

FEDERAL MINISTRY OF EDUCATION

NATIONAL OPERATIONAL GUIDELINES

2026

FEDERAL MINISTRY OF EDUCATION APPROVED OPERATIONAL GUIDELINES

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SUMMARY OF OBJECTIVES OF THE NEWLY DEVELOPED NATIONAL GUIDELINES FOR THE EDUCATION SECTOR 2026

S/N	GUIDELINE	OBJECTIVES
1	**Operational Guidelines for WAEC (March 2027), NABTEB (May 2027), NECO (June 2027) and NBAIS (June 2027) through teacher licensing by Teachers Registration Council of Nigeria (TRCN)**	i. To institutionalise the integration of Teachers Registration Council of Nigeria (TRCN) registration and licensing as a mandatory requirement for the accreditation of secondary schools seeking to present candidates for WAEC, NECO, NABTEB and NBAIS; ii. To ensure that only qualified and professionally licensed teachers are engaged in preparing students for national examinations; iii. To establish a phased implementation and compliance framework of (ii), progressing from 75% compliance in 2027 to 100% compliance.
2	**Guideline for Effective Conduct of National Learning Assessment (NLA) in Nigeria 2025**	i. To establish a harmonised, standardised and sustainable national framework for the effective conduct of the National Learning Assessment (NLA) in Nigeria ii. To systematically measure learners' proficiency levels, monitor learning outcomes and trends over time, identify factors influencing learning achievement, and generate reliable evidence to inform education policies, planning and interventions aimed at improving the quality, equity and overall learning outcomes of basic and senior secondary education in Nigeria.
3	**National Textbook Ranking System for Basic and Secondary Education in Nigeria** **(Press Statement)**	- To ensure that Nigerian schools use textbooks that meet a common, high standard and are genuinely useful with the broader aim of improving the quality and consistency of teaching and learning; - To note that NERDC licensing would no longer automatically mean that a textbook can be used in schools; - Only textbooks that are subsequently ranked through the national ranking process and approved would be authorized for use in public schools; - To ensure quality assurance, curriculum compliance, standardization, reduction of textbook proliferation and control of textbook adoption;

S/N	GUIDELINE	OBJECTIVES
		- Operational from September 2026.
4	**Guidelines for the establishment of Term -to -term Continuous Assessment (CA) Portals by National Examination Bodies**	- To establish a secure and standardised national framework through which every learner's Continuous Assessment records can be accurately collected, verified, tracked, transferred, protected and integrated into NEDI throughout the learner's schooling. The CA guideline sets the *national rules and standards*, while the CA portals are the *technology through which those rules are implemented*.
5	**National Guidelines on Mandatory Participation in an Approved Senior Secondary School Qualifying Examination in Nigerian (2026)**	i. To establish a uniform national framework requiring students who complete Senior Secondary School education in Nigeria to participate in at least one approved Nigerian qualifying examination, thereby safeguarding national education standards, ensuring curriculum alignment, strengthening quality assurance, and improving the tracking of students' academic records; ii. To ensure that foreign examinations complement, rather than replace, Nigeria's recognised national exit examinations for students educated within the Nigerian school system, subject to formally approved exemptions.
6	**National Guidelines for Entry Requirements into any Tertiary Institutions in Nigeria (Effective 2015)**	- To expand access while maintaining quality assurance mechanisms - To establish a common national minimum standard for admission into universities, polytechnics, colleges of education and Innovation Enterprise Institutions (IEIs) • The Federal Government reviewed some long-standing entry restrictions that had prevented qualified students from gaining admission into tertiary institutions • Candidates seeking admission into Law or Arts programmes were previously required to possess credits in Mathematics, while science candidates were required to have English credits regardless of course-specific realities. This has been reviewed following the adjustments to those requirements, admissions increased substantially. • In the history of our country, the number of students to be admitted into tertiary institutions increased from 770,000 to about 1.1 million students in 2025 due to removal of restrictive conditions and will likely increase in 2026.

S/N	GUIDELINE	OBJECTIVES
		• It does not necessarily mean that every institution must admit everyone who meets these minimum requirements. Institutions and regulators may still have programme-specific requirements and competitive admission processes
7	**Operational Guidelines for Teachers Registration Council of Nigeria (TRCN)**	i. To establish a robust regulatory framework for strengthening the mandate and enforcement capacity of the Teachers Registration Council of Nigeria (TRCN); ii. To ensure the mandatory registration, licensing and professional regulation of all teachers across public and private educational institutions in Nigeria; iii. To promote professionalism, uphold teaching standards, enforce ethical conduct, strengthen continuous professional development and establish effective monitoring and accountability mechanisms; iv. To ensure that only qualified, registered and licensed teachers are engaged in teaching, thereby improving the quality of teaching and learning in Nigeria.
8	**Operational Guidelines for National Teachers Institute (NTI)**	i. To establish a clear framework for the effective management of the mandate of the National Teachers' Institute (NTI), with a focus on strengthening in-service teacher training, continuous professional development (CPD), quality assurance, institutional oversight and digital learning systems; ii. To enhance teacher professionalism, improve instructional capacity and promote the overall quality of teaching and learning in Nigeria.
9	**Operational Guidelines for Academic Commencement of New Federal Tertiary Institutions in Nigeria (2026)**	- To ensure that new federal Universities, Polytechnics and Colleges of Education receive all regulatory approvals needed to provide quality education and operate as proper tertiary institutions before academic activities can begin; - To ensure that institutions are physically, academically, financially and administratively ready to function with a permanent, properly developed site and essential facilities before admitting students; - To prevent the situation where a new institution is established and then starts admitting students first before it has the land, buildings, facilities, funding and staff.
10	**Operational Guidelines for the Implementation of the New Admission Process into National**	- To make admission into NCE programmes and ND programmes in Non-Technology Agriculture and Agriculture-related fields more accessible for eligible students, while keeping the admission process fully controlled and documented through JAMB to ensure

S/N	GUIDELINE	OBJECTIVES
	Certificate in Education (NCE) Programmes and National Diploma Programmes in Non-Technology Agricultural and Agriculture-Related Courses	that admissions remain transparent, properly documented, regulated and compliant with national standards. - To attract more students and encourage more students to study agriculture and related fields The policy is saying: • Students applying for these programmes will no longer need to sit for UTME, but they must still apply through JAMB and receive their admission through the official JAMB system; • Removing UTME does not mean lowering admission standards. Institutions are still expected to maintain the existing entry requirements set by NCCE and NBTE, including the relevant O'Level requirements; • NCCE and NBTE will continue to regulate the academic quality and standards of the affected programmes.
11	**Guidelines for the award and use of Honorary Doctorate Degrees in Nigeria (2026)**	- To establish a uniform, merit-based and transparent national framework for awarding honorary degrees, so that they remain prestigious recognitions of exceptional contribution; - To bring order, credibility and consistency to the award and use of honorary degrees by Nigerian universities; - To prevent the commercialization, politicization and misuse of honorary degrees as earned academic qualifications. ❖ An honorary doctorate is an honour—not a PhD—and must not be used to claim academic or professional qualifications that the recipient has not earned.
12	**National Guidelines on Evaluation and Authentication of Academic Qualification in Nigeria (2026)**	The guideline is essentially creating a verification chain. Government is trying to create a single, digital and more reliable system for checking foreign academic certificates and preventing fake or questionable qualifications from entering the Nigerian education and employment system. - The objective is to establish a secure, transparent and digital national system for authenticating foreign academic qualifications, preventing certificate fraud, ensuring that Nigerians study at legitimate and accredited institutions abroad; - To ensure that academic qualifications obtained by Nigerians from foreign institutions are genuine, properly recognised and obtained from legitimate, accredited

S/N	GUIDELINE	OBJECTIVES
		institutions before they are accepted for official purposes in Nigeria; and - To ensure that only properly verified qualifications are recognised for purposes such as further education and NYSC mobilisation. ❖ Letters had been written to Hon. Minister of Foreign Affairs to convey to Foreign Embassies and DG NYSC for implementation
13	**National Guideline for the Establishment and Operation of Additional Campuses by Tertiary Institutions in Nigeria (2026)**	- To **bring order, quality control and accountability to the establishment and operation of additional campuses by Nigerian Universities, Polytechnics and Colleges of Education;** - To ensure that additional campuses of Nigerian tertiary institutions are established only when they are genuinely necessary, properly approved, adequately resourced and capable of maintaining the same academic standards as the main campus, while eliminating unapproved and poorly regulated satellite operations. Government is saying: Tertiary institutions should not open campuses or study centres wherever they want. Any additional campus must be properly approved, adequately resourced, properly staffed and held to the same academic standards as the main campus. Government is trying to shift from: "Open more campuses to increase access and enrolment" to: "Only operate additional campuses where the institution has the resources, infrastructure, staff and regulatory approval to maintain quality."
14	**National Guidelines on Requirements and Procedures for Requests for Recruitment Waiver into Public Tertiary Institutions in Nigeria (2026)**	i. to establish a uniform, transparent, evidence-based and fiscally responsible framework for the submission, assessment, approval, implementation and monitoring of requests for recruitment waivers into public (Federal & State) tertiary educational institutions in Nigeria; ii. to ensure that recruitment is driven by genuine institutional staffing needs, complies with approved establishment structures and regulatory standards, supports national education and development priorities, and promotes the efficient utilisation of public resources
15.	**List of Approved Trade Curricula for Technical Colleges**	i. to provide a standardised framework for the delivery of technical and vocational education that equips learners with relevant occupational skills, promotes

S/N	GUIDELINE	OBJECTIVES
		entrepreneurship and self-reliance and enhances their employability in response to labour market demands.
16	**12-Years Continuous Education System**	- To keep Nigerian children in a continuous, structured education system for 12 years, - To reduce the number of students who drop out after Junior Secondary School and create a smoother transition from junior to senior secondary education. In simple terms, the policy is trying to move away from the idea that students must pass a major examination at the end of JSS 3 before they can proceed to SSS 1. The objective is to establish a 12-year continuous education pathway that reduces dropout, removes the JSS 3–SSS 1 examination barrier, provides more flexible and evidence-based student placement and ensures that learners remain in education through senior secondary school.

