



Need Assessment for Livelihood Skills of Adolescent Girls in Bauchi State

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ABSTRACT

This report provides a detailed analysis of the Livelihood Development Program for Adolescent Girls in Bauchi State, Nigeria. The program was initiated to equip young girls with vocational and entrepreneurial skills to enhance their economic independence, contribute to their communities, and improve their overall well-being. The study assessed the effectiveness of training programs, identified challenges hindering the success of livelihood initiatives, and proposed actionable recommendations to enhance program sustainability. Finding indicates that adolescent girls within and out of school in Bauchi State engage in various vocational skills such as tailoring, weaving, soap making, food processing, hairdressing, and poultry farming. However, they face significant financial constraints, cultural restrictions, lack of market access, and inadequate business training, which limit their ability to fully utilize these skills for economic gain. The report highlights the need for increased financial support, market linkage opportunities, business training, and community engagement to ensure the long-term success of livelihood programs. This report presents an in-depth analysis of the Livelihood Development Program for Adolescent Girls in Bauchi State, Nigeria, a crucial initiative aimed at enhancing the economic independence of young girls through vocational and entrepreneurial training. Given the high poverty rates, gender inequality, and socio-cultural barriers that limit opportunities for adolescent girls in the region, this program was designed to provide practical skills, business development training, and financial empowerment to ensure sustainable livelihoods. The study evaluates the effectiveness, accessibility, and sustainability of these programs, identifying both achievements and challenges while proposing strategic recommendations for improvement. The findings are based on surveys, interviews, and focus group discussions with program beneficiaries, facilitators, and key stakeholders, offering a comprehensive perspective on the current state of adolescent girls' economic empowerment in Bauchi State.

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INTRODUCTION

Economic empowerment of adolescent girls is a crucial factor in fostering poverty reduction, gender equity, and community development. In Bauchi State, many adolescent girls experience limited educational opportunities, early marriages, and financial dependency,

making them vulnerable to economic hardships. Livelihood development provide an opportunity to bridge this gap by equipping girls with skills that enable them to generate income and become self-reliant. Economic empowerment of adolescent girls is a critical driver of sustainable development and poverty reduction. In many developing states,

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including Bauchi, Nigeria, adolescent girls face significant socio-economic challenges that limit their ability to attain financial independence. These challenges include limited access to quality education, economic dependency, early marriage, gender-based discrimination, and restricted employment opportunities. As a result, many young girls remain vulnerable to poverty, exploitation, and marginalization.

Livelihood development programs play a crucial role in equipping adolescent girls with vocational, technical, and entrepreneurial skills, enabling them to engage in income-generating activities. These programs are aligned with Nigeria's National Gender Policy, which emphasizes the need for economic empowerment of women and girls as a means of achieving gender equality and national development. They also support global development agendas such as the United Nations Sustainable Development Goals (SDGs), particularly Goal 1 (No Poverty), Goal 5 (Gender Equality), and Goal 8 (Decent Work and Economic Growth).

Despite the existence of various livelihood development programs, there is limited data on their effectiveness, accessibility, and sustainability. Many adolescent girls still struggle to transition from training to actual income-generating activities due to financial constraints, cultural barriers, lack of market access, and insufficient post-training support. It is therefore necessary to conduct a comprehensive analysis of these programs to determine their impact and identify areas for improvement.

The concept of livelihood development as a tool for the economic empowerment of adolescent girls has been widely explored in development literature. Empowering young women through vocational and entrepreneurial skills is viewed as a powerful mechanism for reducing poverty, increasing gender equity, and fostering sustainable development. Globally, studies have established a strong link between girls' education and economic participation and their ability to contribute meaningfully to national development. According to the World Bank (2020), improving girls' access to skill-based education and economic resources results in

higher earnings, delayed marriage, better maternal and child health, and increased economic productivity.

The United Nations Development Programme (UNDP) also supports this perspective, asserting that women's and girls' empowerment through livelihood skills is essential for achieving the Sustainable Development Goals (SDGs), particularly Goals 1 (No Poverty), 5 (Gender Equality), and 8 (Decent Work and Economic Growth). In Nigeria, the National Gender Policy (2006, revised 2019) highlights the importance of empowering women and girls economically, stressing the need for targeted interventions that consider local realities, cultural norms, and economic barriers. The National Economic Empowerment and Development Strategy (NEEDS) further emphasizes entrepreneurship training and skill acquisition for young people, particularly girls, as a means of achieving economic inclusivity.

