

TVET Country Profile

NIGERIA



March 2019

Compiled in collaboration with the National Board for Technical Education, Nigeria.

Contents

1. TVET systems	5
2. TVET strategy and key policy documents	8
4. TVET teachers and trainers	10
5. Qualification system and quality assurance	11
6. Current reforms and policy discussion	12
7. References and further reading	13

TVETipedia Glossary

In case of further clarification and definitions of terms contained herein, please refer to UNESCO-UNEVOC's online TVETipedia Glossary, which provides definitions and background information from various trustworthy sources on terms commonly used in the area of technical and vocational education and training. Find out more at www.unevoc.unesco.org/l/68.

Acknowledgements

The following report has been compiled with the support of [National Board for Technical Education](#) in Nigeria, a UNEVOC Centre. Other UNEVOC Centres in Nigeria are the [Centre for Technical Vocational Education Training and Research, University of Nigeria \(CETVETAR\)](#) and [Yaba College of Technology \(YCT\)](#).

UNESCO-UNEVOC TVET Country Profiles

To find similar information on other countries, please visit the UNESCO-UNEVOC World TVET Database at www.unevoc.unesco.org/l/589.

Statistics¹

General information

Category	Indicator	Statistics (2016)
Demographic	Total population	18.6 million
	Population growth	2.6%
	Median age of population ²	17.9
	Population aged 15-24 years (in thousands)	35,643.6

Socio-economic	GDP growth (annual %) ³	2.1% (2018)
	GDP per capita (current US\$)	2,640.3
	Unemployment rate (%) ³	17.0% (2017, Q3)
	Youth literacy rate, population 15-24 years, both sexes (%)	66.4% (2008)

Participation in education by level and by programme orientation (2013)

Category		Gross enrolment ration (%)		Percentage of students who are female (%)	
Primary education (ISCED 1)		93.7%		48.4%	
Secondary education, all programmes	Lower secondary (ISCED 2)	55.7%	52.1%	46.8%	47.8%
	Upper secondary (ISCED 3)		59.7%		45.9%
Tertiary education, all programmes (ISCED 5-8)		10.1% (2011)		40.2% (2011)	

Category		Percentage of students enrolled in vocational programmes, both sexes (%)		Percentage of students in vocational education who are female (%)	
Secondary education, all programmes	Lower secondary (ISCED 2)	-	-	-	-
	Upper secondary (ISCED 3)	-	-	-	-

Indicator	Both sexes (%)	Percentage of students who are female (%)
Percentage of students in tertiary education enrolled in short cycle education (ISCED 5)	-	-

Education finance

Category	Indicator	Statistics
Expenditure	Government expenditure on education as % of total government expenditure (%) [#]	7 % (2018)
	Expenditure on secondary and post-secondary non-tertiary vocational education as % of total government expenditure (%)	-

Type of institutions⁴

Type of institution	Education level	Ministry responsible	Number of institutions
Technical colleges	Lower/Upper secondary	NBTE/Ministry of Education	171
VEIs/IEIs	Tertiary	NBTE/Ministry of Education	235
Monotechnics	Tertiary	NBTE/Ministry of Education	99
Polytechnics	Tertiary	NBTE/Ministry of Education	123

Other useful statistics related to TVET and skills development[#]

Indicator	Statistic	Source
TVET teaching staff (by gender)	Male: 16,561 Female: 4,062	NBTE Digest of Statistics 2016/17 www.nbte.gov.ng

¹ Unless otherwise indicated, all statistics have been gathered from the UNESCO Institute for Statistics (UIS). <http://uis.unesco.org/>

² UN DESA. World Population Prospects. <https://esa.un.org/unpd/wpp/Download/Standard/Population/>