OPERATIONAL GUIDELINE FOR WAEC (MARCH 2027), NABTEB (MAY 2027) NECO (JUNE 2027) AND NBIAS (JUNE, 2027) THROUGH TEACHER LICENSING BY TEACHER'S REGISTRATION COUNCIL OF NIGERIA (TRCN)

1.0 INTRODUCTION

In alignment with national efforts to professionalize teaching and ensure quality assurance across all educational institutions, the Federal Ministry of Education, in collaboration with the Teachers' Registration Council of Nigeria (TRCN), mandates that the accreditation of all schools intending to present candidates for WASSCE (WAEC), NECO, NABTEB and SAISSCE examinations shall be contingent upon the TRCN registration and licensing status of their teaching staff. This guideline outlines the phased implementation plan, requirements and monitoring strategy to enforce compliance, starting from the year 2026 with 75% compliance and in 2027 100% compliance.

2.0 OBJECTIVE

To ensure that only qualified, licensed teachers are engaged in the instructional process for students sitting for national examinations, thereby enhancing the credibility, integrity and outcomes of public examinations in Nigeria.

3.0 SCOPE

These guidelines apply to all secondary schools public, private, religious and community-owned seeking accreditation to present students for:

i. West African Senior School Certificate Examination (WASSCE) – WAEC
ii. Senior School Certificate Examination - NECO
iii. National Business and Technical Examinations - NABTEB
iv. Senior Arabic and Islamic Secondary School Certificate Examinations - NBIAS.

4.0 IMPLEMENTATION TIMELINE

i. WASSCE (WAEC): Effective March 2026 with 75% compliance and March 2027, 100% compliance.
ii. NABTEB: Effective May 2026 with 75% compliance and May 2027, 100% compliance.
iii. NECO: Effective June 2026 with 75% compliance and June 2027, 100% compliance.
iv. SAISSCE: Effective June 2026 with 75% Compliance and June 2027 1O0% compliance.

5.0 OPERATIONAL GUIDELINES

5.1 Mandatory TRCN Licensing for Teaching Staff:

i. All teachers in secondary schools seeking accreditation must possess a valid TRCN Registration number (license) corresponding to their qualification category (Career Path).

ii. Proof of TRCN registration and license must be submitted along with the school's accreditation documents.

5.2 Institutional Readiness Checks:

i. Examination bodies (WAEC, NECO, NABTEB, NBIAS) shall include TRCN Compliance as a core component of their school accreditation visit and checklist.

ii. TRCN will collaborate with examination bodies to validate licensing records of listed teaching staff.

5.3 Capacity-Building and Sensitization:

i. TRCN, in partnership with the Federal Ministry of Education and State Ministries of Education, will carry out national awareness campaigns on the new requirement.

ii. Schools shall be encouraged to enroll unqualified teachers into National Teachers Institute (NTI) abridged professional qualification training to fast-track licensing of their teachers before 2027.

5.4 Compliance Monitoring and Sanctions:

i. WASSCE (WAEC): Effective March 2026 with 75% compliance and March 2027, 100% compliance.
ii. NABTEB: Effective May 2026 with 75% compliance and May 2027, 100% compliance.
iii. NECO: Effective June 2026 with 75% compliance and June 2027, 100% compliance.
iv. SAISSCE: Effective June 2026 with 75% compliance and June 2027, 100% compliance.
v. Any school that fails to meet the TRCN licensing requirement by the respective deadlines shall be denied accreditation for the examinations.
vi. Periodic audits shall be conducted to ensure ongoing compliance.

5.5 Support Mechanism:

i. NTI shall offer flexible, modular, and accelerated training pathways for teachers yet to be licensed.
ii. State governments may support public schools through subsidized CPD and licensing programmes.

6.0 ROLES AND RESPONSIBILITIES

i. NTI: To provide 3 - 6 months abridged teacher qualification programmes for unqualified teachers;
ii. TRCN. Maintain and provide up-to-date teacher licensing data and oversee implementation;
iii. WAEC, NECO, NABTEB, NBIAS. Integrate TRCN licensing into school accreditation and compliance audits;

iv. FME and State Ministries of Education. Monitor implementation, provide policy direction, and support public awareness; and
v. School Proprietors/Administrators. Ensure all teaching staff meet TRCN licensing requirements ahead of deadlines.

7.0 REVIEW AND ENFORCEMENT

Non-compliance after the stated deadlines will attract regulatory sanctions, including withdrawal of accreditation status.

8.0 CONCLUSION

The integration of TRCN licensing into national examination accreditation processes reinforces the professionalization of teaching and ensures that only qualified educators are entrusted with the preparation of learners for national assessments. The success of this initiative requires full commitment from all stakeholders in the education sector.

GUIDELINE FOR EFFECTIVE CONDUCT OF NATIONAL LEARNING ASSESSMENT (NLA) IN NIGERIA 2025

PURPOSE:

i. To measure the proportion of learners who achieve the minimum proficiency;
ii. To inform learning situations in different location in Nigeria;
iii. To compare the achievements in the past to measure learning improvement;
iv. To provide evidence on enabling and constraining factors for learning; and
v. To leverage the result and provide training to policy makers, state/local education authorities, schools and communities to improve quality of education.

S/N	CORE ITEMS	GUIDELINES
1.	MERGER	The National Monitoring of Learning Achievement (NMLA) conducted by Federal Ministry of Education and National Assessment in Learning Achievement in Basic Education (NALABE) conducted by Universal Basic Education Commission are hereby merged to National Learning Assessment (NLA) in Nigeria
2.	COVERAGE	All States/FCT and all LGAs (Urban, Semi-urban and Rural; accessibility to be confirmed:)
3.	SCHOOL TYPE/OWNERSHIP	Public and Private Basic and Senior Secondary Schools in Nigeria
4.	TARGET CLASSES	P3, P5, JS2 and SS2
5.	SUBJECTS	i. For Basic Education Level: English Language, Mathematics and Basic Science and Technology ii. For Senior Secondary Level: English Language, Mathematics and Citizenship and Heritage Studies
6.	CURRICULUM REFERENCED	Nigerian Basic and Senior Secondary Education Curriculum
7.	SAMPLE SIZE	National representation of sample of schools and learners
8.	TYPES OF TEST ITEMS	Multiple Choice

9.	MODE OF TEST ADMINISTRATION	Paper-based/Digital-based
10.	TIMING AND FREQUENCY	To be conducted in June, every 2 years
11.	GOVERNANCE	i. National Steering Committee, Chaired by Honorable Minister of Education & Honorable Minster of State for Education: for high-level decision making; ii. Technical Working Committee, Co-Chaired by Executive Secretary, Universal Basic Education Commission and Director, Educational Planning, Research and Development in FME: to provide strategic advice and technical assistance ii. Ad-hoc Technical Groups to undertake specific assignments when the need arises
12.	FREQUENCY OF ENGAGEMENT	i. National Steering Committee: meets quarterly ii. Technical Working Committee: meets monthly and when the need arises iii. Ad-hoc Technical Groups meets when the need arises
13.	FUNDING SOURCE	Universal Basic Education Commission (UBEC)



NATIONAL TEXTBOOK RANKING SYSTEM FOR BASIC AND SECONDARY EDUCATION IN NIGERIA

POLICY STATEMENT

1.0 INTRODUCTION:

The Federal Ministry of Education hereby establishes the National Textbook Ranking System (NTRS) as the official framework for the evaluation, ranking, approval, and adoption of textbooks for use in primary, junior secondary and senior secondary schools across Nigeria. Through this policy, the Federal Ministry of Education seeks to institutionalize a transparent, merit-based and quality-driven textbook selection system that enhances public confidence, strengthens curriculum delivery, promotes equity in access to high-quality learning resources and aligns Nigeria's textbook approval processes with international best practices.

2.0 Policy Objectives

The National Textbook Ranking System seeks to:

i. Improve the quality and relevance of textbooks used in Nigerian schools;
ii. Ensure full compliance with the national curriculum;
iii. Promote consistency in teaching and learning materials across all states and school systems;
iv. Reduce the proliferation of multiple textbooks of varying quality;
v. Enhance learner outcomes by providing access to high-quality instructional resources.

3.0 Governance Framework

i. The Federal Ministry of Education shall establish a Book Ranking and Selection Committee comprising representatives of relevant agencies of the Federal Ministry of Education and other qualified experts;
ii. The Committee shall function in close collaboration with the Nigerian Educational Research and Development Council (NERDC) and within an approved governance framework to ensure transparency, consistency, accountability, objectivity and integrity throughout the textbook ranking and selection process;
iii. The Committee shall evaluate only those instructional materials that have successfully met NERDC assessment and approval requirements;

iv. The Committee shall submit the ranked list of books, with clear recommendations and justifications, to the Honourable Minister of Education for consideration and approval.