In Nigeria, several initiatives have been launched to improve girls' access to skills training. These include the Better Education Service Delivery for All (BESDA), the Girls' Education Project (GEP) by UNICEF and DFID, and more recently, the Adolescent Girls Initiative for Learning and Empowerment (AGILE). These programs target out-of-school girls, those at risk of early marriage, and girls from marginalized communities. While the goals of these programs align with global best practices, implementation has often been challenged by inadequate funding, limited access to training materials, poor monitoring, and resistance from traditional norms. Despite the challenges, there is evidence of progress when livelihood interventions are well-structured and inclusive. For example, the AGILE project has reported increased enrollment and retention of girls in schools offering livelihood components. Training programs embedded within schools have proven more effective than standalone centers because they combine formal education with practical skill acquisition.

Rationale for the Study

The rationale for this study is based on the urgent need to evaluate and enhance



livelihood development programs for adolescent girls in the State. Although several interventions have been implemented by government agencies, non-governmental organizations (NGOs), and community-based organizations (CBOs), there is a gap in assessing their long-term impact, challenges, and sustainability. Understanding the strengths and weaknesses of existing programs will help inform policymakers, donors, and development partners on the best strategies for improving economic opportunities for adolescent girls.

Moreover, providing livelihood skills for adolescent girls not only improves their economic well-being but also contributes to broader social benefits, including poverty reduction, delayed early marriages, improved health outcomes, and enhanced community development. When adolescent girls are economically empowered, they are more likely to invest in education, healthcare, and the overall well-being of their families, thereby fostering intergenerational economic stability. This research seeks to bridge the information gap by analyzing the effectiveness of existing livelihood development programs, identifying key challenges, and proposing actionable recommendations for strengthening these initiatives. The findings of this study will serve as a valuable resource for development partners, government institutions, and local communities working towards the empowerment of adolescent girls in the State.

Aim and Objectives of the Study

The main objectives of the assessment were to:

1. The program aims to equip adolescent girls with marketable vocational skills that can enhance their economic independence.
2. It seeks to provide training in entrepreneurship and financial literacy, enabling girls to effectively manage small businesses.
3. To identify and address socio-cultural barriers that limit adolescent girls' participation in livelihood and economic activities.

METHODOLOGY

This needs assessment study adopted a mixed-methods approach combining both qualitative and quantitative data collection techniques to ensure a comprehensive understanding of the livelihood skills and challenges faced by adolescent girls in Bauchi state. The study utilized a mixed-methods approach, incorporating both qualitative and quantitative data collection techniques: Surveys: Conducted with in and out of school adolescent girls. This instrument provided information on the most commonly patronized livelihood development skills, their motivation and interest, Training and learning opportunities, materials and tools for livelihood skills, livelihood opportunities and markets access for local products, financial opportunities and business development.

Key Informant Interview (KII): Engaged facilitators, community leaders, and NGO representatives. Development partners, MDAs and NGOs roles, strategies and support for the livelihood development of adolescent girls were also analyzed. Similarly, information about facilitators' experiences, challenges and strategies for improving programme delivery were collected. Focus Group Discussions (FGDs): Held with community stakeholders, including parents and local business owners. Document Review: Analyzed reports from government agencies, NGOs, and previous studies on skill development in Bauchi State. Sampling Techniques A random and purposive sampling approach was used to ensure diverse representation. A sample size of 208 participants were drawn from rural and urban areas across Bauchi State.

RESULTS

Overview of Livelihood Skills Available to Adolescent Girls

Result on table 1 revealed that the most common skills patronized by adolescent girls across the 20 LGA's in the state in ascending order are: Farming (crop cultivation, poultry farming, animal rearing etc.) which can enhance food supply and nutrition in local communities, Tailoring and Dressmaking which can address the

high market demand for custom-made clothing, Food Processing (Snacks, Spices, Dried Foods) which help to enhance local food security, Soap and Detergent Making that is Profitable due to high household demand, Weaving and Basketry that promotes traditional craftsmanship with

cultural value, Beadwork and Jewelry Production that is suitable for small-scale entrepreneurs, Dyeing and Fabric Design (Tie & Dye, Batik) that addresses the growing interest in fashion industry, and Hairdressing and Beauty Services with high demand among young women.

