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MAPPING STUDY

Country Report

Working Paper

NIGERIA

SIFA

Skills for Youth Employability Programme

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The reports of this collection are:

- **Reports on countries' qualifications frameworks:** Angola, Cape Verde, Cameroon, Egypt, Ethiopia, Kenya, Ivory Coast, Morocco, Mozambique, Nigeria, Senegal, South Africa and Togo
- **Reports on qualifications frameworks of Regional Economic Communities:** East African Community (EAC), Economic Community of West African States (ECOWAS), Southern African Development Community (SADC)

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Acronyms

ACQF	African Continental Qualification Framework
ANBC	Advanced National Business Certificate
ANTC	Advanced National Technical Certificate
APC	All Progressive Congress
AU	African Union
AUC	African Union Commission
B.Ed.	Bachelor of Education
B.SC.	Bachelor of Science
BEC	Basic Education Certificate
BECE	Basic Education Certificate Examination
BMAS	Basic Minimum Academic Standards
BMZ	Federal Ministry of Economic Cooperation and Development (Germany)
COREN	Council for Regulation of Engineering in Nigeria
CESA	Continental Education Strategy for Africa
ECCD	Early Childhood Care Development
ECCDE	Early Child Care Development Education
ECOWAS	Economic Community of Western African States
EU	European Union
ETF	European Training Foundation
FCT	Federal Capital Territory
FEQAS	Federal Education Quality Assurance
FGN	Federal Government of Nigeria
FME	Federal Ministry of Education
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
HND	Higher National Diploma
IJMB	Interim Joint Matriculation Board
JAISC	Junior Arabic and Islamic Studies Certificate
JAMB	Joint Admissions and Matriculations Board
JUPEB	Joint University Preliminary Examination Board
LGA	Local Government Area
LTC	Labour Trade Certificate
M.Ed	Master of Education
M.Phil	Master of Philosophy

M.SC	Master of Science
NABTEB	National Business Education and Technical Board
NBC	National Business Certificate
NBTE	National Board for Technical Education
NCCE	National Commission for Colleges of Education
NCE	National Council on Education
NCE	Nigeria Certificate in Education
NCNE	National Commission for Nomadic Education
ND	National Diploma
NECO	National Examination Council
NEMIS	Nigeria Education management Information System
NERDC	Nigeria Education Research and Development Center
NID	National Innovation Diploma
NMEC	National Commission for Mass Literacy, Adult and Non-Formal Education
NND	Higher National Diploma
NOS	National Occupational Skills
NPE	National Policy on Education
NSQF	Nigerian Skills Qualifications Framework
NTC	National Technical Certificate
NUC	National Universities Commission
NVC	National Vocational Certificate
NVC	National Vocational Certificate
NVQF	National Vocational Qualification Framework
PAPI	Paper Assisted Personal Interview
PDP	Peoples Democratic Party
PGD	Post Graduate Diploma
PGDE	Post Graduate Diploma in Education
Ph.D	Doctor of Philosophy
RPL	Recognition of Previous Learning
SAISC	Senior Arabic and Islamic Studies Certificate
SSC	Senior Secondary Certificate
STC-EST	Specialised Technical Committee-on Education, Science and Technology
TC11	Teachers Grade Two Certificate
TRCN	Teachers Registration Council of Nigeria
TVET	Technical and Vocational Education and Training

UBE	Universal Basic Education
UBEC	Universal Basic Education Committee
UNCRC	United Nations Convention on the Right of the Child
UNESCO	United Nations Education Scientific and Cultural Organisation
UTME	Unified Tertiary Examination
VEIs	Vocational Enterprise Institutions
WAEC	West African Education Council
WASSC	West African Senior Secondary Certificate

Introduction to the ACQF Mapping Study

Policy context of this mapping study

This country report forms an integral part of the *Mapping Study on the state of play and dynamics of qualifications frameworks in Africa*, which lays the updated evidence foundation for development of the African Continental Qualifications Framework (ACQF). The purpose of this report is to provide an updated overview – not an evaluation – of policies, practices and instruments related with the qualifications framework in Cabo Verde.

The African Union Commission (AUC) initiated the ACQF development process in September 2019 and is working in partnership with the European Union (EU), Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and the European Training Foundation (ETF) over a period of two and a half years (2019-2022). The ACQF's development activities are part of the African Union (AU)-EU project "Skills for Youth Employability", which supports a holistic process building on evidence and analysis, AUC political leadership and consultation of African stakeholders (national, regional and continental), awareness raising and capacity development.

The main planned output of the project by mid-2022 is the ACQF policy and technical document and action plan technically validated for decision-making by the relevant organs of the AU.

The intermediate project outputs planned for 2019 to 2022 are:

- ACQF Mapping Study (by mid-2020)
- ACQF Feasibility Study (by mid-2021)

Other key activities:

- Stakeholder consultation workshops throughout the process (2019-2022)
- Awareness raising and capacity development actions (2020-2022)
- Website to support ACQF development and information sharing
- ACQF related policy and technical information for STC-EST meetings

ACQF Mapping Study: brief overview of the scope and methodology

The ACQF Mapping Study aims to chart a comprehensive, specific and updated analysis of where Africa stands in respect of qualifications frameworks development, establishment, operationalisation and revision. The scope of the study is wide in terms of explored thematic domains and inclusive, as it considers the broad range of countries' dynamics and progression stages in developing and establishing qualifications

The mapping study builds on a combination of sources of information and data:

- a) Desk research: collection and analysis of sources, including policy-legislative framework; methodology sources; qualifications websites, registers and catalogues; statistical data; analyses and studies.
- b) Online survey: conducted between beginning of November 2019 and mid-January 2020; a second round was conducted in May 2020. Responses were received from 33 countries.
- c) Technical visits to a group of ten countries and three Regional Economic Communities (RECs): carried out by a team of experts, in the period from mid-December 2019 to mid-March 2020.

Countries included in the technical visits: Angola, Cameroon, Egypt, Ethiopia, Kenya, Morocco, Mozambique, Senegal, Togo and South Africa. Cabo Verde was included in March 2020, but due to the Coronavirus Pandemic the research did not include a country visit, and was based on online meetings, a presentation of the NQF and extensive desk research. Three Regional Economic Communities (RECs) contacted: EAC, ECOWAS and SADC. To expand the coverage of the mapping study reports two country reports were added to the collection and completed in December 2020: Ivory Coast and Nigeria.

Main reports of the mapping study

- Final comprehensive report, encompassing the full set of findings from the continental stocktaking and the thematic analyses on qualifications frameworks developments in Africa. Finalisation: September 2020.
- Synthetic report and infographics focused on key findings. Period: September 2020.

Thematic analyses contributing to the comprehensive mapping study

- Report of continent-wide survey of developments of qualifications frameworks encompassing all AU member states (AU MS) and RECs.
- Report of analysis of qualifications.
- Country reports (11 countries) and REC reports (3 RECs).

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1 Snapshot of the Nigeria National Qualifications Framework

The two basic laws or legal act that regulate the education system in Nigeria are the 1999 Constitution of the Federal Republic of Nigeria and the National Policy on Education 2013. Chapter II (18) of the Nigerian Constitution passed in 1999 stipulates the goals of education as providing 'equal and adequate educational opportunities at all levels', 'promote science and technology', and to 'eradicate literacy' by providing free, compulsory and universal primary, secondary and university education as well as adult literacy programme.

The National Policy on Education defines the education system and subsystems, the levels and circles of formal education in Nigeria. The Nigerian education operates a 1:6:3: 3:4 system of education. The Nigerian education is structured into the following which are fully described in chapter four of this study.

- Early Childhood Care and Development
- Basic Education encompassing Pre-Primary, primary and junior secondary (10 years of education)
- Post Basic Education covering Senior Secondary, and Technical Colleges (3 years)
- Tertiary, Education provided in universities, Colleges of Education, Monotechnic and polytechnics (4 years).

The Nigerian system of education operates a learning outcome-based curriculum at all the levels and forms of the education with core generic competency involving application of knowledge, skills and values in practical situations. The level structures and descriptors are stated in the minimum standards for every level of the qualifications developed by the Supervisory bodies. For instance, the Nigerian Education Research and Development Council (NERDC) develops the curriculum for the basic and senior secondary level while the Minimum Standards for the Universities, Colleges of Education, Polytechnics and Monotechnic are developed by the National Universities Commission (NUC), National Commission for Colleges of Education (NCCE) and National Board for Technical Education (NBTE), respectively.

The concurrent nature of the Nigerian education stipulated in the second schedule, part II, paragraph 27-30 of the constitution gives backing to the three tiers of government to legislate on education while the provision of major funding, strategies and policies are by the Federal government. Generally, the Federal Government through the Federal Ministry of Education (FME) aims to use education as a tool for fostering the development of all Nigerian citizens to their full potentials, in the promotion of a strong, democratic, egalitarian, prosperous, indivisible and indissoluble sovereign nation under God. In line with the recommendation of the National Policy on Education (NPE), the Federal Government established effective quality assurance agencies that monitor and maintain established standards at different subsystems of the education.

There is no comprehensive or integrated National Qualification Framework in Nigerian but within the existing subsystems of education, are operational competency-based curriculum structured in three domains of knowledge, skills and attitudes/values. The Nigerian Skills Qualification Framework was developed for the Technical and Vocational Education and Training (TVET) subsystem. The Framework covers six level qualifications in line with the developed National Occupational Standards (NOS).

The responsibility of developing a National Qualification Framework is that of the Federal Ministry of Education, in collaboration with the supervisory bodies of the different subsystems such as the National Universities Commission, (NUC), National Commission for Colleges of Education (NCCE), the National Board for Technical Education (NBTE), Ministry of Labour, Ministry of Science and Technology, the professional regulatory bodies, International Development Partners, etc. This study reveals that there is no existing plan or policy for the development of a more comprehensive and integrated national qualification framework that will cover all the subsystems of education and training in Nigeria. However, this study includes an expert's view of the structure for the comprehensive National Qualifications Framework based on eight levels of qualification, which includes the different academic qualifications awarded at all levels of the education system in Nigeria (details in 4.2)

There are legal Acts and guidelines that guide the development of curriculum and qualifications. The National Policy on Education (NPE) stipulates guidelines for the development of curriculum, the learning objectives and the expected exit competencies at all levels. Nigeria has developed the Nigerian Skills qualification framework for the TVET subsystem but in the process of extending this to accommodate the tertiary qualifications.

Access and progression to the different qualifications levels are based on continuous assessment and examinations as stipulated by the legal Acts/ Minimum Standards for the different levels and the National Policy on Education (NPE,2013).

There is a comprehensive system of quality assurance operational at all levels defined by the different laws /Acts that established and empowers the quality assurance bodies such as the NUC, NCCE, NBTE and FEQAS, NMEC to monitor, evaluate and accredit the programmes of the different institutions. Quality assurance operates in two modes, internal and external. The overall aim/goal of the quality assurance is to ensure compliance with the curriculum and academic standards and benchmarks for every level; establish the maintenance and sustenance of the standards; for continuous improvement of the quality of teaching and learning and to ensure credibility of the subsystems.

There is no general system of validation or recognition of prior learning from informal or non-formal learning except for those in the TVET institutions stipulated in the Nigerian Skills Qualification framework (NSQF) in line with the National Occupational Skills (NOS)

The department of Education Support Services of the Federal Ministry of Education operates a *'Register of Foreign Certificates with their Nigerian Equivalentents'* used for the validation and accreditation of both local and foreign qualifications. There is no database of qualification, but the Nigeria Education Management Information System keeps records of data on all forms of education and training in Nigeria, school age population, enrolment at all levels, and requisite education indicators that guide the planning and development of education in Nigeria. This information is published in the *'Nigeria Digest of Educational Statistics'*.

2. Introduction to country context

2.1 General Information

The Federal Republic of Nigeria is a sovereign country in West Africa located on the Gulf of Guinea. Nigeria has a rich ethnocentric diversity of over 350 distinct ethnic groups with over 500 indigenous languages. The country Nigeria evolved from the amalgamation of the northern and southern protectorate of Nigeria in 1914 under the British colonial rule gaining its independence in October 1, 1960. The Name “Nigeria” was derived from the River Niger. There are five main national goals of Nigeria stated in the Constitution of the Federal Republic of Nigeria that guides its political, social and economic development. They are the building of:

- free and democratic society;
- a just and egalitarian society;
- united, strong and self-reliant nation;
- great and dynamic economy; and
- land full of bright opportunities for all citizens.

