE LEARNING EXPERIENCES FOR A BETTER PARTICIPATION IN THE LARGER SOCIETY

A Postindustrial society, digital inclusivity becomes imperative to all (whether unschooled, school leavers, undergraduates and graduates of tertiary institutions). For the society to optimally function, digital inclusivity is very necessary. Driven by this, the NDE finds it imperative to submit a memorandum on:

- ▶ Leveraging ICT Education as a Vehicle for Economic Recovery and Growth, this memorandum made a passionate case for: An alignment of the National Information Technology Policy with the National Policy on Education and the need to develop standard ICT curriculum for schools (All education levels).



NDE's ADVOCACIES TOWARDS ENHANCING UNDERGRADUATE LEARNING EXPERIENCES FOR A BETTER PARTICIPATION IN THE LARGER SOCIETY CONDIT.

- ▶ A contribution towards Development of a National Artificial Intelligence Policy. The contributions advocated for promotion of Basic and applied research–The need for Government to provide funding for basic and applied research. This includes both research grants, and the creation of new research institutions; and the need to encourage application of AI into STEM education (science, technology, engineering, and mathematics).
- ▶ The Directorate suggested at the 2023 International Conference of the African Center for Career Enhancement and Skills Support (ACCESS) organized by the National Universities Commission (NUC) that in order to mitigate landmines encountered by undergraduates towards acquiring employability skills, the NUC needs to, perhaps, take an extra mile to introduce appreciative acquisition of vocational skill sets, especially among 100 & 200 levels undergraduates. And the need to involve relevant stakeholders such as: The NDE, Nigeria Consumer Protection Council, Nigeria Export Promotion Council, Bank of Industry, Bank of Agriculture, National Orientation



OPPORTUNITIES PROVIDED BY NDE FOR UNDERGRADUATES

The major strategies used by NDE to achieve its mandate are guidance and counseling, training, resettlement/provision of business start up packs, financial counseling and mentoring. The Directorate offers technical and vocational training, entrepreneurship initiatives; promote Agriculture and Agribusiness, and provision of transient jobs which include provision of educational supporting services as well as maintenance and rehabilitation of public Infrastructures. These are aimed at equipping unemployed persons (including undergraduates) with relevant practical skills, knowledge, competence and right attitude for employability across various sectors of the economy. Some of these are basically outlined as follows:

The NDE Job Center: This is a gate way into NDE programmes and schemes. Through the Job Center NDE beneficiaries/participants access the following services:

- ▶ Guidance and Counseling- identification of prospective trainees` potentials.
- ▶ Advocacy on attitudinal change
- ▶ Linkage with finances
- ▶ Transient jobs
- ▶ Skills acquisition in Vocational, Technical, Agricultural and Entrepreneurial
- ▶ Resettlement/Start up Packs
- ▶ Mentoring
- ▶ Tracer study
- ▶ Measurement and Evaluation



NDE SCHEMES THAT ARE POPULARLY PATRONISED BY UNIVERSITY UNDERGRADUATES

Undergraduate students of universities like their peers among the youth, patronize the following NDE schemes which equip them with requisite knowledge and skills for income generation activities which are supportive to their academic pursuit. These include:

- ▶ Basic National Open Apprenticeship Scheme: under this scheme the popular skill-sets among students are: Barbing, Hair dressing, cosmetology, GSM Repairs, Shoe and Bag making, POP, Interior Decoration, Tilling, Tie and Die etc.
- ▶ Sustainable Agricultural Development Training Scheme: Poultry production, Fishery, Live stock fattening,
- ▶ Environmental Beautification Training Scheme: Soft and Hard landscaping.
- ▶ Basic Business Training (BBT): Generation of Business idea, Financial Literacy, Business plan, Record Keeping, Financial Counseling and Mentoring.