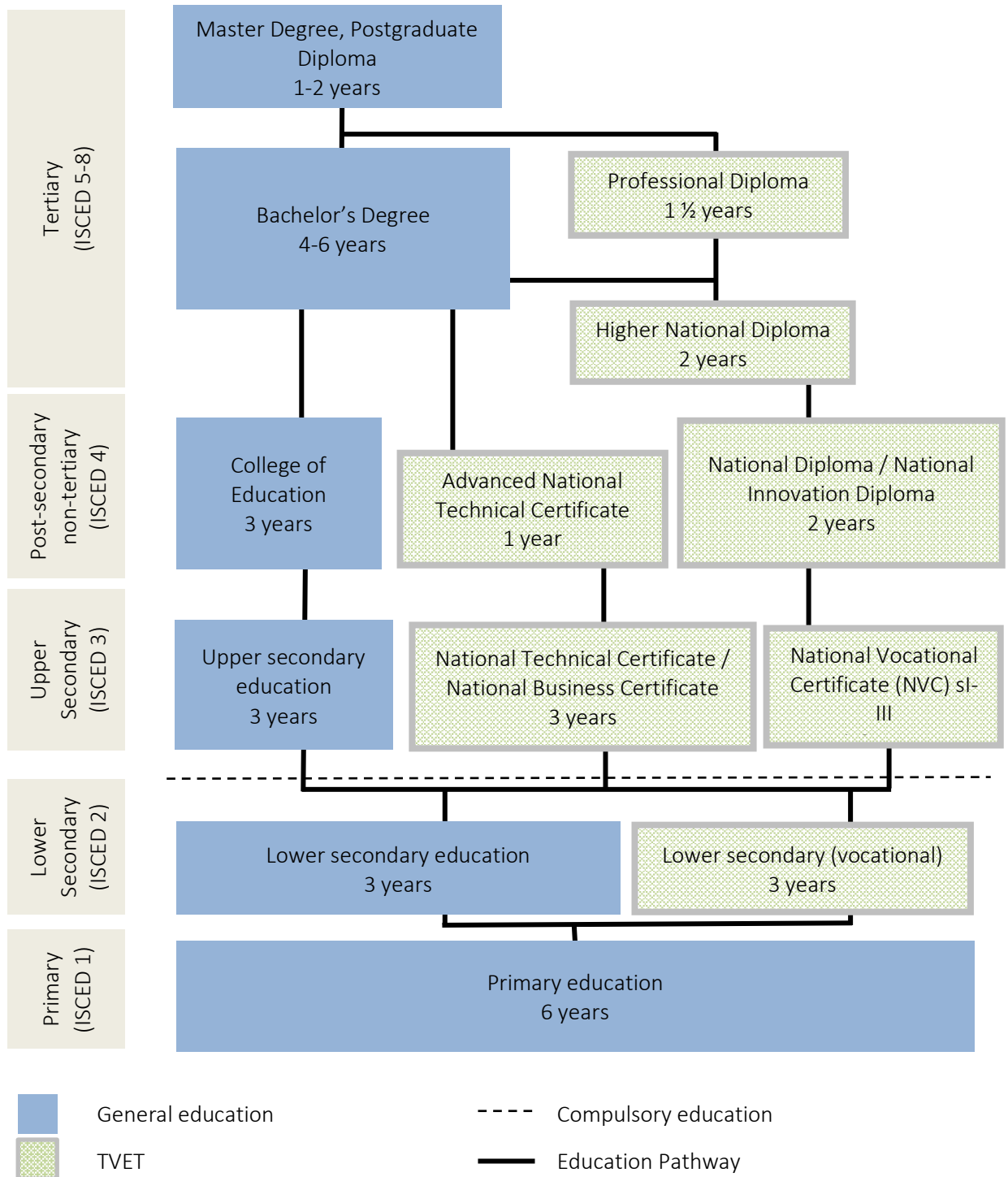
³ IMF Article IV – *Selected Economic and Financial Indicators (2016-19)*

⁴ Compiled by the National Board for Technical Education.

⁵ Budget Office of the Federal Republic of Nigeria <http://www.budgetoffice.gov.ng/index.php/2018-budget>

1. TVET systems

TVET in the Nigerian education system⁷



⁷Compiled by UNESCO-UNEVOC International Centre.

