

## Transformative Perspectives: Rethinking the Evaluation of Foreign Graduates' Qualifications in Nigeria—Placebo or Panacea?

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### Abstract

This paper explores the transformative perspectives surrounding the evaluation of foreign graduates' qualifications in Nigeria, questioning whether current systems act as placebos or panaceas. Examining the authenticity and effectiveness of existing evaluation mechanisms, it delves into concerns about superficial criteria, the emphasis on academic credentials, and potential biases. Advocates for change call for holistic, transparent, and nuanced approaches that genuinely reflect the diverse talents of foreign-educated individuals. The author contemplates reforms to shift from symbolic gestures to meaningful instruments for workforce development. This nuanced discussion navigates the complexities of foreign qualification evaluation, stimulating a critical reevaluation of Nigeria's current practices.

*Keywords:* Evaluation Systems, Foreign Graduates, Qualifications, Workforce Development.

### Introduction

The evaluation of foreign graduates' qualifications in Nigeria is a nuanced and complex subject that ignites passionate debates within the academic and professional spheres. The central question

that resonates in these discussions is whether the current evaluation processes serve merely as a placebo, offering a superficial sense of validation, or if they genuinely represent a panacea capable of catalyzing comprehensive workforce

development. As Nigeria embraces a globalized world, the influx of individuals educated abroad seeking employment opportunities has surged. This dynamic has propelled the necessity to critically assess and validate the qualifications of these foreign-educated individuals. The ensuing debates delve into the heart of the matter, questioning the efficacy of the existing evaluation mechanisms and their true impact on shaping the nation's workforce.

The dichotomy between a placebo and a panacea reflects the divergent viewpoints within the discourse. Some argue that the current evaluation practices might be akin to a placebo—a remedy that, while appearing effective on the surface, lacks the substantial impact needed for genuine workforce development. This perspective raises concerns about the authenticity of the evaluation criteria and the potential oversight of significant competencies possessed by foreign graduates. On the other side of the spectrum, there is a counter-argument asserting that a well-structured and comprehensive evaluation system holds the potential to be a panacea. This optimistic viewpoint envisions the evaluation process

as a catalyst for enriching the national workforce with a diverse array of skills, knowledge, and perspectives. It sees the evaluation not merely as a bureaucratic checkpoint but as a strategic tool for identifying and integrating valuable talents into the fabric of the Nigerian professional landscape. In the ensuing exploration of this dichotomy, it becomes apparent that the question extends beyond the technicalities of the evaluation process. It touches upon broader themes of global education, cultural diversity, and the evolving nature of work in the 21st century. As we delve into the complexities of this issue, it becomes imperative to scrutinize the underlying assumptions, challenges, and potential reforms that could redefine the role of foreign graduates in shaping Nigeria's workforce.

In the subsequent sections of this discourse, we will unravel the intricacies of both perspectives—examining the potential shortcomings that lend credence to the placebo argument and, conversely, exploring the transformative possibilities that align with the panacea narrative. Through this exploration, we aim to foster a comprehensive understanding of the

dynamics surrounding the evaluation of foreign graduates' qualifications in Nigeria.

### **Current Scenario in Evaluation of Foreign Graduates' Qualifications in Nigeria**

In recent years, Nigeria has witnessed a substantial influx of individuals educated abroad, drawn to the nation with ambitions of contributing to its dynamic professional landscape (World Bank, 2019; WES Global Talent Bridge, 2020). This surge in foreign-educated individuals has ushered in a new era marked by an enriched pool of talent, diverse perspectives, and a heightened global outlook (World Bank, 2018; WES Global Talent Bridge, 2020). However, the seamless integration of these individuals into Nigeria's workforce is contingent upon the effectiveness of the nation's evaluation processes, acting as gatekeepers in determining the acceptance and recognition of their qualifications (NERDC, 2010; World Bank, 2019). This burgeoning trend of foreign-educated professionals seeking opportunities in Nigeria underscores the global interconnectedness of education and employment (WES Global Talent Bridge, 2020). Motivations behind this migration

are multifaceted, ranging from a desire to leverage skills acquired abroad to contributing to the development initiatives of the home country (World Bank, 2019; Mirnga, 2023). As these individuals bring a wealth of experiences, knowledge, and cultural insights, the nation stands at a crossroads where the efficacy of its evaluation processes becomes pivotal (World Bank, 2019; Mirnga, 2023).

The nation's evaluation processes operate as a critical interface between the influx of foreign-educated individuals and the intricacies of the local professional landscape (NERDC, 2010; Mirnga, 2023). These mechanisms are designed not only to validate the credentials of these individuals but also to discern the applicability and equivalence of their acquired knowledge and skills within the Nigerian context (Mirnga, 2023). As gatekeepers of entry into the workforce, these evaluation processes wield considerable influence in shaping the composition and dynamics of the national talent pool (NERDC, 2010). Crucially, the current scenario raises pertinent questions about the adaptability and inclusivity of the evaluation systems in place (WES Global Talent Bridge, 2020).

Are they equipped to navigate the complexities of diverse educational backgrounds, varied curricula, and distinct accreditation standards? Do they possess the agility to recognize and harness the potential within these foreign qualifications, fostering an environment where diverse talents can thrive?

Furthermore, the current landscape highlights the evolving nature of the global workforce (UNESCO, 2018). In an era where geographic boundaries are increasingly porous, the workforce is becoming inherently diverse, reflecting the interconnected nature of education and professional pursuits (UNESCO, 2018). Therefore, the efficacy of Nigeria's evaluation processes is not only a matter of national importance but also a reflection of its commitment to embracing a globalized workforce and harnessing the benefits of international education (UNESCO, 2018). As we delve deeper into the current scenario, it becomes imperative to scrutinize the existing evaluation frameworks, identifying their strengths, limitations, and potential areas for improvement (NUC, 2021; UNESCO, 2018). The ensuing exploration will shed

light on the pivotal role these processes play in shaping the narrative of foreign-educated professionals in Nigeria and the broader implications for the nation's development trajectory (NUC, 2021; UNESCO, 2018).