POSSIBLE AREAS OF INTERFACE BETWEEN NDE AND UNIVERSITY

- ▶ NDE facilities for career guidance and mentoring services: Over the years, the Directorate has garnered field experiences in job counseling and entrepreneurship mentorship, which University's Entrepreneurship Development center can leverage on.
- ▶ As enshrined in the National Policy on Education that each student at all educational level should acquire a skill at one skill-set before graduation. Therefore, undergraduate are at liberty to take the advantages of the emerging skill-sets offered by the NDE.
- ▶ Internship and Apprenticeship Programme: leverage on this with the NDE to provide students with hands-on learning experiences.
- ▶ Research partnerships: Joint research endeavors can help identify emerging trends and challenges in the labour market, guiding policy formulation and program design.



11. CONCLUSION

The role of the NDE in preparing undergraduates for the larger society is multifaceted and crucial in addressing the challenges and expectations they face. By understanding and addressing the barriers to productivity, harnessing opportunities provided by NDE, and fostering collaboration between universities and the NDE, stakeholders can work towards a more inclusive and empowered undergraduate population ready to contribute meaningfully to society.

Finally, in the 21st Century, an illiterate is not somebody who cannot read or write, but somebody who cannot avail him/her self of the opportunities of acquiring relevant skills for self-reliance. Therefore, anybody who chooses to act wisely, not to be an illiterate and willing to acquire skills for self-reliance, is welcome to the Directorate for chance to acquire relevant skills for decent jobs. For more inquiries about activities of NDE, please don't hesitate to visit any State office nearer to you, or follow the Directorate on the following Social Network Platforms:

- ▶ Web site: www.nde.gov.ng
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- ▶ Twitter: NDENIGERIA
- ▶ LinkedIn: National Directorate of Employment (NDE)
- ▶ Email: info@nde.gov.ng

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NDE IN PICTURES

NATIONAL DIRECTORATE OF EMPLOYMENT (NDE) CORPORATE HEADQUARTERS (RENTED)