Formal TVET system

All TVET institutions, including Polytechnics and Monotechnics, are under the supervision of the National Board for Technical Education (NBTE). NBTE is a parastatal and regulatory body under the Federal Ministry of Education.

Lower secondary vocational courses are offered in welding and fabrication, carpentry and joinery, garment making and computer science at the lower secondary level (ISCED 2).	
Duration:	3 years
Admission requirements:	Students who pass the Common Entrance Examination from primary school, or attain primary school leaving certificate
Taught in:	Technical colleges under the Ministry of Education
Graduates either seek work or advance to TVET programmes at the upper secondary level (ISCED 3).	

Courses for National Vocational Certificate and Trade Tests are offered at the upper secondary level (ISCED 3).	
Duration:	1-3 years
Admission requirements:	Students who pass the Junior School Certificate Examination
Taught in:	Technical colleges, Vocational and Innovation Enterprise Institutions under the Ministry of Education
Graduates can seek work after attaining the National Vocational Certificate or Trade Tests.	

National Technical Certificate / National Business Certificate programmes are offered at the upper secondary level (ISCED 3).	
Duration:	3 years
Admission requirements:	Students who pass the Junior School Certificate Examination
Taught in:	Technical colleges under the Ministry of Education
Graduates advance to TVET programmes offered at the post-secondary non-tertiary education level (ISCED 4).	

National Diploma and National Innovation Diploma programmes are offered at the post-secondary non-tertiary level (ISCED 4).	
Duration:	2 years
Admission requirements:	Students who attain Senior School Certificate
Taught in:	Polytechnics and Monotechnics under the Ministry of Education
Graduates can advance to TVET programmes offered at the tertiary level (ISCED 5).	

Advanced National Technical Certificate and Advanced National Business Certificate are offered at the post-secondary non-tertiary level (ISCED 4).	
Duration:	1 year
Admission requirements:	Students who attain National Technical Certificate or National Business Certificate
Taught in:	Technical Colleges under the Ministry of Education
Graduates can advance to TVET programmes offered at the tertiary level (ISCED 5).	

Higher National Diploma programmes are offered at the tertiary level (ISCED 5).	
Duration:	2 years
Admission requirements:	Students who attain the National Diploma, National Innovation Diploma, Advanced National Technical Certificate, or Advanced National Business Certificate
Taught in:	Polytechnics and Monotechnics under the Ministry of Education
Graduates can advance to further education for Professional Diploma.	

Professional Diploma programmes are offered at the tertiary level (ISCED 6).	
Duration:	1 ½ years
Admission requirements:	Students who attain Higher National Diploma
Taught in:	Polytechnics and Monotechnics under the Ministry of Education
Graduates can advance to Master’s programmes at the tertiary education level (ISCED 7).	

Non-formal TVET systems

The **National Board for Technical Education (NBTE)**, **National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC)**, and **National Directorate of Employment (NDE)** offer non-formal TVET programmes. Some examples include:

Programme:	Courses of Arts and Crafts
Ministry/organization responsible:	National Mass Education Commission (NMEC)
Target audience:	Adults, Adolescents and early school leavers
Admission requirements:	None
Qualifications received:	Certificate

Programme:	Courses of Fabrication and Welding
Ministry/organization responsible:	National Mass Education Commission (NMEC)
Target audience:	Adults, Adolescents and early school leavers
Admission requirements:	None
Qualifications received:	Certificate

Programme:	Courses of Livestock Management
-------------------	--

Ministry/organization responsible:	National Mass Education Commission (NMEC)
Target audience:	Adults, Adolescents and early school leavers
Admission requirements:	None
Qualifications received:	Certificate

National Skills Qualifications recognize non-formal and informal prior learning. The awarding bodies have the mandate to also determine the percentage to be allocated to the recognition of prior learning. In programmes such as the ones above, graduates acquire skills training and graduate with trade skills certifications which empower them to chart their own course. The certifications are under the purview of NMEC.