2.2. Population

The current population of Nigeria by Saturday November 28, 2020 is 208,188,496 based on the latest United Nations data. Nigeria population is said to be equivalent to 2.64% of the total world population and ranks 7th in the list of countries (and dependencies) by population. It has a population density of 226 per m² (586 people per mi²) with total land area of 910,770 km² (351,650 square miles). The age distribution of Nigeria in 2019 shows that from 0-14 years is 43.69%; 15-64 year is 53.57% and 65 years and older is 2.74% (Worldometer 2020).

2.3. Politics

The country as a Federal Republic has executive power rested on the democratically elected President and Commander-in-Chief of the Armed Forces. The legislative powers are vested in the National Assembly for the federation which consists of a senate and a House of Representatives. Leadership of the country is spread among the three tiers of government Viz: the executive, the legislative and the judiciary. Nigeria is divided into 36 State and the Federal Capital Territory (FCT) Abuja. Every State is headed by a Governor elected through democratic process and a Minister appointed by the president for the administrative position of the FCT. The headquarters of the government of each State is known as the Capital City of that State. There are 774 Local Government Areas (LGAs) which are under elected Chairmen/persons. Nigeria operates a multi -party system and most popular parties are the All Progressive Congress (APC), the ruling party, and Peoples democratic Party (PDP) the main opposition party. There are over 250 languages in Nigeria but officially, only the languages of the largest groups – Hausa, Igbo and Yoruba are recognized as official languages with English language and are the language of instruction at the earliest years of basic education but are replaced with English language in Grade four.

2.4. Economy

The country has a fast-growing economy based on crude oil exploration. Crude oil is responsible for more than 90% of (Nigeria's) exports and 70% of its government revenues. Other sectors of economy in Nigeria include the agriculture, mining, services (tourism, banking), energy. Overseas remittances are sizeable. According to the African Development Bank the real GDP growth was estimated at 2.3% in 2019 and growth was majorly in transport, an improved oil sector, information and communication technology. Nigeria has a high potential to emerge as a major global economy if it can harness the other sectors of the economy such as the solid mineral, water, and agricultural resources (with vast land of 910 770 km²) as well as the human resource development. The negative impact of COVID-19 pandemic amplified the economic challenge of the nation already affected by the insecurity, corruption, etc.

2.5. Employment and Unemployment

In a report published in August 2020 titled *Labour Force Statistics: Abridged Labour Force Survey Under COVID-19*, the National Bureau of Statistics (NBS) has disclosed that 27.1 per cent of Nigerians were without jobs during the coronavirus-induced lockdown months in the second quarter of the year.

The data would be the first released after almost two years when the country's unemployment numbers stood at 23.1 per cent, signifying a 4 per cent rise in unemployment within the period.

the national statistics body noted that based on a survey, the unemployment rate among young people (15-34 years) was 34.9 per cent, up from 29.7 per cent.

It added that the rate of underemployment (working between 20-29 hours per week) for the same age group rose to 28.2 per cent from 25.7 per cent in Q3, 2018, noting that these rates were the highest when compared to other age groupings.

It found out that the underemployment rate increased from 20.1 per cent in Q3, 2018 to 28.6 per cent. Combined with the unemployment, it means 55.7 per cent of the country's labour force was either unemployed or underemployed in the period under review.

TABLE 1: DISTRIBUTION OF WORKING AGE POPULATION BY AGE AND SEX.

Distribution of Working Age Population by Age and Sex							
Age Group	Male		Female		Total		% of Total
	Number	%	Number	%	Number	%	
15-24	20,046,716	49.5	20,429,080	50.5	40,475,796	100	34.6
25-34	12,642,173	42.9	16,846,717	57.1	29,488,890	100	25.2
35-44	11,126,703	48.4	11,862,914	51.6	22,989,617	100	19.7
45-54	7,982,675	52.5	7,236,008	47.5	15,218,682	100	13

55-64	4,801,894	55.2	3,896,307	44.8	8,698,201	100	7.4
Total	56,600,161	48.4	60,271,026	55.6	116,871,186	100	100

Source: National Bureau of Statistics, 2020

2.6 Education

Nigeria education sector is guided by the constitutional provisions and legislative support for the three tiers of government (Federal, State and Local Government) and other stakeholders to participate in the delivery of education at all levels. Education in Nigeria is on concurrent legislative list implying that all tiers of the government have legislative power on education. States and Local Governments manage their education while the federal government provides the strategic plans and policies that drive the systems. The Constitution of the Federal Republic of Nigeria stipulates the direction or goals of education through the National Policy on Education (NPE).

The Nigerian educational objectives are to ensure equal and adequate education opportunities at all levels; promote science and technology; eradicate illiteracy; and as much as possible provide free, compulsory and universal education, free secondary education and tertiary education and free adult literacy programmes.

The major challenges of education in Nigeria include inadequate funding and high rate of out of school children. Despite an abundance of natural resources, including oil and gas, and recent economic growth, Nigeria has low investment in education, and recorded about 10.5 million out-of-school children (Action Aid, Education International and Light for the World 2020). The Nigerian Universities lack adequate infrastructure and consequently the capacity to accommodate the youth population that seek for admission annually despite their outstanding performance at the Unified Tertiary Matriculating Examination (UTME). For instance, out of 1.9 million candidates that registered for the tertiary admission through UTME in 2018, only about 24, 148 candidates gained admission into various higher institutions in Nigeria as of August 29, 2018 for the 2018/2019 academic session (Oyekanmi 2020). This has become very worrisome as it has made Nigeria a ready market for international students thereby increasing outbound students. It is important to note the ingenuity of Nigerian youths that demonstrate excellence in their various fields of study locally and internationally.

3. Mapping of the education and training Systems

3.1. The Structure of the education system

Since 2015 the development of education in Nigeria is articulated on the ministerial strategic plans built on 10 pillars around 3 result areas: access, quality, and system strengthening. The pillars cover: Out of school Children, Youth and adult literacy, Science, Technology, Engineering and Mathematics (STEM) and Technology, Vocational Education and Training (TVET), Basic Education, Teacher Education, Capacity Building and Professional Development; Curriculum and Policy matters; Tertiary Education; Education Data planning; Information and Communication Technology; Library Services in Education.

In accordance with the resolutions and directives of the National Council on Education (NCE) the system of education in Nigeria is structured into 1:6:3: 3:4 system which implies one-year pre- primary,

nine years basic education, three years post basic and four years tertiary education. This is also referred to in the reviewed basic education curriculum as 1:9:3:4 system of education. The nine years basic education is the continuous and compulsory six years primary education and three years junior secondary, three years of senior secondary and four years of tertiary education. The four levels of education are classified as follows:

1. Early Childcare and Development for ages 0-4 years;
2. Basic Education for ages 5-15 years encompassing 1-year Pre-Primary, 6 years of primary education, and 3 years of junior Secondary Education;
3. Post Basic Education of 3 years in Senior Secondary Schools and Technical Colleges; and
4. Tertiary Education provided in Colleges of Education, Monotechnics, Polytechnics and Universities (4 years)

3.1.1 Basic Education

Basic education in Nigeria is in line with the United Nations Declaration on education for all (EFA), and Sustainable Development Goals (SDG). As a member of the United Nations and signatory to many international treaties and conventions on the right of the child to free and compulsory education with the principles of inclusiveness, the Federal Government launched the Universal Basic Education UBE programme in 1999 with the view to provide quality basic education (primary and Junior Secondary) to all school age children irrespective of their parental, religious, social and any other consideration. Two percent (2%) of Federal Government's consolidated revenue is allocated to UBEC for this programme. The institutionalization of this programme is to guaranty access, improve quality and promote equity in UBE delivery (UBE, 2019). The UBE Act (2004) was enacted to give legal backing to the implementation of this programme with the establishment of the Universal Basic Education Commission (UBEC) to coordinate it and through the establishment of the State Universal Basic Education Boards (SUBEBs) and the Local Government Authorities (LGEAs) to domesticate the UBE programme to the grass root. In order to take care of the challenges posed by the provisions of the UBE Act, 2004 for universal access and continuous education in Nigeria as well as to attain the social and economic development and reconstruction enshrined in the MDGs, NEEDs and subsequent SDGs, the 9- year Basic Education Curriculum (BEC) was reviewed and approved in 2012 with a gradual commencement of its implementation in 2014 (NERDC 2016).

The Basic education covers the education given to children aged 0-15 years. It encompasses the Early Child Care and Development Education (ECCDE) and the primary and junior secondary (NPE 2013.)

3.1.2 The Early Child Care Development and the Pre-Primary Education

The Early Child Care Development Education is segmented into ages 0-4 years located in the crèches, mostly under the private sector and social development services, while ages 5-6 (pre-primary) are within the formal education sector. The purpose of early childhood care education is to promote smooth transition from home to school; inculcate social, moral norms and values, inculcate the spirit of enquiry and creativity through exploration of nature, the environment, art, music and the use of toys; develop sense of cooperation and team spirit, stimulate in the child good habits, including good health habits and learn the rudiments of numbers, letters, colours, shapes, forms, etc through play; and be readiness for primary education.

Pre-Primary Education is the one-year education given to children of ages 5 in preparation for entry into primary school. The objective of the pre-primary is same with those of ECCD.

3.1.3 Primary Education

This is the education given to children of 6 to 12 years and covers grades one through six. The curriculum at this level includes English, Mathematics, Nigerian Language, Basic Science and Technology, Religion and National Values, Cultural and Creative Art, Arabic Language (optional), pre-vocational studies (Home Economics, Agriculture and Entrepreneurship) and French Language are introduced in grade four. As stipulated in the National Policy on Education (NPE 2013), the language of instruction at the primary school level at the first three years (lower primary) is indigenous language or language of the immediate environment (Hausa, Igbo or Yoruba). However, English language is majorly the language of instruction in Nigerian schools. The competence and skills expected of the learners at this level include: *safety and security awareness, manipulative skills to function effectively in the society, permanent literacy and numeracy and ability to communicate effectively; readiness for further educational advancement, trade and craft of the locality, sounds basis for scientific and reflective thinking, ICT literacy and skills and ability to adapt to the changing environment*. Based on the Continuous Assessment the pupils are awarded the Primary School Leaving Certificate at the completion of the grade six and progression to Junior Secondary School is compulsory and automatic. However, pupils who wish to proceed to Federal Government Colleges (Unity Schools) write the National Common Entrance Examination to qualify for admission into the colleges.

3.1.4 Junior Secondary Education

This is a three-year free and compulsory education for children of ages 12-14 years after completion of primary education. Education at this level covers grades seven through nine. The curriculum is similar with those covered at the primary school but with an addition of Business Studies. *The basic competence and skills expected at the end of the education are useful living within the society; developed talents and recognizing opportunities for future roles; acquire science/technology/commerce/vocational and entrepreneurial skills and sub professional grade; and acquire ICT skills*. At the end of the 3-year programme (grade 9) students take the Basic Education Certificate Examination (BECE) and /or Junior Arabic and Islamic Studies Certificate Examination (JAISCE) administered by the State Governments. Successful students are awarded the Basic Education Certificate (BEC) on attainment of Passes in English and Mathematics with at least six subjects or JAISC).

3.1.5 Post-Basic Education and Career Development

This is the education received after a successful completion of (1+) 9 years Basic Education and passing the BECE and JAISCE. It includes senior secondary education, higher school, and continuing education given at Vocational Enterprise Institutions (VEIs) to either Basic Education graduates who are not proceeding to senior secondary schools or senior secondary graduates that are not proceeding to the tertiary with the aim of preparing them for the world of work, income generation and entrepreneurship. This is after a successful completion of (1+) 9 years of Basic Education and obtaining the Basic Education Certificate (BEC) and Junior Arabic and Islamic Studies Certificate (JAISC).

Certificates obtained at the post basic level include:

- West African Senior School Certificate (WASSC)

- Senior School Certificate (SSC)
- National Technical Certificate (NTC)
- National Business Certificate (NBC)
- National Vocational Certificate (NVC)
- Senior Arabic and Islamic Studies Certificate (SAISC).

Award of these certificates are based on Continuous Assessment and National Examinations.

i. Senior Secondary Education (15-17 Years): This covers three year post basic education. The curriculum is based on four compulsory cross-cutting subjects: English, Mathematics, Economics, Civic Education with additional four or five elective subjects from the sciences and vocational area. At the end of the three-year programme, the students sit for the West African Senior School Certificate Examination (WASSCE) and the National Examination Council Examination (NECO).

Expected competency and skills at this level are ICT skills, science/technology/commerce/vocational and entrepreneurial skills at sub-professional grades; job specific skills for self-reliance, and for agricultural, industrial, commercial and economic development, competence to aspire for high education and self-reliance for progression into the tertiary/higher education. The students are expected to obtain at least five credit passes including English and Mathematics after taking a minimum of 8 or maximum of 9 subjects and one trade/entrepreneurial subject in WAEC Examination and.

ii. Technical and Vocational Education and Training (TVET)

This covers those aspects of the education process involving in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life e.g Technical Colleges, Vocational Enterprise Institutions (VEIs).