4.0 Eligibility Requirements for Ranking and Selection

NERDC shall continue to perform its statutory responsibility of licensing textbooks:

i. Licensing alone shall no longer qualify a textbook for classroom use. All licensed textbooks must undergo the national evaluation and ranking process;
ii. Textbooks that are not ranked and approved under this system shall not be permitted for use in any public primary, junior secondary, or senior secondary school, regardless of their previous licensing status. It is recommended that the private schools should adopt this requirement;
iii. No textbook or instructional resource shall qualify for ranking unless it has attained a minimum score of 70% in the NERDC assessment process and has satisfied all prescribed academic, pedagogical, technical, and quality assurance standards;
iv. Only the highest-ranked textbooks shall be recommended for adoption, with the number of approved titles for each subject limited to a maximum of six to ten, depending on curriculum requirements and subject-specific considerations.

5.0 Effective Date of implementation:

Effective from September 2026 following the completion of the evaluation processes.

6.0 Scope of Implementation and Lifespan:

i. Only textbooks that have been evaluated, ranked, and approved through the National Textbook Ranking System by NERDC shall be authorized for use in schools nationwide.
ii. Approved books shall stay standard in schools for at least three (3) years.

7.0 Compliance, Monitoring and Enforcement:

All educational institutions, publishers and stakeholders are required to comply fully with this policy. The Ministry, through NERDC and relevant regulatory agencies, shall monitor implementation and enforce compliance to ensure that only approved and nationally ranked textbooks are used in Nigerian schools.

8.0 Sanction:

The use of textbooks that are not dully assessed and ranked shall attract appropriate sanctions including blacklisting of the authors, publishers and schools.

GUIDELINES FOR THE ESTABLISHMENT OF TERM-BY-TERM CONTINUOUS ASSESSMENT (CA) PORTALS BY NATIONAL EXAMINATION BODIES

1.0 INTRODUCTION

The Honourable Minister of Education has approved the development of standardised guidelines for national examination bodies (WAEC, NECO and other equivalent examination bodies) to establish secure, interoperable Continuous Assessment (CA) Portals for the termly submission of assessment records from accredited schools.

These guidelines aim to ensure:

- Uniform identity verification for schools and learners aligned with the Nigeria Education Data Infrastructure (NEDI) Identity System.
- Transparent and auditable record-keeping.
- Smooth transfer of learner records across schools.
- Clear procedures for handling suspended/blacklisted examination centres.
- Timely and standardised termly CA submission.
- Interoperability with the NEDI national education database.

2.0 OBJECTIVES OF THE GUIDELINE

i. To provide a unified national framework for CA data collection by all examination bodies.
ii. To ensure every school and learner has a unique verifiable identity under the NEDI Identity System.
iii. To promote data quality, accuracy, and transparency in CA management.
iv. To establish clear rules for the transfer of learners between schools.
v. To provide procedures for managing the CA records of suspended or sanctioned schools.
vi. To define timelines and responsibilities for termly CA submission.
vii. To ensure seamless integration with NEDI for national analytics and reporting.

3.0 SCOPE AND APPLICABILITY

This guideline applies to:

- All accredited and approved WAEC and NECO examination centres.
- Public and private schools participating in national examinations.
- State Ministries of Education, SUBEBs, and relevant stakeholders.
- Stakeholders responsible for monitoring, validation, and oversight of CA submissions.
- All technical teams involved in portal development and NEDI integration.

4.0 GUIDELINES

4.1 SCHOOL AND LEARNER IDENTITY (NEDI ALIGNED)

4.1.1 School Identity

- Each examination body shall:
- Use the National School Identity Number (NSIN) (in addition to their numbering System) as the primary identifier for every school.
- Synchronize school profiles with NEDI, including:
    a. School name
    b. Ownership (public/private)
    c. Location (LGA, State)
    d. School level
    e. Examination centre status (active/suspended/blacklisted)

4.1.2 Learner Identity

- Each learner must be identified using:
- National Learner Identity Number (NLIN), generated at Primary 1 and used throughout their schooling (up to SSS3).
- Schools must enroll/update learners once per academic session; termly updates are for CA only.
- Newly admitted learners must have an NLIN before CA submission.
- Each Learner will also have a verified NIN Number

4.2 RECORD KEEPING AND CA DATA STANDARDS

4.2.1 CA Components

Examination bodies must standardize CA components based on national curriculum requirements in collaboration with NERDC

- Termly CA scores must be uploaded.

4.2.2 Data Format

The CA portals shall adopt a unified data schema consistent across all examination bodies:

- Learner ID (NLIN)
- School ID (NSIN)
- Term/Session
- CA
- Total CA score
- Teacher's name
- Date of record entry

4.2.3 Data Quality Controls

- Validation rules must prevent missing fields and detect unusual entries.
- Automatic flags for outliers (e.g. all learners having identical scores, repeated patterns).
- Audit logs capturing:
    o Date submitted
    o Officer who submitted
    o Modifications and timeline
    o Authentication trails

4.3 TIMELINES FOR TERM-BY-TERM CA SUBMISSION

Each examination body shall adopt the following national timelines:

4.3.1 Submission Windows

- **Term 1 CA**: January
- **Term 2 CA**: April
- **Term 3 CA:** August

4.3.2 Late Submission Penalties

- First-time offenders: Written warning.
- Repeat offenders: Temporary suspension of portal access.
- Persistent offenders: Forwarded to State Ministry for sanctions.

4.4 TRANSFER OF LEARNERS AND RECORDS

4.4.1 Transfer Request Process

The portal must allow schools to initiate and confirm learner transfers:

i. Initiating School submits transfer request.
ii. Receiving School accepts or rejects.
iii. System automatically updates examination portal.
iv. All historical CA data follows the learner seamlessly.
v. There shall be no transfer to SSS3.

4.4.2 Data Ownership

- CA data belongs to the learner and must follow them across schools.
- Schools cannot delete or alter past CA records generated before learner's transfer.

4.5 MANAGEMENT OF SUSPENDED OR BLACKLISTED SCHOOLS

4.5.1 Suspension Trigger

Suspension may arise due to:

- Examination malpractice
- Non-compliance with registration guidelines
- Misrepresentation of learners
- Fraudulent CA submissions

4.5.2 Implication of Suspension

If a school is suspended:

- Access to the CA Portal is immediately revoked.
- Learners are automatically flagged as "ORPHANED."
- Examination bodies must notify the State Ministry of Education within 48 hours.

4.5.3 Transfer of Orphaned Learners

Learners registered under suspended centres must be transferred to:

- Nearby accredited schools, OR
- Approved temporary centres created by the examination body.

Historical CA records must remain visible and intact.

4.6 PORTAL FEATURES AND TECHNICAL REQUIREMENTS

4.6.1 Minimum Functions

Each portal must have:

i. School Login Dashboard

ii. Learner Management Module
iii. CA Entry Module
iv. Transfer Module
v. Report and Analytics Dashboard
vi. Audit Trail and Monitoring
vii. NEDI Integration Interface (API)
viii. Helpdesk and User Support System

4.7 ROLES AND RESPONSIBILITIES

4.7.1 Examination Bodies

- Develop and manage the CA portal.
- Validate school participation.
- Ensure CA authenticity and compliance.
- Provide termly reports to FME and NEDI.

4.7.2 Federal Ministry of Education

- Issue policy directives.
- Monitor compliance through Basic and Senior Secondary Departments.
- Provide oversight and intervene when required.

4.7.3 NEDI Secretariat

- Provide API-based ID verification.
- Maintain national learner and school identity systems.
- Provide technical support for interoperability.
- Conduct periodic data audits.

4.7.4 Schools

- Ensure accurate and timely CA submission.
- Safeguard login credentials.
- Maintain proper internal record-keeping.
- Facilitate transfer of learners.

4.8 MONITORING AND EVALUATION

- Examination bodies shall submit termly CA compliance reports to FME and NEDI.
- NEDI will conduct annual data quality audits.
- Joint FME–Exam Body Monitoring Teams will carry out random validation visits.

5.0 AMENDMENT OF THE GUIDELINES

These guidelines may be reviewed and updated after one year of implementation, or at the directive of the Honourable Minister of Education.

6.0 CONCLUSION

The establishment of standardized Continuous Assessment Portals across all examination bodies will strengthen transparency, fairness and accuracy in the national assessment ecosystem. This guideline provides a harmonized framework to guide the development, implementation and management of CA portals, ensuring alignment with national education data reforms under NEDI.

FEDERAL MINISTRY OF EDUCATION

NATIONAL GUIDELINES ON MANDATORY PARTICIPATION IN AN APPROVED SENIOR SECONDARY SCHOOL QUALIFYING EXAMINATION IN NIGERIAN (2026)

Senior Secondary School education in Nigeria is intended to prepare learners for further education, employment, entrepreneurship, responsible citizenship and lifelong learning. At the end of senior secondary education, Nigerian students who have been educated within the Nigerian education system are subjected to Nigerian terminal assessment to obtain evidence of completion and academic achievement through recognised examinations conducted by approved examination bodies, including: West African Examinations Council (WAEC); National Examinations Council (NECO); National Business and Technical Examinations Board (NABTEB); and National Board for Arabic and Islamic Studies (NBAIS), as applicable.

However, an emerging practice has been observed in which some learners who complete Senior Secondary School in Nigeria do not sit for any of these recognised Nigerian examinations, instead, they obtain qualifications through foreign examination systems which are legitimately meant to serve international educational purposes.