Table 1: Most common traditional skills for adolescent girl child by LGA in Bauchi state

S/N	LGA	Farming	Weaving & basketry	Tailoring/ dress making	Food Processing	Dyeing & fabric design	Bead/ jewelry	Soap detergent	Hair dress/ beauty	Unique skills
1	ALK	1		2	1					Trading, Farming
2	BAU	1	1	2	2			1		Food Processing, Food Processing, Tailoring,
3	BGR	1		2	1				1	Food Processing, Hair Dressing, Tailoring
4	DAS	3		1				1		Farming
5	DAM	3	1	3	3		2	1		Farming, Tailoring, Food Processing
6	DRZ	1	1	3						Tailoring
7	GYD			2	3					Food Processing & Black smith
8	GAM			3	3			1		Tailoring & Food Processing
9	GJW	1		2				1		Tailoring
10	ITG	2	2	2	1			1		Weaving/Basketry, Tailoring, Food Processing, Farming
11	JMA	2	1	2	1			1		Farming Tailoring
12	KTG	3		1						Tailoring
13	KRF	3		2	1			3		Farming, Tailoring
14	MSA	3	2	3	3	2	2	3		Agriculture
15	NNG	2		1	1					Farming (Vegetables)
16	SHR	3			3					Farming, Food Stuff Trading
17	TFB	2		3	1					Tailoring/ Agriculture
18	TRR	3								Farming
19	WRJ	2			1					G/nut Oil Processing

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S/N	LGA	Farming	Weaving & basketry	Tailoring/ dress making	Food Processing	Dyeing & fabric design	Bead/ jewelry	Soap detergent	Hair dress/ beauty	Unique skills
20	ZAK	3		1	2		1	1		Tailoring
	TOTAL	38	8	35	27	2	5	14	1	

Result on table 1. Indicates that there are numerous factors motivating adolescent girls across the 20 LGA's of Bauchi state to learn skills, majority of the respondents are motivated by their personal interest, followed by the zeal to be financially self-reliance, while others are encouraged by their family members to learn a skill, only few are motivated by the expectation of their communities. On interest of learning specific skill, the adolescent girls are influenced by their zeal to either earn income, to support their family

members, to preserve their cultural heritage or for their personal development. The result further indicates that majority of the adolescent girls are aware of other adolescent girls that succeeded in livelihood skills in the past which served as a motivation for them to learn a skill. Most of the respondents are aware of the type of livelihood skills that previous girls succeeded in (Food Processing and Tailoring are the most common skills that Adolescent girls are successful in the past).

Table 2: Motivation factors for interest and learning of livelihood skills.

S/N	LGA	Motivation for Learning Skills					Why Interested In Skills				Awareness Of Adolescent Girl Child Successful in Local Skills		Type Of Skills Adolescent Girl Child Are Successful in LOCAL SKILLS
		Personal Interest	Family Encouragement	Financial In - Dependence	Community Expectation	Earn More Income	Support Family	Preserve Cultural Heritage	Personal Development	Others	Yes	No	
1	ALK	3				2	1				2	1	Tailoring & Knitting
2	BAU	1	1			1	1				1	1	Food Processing
3	BGR	1	2			1	1		1		3		Food Processing, Hair Dressing, Weaving, Tailoring
4	DAM	1									3		Tailoring, Charcoal Trading
5	DRZ	3					3				3		Farming, Soap Making
6	DAS	1		2			3				3		Tailoring, Bag making
7	GAM			1		1					1	2	Tailoring, & Food Processing
8	GJW	3					2		1		3		
9	GYD	2		1		2	1				3		Tailoring

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Motivation for Learning Skills											Awareness Of Adolescent Girl Child Successful in Local Skills			
S/N	LGA	Personal Interest	Family Encouragement	Financial In - Dependence	Community Expectation	Earn More Income	Support Family	Preserve Cultural Heritage	Personal Development	Others	Yes	No	Type Of Skills Adolescent Girl Child Are Successful in LOCAL SKILLS	
10	ITG	1	1		1		3		1	1	3		Tailoring, G/Nut Oil making, Soap/Detergent	
11	JMA		1	1	1	1	1				2	1	Tailoring, Farming, Food Processing, Cap making	
12	KRF		3				2				2	1	Tailoring	
13	KTG	3				1	2				3		Tailoring, Milling, trading, Poultry	
14	MSA										2	1	Agriculture, Beadwork	
15	NNG	2					2		1		3		Tailoring, Shoe making	
16	SHR		1	2		1	2				3		Tailoring, Food Stuff trading	
17	TFB	1	1				3			1		3	Weaving, Tailoring, G/nut Oil	
18	TRR			3			3				3		Tailoring, Car Wash & Soap making	
19	WRJ		2	1			3				2	1	Tailoring, Farming, Food Processing, Weaving & Basketry	
20	ZAK			3		2	1				1	2		
Total		22	12	14	2	12	34	0	4	1	46	13		

Result on Table 2. Shows that more than 50% of the respondents have not participated in any form of skills acquisition in the past, 40% have participated in skills acquisition in the past. 60% of those that participated in skills acquisition had their training in their community centres, followed by 18.9% that received training from their respective family members, another 18.9% received training from community members while the last 2.7% received training from NGO's. On duration of training 39.4% of the adolescent girls

spent more than six months to completed their training, 24.2% received training in 1-3 months, 21.2% completed their training within 3-6 months, the last 15% received training in less than a month.