3.1.6 Mass Literacy, Adult and Nomadic Education

This is a derivative of the directives on the National Policy on Education (NPE) to all the tiers of government involved in the administration and management of education (Federal, State, FCT and Local governments) to develop appropriate strategies and programmes to provide Basic Education for children of peculiar circumstances such as children of pastoral nomads, hunters, migrant, fisher folks, orphans, children of apprenticeship etc) who are unable to benefit from basic education within the conventional education system.

i. Mass Literacy, Adult and Non-Formal Education: This is the equivalent of basic education given to adults, children and youths of formal school age, outside the formal school system e.g. migrant people, almajiri pupils, illiterate adults and adolescents who have never been to school and cannot read or write for whom basic literacy and numeracy skills can open a gate for lifelong learning; early school leavers who could not stay on to achieve permanent literacy for effective work; and adolescents who are above school age but have not achieved reading, writing and numeracy competencies; adults, youths and adolescents persons who left the formal school system earlier before acquiring the basic education due to health challenge, conflict, pregnancy, loss of parents etc.; school age children (6-14 years) not enrolled in the formal school system; young persons who desire to acquire formal certificates that they had failed to acquire while still in school; school leavers (working) with different

educational attainment who need to engage in professional training and education to improve themselves and update their skills and job performance persons who are already engaged in economic activities but require further learning (new knowledge , skills , attitudes and values to enable them adapt to the needs of an ever changing world of work; adults and youths who need rehabilitation education, including prison inmates, people with special needs, street children, out of school boys and girls, migrants, internally displaced persons, vulnerable and constrained women and girls, etc. (NMEC, 2017) and other categories of disadvantaged groups, who are unable to have access to the conventional educational system and therefore, require other forms of educational programmes to cater for their particular/peculiar needs and circumstances. The programme components for the Mass Literacy, Adult and Non-Formal as stipulated in the NMEC Policy Guideline for Mass Literacy, Adult and Non- Formal Education are

- a. Basic Literacy (equivalent to Primary 1-3 of the formal system) providing reading writing, numeracy and skills and duration is 6-9 months
- b. Post Literacy (Equivalent to Primary 4-6 of formal system) duration is 2-3 years and the learner can proceed for further education either through the formal or open and distance learning system.
- c. Functional Literacy: This is work related involving provision of skills of reading, writing and computation tailored towards one's occupation and better economic productivity
- d. Vocational Education/work -related skills: this is a non- formal education programme designed to equip the learners with vocational or work-related skills such as livelihood, computational skills, work readiness, entrepreneurial and small business management. Duration is 12 -18 months depending on the type of trade or craft the learner enrolled in.
- e. Liberal Education: This includes health (illness prevention, environmental conservation, civic education, peace education, conflict resolution, parenting, psycho-social wellbeing, negotiating and assertive skills, etc
- f. Continuing Education: Preparation for returning to formal schooling organized for graduates of post literacy and non-completers of formal school who want to acquire Junior Secondary Certificate Examination (SSCE) including professional examinations or other external examinations and those who wish to remedy deficiencies in their educational pursuit.
- g. Workplace Basic Skills: This is provided by the employers for their nonliterate and semiliterate employees to learn how to read, write and calculate or to update their skills for the purpose of their work and promotion and for more general education (NMEC 2017).

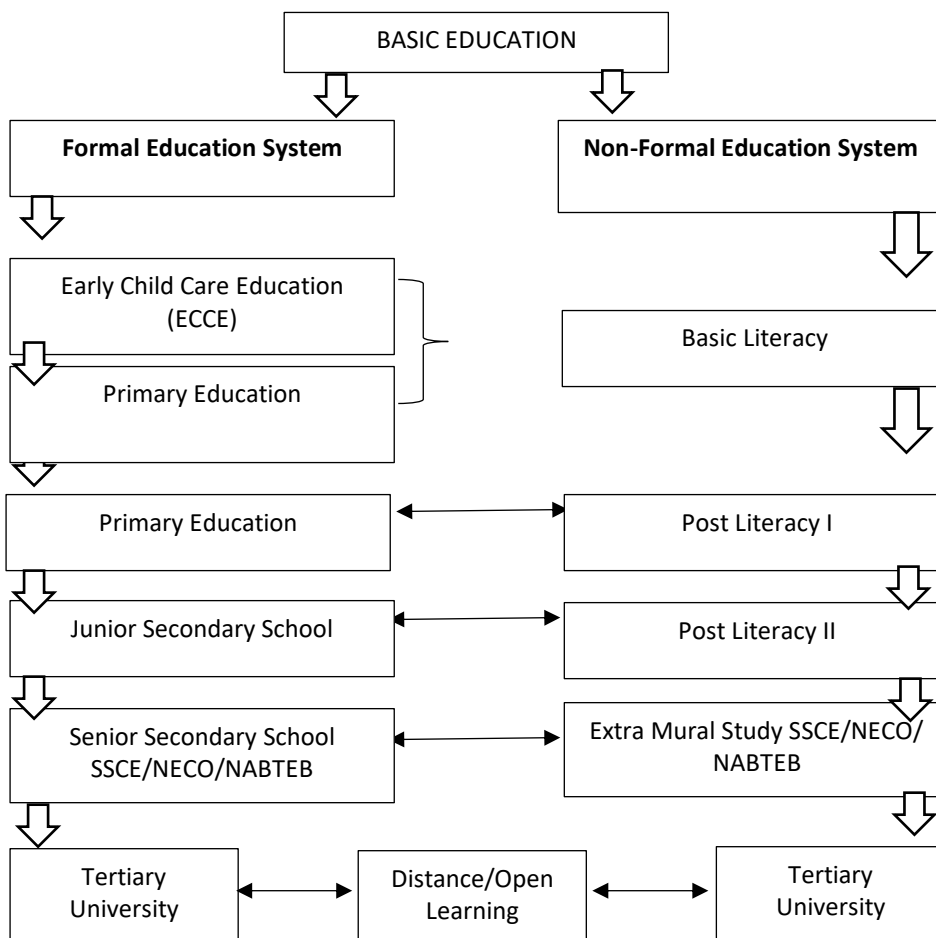
ii. Nomadic Education: This involves the first six years of Basic Education provided to the children of the disadvantaged nomadic population in the country. They are classified into three groups:

- The nomadic pastoralists
- The migrant Fisher Folk
- The migrant Farmers

The aim is to provide them relevant and functional basic education that will improve their survival skills, the knowledge and skills that will enable them to raise their productivity and income. The

National Commission for Nomadic Education (NCNE) is responsible for the implementation of Nomadic education in Nigeria.

FIGURE 1: BASIC EDUCATION EQUIVALENT FRAMEWORK



Source: NMEC 2017:39

3.1.7 Tertiary Education

Education at tertiary level covers the university and non-university sectors. *The non-university sectors include:* The Polytechnics, Monotechnic and Colleges of Education. There are 171 universities in Nigeria (44 Federal, 48 States, 79 private) (NUC 2020) with over 150 million students; 183 Colleges of Education (21 Federal, 50 States, 92 Private, 2 National Teachers Institute (NTI) and other NCE awarding Institutions) (NCCE 2012) about 212 Polytechnics / Monotechnics and 147 (IEIs). The Colleges of Education and other non-university institutions offer 2 to 3 years Post-Secondary Programme leading to the award of Nigerian Certificate in Education (NCE), Two years Ordinary National Diploma (OND), one-year industrial attachment and another two years of Higher National Diploma (HND).

The students who have obtained the Senior Secondary Certificate or General Certificate of Education of West African Examination Council (WAEC) or National Examination Council (SSCE, WAEC/NECO) or their equivalent with at least five credit passes in relevant subjects including English Language and Mathematics at not more than two sittings are considered for admission. Admission to tertiary

institutions follows two modalities: The Unified Tertiary Matriculation Examination (UTME) organised by the Joint Admission and Matriculation Examination Board (JAMB) and Direct Entry. The candidates for the UTME are expected to meet the general benchmark (cut-off mark) for the different courses and types of institutions. The cut off mark for bachelor's degree programs is 180 and 160 for non-university sectors. However, many students who score as high as 200 to 300 are denied admission because of limited vacancies *based on the institutional benchmarks and other factors including catchment area, course requirements and carrying capacity. Candidates for the direct entry admission are required to possess five credit passes in SSCE, GCE-WAEC, NECO or their equivalents including English and Mathematics of which at least three shall be at the advanced level provided that such passes are not counted at both levels of the examinations. In some cases, holders of Diploma certificate in related disciplines are considered. There is opportunity for inter-university transfer where students can transfer on meeting the receiving university's requirement in terms of qualification, grade and the minimum duration of stay to earn the university's degree.*

The minimum duration of undergraduate Bachelor programs in Nigeria is four academic sessions/years or eight consecutively-run semesters for candidates who enter through UTME, but for those that enter through direct entry admitted at 200 level of their programmes, the minimum is three academic sessions/years or six consecutively-run semesters the maximum length of time allowed to obtain an honours degree in in most academic disciplines, including sciences, social sciences, and humanities is twelve semesters for the 4-years degree programme and ten semesters for the students admitted directly into 200 level(NUC 2018). The most commonly awarded qualifications in these fields are the Bachelor of Arts, Bachelor of Science, and Bachelor of Social Science. Tertiary institutions use a credit system for graduating. For the NCE programme, a minimum credit unit of 118 to 126 is required for the University a minimum credit of 120 -144 and above for four-year programs and 90-104 and above for direct entry candidates.

A. Post Graduate Degrees

The Universities offer *Postgraduate diploma*, a non-degree program awarded upon completion of one year of full-time graduate study after the bachelor's degree. The postgraduate diploma (PGD) is a professional qualifying degree and not considered equivalent to master's degree that give access to admission to doctoral programs. It serves as a bridge to cross from one area of specialization or discipline to another. Admission requirements to master's degree can vary, but most universities require a First- or Second-Class bachelor's degree for admission. The Programs duration is one- or two-years programs typically require a thesis, while one-year programmes are course-work-based.

The Master of Philosophy (M.Phil.) is a short, advanced research degree. It is required by some universities for admission into doctoral programs. Programs are either completely research-based or include coursework in addition to research. Coursework completed in M.Phil. Programs can usually be transferred into doctoral programs.

The Doctor of Philosophy (PhD) is a research-based degree which takes minimum of two to three years on admission with master's or M.Phil. degree. Graduation from the program requires a successful completion of thesis or dissertation and oral defense with Coursework in some cases.

B. Professional Degrees

Professional degrees in medicine, dentistry, and veterinary science take a duration of six years with completion of a clinical internship. The standard credentials in these disciplines fulfil the academic requirements for professional licensure in Nigeria.

The Bachelor of Architecture is a five-year entry-to-practice degree. Bachelor of Law degrees can be either four or five years in length, depending on the institution with additional one year in the Law school.

C. Technical and Vocational Education

Higher technical and vocational education is provided at technical colleges, polytechnics, and monotechnics. The National Diploma (ND) is a two-year program that combines theoretical instruction with practical training. Many programs include a mandatory industrial attachment.

The Higher National Diploma (HND) is the second stage of education at technical colleges, polytechnics, and monotechnics. It follows the National Diploma, which is typically required for admission. The duration of the program is two years, and it gives students access to some Postgraduate Diplomas at universities.

There are also Colleges and institutions that offer specialized programmes such as Colleges of Agriculture, Colleges of Health Sciences, College of Business and Management Studies, School of Nursing and Midwifery etc.

Despite this and the large number of tertiary institutions in Nigeria, they are unable to accommodate the increasing number of candidates qualified for admission. There are higher demands or preference for admission in the universities than the non- universities. The carrying capacity of the universities are low due to insufficient infrastructure consequent upon inadequate funding. The Tertiary Education Trust Fund was established in 2011 to rehabilitate, restore and consolidate tertiary education infrastructure and human capital development with the 2% of education tax from all registered companies is intervening to ensure availability of adequate human and material resources in the tertiary levels.

3.2. Key Education Statistics

TABLE 2: SUMMARY OF UNIVERSITIES' UNDERGRADUATE ENROLMENT, 2017

	Male	Female	Total	% Female
Federal	651,719	480,770	1,134,620	42.37
State	260413	219256	494258	44.36
Private	48285	50691	98976	51.22

TABLE 3: SUMMARY OF UNIVERSITIES POST GRADUATE ENROLMENT, 2017

Sector	Male	Female	Total	% FEMALE
Federal	112146	70142	182288	38.48
State	23373	11407	34780	32.80

Private	3985	2376	6361	37.35
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TABLE 4: SUMMARY OF POLYTECHNICS ENROLMENT BY OWNERSHIP AND GENDER 2016/2017

Institution	Male	Female	Male/Female
Federal	108265	82891	191156
State	75972	51997	127969
Private	9901	8133	18034

Source: Nigerian Digest of Education Statistics, (FME 2017)

4. Scope and structure of the NQF

4.1. Scope

Nigeria has no comprehensive National Qualification Framework embracing qualifications of all levels and sub-systems. Currently Nigeria has a qualifications framework, which includes only National Vocational Qualifications, and is now called **National Skills Qualification Framework**.