This Guideline, which takes effect from 2027 Academic year, is aimed to establish a uniform national framework for the certification and quality assurance of students completing senior secondary education in Nigeria and to preserve national educational standards, ensure curricular alignment, and maintain robust data tracking**.**

S/N	KEY COMPONENT	GUIDELINE
1.	**Regulation**	The Federal Ministry of Education in collaboration with relevant agencies and stakeholders shall; • prescribe, maintain, and monitor uniform educational standards across the country • establish mechanisms for registration, exemptions, data management and periodic review of the implementation of this Directive. • Lead regulatory oversight and compliance monitoring across private and public secondary schools.
2.	**Scope & Applicability**	• All public and private senior secondary schools operating within Nigeria.

S/N	KEY COMPONENT	GUIDELINE
		• All faith-based, international, dual-curriculum, and private academies operating within Nigeria. • **Exceptions**: i. Foreign Nationals enrolled in diplomatic community schools strictly following a purely foreign curriculum are exempt from mandatory indigenous testing, provided they do not seek entry into Nigerian tertiary institutions; ii. Nigeria Nationals who graduated in foreign schools and sat for internationally recognised examinations and is seeking entry into Nigerian tertiary institutions shall provide evidence of enrolment and attendance to the Foreign School.
3	**Responsibility of School**	• No school operating in Nigeria shall graduate a student from its Senior Secondary School programme without ensuring that the student has been duly registered for and has participated in any one of the approved national qualifying examinations, except where the student has obtained an exemption formally approved by the competent authority; • Schools approved to offer foreign curricula and sit for internationally recognised examinations must ensure that their candidates also register and sit for at least one National Examination as contained in Section 5.1.5, of the official 2025 National Policy on Non-State Schools in Nigeria (NPNSN); • Such foreign examinations shall be regarded as supplementary qualifications and shall not substitute for the approved Nigerian national qualifying examination for students whose Senior Secondary School education is completed in Nigeria • Schools shall upload the Continuous Assessment (CA) scores from SS1 through SS3 directly to the central repository of the chosen national examination body (WAEC, NECO, NABTEB, or NBAIS) as a prerequisite for issuing examination admission slips; • Schools shall maintain accurate records of students' registration and examination participation for regulatory monitoring and quality assurance.
4.	**Responsibility of Students**	• Students who undertake senior secondary education (SS1 to SS3) in a school licensed and operating within

S/N	KEY COMPONENT	GUIDELINE
		Nigeria must register and sit for at least one (1) approved national exit examination—WASSCE (WAEC), SSCE (NECO), NABTEB (NTC/NBC), or NBAIS (SAISSCE) —prior to completion of SS3. • Students who complete Senior Secondary School education in Nigeria must have a nationally recognised Nigerian secondary-school qualification, while foreign qualifications may be obtained in addition where required.
5.	**Consequences and Sanctions**	**For Students** • Any Nigerian student who completes secondary education in Nigeria without sitting for any approved national qualifying examination shall be ineligible for admission into Nigerian tertiary institutions; • Evaluation and Accreditation of results for further use by the Federal Ministry of Education shall only be done for students who must have written at least one Nigerian national examination; • Foreign secondary qualifications obtained from schools operating within Nigeria shall not be accepted for official purposes, including mobilization for the National Youth Service Corps (NYSC). **For Schools** • Non-compliant schools shall face withdrawal of government approval/accreditation to operate as an examination center; • Persistent non-compliance will lead to complete revocation of operational license and blacklisting under national assessment guidelines.

FEDERAL MINISTRY OF EDUCATION

NATIONAL GUIDELINES FOR ENTRY REQUIREMENTS INTO ANY TERTIARY INSTITUTIONS IN NIGERIA

(EFFECTIVE FROM JANUARY 2015)

S/N	TERTIARY INSTITUTIONS	GUIDELINES
1.	University Education	i. A minimum of five (5) credit passes in relevant subjects at O'Level examinations (WASSCE, SSCE or its equivalent, in not more than two (2) sittings). ii. Credit pass in English Language for all courses. iii. Credit pass in Mathematics for Science, Technology and Social Sciences courses.
2.	Polytechnic Education	**A. Higher National Diploma (HND) or Degree Program** i. A minimum of five (5) credit passes in relevant subjects at O'Level examinations (WASSCE, SSCE or its equivalent, in not more than two (2) sittings). ii. Credit pass in English Language for all courses. iii. Credit pass in Mathematics for Science, Technology and Social Sciences courses. **B. National Diploma (ND)** i. A minimum of four (4) credit passes in relevant subjects at O'Level examinations (WASSCE, SSCE or its equivalent, in not more than two (2) sittings). ii. Credit pass in English Language for Non-Science courses. iii. Credit pass in Mathematics for Science courses.
3.	Colleges of Education	**A. FOR DEGREE PROGRAMS - B(Ed)** i. A minimum of five (5) credit pass in relevant subjects at O'Level examinations (WASSCE, SSCE or its equivalent, in not more than two (2) sittings). ii. Credit pass in English Language for all courses. iii. Credit pass in Mathematics for Science, Technology and Social Sciences courses. **B. FOR NCE PROGRAMS**

		i. A minimum of four (4) credit pass in relevant subjects at O'Level examinations. ii. Credit pass in English Language for Arts and Social Sciences Courses. iii. Credit pass in Mathematics for Science, Vocational and Technical Education Courses.
4.	IEIs	i. A minimum requirement as applicable to the National Diploma (ND) Programmes in Polytechnics. ii. The National Innovation Diploma (NID) program is hereby abolished in all IEIs.

OPERATIONAL GUIDELINE FOR THE TEACHERS' REGISTRATION COUNCIL OF NIGERIA (TRCN)

S/N	Core Element	Guidelines
1	Governance and Oversight	• TRCN Shall operate under the policy direction and regulatory supervision of the Federal Ministry of Education. • The Registrar/Chief Executive shall be accountable to the Honourable Minister of Education through regular reporting, strategic updates and performance reviews. • TRCN shall establish internal compliance and audit mechanisms to ensure that its regulatory functions meet national and global standards.
2	Mandatory Registration and Licensing	• All teachers, regardless of level or employer (public or private), shall be required to register and be licensed by TRCN before they are allowed to teach in classrooms. Employment, promotion and reclassification of teachers at Federal, State and Private levels must be contingent on valid TRCN Iicensure. • TRCN registration shall also apply to teaching staff in special schools, online schools, and alternative education providers. • TRCN in collaboration with NCCE shall organize induction for new graduating teachers in their various institutions.
3	Enforcement and Compliance Mechanisms	• TRCN shall deploy a centralized, publicly accessible online platform to verify the licensing status of all registered teachers • Employers, parents and policymakers shall have access to this system for real-time verification. • Schools and teachers without valid TRCN licenses shall be excluded from access to government-sponsored professional development, grants and improvement programs. • A system of anonymous whistleblowing and complaints reporting shall be developed to address cases of illegal teaching appointments/ teaching practices. • TRCN shall be mandated to enforce ethics and discipline via their Teacher Investigative Panel.
4	Legal and Regulatory Framework	• All current Professional Diploma in Education being accredited by TRCN shall henceforth be accredited by NCCE. • Provisions shall be made to empower TRCN to delegate enforcement authority to state education boards, inspectorates and specially designated officers, backed by legal instruments.

S/N	Core Element	Guidelines
5	Digital Integration and Data Systems	• TRCN registration records shall be fully integrated into the national Education Management Information Systems (EMIS) and the Nigerian Education Data Initiative (NEDI) to allow for real-time compliance monitoring and data analytics. • TRCN shall upgrade and maintain a robust digital registration portal to support teacher onboarding, submission of documentation, license issuance, induction, and tracking of professional development progress.
6	Strategic Partnerships and Accreditation Enforcement	• TRCN shall collaborate with WAEC, NECO, NABTEB, NBAIS and other examination bodies to ensure that only schools with TRCN licensed teachers are approved for exam centre accreditation. • TRCN shall enter Memoranda of Understanding (MoUs) with private school associations, CSOs, religious educational boards, and NGOs to support teacher registration drives and act as official TRCN registration and advocacy partners.
7	National Sensitization and Advocacy	• TRCN shall design and implement continuous sensitization campaigns targeted at teachers, school proprietors, parents and the general public to build awareness on the importance of teacher professionalism and licensing. • These campaigns shall leverage mass media (radio, television), social media, religious organizations, market groups, town unions, and teacher unions. • Advocacy materials shall be translated into major Nigerian languages for broader impact.
8	Licensing Framework Reform	• TRCN License shall be renewed every three (3) years based on Career Path for Basic and Post-Basic Education. • Teachers at Basic and Post Basic level of education must provide evidence of participation in Continuous Professional Development (CPD) programme as part of their licensing process. • TRCN shall standardize CPD offerings in collaboration with approved providers, including universities, Teacher Training Institutions and NTI.
9	Institutional Mapping and Verification	• TRCN shall develop and maintain an up-to-date national directory of all education institutions (public and private) operating in Nigeria, with associated data on teacher registration and licensing status. • This registry shall serve as a foundation for regulatory enforcement, national planning, and data-driven decision making. • Institutions shall be periodically reviewed and verified through field inspection and digital monitoring mechanisms.