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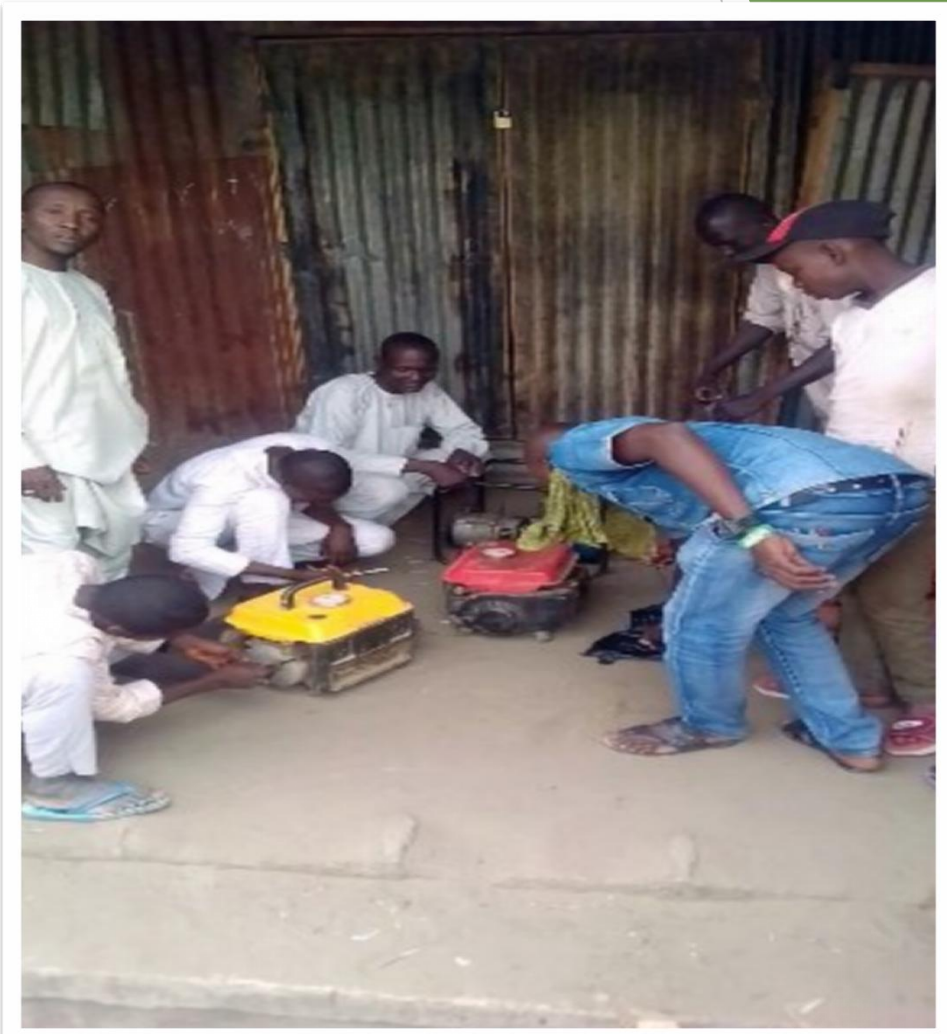
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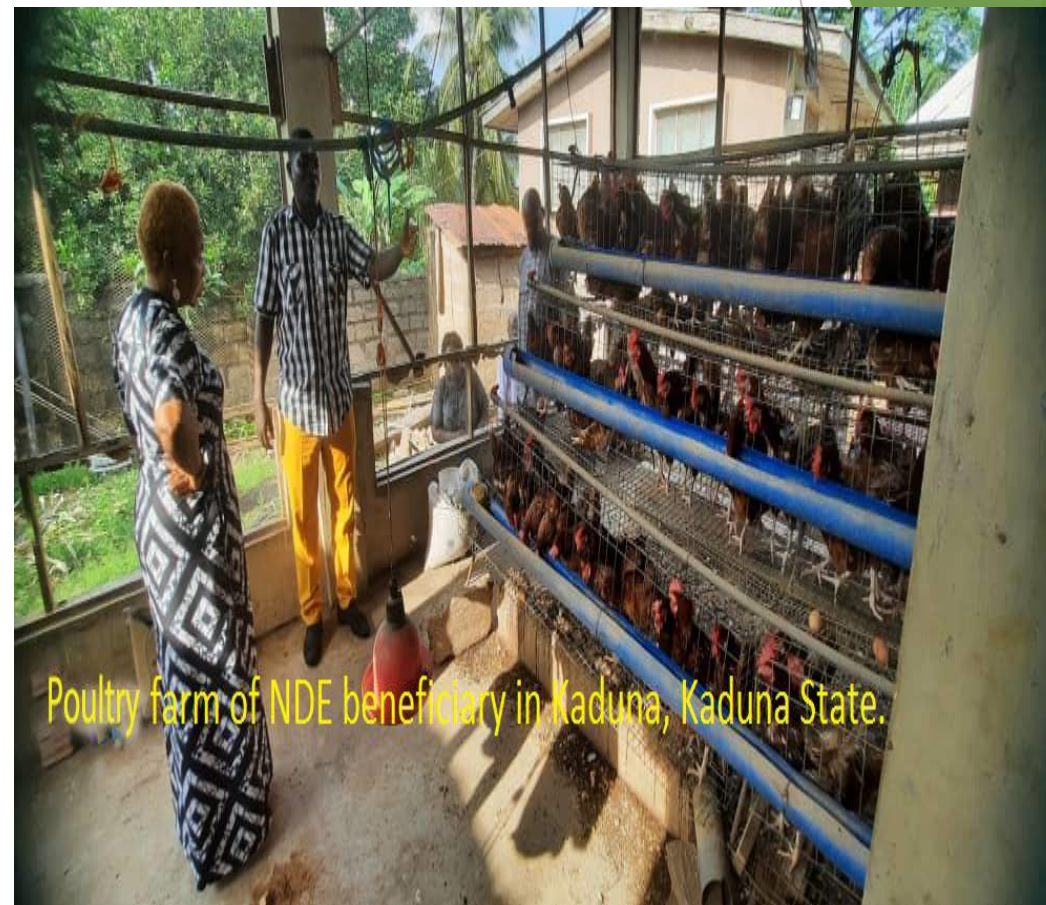
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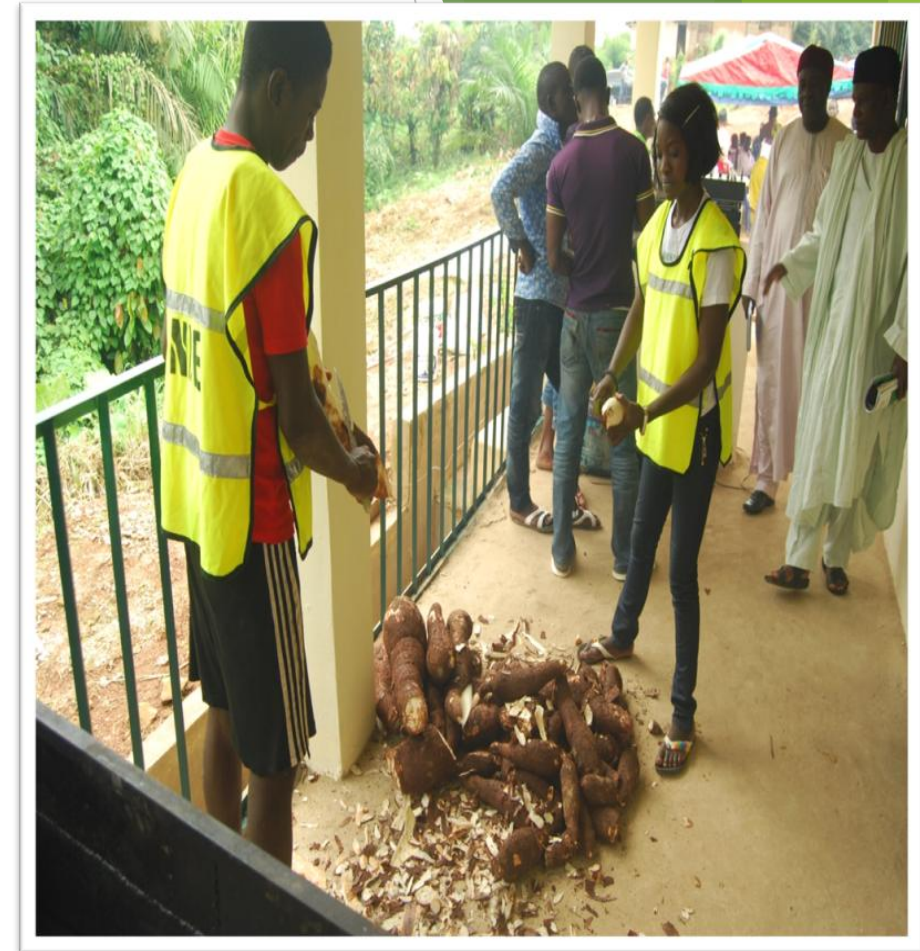
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SETS: PARTICIPANTS AT MUJASAFAR SOLAR ENERGY EFFICIENT
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Construction of Community Classrooms by the NDE ESPW 774000 Participants in Jos, Plateau State..