2. TVET strategy and key policy documents

Technical and vocational education and training (TVET) in Nigeria aims to assist the federal and state education authorities in their effort to revitalize ,reform and expand the provision of skills, vocations, science and technology to meet the nation’s present and future socio-economic needs. A key development in the Nigerian TVET narrative has been the Ministerial Strategic Plan (2016-19). This Plan is built around three result areas of access, quality, and systems strengthening and comprises of ten pillars, spanning all levels of education. The access results area includes the pillars of out-of-school children, adult literacy, and TVET.

The following key documents help guide the development of TVET in Nigeria.

Name of document	NBTE Enabling Act No. 9
Date entered into force	11 January,1977
Website link	www.nbte.gov.ng
Key points and objectives	
<p>The Act established the National Board for Technical Education which is tasked with coordinating all aspects of technical and vocational education falling outside of university education. The Board is empowered to determine Nigeria’s labour power needs in the industrial, commercial and other relevant fields. It also advises the Federal Government on the financial needs of polytechnics and other technical institutions, and receives and allocates grants from the Federal Government to polytechnics.</p>	

Name of document	National minimum standard and Establishment of institutions Act - Education
Date entered into force	16 August,1985
Website link	www.nbte.gov.ng
Key points and objectives	
<p>The Act establishes and maintains the minimum standards in polytechnics and other technical institutions in the country. It also sets out mechanisms for the accreditation of programmes in all technical and vocational education and training institutions.</p>	

Name of document	Establishment of institutions: Amendment Act No.9
Date entered into force	1 January, 1993
Website link	www.nbte.gov.ng
Key points and objectives	
The Amendment Act calls on the National Board for Technical Education to recommend the establishment of private polytechnics and monotronics in Nigeria.	

Name of document	Ministerial Strategic Plan (2016-19)
Date entered into force	1 January, 1993
Website link	http://t1p.de/466f
Key points and objectives	
This Plan is built around three result areas of access, quality, and systems strengthening and comprises of ten pillars, spanning all levels of education. The access results area includes the pillars of out-of-school children, adult literacy, and TVET.	

3. Governance and financing

Governance

The **Federal Ministry of Education**, the **Federal Ministry of Science and Technology**, and the **Federal Ministry of Labour and Productivity** are responsible for the development of TVET and related policies.

The governance system is decentralized and a number of actors contribute to different aspects of the TVET system, including:

- The **National Board for Technical Education (NBTE)** is a Federal Government parastatal operating under the ambit of the Ministry of Education. It was established by Act 9 of 11th January, 1977, to coordinate and supervise all aspects of Technical and Vocational education falling outside university education in Nigeria. This includes all TVET institutions, including Polytechnics and Monotronics. The management of the board is made up of the Executive secretary and the Directors who give leadership to the various departments of the board. It provides standardised minimum guides for the TVET curricula, and supervises and regulates, through an accreditation process, the programmes offered by technical institutions at secondary and post-secondary education levels.
- The **Federal Inspectorate Service** performs a number of functions, including the design of monitoring and evaluation instruments for measuring the quality of education. It also works together with the Nigerian Educational Research and Development Council, the faculties of education, institutes of education and other national and international bodies on curriculum development, delivery and pedagogical practices in secondary technical and vocational education.
- The **Nigerian Educational Research and Development Council** develops curricula for the primary and secondary levels of the Nigerian education system.

- The **National Business and Technical Examinations Board (NABTEB)** issues and validates certificates and administers technical and business examinations,.

Other organizations involved in administering formal and non-formal TVET include local education authorities, intergovernmental organizations such as the Economic Community of West African States (ECOWAS), and private sector actors.

Financing

The Ministry of Education, the Ministry of Finance and the Ministry of Labour and Productivity are responsible for financing the formal and non-formal TVET. The Federal Government allocates the budget for the TVET system.

Additional resources are mobilized through the Tertiary Education Trust Fund (TETFUND). The TETFUND imposes a 2% education tax on the assessable profit of all registered companies in Nigeria. The Federal Inland Revenue Service (FIRS) assesses and collects the education tax, and the TETFUND administers the tax and distributes the resources to tertiary educational institutions at the federal and state levels. It also monitors the projects executed with the funds allocated to the beneficiaries.