OPERATIONAL GUIDELINE FOR NATIONALTEACHERS' INSTITUTE (NTI)

S/N	Core Element	Guidelines
1	Governance and Oversight	• NTI shall remain under the policy supervision of the Federal Ministry of Education. • The Director-General shall be accountable to the Honourable Minister of State for Education.
2	Mandate and Service Delivery	• NTI shall provide In-Service Teacher Training and Continuous Professional Development (CPD). • NTI shall not award academic degrees.
3	Content Development	• All NTI training content must align with approved framework. • Teacher Training Manual should be reviewed bi-annually in collaboration with the Federal Ministry of • Education, NCCE, TRCN, UBEC, NERDC and NSSEC and other relevant agencies. • NTI can run Professional Diploma in Education but must be accredited by NCCE. • NTI shall design and implement a special 3 - 6 month abridged programme for in-service teachers with a • bachelors or postgraduate degree in non-education fields who have acquired minimum of 12 months or more years of classroom teaching experience.
4	Partnership and Programme Execution	• All joint programmes with UBEC, state governments, TRCN or development partners must be formalized through signed Memoranda of Understanding (MoUs). • NTI shall serve as the national implementing body for distance-based CPD programmes in education.
5	Quality Assurance and Monitoring	• CPD Quality assured by NCCE. • PGD Quality assured by NUC. • NTI must publish training outcomes, completion rates, and impact reports annually.
6	Financial Accountability and Resource Use	• NTI shall publish annual audited reports and submit to the Federal Ministry of Education. • All donor-funded activities must align with national priorities and NTI's strategic objectives.
7	Digital and Technological Integration	• Upgrade NTI's Learning Management System (LMS) to support blended learning Provide digital tools and training to facilitators and learners. Also, establish tech support units in all study centers.
8	Human Capital Development	• Conduct regular training needs assessments. • Implement mandatory periodic professional development for all facilitators and administrative staff. • Incentivize innovation and excellence in teaching and administration.
9	Compliance with legal Obligations	• NTI must comply with all local and National Education, Labour and Health Regulations.

Prof. Suwaiba Sa'id Ahmad

Hon. Minister of State for Education

FEDERAL MINISTRY OF EDUCATION

OPERATIONAL GUIDELINES FOR ACADEMIC COMMENCEMENT OF NEW FEDERAL TERTIARY INSTITUTIONS IN NIGERIA, 2025

S/NO.	CORE ITEMS	GUIDELINES
1.	Provision of Permanent Site	i. New Institutions shall only be established on a permanent site which has been equipped with essential infrastructure, facilities and utilities (electricity, water, access roads, etc.); ii. Temporary or take off sites **shall no longer be accepted.**
2.	Certificates of Occupancy (C of O)	i. The Deed of Assignment for the allocated land shall be available and verified before any assessment can be done by the Federal Ministry of Education; ii. Certificate of Occupancy must be available and verified before resource verification can be done by NUC, NBTE and NCCE.
3	Evidence of Land Compensation and Upgrade	i. Official documentation shall be provided as proof of compensation to the landowners for the allocated site; ii. Where land compensation is not required, evidence of that shall be provided as well.
4	Evidence of Commitment for Infrastructure Upgrade	Evidence of Commitment for further infrastructure upgrade of the facilities of the allocated site shall be provided which shall be issued by either the State, Local Government, community, individual or any other applicable body.
5.	Structures and Facilities	Adequate academic, administrative and ancillary structures shall be available on the allocated Site which shall include the following but not limited to Lecture halls and classrooms; Laboratories, Workshops, Studios (discipline-specific); Administrative offices; Library; ICT centre; Hostels; Health Centre etc.
6.	Ministerial Verification Visit	i. The Federal Ministry of Education shall conduct an assessment visit to verify that essential infrastructure, facilities and utilities are in place; ii. An official correspondence shall be sent by the Federal Ministry of Education to the regulatory agencies listing the verifiable infrastructures with the go ahead for resource verification

S/NO.	CORE ITEMS	GUIDELINES
7.	Appointment of Principal Officers	The Federal Ministry of Education shall initiate the process for the appointment of Principal Officers only after satisfactory verification of facilities and infrastructure has been conducted at the allocated site.
8.	Resource Verification by the Regulatory Agencies	All the Regulatory Agencies (NUC, NBTE and NCCE) shall only conduct Independent Resource Verification exercise after the Ministerial visit has been done to verify and ascertain the availability of basic infrastructure with a satisfactory report that the allocated site meets all the criteria for feasible academic programme for initial commencement.
9.	Budgetary Capturing	i. The Federal Ministry of Education through the respective directorate (University, College of Education, Polytechnic and Allied Institutions) shall officially notify Federal Ministry of Budget and Economic Planning, Federal Ministry of Finance, Chairman Senate Committee on Appropriation, Chairman House Committee on Appropriation with the Act, for funding in the following fiscal year; ii. The Federal Ministry of Education shall work with the Principal Officers to ensure that the budget is captured in the Federal Government Budget Appropriation for funding in the following fiscal year.
10.	Notification of TETFund and NELFUND	The Federal Ministry of Education shall notify TETFund and NELFund to enlist the Institution for recognition, take-off Grant and direct & indirect Intervention Project after resource verification has been completed by the regulatory bodies.
11.	Appointment of Governing Council	i. Appointment of Governing Council shall only be done after resource verification has been completed; ii. The Honourable Minister of Education shall recommend Council Members to the Presidency for appointment as Chair and Members of the Governing Council; iii. There shall be at least one (1) female representative on the Council; iv. There shall be at least one (1) representative from Industry or TVET sector on the Council of Polytechnics.
12.	Notification of JAMB, NYSC & ITF	The regulatory agencies (NUC, NBTE and NCCE) shall notify JAMB, NYSC, ITF of the approved programmes after successful resource verification.
13.	Approval for the commencement of Academic Activities and Admission Process	The respective regulatory agency shall issue a formal approval for the commencement of academic activities in the Institution.
14.	Implementation and Monitoring	i. A joint Federal Ministry of Education with respective directorate and Regulatory Agencies (NUC, NBTE and NCCE) shall carry out quarterly monitoring and evaluation to ensure full compliance with the new

S/NO.	CORE ITEMS	GUIDELINES
		guidelines for the next 24 months from the commencement of 1st Academic Year of the institution; ii. Members of the Joint Committee on Monitoring and Evaluation shall be - Respective Directors or their representative; - Executive Secretaries or their representative (one for academic matters and one for physical infrastructure) iii. A copy of the monitoring report shall be submitted to the Ministry, TETFund, NELFUND, and Governing Council of the institution.

FEDERAL MINISTRY OF EDUCATION

CHECKLIST FOR ACADEMIC COMMENCEMENT OF NEW FEDERAL TERTIARY INSTITUTIONS IN NIGERIA

NAME OF INSTITUTION----------

S/N	CORE ITEMS	COMPLIANCE (tick √)			REMARKS OR REASON FOR NON-COMPLIANCE
		NON	PARTIAL	FULL	
1	Provision of Permanent Site				
2	Certificates of Occupancy (C of O)				
3	Evidence of Land Compensation				
4	Evidence of Commitment for Infrastructure Upgrade				
5	Structures and Facilities				
6	Ministerial Verification Visit				
7	Appointment of Principal Officers				
8	Resource Verification by the Regulatory Agencies				
9	Budgetary Capturing				
10	Notification of TETFund and NELFUND				
11	Appointment of Governing Council				

12	Notification of JAMB, NYSC & ITF				
13	Approval for the commencement of Academic Activities and Admission Process				
14	Implementation and Monitoring				

PLEASE NOTE THAT FULL COMPLIANCE IS REQUIRED FOR ALL ITEMS ON THE LIST FOR COMMENCEMENT OF ACADEMIC ACTIVITIES OF ANY NEW TERTIARY INSTITUTION

COMPLETED BY: NAME: ----------

DESIGNATION----------

SIGNATURE ----------

DATE: ----------

OPERATIONAL GUIDELINES FOR THE IMPLEMENTATION OF THE NEW ADMISSION PROCESS INTO NATIONAL CERTIFICATE IN EDUCATION (NCE) PROGRAMMES AND NATIONAL DIPLOMA PROGRAMMES IN NON-TECHNOLOGY AGRICULTURAL AND AGRICULTURE-RELATED COURSES

S/N	Policy Guideline	Operational Action	Responsible Agency/Institution	Timeline
1	Exemption from UTME for NCE candidates	Candidates seeking admission into NCE programmes shall apply through JAMB without sitting for UTME.	JAMB, Colleges of Education	Effective 2026/2027 Session
2	Exemption from UTME for ND Non-Technology Agriculture and Agriculture - related programmes	Candidates seeking admission into ND Non-Technology Agriculture and Agriculture-related programmes shall apply through JAMB without sitting for UTME.	JAMB, Polytechnics, Colleges of Agriculture	Effective 2026/2027 Session
3	Mandatory JAMB Application	All prospective candidates shall obtain JAMB application forms and process admissions through the JAMB platform.	JAMB	Continuous
4	Retention of Existing Entry Requirements.	Institutions shall maintain existing minimum admission requirements for all affected programmes.	NCCE, NBTE, Institutions	Continuous
5	Uploading of o'Level Results.	Applicants shall upload o'Level results on the JAMB portal before admission consideration.	Applicants, JAMB	During Admission Processing
6	Admission through CAPS	All admissions into affected programmes shall continue to be	JAMB, Institutions	Continuous