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DRAINAGE MAINTENANCE AT LAFIA LGA, NASARAWA STATE**



**EXTENDED SPECIAL PUBLIC WORKS PROGRAMME (ESPW 774,000 JOBS):
THE HONOURABLE MINISTER AND OTHER DIGNITARIES CLEARING A REFUSE DUMP AS PART
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HEALTH CARE, YOLA, ADAMAWA STATE



GRADUATE ATTACHMENT PROGRAMME (GAP):
PARTICIPANTS AT CHARITY ONYINYECHI
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GAP: PARTICIPANTS IN ARAFAT COMPUTER CENTER, SOKOTO STATE



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DURING THE CONSTRUCTION OF 100M CONCRETE PAVEMENT ROAD WITH
SIDE DRAINS AND COVER SLAPS, EFFURUN, DELTA STATE.**



**COMMUNITY DEVELOPMENT SCHEME: RENOVATION OF THE
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COMMUNITY DEVELOPMENT SCHEME: INSTALLATION OF SOLAR STREET LIGHTS AT CENTRE IGBORO COMMUNITY ILORIN SOUTH L.G.A, KWARA STATE



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DGs AND TWG



DG NDE AND DG NSCC



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NDE IN COLLABORATION WITH GERMAN AGENCY FOR INTERNATIONAL COOPERATION (GIZ)