The education system is structured in levels - with exit competencies. Nigeria operates a 1:6:3:3:4 system of education which implies one-year pre-primary education, six years primary education three years junior secondary, three years senior secondary and four years tertiary education. This is also referred to as 1:9:3:4 system of education. The curriculum for the different subsystems of education has shifted from content based to competency-based learning, relating the learning contents: professional knowledge, support professional skills and professional engagement or attitudes. Level descriptors set out the basic characteristics outcome of each level, and are intended to provide a general, shared understanding of each level and allow broad comparisons to be made between qualifications.

In the absence of a comprehensive National Qualifications Framework in Nigeria and the realisation of the need for a qualification framework that will cover all levels of qualifications based on the subsystems a hypothetically (proposed) classified eight levels starting from basic education is presented in this study. It is expected that the different subsystems will collaborate to perfect the level descriptors and the expected competence. The Level descriptors are defined in three domains: knowledge, skills and values/attitude (see Annex 1).

4.2. Levels and level descriptors

The structure the Nigerian Skills Qualifications Framework previously referred to us the National Vocational framework are presented in table 5. The level descriptors of this six-level framework are based on a combination of competence (application of knowledge and skills) and autonomy and responsibility. The concepts on "Skills expectations" by level complement the descriptors on the relation with application of methods, tools, materials, interpretation of approaches and routine.

Table 5: National Vocational Qualifications (NVQ) Levels and Descriptors for Nigeria

NVQ Level	LEVEL DESCRIPTION	EDUCATION EQUIVALENTS	SKILLS EXPECTATIONS
1	<ul style="list-style-type: none"> • Competence which involves the application of knowledge, and skills in the performance a range of work activities or tasks • Most of which may be routine or predictable 	Pre-vocational /JSS3 and NVC1 and Trade Test 3 qualifications. Recall and comprehend basic knowledge of the discipline	Use skill and key competencies to carry out tasks where actions is governed by rules defining routine and strategies
2	<ul style="list-style-type: none"> • Competence which involves the application of knowledge/skills in a range of varied work activities or tasks • Some of the activities are complex or non-routine • There is some degree of individual responsibility and autonomy • Team work may often be required. 	National Vocational Certificate 2 (NVC2) and Trade Test 2	<p>Use skills and key competencies to carry out tasks where action is governed by rules defining routine and strategies</p> <p>Select and apply basic methods, tools and materials</p>
3	<ul style="list-style-type: none"> • Competence which involves the application of knowledge and skills in a broad range of varied work activities • Most of which are complex and non-routine • There is considerable responsibility and autonomy • Control or guidance of others often required 	National Technical Certificate (NTC), National Business Certificate (NBC), National Vocational Certificate 1(NVC1) and Trade Test 1	Use a range of specific skills to carry out tasks and show personal interpretation through selection and adjustments of methods, tools and materials
4	<ul style="list-style-type: none"> • Competence which involves the application of knowledge and skills in a broad range of complex, technical or professional work activities • Requires substantial degree of personal responsibility and autonomy • Responsibility for the work of others and the allocation of resources is often present 	National Diploma (ND) National Innovation Diploma (NID), Advance National Technical Certificate (ANTC) and Advance National Business Certificate (ANBC)	Use a range of specific skills to carry out tasks and show personal interpretation through selection and adjustment of methods, tools and materials. Evaluate different approaches to tasks
5	<ul style="list-style-type: none"> • Competence which involves the application of skills in a range of fundamental principles across a wide and often unpredictable variety of contexts • Very substantial personal autonomy and often significant responsibility for the work of others • Allocation of substantial resources feature strongly • Personal accountability for analysis and diagnosis 	Higher National Diploma (HND), Degrees	Demonstration of high-level knowledge of an area of work to use ideas and research in response to complex problems and situations

	<ul style="list-style-type: none"> • Design, plan, execute and evaluate outcomes 		
6	<ul style="list-style-type: none"> • Competence which involves the application of skills and a significant range of fundamental principles across a wide and often unpredictable variety of contexts • Very substantial personal autonomy and often significant responsibility for the work of others is required • Allocation of substantial resources feature strongly • Personal accountability for analysis and diagnosis • Design, plan, execute and evaluate outcomes • Liaise with external regulatory agencies and professional organizations in the strategic planning 	Post graduate qualifications	Demonstration of high level specialist professional competence. Development of new and creative approaches that extend or redefine existing knowledge or professional practice

Source: extracted from (NBTE 2012, 2015)

4.3 The Nigerian Skills Qualification Framework

A six level National Vocational Qualifications now called National Skills Qualification Framework (NSQF) was approved by the Federal Executive Council (FEC) at its meeting on Wednesday, April 10, 2013.

The NSQF is a system for the development, classification and recognition of skills, knowledge, understanding, and competencies acquired by individuals, irrespective of where and how the training or skills was acquired. The system gives a clear statement of what the learner must know or be able to do whether the learning took place in a classroom, on -the-job, or less formally. The framework indicates the comparability of different qualifications and how one can progress from one level to another (NBTE, 2019). The framework is based on the credit system, in which all competencies are given in modular forms (in units of achievable skills) and assigned a credit value. The Credit achieved by a learner or candidate is transferable.

The Framework recognises Vocational and Technical Qualification Structure within the National Education System or Standards, and places same in the scheme of service. The six-level system of qualifications at different levels of skills, autonomy and responsibility, corresponds to the levels of employment in the Nigerian labour market, with level 1 corresponding with the entry level worker to level 6 corresponding with the professional worker.

The NSQF shows the broad description of the learning outcomes at each level intended to represent a common standard met by all qualifications at that level. The NQSF helps learners to make informed decisions about the qualifications they need. They can compare the levels of different qualifications and take decision on the appropriate progression routes for their preferred career.

Objectives of the NSQF: The main objective of the framework are to:

- Ensure the quality, status, relevance and availability of TVET provisions
- Reduce the complexity and ambiguity of selecting a competent person to occupational position by the industries
- Provide training, assessment and certification opportunities for the formal, non-formal and informal TVET
- Establish pathways and progression from non-formal and informal short courses provided by various government agencies, NGOs and industries to formal TVET programmes.
- Narrow the gaps between what TVET graduates know and can do and the skills and knowledge that employers say they need
- Overcome limited progression possibilities and demand for TVET and that far exceeds supply. (NBTE, 2019)

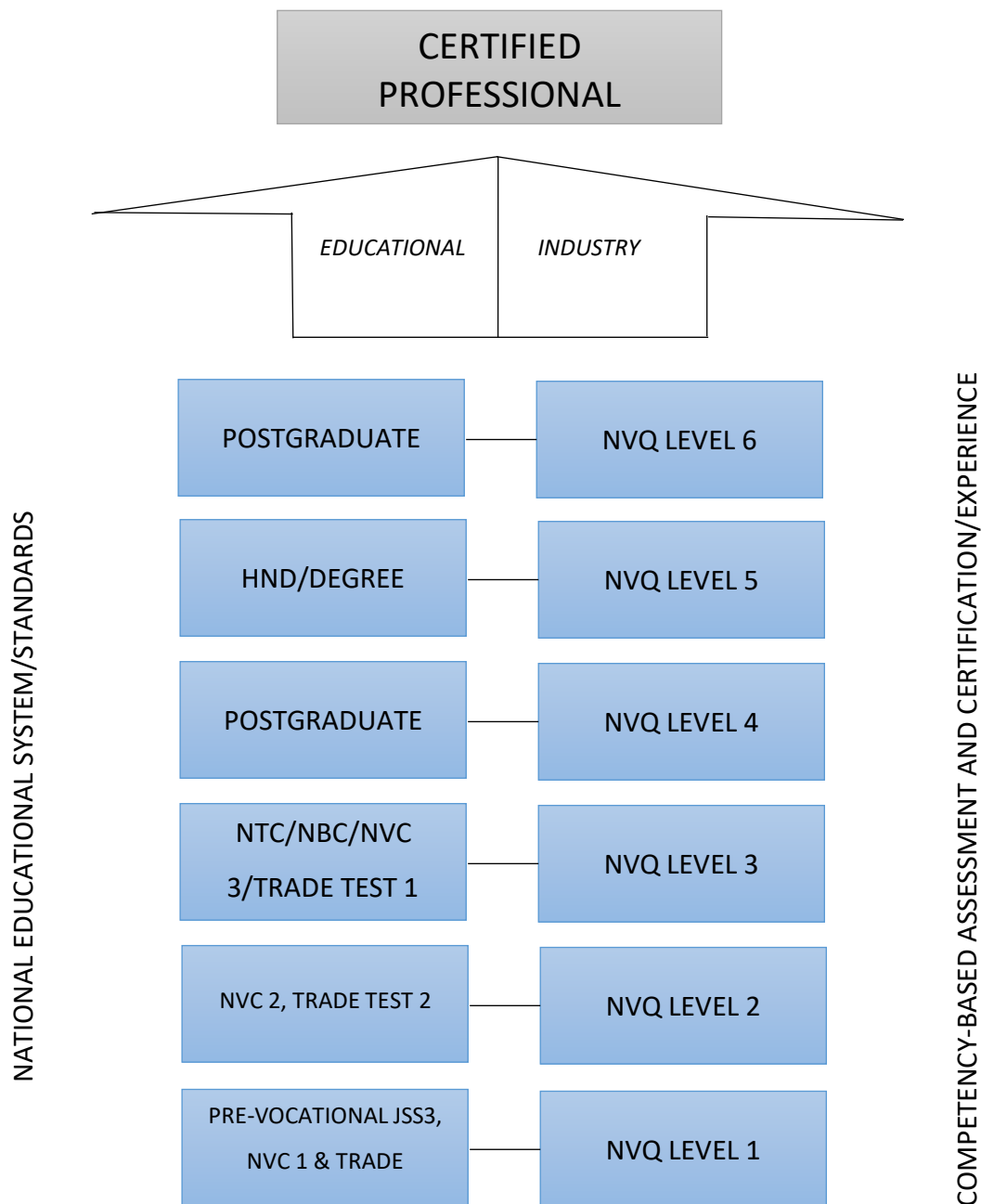
The NSQF is based on the National Occupational Standards (NOS) which was also established to set out measurable performance outcomes which an individual is expected to work in each occupation. Developed by employers to set out skills, knowledge and understanding required to perform competently in the workplace.

TABLE 6: THE APPROVED SIX LEVELS NATIONAL VOCATIONAL QUALIFICATION FRAMEWORK

NVQF Qualifications Levels	National Education Systems Standards
NVQ Level 6	POST-GRADUATE
NVQ Level 5	HND/DEGREE
NVQ Level 4	ND/NID/ANTC/ANBC/
NVQ Level 3	NTC/NBC/NVC/TRADE TEST 1
NVQ Level 2	NVC2/TRADE TEST2
NVQ Level 1	PREVOCATIONAL, JSS3, NVC1 &TRADE TEST 3

Source: extracted from (NBTE 2015)

Figure 2



Source: NBTE (2012, 2019)

The TVET institutions under the supervisory role of NBTE comprises of Polytechnics, Monotechnics, Innovation Enterprise Institutions referred to as IEl, Vocational Enterprise Institutions referred to as VEI and Technical Colleges.

4.4 Use of learning outcomes

The curriculum at all subsystems of education in Nigeria is outcome or competency based. From the basic education to tertiary education learning outcomes are defined in terms of knowledge, skills, values and attitude. The learning outcomes are used for placement at work places, progression to higher levels of academic pursuit and for comparability of qualifications for inter school transfer.

4.5 Definition of qualifications

The National Board for Technical Education (NBTE) defines a qualification as an award made by an awarding body for demonstration of achievement or competence (NBTE 2015: 145).