TVET in the formal education system is not free. There are no uniform fees charged among institutions. Governments at various levels charge different fees.

4. TVET teachers and trainers

Teaching staff in the TVET system are designated as lecturers or instructors/technologists. Whereas the lecturers teach the theoretical and analytical components of the courses, the instructors concentrate on workshops and practical elements.

Lecturers and instructors at the lower secondary education level need to attain the National Certificate on Education (NCE). Lecturers and instructors at the upper secondary and post-secondary non-tertiary education level need to attain a Bachelor's Degree in Education. In order to teach in polytechnics, lecturers must hold at least a Bachelor's degree (ISCED 6) or full professional qualifications in their disciplines. Instructors hold the Higher National Diploma, Advanced National Technical Certificate or equivalent qualifications (ISCED 5). At the tertiary education level, lecturers and instructors need to attain Bachelor's and Master's Degrees in Education (ISCED 6-7). A technologist is a Higher National Diploma certificate holder in charge of laboratories/workshops in the institutions.

Colleges of Education (technical), teacher training colleges, polytechnics (Edu-techs), and universities offer pre-service training for TVET lecturers and instructors. TVET Institutions and the National Board for Technical Education (NBTE) offer in-service training for TVET lecturers and instructors training.

5. Qualification system and Quality Assurance

National Skills Qualifications (NSQ)

The Nigerian Skills Qualifications Framework (NSQF) is monitored and evaluated by the National Board for Technical Education (NBTE) and has 6 levels as follows:

Level	Academic qualifications	Technological	National Skills Qualifications
1	Pre-vocational: Junior School Certificate 3,	Labour Trade Certificate 3	NSQ Level 1 / NVC 1
2		Labour Trade Certificate 2	NSQ Level 2 / NVC 2
3	Senior School Certificate	National Technical Certificate / National Business Certificate / Labour Trade Certificate 1	NSQ Level 3 / NVC 3
4		National Diploma (ND) / Advanced National Technical Certificate (ANTC)/ Advanced National Business Certificate (ANBC)	NSQ Level 4 / National Innovation Diploma
5	Bachelor's Degree	Higher National Diploma /Degree	NSQ Level 5
6	Master's Degree / Doctorate	Master's or Doctorate in Technology	NSQ Level 6

Quality assurance

Quality assurance is monitored and evaluated by the National Board for Technical Education (NBTE).

Reference material (available on the NBTE website) on different features of Nigeria's qualifications includes standards and criteria for developing National and Higher National Diploma programmes in polytechnics, monotecnics and similar tertiary technical institutions, and standards and criteria for institutional and programme accreditation in technical colleges and similar technical institutions in Nigeria.

Thirteen National Occupational Standards (NOS) have been developed in occupational areas and classified at Levels 1 and 2. These are used in the delivery and evaluation of the already established NVQs. These standards cover 4 sectors of the Nigerian economy: energy, hospitality & tourism, construction, and service industry. Development and classification of 10 National Occupational Standards has been done with the support of the MAFITA ("Solutions") skilling project. The National Occupational Standards cover:

- Garment making
- Furniture making
- Office technology
- Computer Hardware maintenance
- Satellite installation and maintenance
- GSM repairs and Maintenance
- Air conditioning and Refrigeration
- Leather works
- Motor/tricycle assembly and maintenance
- Rice milling

TVET curriculum

The NBTE is also responsible for the development, updating and quality of TVET curricula. In order to introduce new curricula, a draft curriculum has to be prepared by the proposing institution, which could be a TVET institution or any authorized agency within the governance framework of TVET in Nigeria (see section 3). This is followed by a pre-critique workshop. The NBTE board needs to approve whether the curriculum should be adopted based on the assessment of the proposed draft and the outcomes of the workshop.