GROUP PHOTOGRAPH WITH GIZ TEAM AND NDE MANAGEMENT



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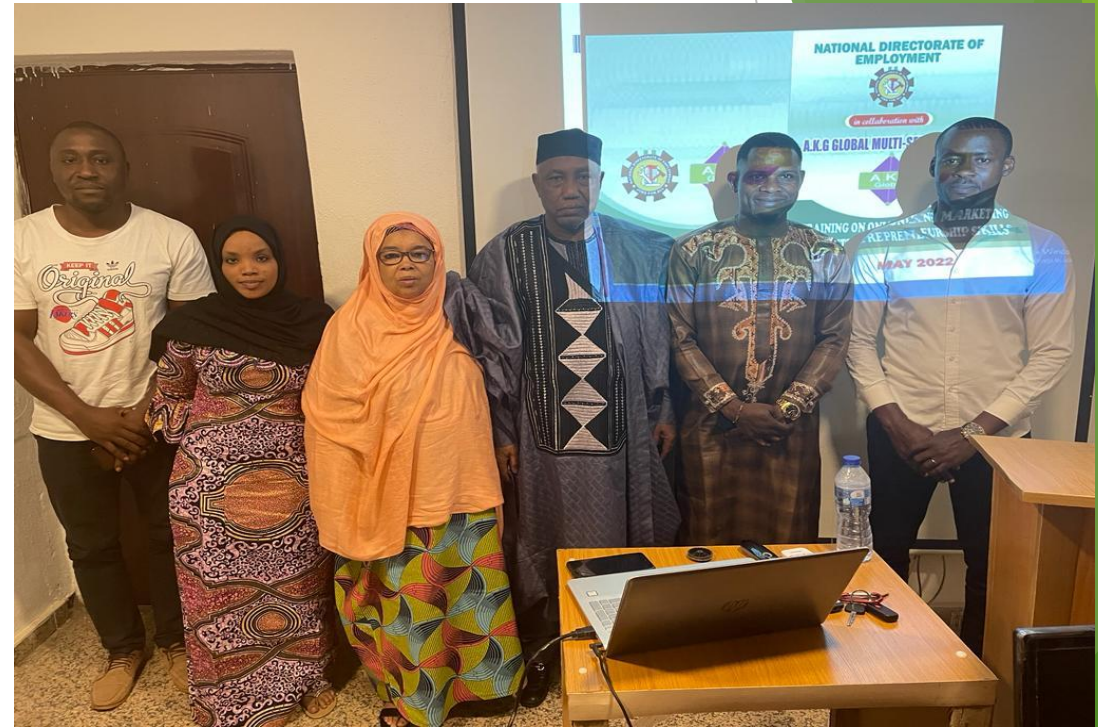
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NDE IN COLLABORATION WITH AKG GLOBAL



STAFF OF THE NDE WITH AKG RESOURCE PERSON



GROUP PHOTOGRAPH OF AKG RESOURCE PERSONS



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NDE COLLABORATION WITH THE WORLD BANK ON YOUTH EMPLOYMENT AND SOCIAL SUPPORT OPERATIONS (YESSO)



THE DEPUTY GOVERNOR OF OYO STATE BARR. BAYO LAWAL GIVING A KEYNOTE ADDRESS @ THE DISTRIBUTION OF STARTER PACK TO THE BENEFICIARIES OF STATE LED YESSO S4J SUB COMPONENT

HIS EXCELLENCY, EXECUTIVE GOVERNOR REPRESENTED BY THE DEPUTY GOVERNOR, OYO STATE



DISTRIBUTION OF STARTER PACK TO THE BENEFICIARIES OF STATE LED YESSO S4J OYO STATE

STARTER PACKS



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NDE COLLABORATION WITH MERCY CORPS ON SKILLS TRAINING AND YOUTHS EMPOWERMENT IN YOBE STATE



PROGRAMME DIRECTOR, MERCY CORPS WITH REP. OF THE DG



GROUP PHOTOGRAPH WITH PARTICIPANTS



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PEOPLE LIVING WITH DISABILITIES