Some key qualifications awarded in Nigeria at the different levels of education and training are listed below:

Primary education:

- First School Leaving Certificate (FSLC)

Basic Education Level:

- List of Qualifications in Nigeria include:
- First School Leaving Certificate
- Basic Education Certificate (BEC)
- Junior Arabic and Islamic Study Certificate (JAISC)
- National Technical Certificate (NTC)
- National Business Certificate (NBC)
- National Vocational Certificate (NVC)

Post Basic Level

- West African Senior School Certificate (WASSC)
- Senior School Certificates (SSC)
- National Innovation Diploma (NID)
- Advanced National Business Certificate (ANBC)
- Advanced National Technical Certificate (ANTC)
- Senior Arabic and Islamic School Certificate (SAISC)

Tertiary:

- National diploma (ND)
- Nigeria Certificate in Education (NCE)
- Higher National Diploma (HND)
- Bachelor of Science (B.SC.)
- Bachelor of Arts (B.A.)
- Post Graduate Diploma (PGD)
Post Graduate Diploma in Education
- Master of Arts (M.Sc)
- Master of Philosophy (M.Phil)
- Doctor of Philosophy (Ph.D)

4.6 Development of qualifications

The different subsystems of education adopted a legal Act and guidelines for the development of curriculum and qualifications. The National Policy on Education (NPE) stipulates guidelines for the development of curriculum, the learning objectives and the expected competencies. Having identified the need for the development of Qualifications the institutions concerned applies to the supervisory body or agency responsible for that subsystem justifying the proposed programme for qualification, provide evidence of demand for manpower in that area nationally or internationally; provide statistics on the availability for students for the programme and evidence of adequate physical and human resources for the implementation of the programme or qualification. These in addition with the application form and self-study questionnaire for approval to mount a qualification will be forwarded to the supervisory body eg, NUC, NBTE, NCCE for assessment.

Analysis and assessment of the application will be done, and decision communicated to the applicant institution, then a resource visitation or inspection will be organised to confirm the listed resources claimed by the institution. The result of the verification will determine if the approval to mount the programme will be granted and the decision will be communicated to the institution in writing.

4.7 Access to qualifications, Progression and Credits

Access and progression to the different qualifications levels are as stipulated by the legal Acts and Minimum Standards for the different levels education and training and the National Policy on Education (NPE,2013).

Access to qualifications and Progression at Basic level

For pre-primary, entry requirement is for the child to be at least five years old;

For the primary school progression from pre- primary is the successful completion of the 1-year pre-primary education and must be at least six years of age.

For Junior secondary, progression is Based on the Continuous Assessment. Pupils are expected to acquire the Primary School Leaving Certificate at the completion of the grade six. Progression to Junior Secondary School is compulsory and automatic. However, pupils who wish to proceed to Federal Government Colleges write the Common Entrance Examination to qualify for entry to the colleges.

Progression into the Senior Secondary/Post Basic Education requires the acquisition of the Basic Education Certificate (BEC) and Junior Arabic and Islamic Studies Certificate (JAISC)

For the Adult and non- formal education, progression is from acquisition of basic literacy certificate to Post literacy certificate I, then to post literacy certificate II which qualifies the candidate for Extra Mural Study to sit for SSCE/NECO/NABTEB certificate which can qualify him/her for admission into tertiary education through open and distance learning.

Access to qualifications and Progression to Tertiary level

The tertiary system consists of a university sector and a non-university sector. The non-university sector is composed of Polytechnics, Monotechnic, and Colleges of Education. The tertiary sector offers opportunities for undergraduate, graduate, and vocational and technical education. In addition to the minimum academic requirement is a credit level passes in five subjects including English language and Mathematics at not more than two sittings in a nationally recognized examination such as West African Senior School Certificate (WASSC); Senior School Certificate (SSC); National Technical

Certificate (NTC); National Business Certificate (NBC); National Vocational Certificate (NVC); Senior Arabic and Islamic Studies Certificate (SAISC).

Grade II Certificate (TCII) with credit or merit in five subjects, credit/ merit in English language and /or Mathematics may be required in some courses

For Vocational and Technical Education courses, R.S.A. or CITY and GUILDS/Intermediate Certificate or the Federal Craft Training Certificate in Nigeria or abroad, Success in a selection examination by an accredited matriculation examination body eg JAMB's UTME, and in most institutions the post UTME, Advanced level certificates, success in Pre-NCE or pre-degree, Joint University Preliminary Examination Board (JUPEB), Interim Joint Matriculation Board (IJMB) final examinations.

4.8 Credits

The National Universities Commission (NUC 1990), stipulates the semester system for all its academic programmes comprising of two semesters and each semester lasts for a period of 18 weeks consisting of 1 week of registration, 15 weeks of lecture and 2 weeks of examination. One week of lecture consists of 40 hours classroom and laboratory activities commencing from 8.00am to 5.00pm.

Credit units consists of the specific number of students-teacher contact hours per a week, per semester. Credit units are used to measure the course weight and as indicator of students load.

Minimum Credits required for graduation for NCE is a total of 118 to 126 credits which covers all the components of the programme as indicated in the course outline (NCCE 2012)

For the University Degree programmes a minimum credit of 120 and above is required for graduation depending on the course and duration of study. For instance, four-year programmes (UTME) in Arts /Humanities requires 120 credits and 90 for direct entry candidates while 144-146 for UTME and 104-120 credits in programmes social sciences eg. geography (NUC 2018). The credit units are higher in Engineering and Technology related fields which are typically five years duration.

4.9 The Nigeria Education Management Information System (NEMIS)

There is an existing system for the collection, storage, integration, processing, maintenance and dissemination of data and information to support decision making policy analysis and formulations, planning, monitoring and management of all levels of the education sector nationally and globally. This operation is the responsibility of the Nigerian Education Management Information System (NEMIS) department under the Federal Ministry of Education. The NEMIS is a database to support the effective monitoring and management of the education system at the Federal, State and Local Government levels to improve the performance of the education system and of students (FME 2007).

The Policy on Nigeria education Management Information System was approved in 2007 by the National Council on Education (NCE) the highest decision-making body on education in Nigeria. NEMIS collaborates with the States through the national committee on EMIS to collect and collate Nigerian education data at all levels for promotion, processing and analysis for evidence-based education planning, administration as well as reporting. Data is regularly collected using questionnaire, a Paper Assisted Personal Interview (PAPI) from schools. The Federal Ministry of Education has recently developed an online data capturing software for schools' annual data census. Agencies such as UBEC, Stats school management boards, NUC, NBTE, NCCE, WAEC, NECO, JAMB, NABTEB, NTI, ETF, TRCN and other institutions that provide supervisory functions in education forward data from their statistical digests to NEMIS for collation, integration and processing and inclusion in publication of the *Nigeria*

Digest of Education Statistics. The statistical Digest covers education indicators, such information as enrolment in all classes and levels of education, number of Federal States and Private universities, polytechnics, Monotechnic and their different programmes and qualifications, scholarships awarded to Nigerian students, Enrolment at the different examinations and performance levels etc. This can be assessed from www.fme.gov.ng.

5 Legislation

Education in Nigeria is on the concurrent legislative list. Therefore, the three tiers of Government (Federal, State, LGA) have responsibility for the management of education. However, there are specific policies, laws, subsidiary laws, institutional frameworks and guidelines that govern and regulate the operations of education at different levels.

5.1. Legal acts directly applying to the different subsystems of education and its implementation

- Constitution of the Federal Republic of Nigeria (promulgated) Act. The 29th May 1999; the National Policy on Education (NPE, 2014);
- the National University Commission (NUC) Act CAP N81 Law of the Federation of Nigeria and Education (National Minimum Standards and Establishment of Institutions) ACT CAP E3 Law of Federation of Nigeria 2004;
- The National Commission for Colleges of Education (NCCE) Decree now Act, no. 3 of January 1989; amended decree no. 12, 1993.
- The National Board for Technical Education (NBTE) Act No 9 of 1977; NBTE National Minimum Standards and Establishment of Institutions Act, 1985;
- The Universal Basic Education (UBEC) Act, 2004
- The Teachers Registration Council of Nigeria Act Cap T3 of 2004 on the regulation and controlling of teaching profession in Nigeria at all its levels and ramification.
- The National Commission for Mass Literacy, Adult and Non-Formal Education, Decree 17 to 25 June. 1990.

5.2 Relation with other Acts and regulations

UNESCO Convention Against Discrimination in Education: Nigeria as a signatory to the United Nations Convention on the Right of the Child (UNCRC) and other human rights instruments on the right of the child to education and domestication of the Convention on the Right of the Child (CRC). Nigeria enacted the principles of these international instruments into law on the 31st July 2003 into Child Rights. (FME, 2009);

The 1999 Constitution of the Federal Republic of Nigeria Chapter 2, provisions on the Right to education.

The Universal Basic Education (UBEC) Act of 2004; with focus on 9-year compulsory free and universal formal basic education for every Nigerian child of school age with the goal of eradicating illiteracy, ignorance and poverty.

6. Organising systems

6.1. The Authorities in the Development of the NQF

Operations of the NQF in Nigeria will involve the different bodies exercising different responsibilities such as qualifications and examination, regulations and curriculum development, quality assurance, development of standards, award of certificates and regulation of professions, etc. The Federal Ministry of Education and the National Universities Commission (NUC) as well as the NBTE will play the leading functions for the planning, implementation and monitoring of the framework in collaboration with other relevant agencies/parastatals of FME such as, NCCE, NBTE, NERDC, UBEC, NECO, WAEC, JAMB, NECO, NABTEB, TRCN, NIEPA, NMEC, NCNE, NBAIS, etc. Universities, Polytechnics, Colleges of Education, and Professional institutions; relevant ministries such as Federal Ministry of Science and Technology, Federal Ministry of Labour and Productivity, Ministry of Foreign Affairs professional regulatory bodies.

6.2 The Roles of the Federal Ministry of Education, and its agencies or parastatals

The Federal Ministry of Education in Nigeria is responsible for overseeing education in the country. It collates details of entry requirements into the service sector, coordinates the formulation of national policy on education; Collecting and collating data for purposes of educational planning and financing; Maintaining uniform standards of education throughout the country; Controlling the quality of education in the country through the supervisory role of the Inspectorate Services Department within the Ministry; Harmonizing educational policies and procedures of all the states of the federation through the instrumentality of the National Council on Education; Coordinating international relationships and co-operation in educational matters.

National Universities Commission (NUC) Regulates university education, registration of universities, approval of courses and management of federal universities. Website: <http://www.nuc.edu.ng>:

Nigeria Educational Research and Development Council (NERDC): is charged with the development of Educational researches and the curriculum at the basic and senior secondary levels. Website: <http://www.nerdc-nigeria.org>

Tertiary Education Trust Fund (TETFUND): Established by TETFUND Act 2011 to use the 2 percent education tax imposed on companies/ corporate organizations to improve the quality of education in Nigeria through effective administration of the education, and disbursement of the funds to educational institutions at Federal, State and Local Government levels. It also monitors the implementation of the projects for which the funds are allocated. Website: <http://www.etf.gov.ng>

Joint Admissions and Matriculation Board (JAMB): is a national examination body that Conducts Tertiary matriculation examinations for entry into all Tertiary institutions (polytechnics, colleges of education and universities). Website: <http://www.jambng.com>

National Board for Technical Education (NBTE) Is responsible for Technical and Vocational Education outside University education. It supervises, regulates and oversees educational programmes offered

by technical institutions at secondary, polytechnics and monotechnics levels, in addition to providing standardised minimum guide curricula for Technical and Vocational Education and Training. It was established by Act No 9 of 11 July 1977. Website: <http://www.nbte-nigeria.org>

National Business and Technical Examination Board (NABTEB): Established by Act 70 of August 13, 1993 has the mandate to conduct national Technical and Business Examinations, issue Reliable and Valid Results/Certificates with a view to meeting the needs of candidates who wish to use them for both academic progress and employment, the Board issues National Business Certificate(NBC), National Technical Certificate(NTC), modular trade Certificate (MTC) Advanced National Business Certificate (ANBC) and Advanced National Technical Certificate (ANTC) Website: <http://www.nabtebnigeria.org>;

West African Examination Council (WAEC) Determines and conducts examinations required in the public interest in West African Countries and issues the West African Senior School Certificates (WASSC) Website: <http://www.waecnigeria.org>;

National Examination Council (NECO) is a National examination Body that conducts the senior secondary Examination

National Commission of Colleges of Education (NCCE) is concerned with the regulation and development of teacher education and the training of teachers in public, private institutions offering the National Certificate of Education (NCE) programme for teaching at the basic level. <http://ncceonline.org>

National Commission for Mass Literacy (NMEC) was established to coordinate government's effort in the Promotion literacy and eradication of illiteracy throughout Nigeria through adult and non-formal education programmes, <http://234next.com>

National Commission for Nomadic Education (NCNE) the Commission is responsible for the implementation of guidelines that ensures the geographical spread of nomadic education activities across States of the federation.

National Board for Arabic and Islamic Studies (NBAIS): responsible for the full integration of western education and Islamic education.