On the method of training 55% of the adolescent girls received training through Practical hands-on, 26% via classroom based training, 9% through online, and the remaining 10% through apprenticeship; The challenges faced by adolescent girls in acquiring livelihood

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skills include lack of awareness (26%), high cost of training (26%), Distance to training centres (24%), Time constraint (7%), family restrictions

preventing girl child from participating in some trades that are tagged as male oriented skills(7%), Other reasons (10%).

Table 3: Training and learning opportunities

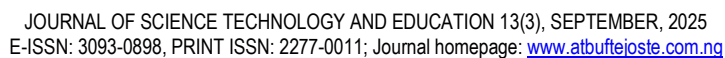
S/ N	Participation In Skills Acquisition Programme		Training Centre				Duration Training			Of	Method Of Training				Challenges In Assessing Training						
	Yes	No	Types of skills	Community Centre	Ngo/organisations	Family/ relatives	Others	Less than 1 month	1-3 months		3-6 months	More than 6 months	Practical hands-on	Classroom based	Online	Apprenticeship	Lack of awareness	High cost of training	Distance to training	Time constraints	Family restrictions
1	2	1		1			1		1			3						1			2
	ALK		Tailoring																		
2	1	1		1					1			1			1	1	1				
	BAU		Food																		
3	1	2			1				1	1		2				1	1				
	BGR		Food			1		1				2			1	1	1			2	1
4	1	2																			
	DAS		Hair Dressing																		
5	2	1		1		1		1		1				2			1			1	
	DAM		Soap making																		
6	2	1				1			1			1	1		1	2					
	DRZ		G/nut																		
7	3			2		1		1			1	3				1	2		1		
	GYD		Tailoring																		

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	Participation In Skills Acquisition Programme		Training Centre				Duration Training		Of	Method Of Training				Challenges In Assessing Training							
S/N	Yes	No	Types of skills	Community Centre	Ngo/organisations	Family/ relatives	Others	Less than 1 month	1-3 months	3-6 months	More than 6 months	Practical hands-on	Classroom based	Online	Apprenticeship	Lack of awareness	High cost of training	Distance to training	Time constraints	Family restrictions	Others
8	1	2		1			1	2	1												1
9	GAM	3	Tailoring	3			1					2	2				1	1	1		
10	GJW		Tailoring			1															
10		2	1			1					1	2				1		1			
11	ITG		Gnut oil	2		1					3	2					1	1	1		
12	JMA		Tailoring																		
12		1	2	2		1		1	1	1	1	1	2					3			
13	KTG		Tailoring																		
14	KRF																				
14		2	1	Fan	2			1		1	1	1				1	1				
15	MSA		Hand ...	1			2				2		1		2		2	1			
	NNG																				

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S/ N	Participation In Skills Acquisition Programme		Training Centre				Duration Training		Of	Method Of Training				Challenges In Assessing Training								
	Yes	No	Types of skills	Community Centre	Ngo/organisations	Family/ relatives	Others	Less than 1 month		1-3 months	3-6 months	More than 6 months	Practical hands-on	Classroom based	Online	Apprenticeship	Lack of awareness	High cost of training	Distance to training	Time constraints	Family restrictions	Others
16	1	2	Tailoring	1														1				
17	SHR	1 2		1		1				1	1		2	1								
18	TFB																					
18		3		1		1		1	1			1	1		1							
19	TRR	2 1		2						1	1	3				2		1				
20	WRJ		Tailoring																			
20		3		2																		
	ZAK																					
TOTAL	26	29		21	1	7	7	5	8	7	13	26	12	4	5	11	11	10	3	3	4	

Result from Table 3. Revealed the types of materials and tools that accessible to adolescent girls in each of the 20 LGAs of the state and their means of acquisition. The result further indicates the materials that are lacking or in accessible to the Adolescent girls and suggestions

on how to make the accessible. Majority of the material that are lacking are machineries, tools and consumables for learning/practicing of the various trades such as tailoring, weaving, food processing, Hair dressing among others.