DG AND DEP. HEAD OF MISSION EMBASSY OF THE NETHERLANDS



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NDE & NCS MANAGEMENT TEAM IN A GROUP PHOTOGRAPH



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COURTESY VISIT BY THE INTERNATIONAL ORGANIZATION FOR MIGRATION (IOM)



A MEETING OF THE IOM TEAM LEAD BY RUTH MBUGUA AND NDE



GROUP PHOTOGRAPH OF IOM OFFICIALS WITH THE DG NDE



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COURTESY VISIT BY THE INVESTMENT AND SECURITIES TRIBUNAL (IST)



SIGNING OF MoU BY NDE AND IST

NDE AND IST MANAGEMENT TEAM AT THE BOARDROOM



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COURTESY VISIT BY LEAGUE OF WOMEN VOTERS (NILOWV)



ADVOCACY VISIT BY NILOWV TO THE NDE



SIGNING OF MoU BY NDE AND NILOWV



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COURTESY CALL ON THE NDE BY THE V.C UNIVERSITY OF ILORIN



GROUP PHOTOGRAPH OF NDE MANAGEMENT AND THE V.C



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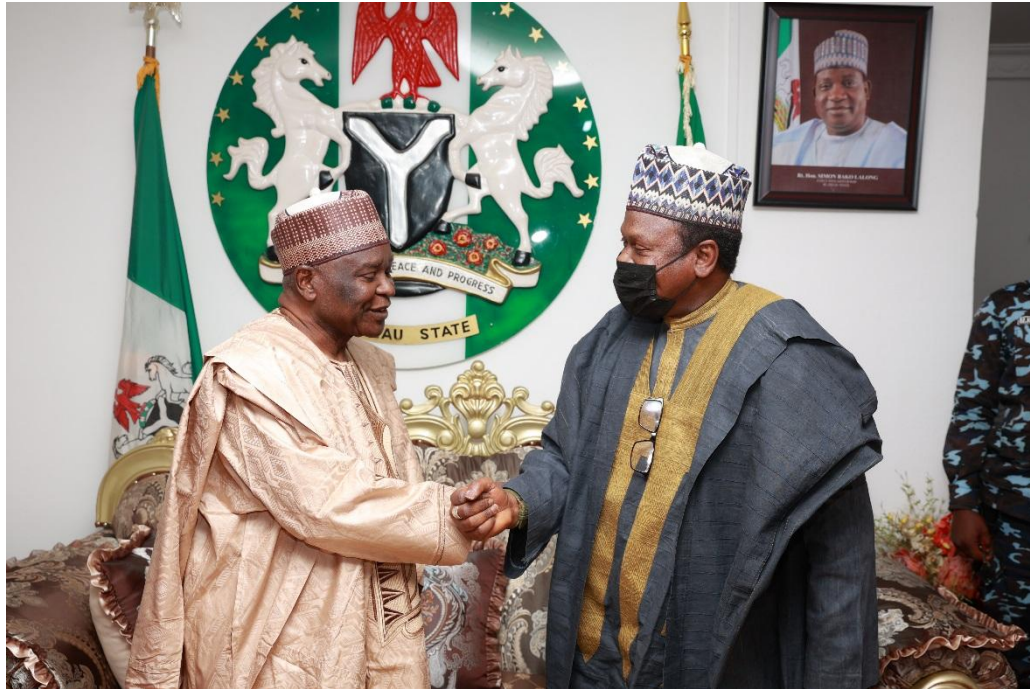
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COURTESY CALL ON THE EXECUTIVE GOVERNOR, PLATEAU STATE



DEPUTY GOV. PLATEAU STATE PROF. SONNI TYODEN
RECEIVING THE DG NDE ON BEHALF OF HIS EXCELLENCY
THE EXECUTIVE GOV. OF PLATEAU STATE



GROUP PHOTOGRAPH OF NDE AND PLATEAU STATE
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DG NDE AT THE COLLABORATION DELIBERATIONS



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APPRECIATION VISIT BY THE DG NDE TO THE EXECUTIVE GOVERNOR OF OSUN STATE, MR. ADEGBOYEGA OYETOLA



BRIEFING BY THE EXECUTIVE GOVERNOR OF OSUN STATE



GROUP PHOTOGRAPH OF THE DG NDE AND OSUN STATE OFFICIALS



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COURTESY CALL ON THE EXECUTIVE GOVERNOR OF TARABA STATE .