S/N	Policy Guideline	Operational Action	Responsible Agency/Institution	Timeline
		processed strictly through JAMB CAPS.		
7	Issuance of Admission Letters	Admission letters for all affected programmes shall be issued exclusively by JAMB after verification and compliance checks.	JAMB	Effective 2026/2027 Session
8	Retroactive Condonement Exercise	JAMB shall open portal for condonement of only NCE students in Colleges of Education admitted outside CAPS into affected programmes.	JAMB, Institutions	1 June-30 August 2026
9	Eligible Categories for Condonement	Colleges of Education shall direct year l and year II students admitted outside CAPS 2025/2026 session to upload details of their results on the JAMB Portal.	Colleges of Education	Within Condonement Period.
10	Upload of Student Records	All affected students shall upload their records on the JAMB platform for proper documentation	Eligible Students, JAMB	Within Condonement Period
11	Prohibition of Illegal Admissions	Admissions conducted outside CAPS shall be deemed illegal and void.	All Tertiary Institutions	Continuous
12	Cessation of Independent Admission letters	Provosts, Rectors and Principal Officers shall cease issuance of independent admission letters.	Institutions	Immediate
13	Monitoring and Compliance	Periodic monitoring shall be conducted to ensure compliance with the new admission policy.	Federal Ministry of Education, JAMB, NCCE, NBTE	Periodic
14	Quality Assurance and Academic Standards	NCCE and NBTE shall continue statutory responsibilities relating to quality assurance institutional compliance.	NCCE, NBTE	Continuous

FEDERAL MINISTRY OF EDUCATION

GUIDELINES FOR THE AWARD AND USE OF HONORARY DOCTORATE DEGREES IN NIGERIA, 2026

[DEVELOPED BY NATIONAL UNIVERSITIES COMMISSION (NUC)]

The Statutes of Nigerian Universities empower them to award honorary doctorate degree while the Education Act Chapter E3, Law of the Federation (2004) (National Minimum Standards and Establishment of Institutions), empowers National Universities Commission (NUC) to provide minimum standards for all universities and other Higher Institutions including the accreditation of all degrees and other academic awards.

The guidelines below have been developed following the Federal Executive Council (FEC), approval for the establishment of a uniform policy for the award and use of Honorary Degrees by Nigerian Universities and has incorporated the resolutions of the Association of Vice-Chancellors of Nigerian Universities (AVCNU) as articulated in the Keffi Declaration (2012). All universities eligible to award Honorary Doctorate Degrees in Nigeria are required to strictly comply with the FME-NUC-approved Guideline.

S/N	KEY COMPONENT	GUIDELINE
1	Institutional Eligibility	Only approved universities (ether public or private) shall be eligible to award honorary doctorate degrees.
2	Maturity	Only universities that have graduated the first set of PhD students shall be eligible to award honorary doctorate degrees.
3	Purpose of the award	The purpose of the award shall be to recognize exceptional, and sustained contribution, reflect institutional values, and ensure diversity.
4	Criteria for the award	i. The criteria for the award shall be clear and transparent with balanced representation across gender, race, nationality, and discipline to reflect the global mission of the university and avoid conflicts of interest; ii. All procedures for selecting and awarding honorary doctorate degrees shall be clearly stated and made accessible on the official website of the awarding institution; iii. All nominations shall be forwarded to NUC for clearance before conferment in collaboration with the Special Fraud Unit established at NUC, before conferment.

S/N	KEY COMPONENT	GUIDELINE
5	Recipient Eligibility	Excludes self-nominations, and elected or appointed serving public officials.
6	Confidentiality	i. All aspects of the nomination and selection process for honorary doctorate degrees shall be treated with the highest level of confidentiality; ii. Nominees shall only be contacted after their nominations have been approved by the Senate and Governing Council and cleared by NUC and Special Fraud Unit.
7	Award nomination and Approval	i. All nominations shall be processed by the statutory committee. ii. All nominations shall be approved by the University Senate and Governing Council.
8	Number of awards	The number of the awards at each convocation shall not exceed three.
9	Nomenclature and title of the Award	All honorary doctorate degrees shall contain the nomenclature or title *Honoris Causa*. For example: Doctor of Science (*Honoris Causa*) D.SC. (*h.c*).
10	Conferment	Conferment shall be in-person and at the ceremony. In exceptional cases, the conferment may be done virtually, however, no honorary doctorate degree shall be awarded in absentia, but it may be awarded posthumously.
11	Fee	Honorary doctorate degrees shall be conferred **without** any fee or expectation of payment from the recipients.
12	Usage	i. The recipients are at liberty to use the approved nomenclature or title of the honorary doctorate degree such as Doctor of Law (*Honoris Causa*) or LLD, (*h.c.*); Doctor of Letters (*Honoris Causa*) or D.Litt. (*h.c*); and Doctor of Science (*Honoris Causa*) or D.Sc. (*h.c.*) after their names; ii. Recipients **must** refrain from using the title "Dr.", which is reserved for holders of earned doctoral and medical degrees; iii. Recipients are **not** permitted to use the honorary doctorate degree to practice as scholars or professionals, supervise research or oversee administrative units.
13	Orientation to recipients	All the awarding universities shall provide both written and verbal orientation to recipients on how to use the award.
14	Record of recipients	All Universities shall regularly publish names of honorary doctorate degrees' recipients on their official website and make it accessible to the public, to uphold transparency.
15	Revocation policy	All awarding universities shall provide a formal mechanism to rescind awards if a recipient is convicted of fraud, or has engaged in any unethical conduct that is inconsistent with the values of the awarding institution.

S/N	KEY COMPONENT	GUIDELINE
16	Sanctions	i. The Inspector General of Police (IGP) shall establish a Special Fraud Unit at NUC, headed by a Senior Ranking Police Officer (on secondment) to monitor and prosecute violators of the guidelines and any other related fraud; ii. For any defaulting university, there shall be suspension of: a. resource verification for two (2) years b. programme accreditation after three (3) academic sessions from the year of violation; iii. Federal Ministry of Education (FME) shall recommend to the Visitor for the dissolution of the Governing Council of any defaulting university.



FEDERAL MINISTRY OF EDUCATION

NATIONAL GUIDELINES ON EVALUATION AND AUTHENTICATION OF ACADEMIC QUALIFICATION IN NIGERIA (2026)

The Federal Ministry of Education has introduced a digital platform to automate the evaluation and authentication of academic qualifications obtained by Nigerian citizens from foreign institutions. This initiative is designed to strengthen quality assurance, promote transparency, protect the integrity of academic qualifications and eliminate fraudulent practices.

To support the effective implementation of this initiative, foreign Embassies and High Commissions in Nigeria are requested to bring the following guidelines to the attention of universities, colleges and other tertiary institutions within their jurisdiction for strict compliance

S/N	KEY COMPONENT	GUIDELINE
1	Admission into Foreign Institutions	i. Nigerian citizens seeking admission into foreign institutions must authenticate their academic credentials with the Federal Ministry of Education before commencing admission process; ii. Foreign institutions are encouraged to request evidence of this authentication before offering admission to Nigerian applicants.
2	Responsibility of International Tertiary Institutions	International tertiary institutions admitting Nigerian students are expected to: i. Verify the authenticity of applicants' academic credentials through the Ministry's verification platform; ii. Maintain regular communication with the Federal Ministry of Education on matters relating to admission, enrolment, graduation, and academic records of Nigerian students; iii. Ensure that all programmes offered to Nigerian students are duly approved and accredited by the relevant regulatory authorities in their respective countries; iv. Promptly notify the Ministry of any changes affecting the institution’s accreditation status, ownership, recognition, or operational standing;

S/N	KEY COMPONENT	GUIDELINE
		v. Cooperate with the Ministry in addressing cases involving certificate fraud, academic misconduct, or the operation of unrecognized institutions.
3	Completion of Academic Study	Upon completion of studies, institutions are required to forward the official academic transcripts of Nigerian Students directly to the Federal Ministry of Education through the designated electronic platform or any other approved channel.
4	Deployment for the National Youth Service Corps (NYSC)	Only graduates who have successfully completed the prescribed verification process with the Federal Ministry of Education shall be eligible for mobilization into the National Youth Service Corps (NYSC) programme.
5	Application for Evaluation and Authentication	Visit: essverify.education.gov.ng
6	Forwarding of official academic transcripts from the institution's official email	Email: ess1@education.gov.ng

FEDERAL MINISTRY OF EDUCATION

NATIONAL GUIDELINES FOR THE ESTABLISHMENT AND OPERATI ON OF ADDITIONAL CAMPUSES BY TERTIARY INSTITUTIONS IN NIGERIA (2026)

The Federal Ministry of Education in May 2025, directed that universities, polytechnics and colleges of education in Nigeria should obtain approval from their respective regulatory agencies before establishing or operating any additional campus. The directive was in response to the increasing number of unauthorised and unregulated campuses which pose a threat to the quality, credibility and sustainability of Nigeria's tertiary education system.

These guidelines provide a framework for the approval, monitoring and evaluation of academic activities in Nigerian Tertiary Institutions to ensure compliance with approved national and international standards and the sustenance of academic quality.

The guideline also seeks to encourage Tertiary Institutions to congregate their academic, financial and human resources which are currently being diverted to off- campuses back into their main campuses to improve educational quality and infrastructure. Compliance with the guidelines is therefore mandatory for the establishment and continued operation of all additional campuses of tertiary institutions in Nigeria.