National Institute for Educational Planning and Administration (NIEPA) focuses on educational planning at all levels and effective administration of them as well as Professional development of education administrators. Email: info@niepa.net. Website: <http://www.niepa.net>

Teachers Registration Council of Nigeria (TRCN) controls and regulates teaching profession (teacher education, training and practice) at all levels and sectors of the Nigerian education system. Provides data of registered and licensed teachers in Nigeria. <http://www.trcn.gov.ng>

Universal Basic Education Commission (UBEC) was established to coordinate the effort of the Federal government's implementation of the UBE Act 2004 to ensure the compulsory free universal basic education by managing the 2% FGN Consolidated revenue fund which it allocates to States on provision of counterpart funds to run the basic education in their States.

National Teachers' Institute. The National Teachers' Institute, Kaduna was established in 1976 to provide in-service education for teachers through the Open and Distance Learning System (DLS). As stipulated in Decree no. 7 (now Act No. 7) of Federal Government of Nigeria 1978, the Institute is

“charged with the responsibility of providing academic programmes for the development, upgrading and certification of teachers using distance learning techniques.

7. Quality assurance of qualifications

7.1. Scope of Quality Assurance policy

A systematic monitoring, evaluating, regulating and reporting of educational programmes and practices to ensure that acceptable standards are attained and maintained are already existing in the subsystems as stipulated in section 9(B) of the NPE. The different levels or subsystems of education have quality assurance units or bodies with dynamic processes that provide the needed guidance and support to schools for improved learning outcomes for learners.

At the basic and secondary (below tertiary) level, the Federal Education Quality Assurance Services (FEQAS) in collaboration with the Universal Basic Education Commission(UBEC) and the Nigeria Education Research and Development Council(NERDC) (developers of the basic and secondary curriculum) ensure the quality standards in learners achievement and behaviour, teaching and learning, curriculum and other activities, care, guidance and safety, the learning environment and leadership and management. The National Education Quality Standards of the Federal Education Quality Assurance stipulates quality standards which include learners’ achievement and behaviour; the quality of teaching and learning, curriculum and other activities, care, guidance and safety, the learning environment and leadership and management in the both public and private schools. The outcomes of learners are stated for each level based on the *values and norms, competence and skills*.

At the tertiary level, (the Tripod of Excellence in Education) quality assurance is the responsibility of the supervisory bodies such as the National Universities Commission (NUC), the National Commission for Colleges of Education (NCCE)and the National Board for Technical Education (NBTE).

7.2 Legal bases of the quality assurance framework

The laws that established the different quality assurance bodies empowers them to develop standards and benchmarks for quality assurance. For instance, the National Universities Commission (NUC) Act CAP N81 Law of the federation of Nigeria and education (National minimum standards and Establishment of Institutions), Act CAP E3 Law of Nigeria 2004, empowers the NUC to lay down Minimum Standards for the Universities in the Federation and to accredit their degree programmes, other academic awards after obtaining prior approval from the president, commander in Chief of the Armed Forces through the Honourable Minister of Education, provided the accreditation of the degree and other academic awards are in accordance with guidelines as laid down and approved by the Commission from time to time.

Similarly, the NCCE Act of 1989 that established it as the third tripod of excellence in the supervision of tertiary education in Nigeria with mandates that include the laying down of Minimum Standards for all programmes of teacher education and accrediting their certificates and other academic awards.

The National Board for Technical Education (NBTE) Act No 9 of 1977 empowers it to supervise the academic programmes of all formal TVET institutions (Polytechnics, Monotechnics and Technical Education and administer their certifications examination while the National Business and Technical Examination Board (NABTEB) is responsible for the examination and certification of the occupational

trades offered by technical colleges and Vocational Enterprise Institution (VEIs); The National Minimum Standards and Establishment of Institutions Act. 1985 that establishes and maintains minimum Standards in Polytechnics and other institutions in the country and sets out mechanism for accreditation of programmes in all technical and vocational education training and institutions.

The Federal Quality Assurance Service (FEQAS) established in 1973 as a unit of the Federal Ministry of Education. The FEQAS is operating under the Federal Ministry of Education but the law or Act for its autonomy is in process.

The Provisions of Decree 17 of 25 June 1990 establishing the National Commission for Mass Literacy, Adult and Non-Formal Education, etc.

7.3 Quality Assurance Processes

In Nigeria education systems, quality assurance starts with the accreditation of the institutions and programmed based on benchmarks and Minimum Academic Standards. There are instruments for the accreditation and other quality assurance processes. The NCCE Developed “quality assurance tool kits” and the NUC developed the Benchmark Minimum Academic Standards (BMAS).

Quality assurance are done internally and externally. The internal quality assurance involves the self-evaluation of the institution while external involves external evaluation/ accreditation.

The quality assurance of schools or institution is based on the assessment and evaluation of the following:

- Philosophy and objectives of the programmes
- Quality and quantity of Curriculum and teaching staff
- Students admission, retention and graduation requirement
- Standards of degree examination
- Financial support
- Physical facilities
- Administration of the departments
- Employers rating of graduates, etc.

Internal Quality Assurance: Institutions are mandated to establish internal quality assurance units headed by an experienced Senior Staff to ensure that every activity of the institution is geared towards compliance and achievement of set standards using the self-assessment tools and guidelines provided by the supervisory body.

External quality Assurance: In the case of external quality assurance, the NUC, NCCE, NBTE carry out accreditation of academic programmes, resource visits (in case of establishment of new institutions and mounting of new programmes), and the monitoring and evaluation of academic standards in the NCE, and degree awarding institutions. For instance, the NCCE has the responsibility of monitoring the institutions level of compliance with the implementation of the Minimum Academic Standards, monitoring of teaching practice, monitoring of assessment procedures, monitoring of acculturation/language immersion programme and the aspects of professional practice.

Resource Verification and Accreditation is the system of evaluating the academic programmes in Nigerian universities, colleges of education, polytechnics and monotechnics to ensure attainment, maintenance and enhancement of the provision of the benchmarks; assure employers and other members of the community that Nigerian graduates have attained acceptable level of competency in their areas of specialization; certify to the international community that the programmes offered in Nigerian universities are of high standards and their graduates are adequate for employment and further studies nationally and internationally. The Bench marks Minimum Academic Standards (BMAS) for all disciplines in the university and came out with the following instruments for the accreditation.

Manual for accreditation procedures for academic programmes in Nigeria; Self Study forms (NUC/SSF); Programme evaluation form (NUCPEF); Accreditation Panel Report Form (NUC/APRF); Accreditation Re-visitation Form (NUC/ARVF).

The team for Accreditation is made up of adhoc, accreditation panel comprising of the Chairman and Academic members, other persons from the professional associations, regulatory bodies or Councils, industry and employer's association of the programme discipline or subdiscipline areas to be accredited with Staff of National university Commission.

The Status of accreditation granted to institution or programmes are: Full accreditation- satisfied BMAS and have five years with mid-term approval after 3 years before next accreditation; Interim accreditation- Minor deficiencies that must be rectified within a stipulated period granted period not more than 2years; Denied accreditation- failed to satisfy approved BMAS.

7.4 Accredited institutions in Nigeria

The Nigerian University system is structured to cover the following thirteen (13) academic disciplines each of the disciplines cover many programmes of study:

1. Administration; Management and Management Technology;
2. Agriculture, Forestry, Fishery and Home Economics;
3. Arts;
4. Basic Medical and Health Science;
5. Education;
6. Engineering and Technology;
7. Environmental science;
8. Law;
9. Pharmaceutical Science;
10. Medicine and dentistry;
11. Science;
12. Social Sciences;
13. Veterinary Medicine.

TABLE 7: NUMBER OF ACCREDITED INSTITUTIONS BY TYPE AND OWNERSHIP

Institution/agency	Federal	State	Private	Total	Others/affiliate
University (NUC)	44	48	79	171	112
College of Education (NCCE)	21	50	92	183	20
Polytechnics (NBTE)	31	48	55	134	-

Extracted from NUC Bulletin (vol. 15 No 44, Dec,7 2020) and NBTE Bulletin (March-June 2020)

Other NBTE (TVET) Institutions

Specialised Institutions	31
Colleges of Agriculture	33
Colleges of Health Sciences	50
Innovation Enterprise Institutions (IEIs)	153
Technical Colleges	118
Vocational Enterprise Institutions (VEIs)	84

Extracted from NBTE Bulletin (March-June 2020: 16-20)

7.5 Quality assurance bodies and regulators in NQF implementation

The quality assurance bodies and regulators of the existing subsystems of education in Nigeria include, Federal Education Quality Assurance (FEQAS), the national Commission for Mass Literacy Adult and Non- Formal Education (NMEC), National Commission for Colleges of Education (NCCE), National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Business and Technical Education Board (NABTEB). They work in collaboration with Professional regulatory bodies such as Nigeria Medical and Dental Council, Nursing and Midwifery Council, Council for the Regulation of Engineering in Nigeria, Pharmacist Council, Teachers Registration Council of Nigeria, etc.

7.6 Participation in international bodies

Nigeria participates in international engagements as a member of international bodies such as Continental education strategy for Africa (CESA), the African Federation of Teaching Regulatory Authorities (AFTRA) and the International Federation of Teaching Regulatory Authorities (IFTRA) for the setting of standards for and regulation of teaching profession in Africa and Globally respectively. Nigeria attends joint Commission /bilateral annual meeting with some African countries such as Ghana, Republic of Benin, Burkina Faso, through arrangements with the Ministry of Foreign affairs.

8. NQF implementation

8.1 Inclusion of qualification in qualifications register

The Evaluation and Accreditation division of the department Education support services at the Federal Ministry of education keeps a *Register of Foreign qualifications and their Nigerian equivalents*. The register is a compilation of the decisions of the Federal government on the Nigerian equivalents of foreign qualifications. The qualifications are grouped according to geographical regions and the entries on each country's qualifications preceded by the introductory chapter on the education system of that country. These documents and decisions are reviewed from time to time as education systems change. The register serves as the main reference book for the day to day evaluation of certificates and gives up to date information on decisions on the Nigerian equivalents of foreign qualifications. It ensures consistent and uniformity in the evaluation of the foreign qualifications nationwide (FME).

8.2 Funding

The NQF will be funded by the federal government through the Federal Ministry of Education's annual budget; Funds payable by institutions that award the qualifications and those that may be granted to the NQF Council or Authority by the government.

8.3 Monitoring, evaluation and development

Monitoring will be done by the Federal ministry of education in collaboration with NBTE, NUC and other relevant bodies involved in the quality assurance of qualifications.

9. Validation of prior learning, non-formal and informal learning

9.1 Relations of RPL and NQF

This involves the assessment of the prior learning to determine the relevance or appropriateness of the qualifications held by learner to that of the new qualification being sort. (NBTE 2019). The validation of previous learning is operative in the Technical and Vocational Education (TVET) subsystem and is based on the evidence generation that proves that the candidate is competent against the performance indicators and has the knowledge to back it up.

9.2 Stage of development of validation of prior learning

There are no stipulations or guideline on the validation, of competence/skills for recognition of Prior learning in the National Policy on Education and in the NCCE and NUC Minimum Standards but is specified in the National Skills Qualification Framework of the NBTE. The assessment of Prior learning is identified as integral part of evidence generation in National Occupational Standards (NQS). Recognition of Prior learning involves the determination of the relevance or appropriateness of the qualifications held by the learner (especially in the informal sector to that of the new qualification being sought. The processes involve, personal testimonies, personal statement, product evidence, professional discussion, use of portfolio. questions and answers between the assessor and the student.

10. Recognition of foreign qualifications

The National Standing Committee for the Evaluation of Foreign qualifications was established in 1974 to ensure objectivity and consistency in the assessment of foreign qualifications.

The Evaluation and Accreditation division in the department of Education Support Services of the Federal Ministry of Education has the responsibility of evaluating both local and foreign qualifications for employment and admission purposes; authentication of academic and professional qualifications awarded in Nigeria for study abroad; issuance of eligibility letters for candidates traveling to other countries for studies or employment; issuance of letter of no objection to institutes and other educational outfits; processing National Youths Service Corps (NYSC) mobilization letter for foreign graduates who wish to serve in Nigeria and qualify to practice other professions in Nigeria; verification of accreditation status of institutions, etc.