DG NDE RECEIVING COPIES OF THE TARABA STATE NEWSLETTER FROM THE EXECUTIVE GOVERNOR, MR. DARIUS D. ISHAKU



NDE ENTOURAGE IN A GROUP PHOTOGRAPH WITH THE EXECUTIVE GOVERNOR



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COURTESY CALL ON THE HON. MIN. OF WOMEN AFFAIRS



HON. MIN. OF WOMEN AFFAIRS H.E. MRS. DAME PAULINE TALEN OFR WITH THE DG NDE



NDE OFFICIALS AND THE OFFICIALS OF WOMEN AFFAIRS IN A GROUP PHOTOGRAPH



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COURTESY CALL TO THE SENIOR SPECIAL ASSISTANT TO THE PRESIDENT ON SUSTAINABLE DEVELOPMENT GOALS (SDG)



BRIEF MEETING WITH THE SDG



GROUP PHOTOGRAPH OF THE SDG AND NDE OFFICIALS



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OFFICIAL PRESENTATION OF COMPLIANCE REPORT BY NATIONAL COORDINATOR, SERVICOM



DG NDE RECEIVING COMPLIANCE EVALUATION REPORT



CROSS SECTION OF NDE AND SERVICOM MANAGEMENT TEAMS



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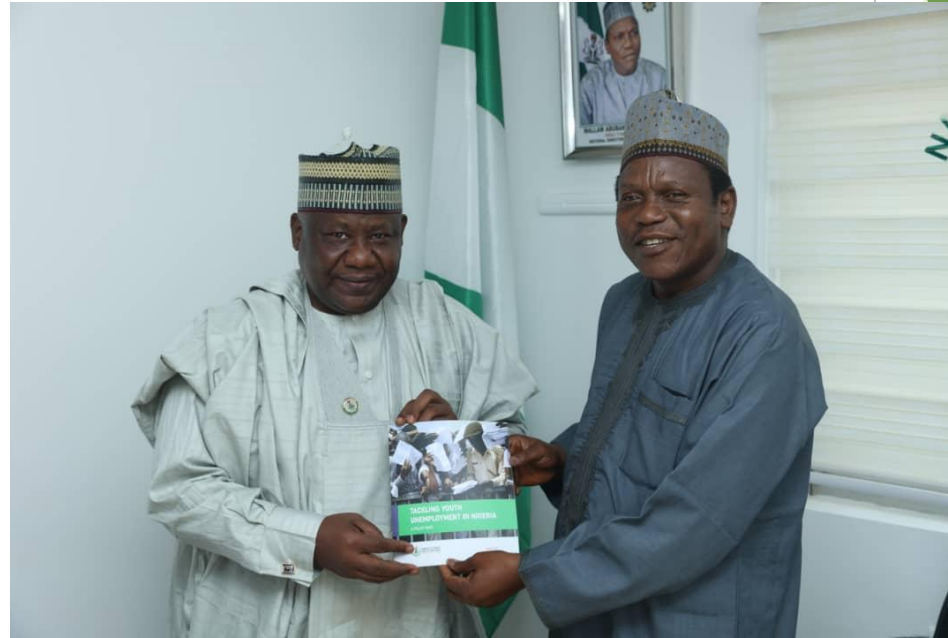
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COURTESY VISIT BY BUREAU OF PUBLIC SERVICE REFORM



DISCUSSIONS ONGOING BETWEEN THE TWO CHIEF EXECUTIVES IN THE BOARDROOM



DG PRESENTING A PUBLICATION ON NDE TO THE DG BPSR



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COURTESY VISIT BY BUREAU OF PUBLIC SERVICE REFORM



NDE AND BPSR MANAGEMENT TEAM AT THE BOARDROOM



NDE & BPSR MANAGEMENT TEAM IN A GROUP PHOTOGRAPH



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