Note: Additional Campuses are approved campuses that offer courses that are not available in the main campus while Satellite Campuses are campuses that offer identical programs to those at the main campus and with limited facilities (sometimes without necessary approvals from the relevant Regulatory Bodies)

S/N	KEY COMPONENT	GUIDELINES
1.	**Regulatory Approval**	i. Proposal to establish and operate an additional campus to the Regulatory Agencies for approval shall first be endorsed by the institution's academic approving authority and its Governing Council; and ii. Approval granted to run any academic unit, programme or faculty/college/school shall not be construed as approval to establish additional campus. iii. Establishment of additional campuses by any tertiary institution (University, Polytechnic, College of Education) shall be approved by their respective Regulatory Agencies (National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) only after a satisfactory assessment;

S/N	KEY COMPONENT	GUIDELINES
		iv. The Honourable Minister of Education shall issue a written Approval for the commencement of operation of additional campuses by all Federal Tertiary Institutions while the Regulatory Agencies shall issue written Approval for the commencement of operation of additional campuses by States and Private Tertiary Institutions.
2.	**Eligibility Criteria for Establishment**	i. Only duly approved Universities, Polytechnics and Colleges of Education shall be eligible to apply for the establishment of an additional campus(es); ii. Institutions under sanctions or probation **shall not** be eligible; iii. The distance between the main campus and the proposed campus shall not be more than 200 kilometers and must be within the same State where the main campus is domiciled; iv. The total number of campuses including the main campus, shall not exceed three (3); and v. There must be evidence of land ownership in line with regulatory specifications and physical development plan of the proposed campus(es).
3.	**Infrastructural Requirements**	i. Additional campuses shall operate from purpose-built, permanently designated facilities suitable for the provision of tertiary education services and **not** from rented or shared facilities. ii. Each additional campus shall possess: • Adequate lecture rooms and tutorial facilities; • Functional laboratories/studios/farms/workshops etc. for science, technology, engineering, medical, agricultural and other laboratory-based programmes; • A standard library with current physical and electronic resources; • Adequate Information and Communication Technology (ICT) infrastructure with functional internet connectivity; • Administrative offices and student support facilities; • Appropriate safety and accessibility provisions; • Perimeter fencing and adequate security provisions; • A regular and stable supply of electric power and potable water; and • A good road network with hard and soft landscaping.
4.	**Academic Requirements**	i. Only programmes approved by the Regulatory Agencies shall be offered at the additional campuses; ii. Academic standards shall be identical to those maintained in the main campus of the institution; iii. Programmes domiciled in the main campus shall not be replicated in the additional campus; iv. Academic programmes offered shall comply fully with the Minimum Standards as prescribed by the relevant Regulatory Agency; and

S/N	KEY COMPONENT	GUIDELINES
		v. Professional and laboratory-based programmes shall only be offered where requisite facilities, equipment, and qualified personnel are available.
5.	**Administration, Governance and Staffing Requirements**	i. The Administrative Head of an additional campus must NOT be below the rank of Professor or Chief Lecturer, as the case may be; ii. All additional campuses shall maintain an adequate number of qualified, full-time academic, technical and administrative staff; iii. Reliance on adjunct, visiting or part-time lecturers shall not substitute for the required number of full-time staff; iv. Staff deployment shall ensure effective teaching, supervision, assessment, student support, and quality assurance; and v. Appropriate staff-student ratios shall be maintained.
6.	**Student Admission Requirements**	i. Student admissions shall be conducted in accordance with the Joint Admissions and Matriculation Board (JAMB) admission procedures and institutions' regulations. ii. Enrollment shall not exceed the approved carrying capacity; and iii. Admission quotas shall reflect available facilities and staffing.
7.	**Additional Campuses**	i. Regulatory Agencies (NUC/NBTE/NCCE) shall: a. conduct on-site verification visits to all additional campuses before granting approval for such to start operating; b. conduct periodic programme audits and monitoring visits to ensure continued compliance; c. maintain a database of approved additional campuses; and ii. All Tertiary Institutions (Universities, Polytechnics, Colleges of Education) shall maintain accurate records of enrolment, staffing, facilities, programme delivery and student performance at the additional campuses;
8.	**Satellite Campuses**	All Tertiary Institutions (Universities, Polytechnics, Colleges of Education) operating satellite campuses or unapproved study centres are hereby directed to wind them down and transition their operations back to their officially approved Main Campuses on or before September 2027. This has been approved by Federal Executive Council (FEC) in 2000, (copy attached)
9.	**Sanctions**	i. Graduates from **unapproved** additional campuses shall not be mobilised for the National Youth Service Corps (NYSC) programme; ii. Certificates obtained from **unapproved** additional campuses shall not be recognised for further studies, employment, promotion, career advancement or other purposes; iii. Defaulting institutions shall face regulatory sanctions including denial of resource verification/assessment for the establishment of new programmes; and iv. The Federal Ministry of Education (FME) shall recommend to the Visitor for the dissolution of the Governing Council of any defaulting Institution.



NATIONAL GUIDELINES ON REQUIREMENTS AND PROCEDURES FOR REQUESTS FOR RECRUITMENT WAIVER INTO FEDERAL TERTIARY INSTITUTIONS IN NIGERIA (2026)

Effective delivery of tertiary education depends on the availability of adequate, qualified and competent academic, technical, administrative and other support personnel, hence recruitment into Federal Tertiary Institutions must be undertaken within the framework of approved government policies, established staffing structures, applicable regulatory standards, available financial resources and public service recruitment procedures.

To ensure that requests for recruitment waivers are evidence-based, transparent, consistent and responsive to genuine institutional needs, the Federal Ministry of Education has developed these National Guidelines to establish uniform requirements and procedures for requesting, assessing, approving, implementing and monitoring recruitment waivers in federal tertiary educational institutions in Nigeria.

These Guidelines which take effect from 1st January 2027 are intended to strengthen workforce planning, promote fiscal discipline, protect academic standards, support national priority programmes and ensure the effective utilisation of public resources.

S/N	CORE ITEMS	GUIDELINE
1.	**Guidance Note**	All requests for recruitment waivers shall be guided by the following principles: i. Recruitment shall be based on an identifiable staffing gap or a clearly established institutional requirement supported by verifiable evidence; ii. All proposed appointments shall support the delivery of approved programmes and comply with applicable minimum standards, accreditation requirements, professional requirements and staffing ratios; iii. A waiver shall not constitute an automatic entitlement to recruitment or funding. All approvals shall be subject to applicable financial and establishment controls; iv. Applications shall be properly authorised, supported by complete documentation and processed through approved administrative channels; v. Priority shall be accorded to staffing needs that support national development, critical skills acquisition, emerging technologies and other approved education priorities;

S/N	CORE ITEMS	GUIDELINE
2.	**Coverage and Use**	i. These Guidelines shall apply to federal tertiary educational institutions under the supervision of the Federal Ministry of Education; ii. Guidelines shall cover requests for recruitment waivers for academic staff, technical staff, programme-level non-academic staff, administrative personnel and other support personnel.
3.	**Implementation Framework**	Implementation shall be subject to the relevant enabling laws, approved institutional establishments, applicable public service rules, financial regulations, extant Federal Government circulars and the statutory mandates of the relevant regulatory agencies.
4.	**Categories of Recruitment Waiver for Existing Institutions**	Requests for recruitment waivers by existing federal tertiary institutions shall be considered only under the following three categories: **Category I: Attrition and Replacement** i. This category covers requests to replace staff who have exited the institution through Retirement, Resignation, Death, Dismissal or termination of appointment, Permanent incapacity or another formally recognised separation from service, or other circumstances recognised by the competent authority that result in a verifiable vacancy; ii. The application shall be restricted to actual vacancies within the approved establishment and shall not be used to create additional posts; iii. The institution shall provide evidence of the vacancies and demonstrate the operational or academic necessity of filling them. **Category II: New Priority Programmes and Courses** i. This category covers recruitment required to commence newly approved priority programmes or courses in existing institutions; ii. Recruitment under this category shall not exceed five per cent (5%) of the institution's existing staff strength; iii. Applications shall be supported by a special clearance letter from the relevant Regulatory Agency (NUC, NBTE/, NCCE). **Category III: Expansion of Existing Programmes** i. This category covers recruitment required to support the expansion of existing approved programmes due to demonstrable increases in enrolment, workload, teaching groups, laboratory activities, workshops, clinical training or other operational requirements;

S/N	CORE ITEMS	GUIDELINE
		ii. Recruitment under this category shall not exceed two per cent (2%) of the institution's existing staff strength; iii. The institution shall demonstrate that the expansion is justified by verifiable evidence: iv. The requested positions shall be directly related to the demonstrated expansion and shall not be used to establish unrelated posts.
5.	**Establishment of New Programmes in Existing Institutions**	i. An existing institution may seek approval to establish a maximum of ten (10) new programmes within one academic session/year; ii. The proposed programmes shall be consistent with the institution's strategic plan, national development priorities, available infrastructure and demonstrated demand for graduates in the relevant fields; iii. The following staffing framework shall serve as the indicative baseline for preparing recruitment waiver applications for new programmes: **Please see Table 1 in attached Appendix;** iv. The relevant Tertiary Regulatory Agency shall determine the appropriate staffing ratios, professional requirements, programme-specific variations and other applicable minimum standards within their respective statutory jurisdictions.
6.	**Framework for Recruitment Waivers for New Institutions**	i. A newly established federal tertiary institution may seek approval to commence with a maximum of twenty (20) priority programmes, comprising Fifteen (15) science, engineering and technology-related programmes; and Five (5) non-science programmes. ii. The proposed programme mix shall be consistent with the institution's enabling law, approved mandate, national priorities and regulatory approvals; iii. The indicative staffing framework in Section 5(iii) above shall apply to new institutions; iv. Recruitment for general administrative and other institutional support staff shall not exceed twenty per cent (20%) of the approved programme staff complement; v. The initial staffing estimate which shall not be interpreted as automatic approval to recruit the full complement shall be calculated as follows: **Please see Table 2 in attached Appendix.**
7.	**Priority Areas for New Programmes**	i. In considering applications for new programmes and related staffing waivers, priority shall be given to disciplines that support national development, critical skills acquisition, innovation and emerging labour-market needs; ii. The designation of a discipline as a priority area shall not confer an entitlement to establish a programme or recruit