Qualifications from all countries of the world are broadly classified into two categories: academic and professional. The requirements for evaluation, authentication and issuance of eligibility letters are as follows:

I. Evaluation

- Degree certificate
- Transcript
- O'Level certificates (5 credits including English & Mathematics in at least 2 sittings)
- International Passport
- Admission letter

II. Authentication

- SSCE result issued by WAEC, NECO, NABTEB & NBAIS
- O'Level certificates (ND, HND, DEGREE, MASTERS & Ph.D)
- Transcript
- ID card (for professionals such as Nursing, Doctors, Medical Laboratory)
- Amount to be paid;

III. Eligibility Letters

- The candidate must authenticate the certificate first.
- Eligibility for undergraduate programmes: candidates must have 5 credits including English mathematics in at least 2 sittings
- Eligibility for master's programmes: candidates must possess bachelor's degree from Nigerian tertiary institutions,
- Eligibility for Ph.D programmes: candidates must possess master's degree from Nigerian tertiary institution.
- A token amount is paid as administrative charge.

Some terms used to describe the status of a qualification after evaluation include: Equivalent to; No Nigerian equivalent; Not recognized; At least; Not evaluable; Accreditation.

11. Interrelationships with other countries and regions

Nigeria has bilateral agreement or cooperation with other countries in the field of education with the view to promote, develop and facilitate education cooperation based on the principle of equality, mutual benefit and full respect for each other's sovereignty and heritage.

Report from the Bilateral Agreements/Commonwealth and African Affairs (BACAA) Branch of the Education Support Services Department of the Federal Ministry of Education revealed that the Federal Government of Nigeria entered into Omnibus Agreements with countries like United States of America, United Kingdom, Germany, Italy, Belgium, Sweden and several African countries including Saudi Arabia, Iran, Egypt etc. Currently, Nigeria has domesticated and commenced the signing of the Sector Specific Bilateral Agreements with interested friendly countries being adopted by all sectors including Education.

The agreements are being implemented by Federal, States Ministry of Education, private and other stakeholders. Some countries such as USA, UK, Germany in sustaining the agreements established donor agencies issues e.g. USAID for USA, GIZ, CIDA, JICA, KOICA.

Nigeria has mutual, friendly and most importantly Bilateral Educational Cooperation with about Sixty-two (62) countries in the world, but only 26 of them have active implementation status. The benefits of these relationships include: Scholarship exchanges, strengthened relationships, Study visits, Award of scholarships to Nigerian students, Exchange of Cultural and Cooperation Programmes Partnership in all fields.

11.1 Implications for the ACQF Mapping study

As an ECOWAS member, Nigeria will study all other African Qualifications frameworks, analyse the learnings from these experiences, to prepare a well-grounded pathway to develop a comprehensive National Qualification framework and align it with the ACQF.

12. Conclusions and Future plans

12.1 Rationale for a comprehensive NQF

National Qualification framework is an instrument which has far-reaching implications for education and training systems, the labour market, industry and commerce and citizens. It is an essential policy instruments that will aid reform and development of education, improve the skill levels and labour market productivity that will impact positively on economic growth. Establishing a qualification framework and using learning outcomes as a common reference point, will facilitate comparison and transfer of qualifications between countries, systems and institutions and will therefore be relevant to a wide range of users nationally and internationally. The development of NQFs establishes the need for increased transparency and comparability of qualifications at all levels. The NQF will facilitate greater mobility of learners and workers locally and internationally. It will make it easier for learners to define or explain their broad level of competence to their prospective employers in other countries.

This will help employers interpret the qualifications of applicants and so support labour market mobility; increasing learners' access to, and participation in, lifelong learning; it reduces the barrier and dichotomy between university qualifications and the polytechnics, and between other forms of education and vocational education and training by establishing a common reference point with learning outcomes.

Many countries in Africa have developed and optimized these benefits NQF, others are already in the process of developing NQF. Although Nigeria has developed the NSQF which covers the TVET qualifications but there is no existing plan or policy for the development of a more comprehensive and integrated national qualification framework that will integrate or cover all the systems of education and training in Nigeria. Nigeria as a member of the ECOWAS and other International organization deserves a comprehensive qualification framework.

The responsibility of developing a National Qualification framework is that of the Federal Ministry of Education, in collaboration with the supervisory bodies of the different subsystems such as the National University commission, NUC, National Commission for Colleges of Education (NCCE) the National Board for Technical Education (NBTE), Ministry of Labour, Ministry of Science and Technology, the professional regulatory bodies, international Development partners, etc. In line with this the study proposed a hypothetical level for the National Qualification Framework adopting eight levels of qualification corresponding with the different academic qualifications awarded at all levels of the education system. To achieve this, the following processes will be involved:

1. Identify the need for NQF and put up a concept note.
2. Federal Ministry of Education collaborates with relevant agencies to present a memo on it at JCCCE and NCE meetings for stakeholders' consideration and approval
3. Recommendation to the Honourable Minister and Federal Executive Council for approval
4. Drafting the Bill by the legal department of the FME and Ministry of Justice
5. forwarding to the National Assembly as an executive bill for public hearing, consideration and adoption.

The implementation will involve the establishment of a National Qualifications agency; recruitment of staff, massive sensitization for awareness creation and alignment of all qualifications in Nigeria based on levels and learning outcome. With this Nigeria will join other African nations to take advantage of this growing internationalisation of qualifications and other benefits. The EQF is an ambitious and.

12.2. Educational Response to COVID 19 Pandemic

COVID-19 pandemic has raised significant challenge for teaching and learning process globally and Nigeria in particular. The first case in Nigeria was reported in February 2020 and the rate of transmission was so scary that schools were closed for many months. The long period of the pandemic exposed the gaps in education and teacher professional development. In Nigeria it was a total lockdown of learning activities in all forms as schools including higher institutions could not make a swift shift to e-learning or other forms of distance learning, except few private institutions. The unexpected long period of the pandemic and the challenge it posed rekindled the creative abilities in many Nigerians including teachers and students that widened their perspective for new ideas and innovations. People began to experiment new ideas, new pedagogies and approaches such as zooms, Microsoft teams, google classroom, google meet etc, as communication tools.

In Education attempts were made to provide learning opportunities to students at their various homes through television and radio lessons, though this could not be very effective because of challenge of availability of electricity and electronic gadgets especially for the low-income families and those in the rural areas.

In line with the Federal Ministry of Educations (FME) guidelines for schools and learning facilities reopening after COVID-19 pandemic closures, a handbook was produced for schools to; enhance the capacity of teachers and other school personnel to prevent and control the spread of

- Alternate schools in the market to ensure no child is left out of the daily school lessons;
- UBEC proposed training of 100,000 teachers on ICT
- Planned Civil service reform on digitization of government processes and documentation of records in the civil service.
- There is a planned training of tertiary institutions for repositioning of tertiary education to make it responsive to today's industrial and labour needs,
- There is planned national training programme to equip all university lecturers in delivering blended learning.
- The federal government is working towards attracting best brains to the teaching profession by making teaching attractive through higher reward and improved condition of service for in-service teachers and allowances for pre-service /teacher education students. The Government has promised to increase teacher's retirement age from 60 to 65 years as well as making teaching one of the highest paid job.
- Both Government and private organizations have conducted several virtual Professional developments programmes for teachers. The first National Teachers Conference proposed to hold in January 2021 by Teachers Registration Council of Nigeria (TRCN) in collaboration with UNESCO is virtual. Focus is now placed on blended teaching/learning.

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Annexes

Annex 1: Expert's view on the structure for the comprehensive NQF - Proposed Levels and Level Descriptors

Level	Sub-system	Cycles	Certificate/ qualification	Descriptors/exit competence
1	Pre-primary (ECCD)	1 year		Competency which involves Rudimentary general knowledge, skills and values in a range of activities in study or work, most of which may be routine or predictable under strict supervision in study or work.
2	Primary school	6 years	First school leaving certificate	Competency which involves Basic factual knowledge, Skills and values in the performance of a range of activities, most of which may be routine or predictable in work or study.
3	Junior secondary school, Junior Arabic and Islamic school, Vocational Enterprise institution	3 years	BEC, JAISC, VEI	Competency which involves the application of basic knowledge of facts, principles, methods and skills and values in the performance of a range of activities, most of which may be routine or predictable in work or study.
4	Senior Secondary School, Senior School Certificate, National Technical Certificate, National Vocational certificate, Senior Arabic and Islamic studies	3 years	West African Senior Secondary Certificate, (WASSC), school Senior, School Certificate (SSC), National Technical Certificate (NTC), National vocational Certificate (NVC), Senior Arabic and Islamic Studies Certificate (SAISC)	Competency which involves the application of factual and theoretical knowledge, practical skills and values with autonomy/responsibility in the performance of a range of activities, some of which may be non-routine, complex or unpredictable n work or study.
5	Tertiary: Non –Sub degree: Colleges of education, Polytech, Monotechnics,	2-3 years	National Diploma Cert. (ND), Nigerian Certificate in Education (NCE)	Competency which involves the application of comprehensive, specialized, factual and theoretical knowledge, skills and values in the performance of a broad range of complex, professional activities with considerable responsibility and autonomy, and control of self and work of others in work or study.

6	Tertiary: Bachelor, Higher National Diploma or equivalent, Post graduate diploma	4 -6 years	Bachelors degree (B.Sc, B.Ed, HND, PGD, PGDE	Competency which involves the application of advanced, critical knowledge, skills and values in the performance of a broad range of, fundamental principles, innovation and problem solving of complex and unpredictable tasks, professional activities with considerable responsibility and personal autonomy, and significant responsibility for the work of others in work or study.
7	Masters, or equivalent	1-3 years	M.Sc, M.Ed,M.Phil	Highly specialised knowledge, skills and values in research and innovation in the performance of a broad range of fundamental principles, professional activities. With considerable responsibility and personal autonomy, and significant responsibility for the work of others.
8	Doctorate degrees	2-4 years	PhD	Competency which involves the application of most advanced and specialised Knowledge, skills and values in research, innovation in the performance of a broad range of fundamental principles, professional activities. With considerable responsibility, personal autonomy, authority and integrity and significant responsibility for the work of others. in work or study.

Annex 2: Accredited institutions

Institutions are the Colleges of Education and the Polytechnics approved by NUC to provide degree programmes under the supervision of the full Universities (affiliated universities)

INSTITUTIONS	AFFILIATED UNIVERSITIES
Abubakar Tatari Ali Polytechnic, Bauchi	Abubakar Tafawa Balewa University, Bauchi
Federal College of Education/Technical Potiskum	Abubakar Tafawa Balewa University, Bauchi
Federal College of Education/Technical, Bichi	Abubakar Tafawa Balewa University, Bauchi
Federal College of Education/Technical Gombe	Abubakar Tafawa Balewa University, Bauchi

Federal Polytechnic Bauchi, Bauchi	Abubakar Tafawa Balewa University, Bauchi
Kogi State College of Education, Ankpa	Abubakar Tafawa Balewa University, Bauchi
College of Education Akwanga	Ahmadu Bello University, Zaria
College of Education, Zing	Ahmadu Bello University, Zaria
Federal College of Education (Technical) Gusau	Ahmadu Bello University, Zaria
Federal College of Education, Hong	Ahmadu Bello University, Zaria
Federal College of Education, Kano	Ahmadu Bello University, Zaria
Federal College of Education, Kontagora	Ahmadu Bello University, Zaria
Federal College of Education, Zaria	Ahmadu Bello University, Zaria
FCT College of Education, Zuba	Ahmadu Bello University, Zaria
Isa Kaita College of Education, Dutsin-Ma	Ahmadu Bello University, Zaria
Kaduna Polytechnic, Kaduna	Ahmadu Bello University, Zaria
Kaduna State College of Education, Gidan Waya	Ahmadu Bello University, Zaria
Niger State College of Education	Ahmadu Bello University, Zaria
Sa'adatu Rimi College of Education, Kumbotao	Ahmadu Bello University, Zaria
Shehu Shagari College of Education, Sokoto	Ahmadu Bello University, Zaria
Baptist College of Theology, Benin City	Ambrose Alli University, Ekpoma
AD Rufai College, Kano	Bayero University, Kano
Federal College Of Education, Katsina	Bayero University, Kano
Jigawa State College of Education, Gumel	Bayero University, Kano
Sheik Ibrahim El-Tayeb Institute, Kano	Bayero University, Kano
College of Education, Oju	Benue State University, Makurdi
College of Education, Agbor	Delta State University, Abraka
College of Education, Warri	Delta State University, Abraka