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Table 4: Overview on materials and tools for livelihood skills development

Material and Tools									
S/N	LGA	Accessible materials and tools	Method of acquisition					Materials / tools lacking	How to make tools & materials accessible
			Buy them myself	by Provided family	Donations from ngo/ government	Borrow from others	Others		
1	ALK	Scissors, Cement Paper, Tape		1	1			Sewing machine & materials	Support from Gov't or NGO's
2	BAU	Sugar, Coconut, tamarind & Fire wood; Sewing machine, Drier	1	2				Coconut grating machine	By making them available in the market
3	BGR	Beans and Soya Beans		1				Drier, sewing machine	By financial support, from Gov't or NGO
4	DAS	NIL	1			1		Henna, Rani, Thread, soap base, Vaseline base, morning fresh base	Career Training, financial support, providing training materials, financial support
5	DAM	Needle, thread and servicing materials						Needle, thread, Sewing machine	Gov't, NGO
6	DRZ	Scissors, thread, needle						Sewing machine	Incentive to training participants
7	GYD	G/nut						Frying Pan, sewing & knitting machines	Gov't, NGO. Family members and close relatives
8	GMW	NIL	NIL					All materials are needed	Provided by the gov't or NGO
9	GJW	Sewing, Machine, Tape, scissors needle						Needle thread, sewing machine	Provision of Adequate material & Tools, by servicing old sewing machine & equipment

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Material and Tools									
S/N	LGA	Accessible materials and tools	Method of acquisition					Materials / tools lacking	How to make tools & materials accessible
			Buy them myself	by Provided family	from Donations ngo/ government	from Borrow others	Others		
10	ITG	Weaving stick and Sewing machine	1					sewing machine, chemicals for cosmetics, power generator	Financial support by NGOS
11	JMA	Sewing machine, computers						Industrial sewing machine, laptop, knitting machine	Fin. Support from Government, Industrial Sewing Machine
12	KTG	NIL	3					Sewing machine, knitting machine	Assistant from Governor
13	KRF	NIL						Scissors, thread Sewing machine, needles, thread, tape, scissors, fabric, power generator, financial support	Assistant from Governor
14	MSA	NIL						Sewing machine, Scissor, Tape, Thread, knitting machine, beads, thread	Assistant from Governor
15	NNG	Crochet	1					Sewing machine, Scissor, Tape, Thread, knitting machine	Donation from Philanthropist
16	SHR	Thread		2		1		Sewing and weaving machines	Donation by Gov't or other stakeholders Intervention

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Material and Tools									
S/N	LGA	Accessible materials and tools	Method of acquisition					Materials / tools lacking	How to make tools & materials accessible
			Buy them myself	by Provided family	from Donations ngo/ government	from Borrow others	Others		
17	TFB	Scissors,	1		1	1		Stapler, buying them	Family contribution and donations from NGO's
18	TRR	Makeup materials, soap	1					Tailoring machine, soap based material	Financial support, through provision of materials
19	WRJ	Scissors, trade, niddle, frying pan		2				Sewing machine, table, tape and Brown Paper, scissors, Seiving materials, fiber	Through donations and by purchasing them & Government / NGO support,
20	ZAK	NIL		1				Sewing Machine	Financial support, through provision of materials

Result from table 4. Shows the various products and services that are in high demand in each LGA of the state and the availability of markets, events and buyers of the locally made products. The result further indicates the challenges faced in selling of products and services, the most prominent among them are; lack of customers, competition among marketers and poor knowledge of pricing. The adolescent girls have indicated the types of support they needed in order of priority: Access to materials, financial support, access to training, market linkages and mentorship.

CONCLUSION

The micro-assessment has highlighted both the successes and gaps in the livelihood development program for adolescent girls in Bauchi state. While training initiatives have positively impacted skills development and income generation, limited financial access, cultural constraints, and weak market linkages continue to hinder long-term success. Stronger

policy interventions, financial support mechanisms, and enhanced community engagements are crucial to ensuring that adolescent girls can fully leverage their skills for sustainable economic empowerment.

RECOMMENDATIONS

Based on the findings, the following recommendations are made to improve livelihood challenges and opportunities for adolescent girls:

1. Increase Access to Education: Provide scholarships, reduce school fees, and improve school infrastructure.
2. Create Vocational Training Programs: Offer skill-building programs tailored to local job markets.
3. Enhance Mentorship and Career Guidance: Connect girls with female role models in various professions.
4. Challenge Cultural Norms: Implement community awareness programs to promote gender equality.

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5. Strengthen Economic Support:
Introduce financial assistance programs
for families to keep girls in school.

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