S/N	CORE ITEMS	GUIDELINE
		personnel. All applicable approval, staffing, infrastructure and financial requirements must be met; iii. The priority areas are: • Engineering and Technology. • Medicine and Allied Sciences. • Education • Natural Sciences. • Environmental Science and Climate Resilience • Veterinary Medicine and Allied sciences • Computing and Emerging Digital Technologies, including Artificial Intelligence, Robotics and related fields. • Agricultural Sciences and Agro-allied courses. • Digital Communications and Media Studies • Creative Arts and Hospitality; • Social Sciences including Finance, Business studies, Economics (including Petroleum Economics), Demography and Social Statistics, Development Studies, Peace Studies and Conflict Resolution, Psychology, Social Standards, Social Work, Criminology and Security Studies, subject to the institution's mandate and applicable regulatory requirements. • Humanities – Law
8.	**Clearance Requirement and Approval Procedures**	i. Regulatory Agency Clearance (NUC / NBTE / NCCE): Institutions must first obtain clearance from their respective regulatory agency. This clearance validates the need for the proposed new courses/programs and establishes the objective baseline number of staff required; ii. Authorized Establishment Approval (Office of the Head of Service): Institutions shall forward their request for establishment approval to the Office of the Head of the Civil Service of the Federation (OHCSF) attaching the Regulatory Agency Clearance, specifying the maximum additional personnel required; iii. Waiver Committee Clearance (Ministry of Education): Institutions shall submit its request for recruitment waiver to the Ministry's Waiver Committee for formal approval; iv. Financial Clearance (Budget Office of the Federation): Upon obtaining Waiver Committee approval, the request

S/N	CORE ITEMS	GUIDELINE
		shall be submitted to the Budget Office of the Federation for final financial clearance and budgetary allocation.
9	**Monitoring of Compliance with Approved Waiver**	i. Post-Recruitment Validation (Ministry of Education): Within 30 days of completing recruitment, the institution must submit its final list of hired personnel to the Ministry's HRM Department for desk validation to receive a formal letter of compliance. Institutions failing to submit or comply shall be barred from future recruitment waivers. ii. Joint Monitoring Visit: Office of the Auditor General of the Federation, FME Internal Audit, National Budget Office and other relevant FME Departments shall conduct annual joint monitoring visits to institutions.
10.	**Non-Compliance and Corrective Measures**	i. Where non-compliance is established, the competent authority may require corrective action, suspend the processing of further waiver requests, refer the matter for investigation or take other measures permitted under applicable laws and regulations. ii. Any disciplinary action, recovery of funds or other sanction shall be undertaken by the competent authority in accordance with applicable legal and administrative procedures.

APPENDIX

TABLE 1

Staffing Framework for the Establishment of New Programmes in Existing Institutions

S/N	Programme type	Number of Academic Staff	Number of Technicians	Number of Non- Academic Staff	Total per Programme
1.	Science Engineering & Technology	6	1	2	9
2.	Social Sciences, Arts & Humanities	6	0	2	8

TABLE 2

Staffing Calculation Framework for Recruitment Waivers for New Institutions

S/N	Component	Calculation	Staff
1.	Science programmes	15 programmes × 9 staff (6 academic, 1 technician, 2 non-academic)	135
2.	Non-science programmes	5 programmes × 8 staff (6 academic, 2 non-academic)	40
3.	Total programme staff	135 + 40	175
4.	Admin and Support staff	20% × 175	35
5.	**Maximum total recruitment**	**175 + 35**	**210**

NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
OFFICE OF THE EXECUTIVE SECRETARY
Prof. Salisu Shehu, MNAE, BAEd, M.Ed (BUK), PhD (UDUSOK)
Lokoja-Kaduna Road, Sheda, P.M.B. 91, Garki, Abuja, Nigeria.
www.nerdc.gov.ng

PRESS RELEASE

SPECIAL NOTICE ON THE LIST OF APPROVED SUBJECTS/OFFERINGS FOR THE NEWLY REVISED BASIC AND SENIOR SECONDARY EDUCATION CURRICULUM.

The Federal Ministry of Education (FME) under its National Education Sector Reform Initiatives (NESRI) announced the Curriculum reform efforts undertaken to reposition Basic and Senior Secondary Education in Nigeria.

Pursuant to this, the Federal Ministry of Education (FME) released the list of approved subject offerings at the respective levels. The Curriculum review which followed requisite stages and processes reduced and repositioned the contents to avoid overload for positive learning outcomes.

However, it came to the notice of the Nigerian Educational Research and Development Council (NERDC) that different versions of fake and unauthentic subject listings and offerings are in circulation causing serious confusion and apprehension.

For the avoidance of doubt, find below the authentic and approved subject lists for Basic Education and Senior Secondary Education:

PRIMARY 1-3

S/N	Subject
1	English Studies
2	Mathematics
3	Nigerian Languages (One Nigerian Language)
4	Basic Science
5	Physical & Health Education
6	CRS (For Christian Pupils Only) and IS (For Muslim Pupils Only)
7	Nigerian History
8	Social and Citizenship Studies
9	Cultural & Creative Arts (CCA)
10	Arabic Language (Optional)

Note: Minimum of 9 and maximum of 10 subjects

PRIMARY 4-6

S/N	Subject
1	English Studies
2	Mathematics
3	Nigerian Languages (One Nigerian Language)
4	Basic Science and Technology
5	Physical & Health Education
6	Basic Digital Literacy
7	CRS (For Christian Pupils Only) and IS (For Muslim Pupils Only)
8	Nigerian History
9	Social and Citizenship Studies
10	Cultural & Creative Arts (CCA)
11	Pre-vocational studies
12	French (Optional)
13	Arabic Language (Optional)

Note: Minimum of 11 and maximum of 12 or 13 subjects

JUNIOR SECONDARY SCHOOL 1-3

S/N	Subject
1	English Studies
2	Mathematics
3	Nigerian Languages (One Nigerian Language)
4	Intermediate Science
5	Physical & Health Education
6	Digital Technologies
7	Christian Religious Studies (CRS) (For Christian Pupils Only) / Islamic Studies (IS) (For Muslim Pupils Only)
8	Nigerian History
9	Social and Citizenship Studies
10	Cultural & Creative Arts (CCA)
11	Trade subjects (Students to choose one trade subject): 1) Solar Photovoltaic installation and maintenance 2) Fashion design and garment making

	3) Livestock farming 4) Beauty and cosmetology 5) Computer hardware and GSM repairs 6) Horticulture and crop production
12	Business Studies
13	French (optional)
14	Arabic Language (Optional)

Note: Minimum of 12 subjects; Maximum of 13 or 14 subjects

SENIOR SECONDARY CURRICULUM OFFERING

Fields of Study	Subjects
5 Core and Compulsory subjects	English Language, General Mathematics, One Trade subject, Citizenship and Heritage Studies, Digital Technologies
Science	Biology, Chemistry, Physics, Agriculture, Further Mathematics, Physical Education, Health Education, Foods & Nutrition, Geography, Technical Drawing
Humanities	Nigerian History, Government, Christian Religious Studies, Islamic Studies, One Nigerian language, French, Arabic, Visual Arts, Music, Literature in English, Home Management, Catering craft
Business	Accounting, Commerce, Marketing, Economics
One Core Trade Subject	Trade subjects (Students to choose one trade subject): 1) Solar Photovoltaic installation and maintenance 2) Fashion design and garment making 3) Livestock farming 4) Beauty and cosmetology 5) Computer hardware and GSM repairs 6) Horticulture and crop production

We fervently call on all critical stakeholders to disregard any other fake and unauthentic list that is at variance with the authentic and approved list provided above. Nationwide sensitization and teacher capacity building have been slated to commence immediately for effective implementation.

Implementation commences at the beginning of each 3-year education cycle (Primary 1, Primary 4, JSS1 and SS1) as the revised Curricula are unveiled.

Professor Salisu Shehu
Executive Secretary, NERDC
8th September, 2025



TECHNOLOGY AND SCIENCE EDUCATION DEPARTMENT
LIST OF APPROVED TRADES CURRICULA

1. Brick Laying, Block Laying and Concreting
2. Woodwork, Carpentry and Joinery
3. Plumbing and Pipe Fitting
4. Computer Hardware & GSM Repair and Maintenance
5. Refrigeration & Air-conditioning Works
6. Mechanized Agriculture (Mechanics or Operations/ Smart Agriculture)
7. Auto body Works
8. Catering Craft Practice
9. Solar PV Installation and Maintenance
10. Fashion Design and Garment making.
11. Livestock Farming/Animal Husbandry
12. Fish Farming Activity (Aquaculture)
13. Motorcycle & Tricycle Repairs
14. Painting Decoration and Finishes (Interior Design)
15. Welding & Fabrication
16. Auto-Electrical Wiring
17. Auto-Mobile Mechanics
18. Beauty Therapy & Cosmetology
19. Creative Media (Digital Media Production)
20. Electronic Systems Maintenance Craft
21. Furniture Making & Upholstery
22. Networking & System Security (Satellite TV Antenna installation and maintenance)
23. Social Media Content Creation and Management
24. Tiling & Cladding (Tilling and decorative stone work or Floor cover installation)
25. Automobile CNG Conversion and Maintenance
26. Leather Works