6. Current reforms and policy discussion

Recent key reforms regarding TVET include the establishment of more TVET institutions, the development of the Nigerian Skills Qualifications Framework (NSQF), and the introduction of ODFL/Flexible Skills in the Institutions. Flexible Skills Development (FSD) is designed to improve the quality of teaching and learning using ICT tools; and access to formal and non-formal education. FSD is a Commonwealth of Learning (CoL) initiative which employs a blend of capacity building methods including online training workshops and online community of practice. ODFL (Open and Distance Flexible Learning) is a flexible and open approach to distance learning to promote access to the labour market.

Challenges

According to the National Board for Technical Education, TVET in Nigeria is facing the following challenges:

Gender inequality	Gender inequality in TVET has been a long-term problem in Nigeria. The majority of students who enrol in TVET programmes are males, with less than 40% of the total enrolment in TVET being female.
Inadequate infrastructure	Access to TVET is constrained by inadequate and obsolete infrastructure, as promising projects often fail even if they have good pedagogical schemes. There is a lack of practical laboratories, workshops and there are a limited number of lecture rooms. The inadequate infrastructure also hinders institutions' ability to catch up with the latest technical developments.
Financing	The issue of financing of TVET is a topic of key importance in Nigeria. Currently, the budgetary allocation to TVET institutions is barely sufficient for institutions to be sustainable. The share of budget remains low, even though there are indications that TVET students are better integrated into the labour market.
Capacity development for teachers and trainers	There is an inadequate provision for teacher training. As TVET institutions fail to equip teachers with corresponding qualifications and knowledge, these teachers and trainers also fail to teach students and pass on skills and knowledge fit for the present and future labour markets.

ICT in TVET

TVET has evolved from simply training skilled operators to training knowledgeable professionals. However, as institutions often have inadequate ICT facilities to integrate e-learning, TVET institutions find it hard to improve the quality of teaching and learning outcomes.

7. References and further reading

References

National Board for Technical Education. 2011. *Report of the National Steering Committee on the development of the National Vocational Qualifications Framework in Nigeria.*

<http://www.nbte.gov.ng/downloads/FINAL%20REPORT%20NVQF.pdf>

National Board for Technical Education. 2017. *Digest of Statistics of Technical Vocational Education and Training (TVET) Institutions in Nigeria: 2014/2015.*

<https://net.nbte.gov.ng/sites/default/files/2018-02/DIGEST%20OF%20TVET%20INSTITUTIONS%20STATISTICS%20IN%20NIGERIA%202014-15.pdf>

Website of the National Board for Technical Education.

www.nbte.gov.ng (Accessed 10 October 2018.)

IMF Article IV – *Selected Economic and Financial Indicators (2016-19)*

<https://www.imf.org/en/Publications/CR/Issues/2018/03/07/Nigeria-2018-Article-IV-Consultation-Press-Release-Staff-Report-and-Statement-by-the-45699> (Accessed 10 October 2018.)

Further Reading

MAFITA project

http://www.connectsaisafrica.org/wp-content/uploads/2014/12/M.Sagagi.MAFITA-2.NN_ED_Employment.pdf

Compiled by

**UNESCO-UNEVOC International Centre for
Technical and Vocational Education and Training**
UN Campus
Platz der Vereinten Nationen 1
53113 Bonn
Germany

Contact

Tel: +49 228 815 0100
Fax: +49 228 815 0199
www.unevoc.unesco.org
unevoc.tvetprofiles@unesco.org



This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<https://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<https://en.unesco.org/open-access/terms-use-ccbysa-en>).

Country profiles are compiled from a variety of national and international sources and have been informed and validated by UNEVOC Centres in the country or other TVET national authorities. This report is subject to revision as deemed necessary by UNESCO-UNEVOC to ensure consistency and accuracy of the details contained herein.

The designations employed and the presentations of material throughout this report do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

© UNESCO 2018
All rights reserved



United Nations
Educational, Scientific and
Cultural Organization

UNEVOC

International Centre
for Technical and Vocational
Education and Training



TVET COUNTRY
PROFILES

4
QUALITY
EDUCATION



Sustainable
Development
Goals