Ebonyi State College of Education, Ikwo	Ebonyi State University, Abakalliki
Adeniran Ogunsanya College of Education, Ijanikin	Ekiti State University, Ado-Ekiti
Emmanuel Alayande College of Education, Oyo	Ekiti State University, Ado-Ekiti
Kwara State College of Education, Ilorin	Ekiti State University, Ado-Ekiti
Kwara State College Of Education, Oro Michael Otedola College of Primary Education, Epe	Ekiti State University, Ado-Ekiti
Osun Stae College of Education, Ila-Oragun	Ekiti State University, Ado-Ekiti
Federal Polytechnic, Bida	Federal University of Technology, Minna
Federal Polytechnic, Offa	Federal University of Technology, Minna
Hassan Usman Katsina Polytechnic, Katsina	FUT Minna
Claretian Institute of Philosophy, Nekede	Imo State University, Owerri
Seat of Wisdom Seminary, Owerri	Imo State University, Owerri
Peter Achimugu Colege of Theology, Ankpa	Kogi State University, Anyigba
National Teachers Institute, Kaduna	NOUN
Enugu State College of Education	Nnamdi Azikiwe University, Awka
Federal College of Education (Technical) Umunze	Nnamdi Azikiwe University, Awka
Federal Polytechnic, Auchi	Nnamdi Azikiwe University, Awka
Pope John Paul 11 Major Seminary, Okpuno, Awka	Nnamdi Azikiwe University, Awka
Adeyemi College of Education, Ondo	Obafemi Awolowo University, Ile-Ife
Tai Solarin College of Education, Ijebu Ode	Olabisi Onabanjo University, Ago-Iwoye
Nigerian Army School of Education, Ilorin	Tai Solarin University of Education, Ijagun
College of Education, Msogor	University of Benin
Federal College of Education (Technical) Akoka	University of Benin
Federal college of Education (Technical) Asaba	University of Benin
Seminary of all Saints, Ekpoma	University of Benin

St. Albert the Great Major Seminary, Abeokuta	University of Benin
Calvary of College of Theology, Rukpoku, Obio, PH	University of Calabar
Catholic Institute of West Africa, Port Harcourt	University of Calabar
College of Education, Katsina-Ala	University of Calabar
Cross River State College of Education, Akamkpa	University of Calabar
Essien Ukpabio Presbyterian College, Itu	University of Calabar
Federal College of Education, Obudu	University of Calabar
Nigerian Christian Bible Church, Abak	University of Calabar
Reformed Theological Seminary, Mkar	University of Calabar
St. Joseph Major Seminary, Ikot-Ekpene	University of Calabar
World Harvest Bible College and Seminaries, Calabar	University of Calabar
Archbishop Vining College of Theology, Akure	University of Ibadan
Baptist Theological Seminary, Eku	University of Ibadan
Bigard Memorial Seminary, Enugu	University of Ibadan
Dominican Institute, Samonda, Ibadan	University of Ibadan
ECWA Theological Seminary, Iqbaja	University of Ibadan
Federal College of Education, Oyo Federal College of Education, Abeokuta	University of Ibadan
Federal College of Education, Okene	University of Ibadan
Immanuel College of Theology and Christian Education, Samonda, Ibadan	University of Ibadan
Life Theological Seminary, Lagos	University of Ibadan
Nigeria Baptist Theological Seminary, Ogbomoso	University of Ibadan
Osun State College of Education, Ilesa	University of Ibadan
Redeemed Christian Bible College, Redemption Camp	University of Ibadan

SS Peter and Paul Seminary Bodija, Ibadan	University of Ibadan
St Augustine's College of Education, Akoka	University of Ibadan
The Redeemed Christian Bible College, Lagos-Ibadan Expressway	University of Ibadan
UMCA, Ilorin	University of Ibadan
Federal College of Education, Pankshin	University of Jos
National Film Institute, Jos	University of Jos
St. Albert Institute for Higher Education, Kaduna	University of Jos
College of Education, Azare	University of Maiduguri
College of Education, Gashua	University of Maiduguri
College of Education, Waka-Biu	University of Maiduguri
Federal College of Education, Yola	University of Maiduguri
Umar Ibn Ibrahim El-Kanemi College of Education, Science and Technology, Bama	University of Maiduguri
Umar Suleiman College of Education, Gashua	University of Maiduguri
Alvan Ikoku College of Education, Owerri	University of Nigeria, Nsukka
College of Education, Eha Amaifu	University of Nigeria, Nsukka
College of Education, Ikere-Ekiti	University of Nigeria, Nsukka
Federal College of Education (Technical) Omoku	University of Nigeria, Nsukka
Institute of Management and Technolgy, Enugu	University of Nigeria, Nsukka
Nwafor Orizu College of Education, Nsugbe	University of Nigeria, Nsukka
Spiritan International School of Theology, Attakwu, Enugu	University of Nigeria, Nsukka
Spiritan School of Philosophy Issienu, Nsukka	University of Nigeria, Nsukka
St Paul's College, Awka	University of Nigeria, Nsukka
Trinity Theological College, Umuaiha	University of Nigeria, Nsukka

West Africa Theological Seminary, Ipaja, Lagos	University of Nigeria, Nsukka
Yaba College of Technology, Lagos	University of Nigeria, Nsukka
Baptist College of Theology, Obinze, Owerri	University PortHarcourt
Methodists Theological Institute, Umuahia	University PortHarcourt
National Missionary Seminary of St. Paul, Gwagqalada, Abuja	University PortHarcourt
Assemblies of God Divinity School, Old Umuahia	University of Uyo
College of Education, Afaha-Nsit	University of Uyo
St Joseph Major Seminary, Ikot Ekpene	University of Oyo
The Apostolic Church Theological Seminary, Amumara	University of Uyo
The Samuel Bill Theological College, Abak	University of Uyo
Niger State College of Education, Minna	Usman Danfodio University, Sokoto
Shehu Shagari College of Education, Sokoto	Usman Danfodio University, Sokoto

Annex 3: Accredited programmes in higher education institutions

RESULTS OF ACCREDITATION OF UNDERGRADUATE ACADEMIC PROGRAMMES TAUGHT IN NIGERIAN UNIVERSITIES (1990 - AUGUST 2020)

UNIVERSITY OF IBADAN																					
FULL	73																				
INTERIM	6																				
DENIED	0																				
TOTAL NUMBER OF PROGRAMMES ACCREDITED	79																				
NUMBER OF CLOSED PROGRAMMES	1																				
PROGRAMMES YET TO BE ACCREDITED	YEAR APPROVED																				Maturity Date
1 Environmental Health Science	2017																				2020

RESULTS OF ACCREDITATION OF UNDERGRADUATE ACADEMIC PROGRAMMES TAUGHT IN NIGERIAN UNIVERSITIES (1990 - AUGUST 2020)

Programmes	1990	1999/2000	2002	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Maturity Date
15 Education Music		Interim		Interim		Full							Full					Full	2024
16 Education Physics		Interim		Interim		Full							Full					Full	2024
17 Education Political Science		Interim		Interim		Full							Full					Full	2024
18 Education Religion Studies		Interim		Interim		Full							Full					Full	2024
19 Guidance and Counseling		Interim		Full									Full					Full	2024
20 Health Education		Interim		Interim		Full							Interim		Full			Full	2021
21 Home Economics		Interim		Interim		Full							Full					Full	2024
22 Industrial and Technical Education		Interim		Interim		Full							Interim		Full			Full	2021
23 Integrated Science													Full					Full	2024
24 Library and Information Science		Full			Full								Full					Full	2024
25 Physical and Health Education		Interim		Interim		Full							Interim		Full			Full	2021
26 Social Studies													Full					Full	2024
ENGINEERING																			
1 Agricultural Bio-Resources Engineering		Interim		Full									Full					Interim	2021
2 Civil Engineering		Interim	Full		Full								Interim		Full			Full	2021
3 Electrical Engineering		Interim	Interim		Full								Interim		Full			Full	2021
4 Electronics Engineering		Full	Interim		Full								Interim		Full			Full	2021
5 Food Science and Technology			Full			Interim		Full					Interim		Denied		Interim		2020
6 Materials and Metallurgical Engineering													Interim						2016
7 Mechanical Engineering		Full	Full			Interim		Full					Interim		Full			Full	2021
ENVIRONMENTAL SCIENCE																			
1 Architecture		Interim	Interim		Interim		Interim		Full				Interim		Full				2021
2 Estate Management		Interim	Interim		Interim		Interim		Interim				Interim		Full			Full	2024
3 Fine and Applied Arts		Interim	Interim		Full		Full			*			Interim		Full			Full	2021
4 Geo-Information and Surveying		Interim	Interim		Full		Full						Interim		Full			Full	2021
5 Urban and Regional Planning		Full	Interim		Interim		Full						Full					Full	2024
LAW																			
1 Law		Full	Interim		Denied				Full				Interim		Full				2021
MEDICINE																			
1 Dentistry		Denied					Interim		Interim				Denied		Full				2021
2 Medicine and Surgery		Interim	Interim		Interim		Full						Interim		Full			Full	2021
PHARMACY																			
1 Pharmacy		Interim	Interim	Interim	Interim		Full							Full					2020
SCIENCE																			
1 Biochemistry		Interim	Interim		Full								Full					Full	2024
2 Botany		Interim	Full			Full							Full					Full	2019
3 Computer Science		Interim	Full			Interim		Interim					Full					Interim	2021
4 Geology		Full	Interim		Full								Full					Full	2024
5 Mathematics		Full	Full			Full		Full					Interim		Full			Full	2021
6 Microbiology		Full	Interim		Full		Interim						Full		Full			Full	2024
7 Physics		Interim	Full			Full							Interim		Denied		Full		2023
8 Plant Science and Biotechnology																		Full	2024
9 Pure and Industrial Chemistry		Interim	Interim		Full								Interim		Full			Full	2021
10 Statistics		Full	Full			Interim		Interim					Denied		Full			Full	2021
11 Zoology		Full	Interim		Full								Full					Full	2024

RESULTS OF ACCREDITATION OF UNDERGRADUATE ACADEMIC PROGRAMMES TAUGHT IN NIGERIAN UNIVERSITIES (1990 - AUGUST 2020)

UNIVERSITY OF IBADAN																			
Programmes	1990	1999/2000	2002	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Maturity Date
AGRICULTURE																			
1 Agriculture		Interim	Interim		Full								Full					Full	2024
2 Fisheries		Full	Interim			Interim		Full					Full					Full	2024
3 Forestry		Interim	Interim		Full								Full					Full	2024
4 Wildlife		Interim	Interim		Full								Full					Full	2024
ARTS																			
1 Arabic Studies		Interim	Interim		Full								Full					Full	2024
2 Archaeology					Full								Full					Full	2024
3 Classics		Interim	Interim		Full								Full					Full	2024
4 Communication and Language Arts					Full								Full					Full	2024
5 English Language		Interim	Interim		Full								Full					Full	2024
6 French		Interim	Interim		Full								Full					Full	2024
7 German		Interim	Interim		Full								Interim		Full			Full	2021
8 History		Interim			Full		Full						Full					Full	2024
9 Igbo		Interim	Interim		Full								Interim		Full			Full	2021
10 Islamic Studies		Interim	Interim		Denied		Full						Full					Full	2024
11 Linguistics		Interim	Interim		Full								Interim		Full			Full	2021
12 Music															Full			Full	2021
13 Philosophy		Interim	Interim		Full								Interim		Full			Full	2021
14 Religious Studies		Interim	Interim		Full								Full					Full	2024
15 Russian		Interim	Interim		Full								Full					Full	2024
16 Theatre Arts		Interim	Interim		Interim		Full						Interim		Full			Full	2024
17 Yoruba		Interim	Interim		Full								Full					Full	2024
BASIC MEDICAL SCIENCE																			
1 Human Nutrition and Dietetics		Interim	Interim			Full							Interim		Full				2021
2 Medical Laboratory Science													Full				Full		2023
3 Nursing Science		Interim	Interim		Interim		Full						Full		Interim			Full	2024
4 Physiology		Interim	Interim		Interim		Full						Interim		Full			Full	2021
5 Physiotherapy		Interim	Interim			Interim		Full							Full			Full	2021
EDUCATION																			
1 Adult Education			Interim		Interim		Full						Full					Full	2024
2 Communication and Language Arts													Full					Full	2024
3 Early Childhood Education													Interim		Full			Full	2021
4 Education Economics													Interim		Full			Full	2021
5 Education Arabic Studies													Full					Interim	2021
6 Education Biology													Full					Full	2024
7 Education Chemistry													Full					Full	2024
8 Education Christian Religious Studies													Full					Full	2024
9 Education English													Full					Full	2024
10 Education French													Full					Full	2024
11 Education Geography													Full					Full	2024
12 Education History													Full					Full	2024
13 Education Islamic Studies													Full					Interim	2021
14 Education Mathematics													Full					Full	2024
15 Education Physics													Full					Full	2024
16 Education Political Science													Full					Full	2024
17 Education Yoruba													Full					Full	2024
18 Educational Management			Interim		Interim		Full						Full					Full	2024
19 Guidance and Counseling		Full	Interim		Interim		Full						Full					Full	2024
20 Library and Information Science			Interim		Full								Interim		Interim		Full		2023
21 Physical and Health Education		Full			Full								Interim					Full	2016