### **Placebo Effect of Evaluation of Foreign Graduates in Nigeria**

The notion that the current evaluation systems for foreign graduates in Nigeria might operate as placebo triggers a critical examination of the authenticity and effectiveness of these mechanisms (Dauphinee, 2007). Advocates of this perspective contend that while these evaluation processes may appear effective on the surface, they lack substantive impact, akin to a placebo—a remedy that provides an illusion of effectiveness without delivering tangible benefits (Dauphinee, 2007). This viewpoint raises significant concerns about the transparency, fairness, and depth of the evaluation criteria employed. One of the primary contentions within this argument is that the evaluation mechanisms may rely heavily on superficial criteria, creating an environment where the appearance of validation takes precedence over an in-

depth understanding of an individual's competencies (Dauphinee, 2007). Critics argue that the emphasis on traditional metrics such as the name and reputation of the foreign institution or the perceived prestige of the degree may overshadow the true worth of an individual's skills, knowledge, and practical capabilities.

Furthermore, the emphasis on academic credentials alone is seen as a potential limitation of the evaluation systems (Dauphinee, 2007). Critics argue that a disproportionate focus on academic achievements might neglect the broader spectrum of competencies that individuals bring to the table. Soft skills, cultural adaptability, and real-world problem-solving abilities, which are often integral to professional success, may not receive adequate attention within the current evaluation frameworks. The potential reliance on standardized assessments and uniform benchmarks is another facet of the placebo effect argument (Dauphinee, 2007). Critics suggest that an overemphasis on standardized criteria might lead to a homogenized evaluation process, disregarding the diversity and unique qualities of foreign-educated individuals.

This oversimplification, they argue, could result in overlooking genuine competencies that do not neatly fit within standardized parameters.

Moreover, concerns are raised about the subjective nature of the evaluation processes. The lack of clear and standardized guidelines for assessing foreign qualifications may introduce an element of subjectivity, potentially leading to inconsistencies in the recognition of competencies (Dauphinee, 2007). This subjectivity, critics contend, might open avenues for bias or arbitrary decision-making, diminishing the overall credibility of the evaluation processes.

In essence, those advocating the placebo effect perspective call for a fundamental reevaluation of the existing systems. They emphasize the need for a more holistic, transparent, and nuanced approach that goes beyond superficial criteria, ensuring that the evaluation processes genuinely reflect the diverse talents and competencies that foreign-educated individuals bring to Nigeria's professional landscape (Dauphinee, 2007). This viewpoint serves as a catalyst for contemplating reforms that can transform

the current evaluation systems from symbolic gestures into meaningful instruments of workforce development.

### **Challenges in Recognition of Foreign Graduates' Qualifications in Nigeria**

Navigating the recognition of foreign qualifications in Nigeria presents a labyrinth of challenges owing to the intricacies of the global education landscape (King & van Dijk, 2006). The complexity stems from the diversity in educational systems, curricula, grading methods, and accreditation standards across the world. This multiplicity of factors contributes to a myriad of challenges, making it a formidable task to accurately assess the equivalency and true worth of foreign qualifications. One of the central challenges lies in the vast differences in educational structures and curricula worldwide (Mirnga, 2023). The diverse approaches to teaching and learning, pedagogical philosophies, and educational priorities result in a rich tapestry of educational systems. However, when attempting to align these varied systems with the Nigerian context, the lack of a standardized international benchmark poses a significant hurdle (King & van

Dijk, 2006). The absence of a universal framework for assessing the equivalence of foreign qualifications creates ambiguity and can lead to inconsistencies in recognition.

Grading systems, another critical component of the educational landscape, further complicate the recognition process (UNESCO, 2018). Each country employs its own grading scale, making direct comparisons challenging. A high-grade achievement in one system may not necessarily equate to the same level of proficiency in another. This variance in grading methodologies requires a nuanced understanding and a tailored approach to evaluating foreign qualifications to ensure fair and accurate recognition (King & van Dijk, 2006). Accreditation standards represent yet another layer of complexity (UNESCO, 2018). Different countries have diverse accreditation bodies with varying criteria for assessing the quality and legitimacy of educational institutions. As a result, a foreign institution's accreditation status may not seamlessly align with the accreditation standards familiar to Nigerian evaluators. The challenge is not only in deciphering the accreditation intricacies but

also in determining how well these standards align with the quality benchmarks upheld in Nigeria (King & van Dijk, 2006).

In addition to these systemic challenges, the dynamic nature of the global education landscape contributes to constant shifts in educational paradigms, emerging disciplines, and evolving technologies (UNESCO, 2018). These changes pose an ongoing challenge in ensuring that evaluation processes remain agile and adaptable to the evolving nature of education worldwide. Addressing these challenges requires a multifaceted approach (UNESCO, 2018). Establishing clear guidelines for the assessment of foreign qualifications, fostering international collaborations for the mutual recognition of degrees, and developing a dynamic evaluation framework that considers evolving educational landscapes are imperative steps (King & van Dijk, 2006).

In a nutshell, recognizing foreign qualifications in the context of Nigeria involves grappling with the diverse and dynamic nature of global education. The challenges posed by varying curricula, grading systems, and accreditation

standards underscore the need for strategic reforms in the evaluation process. By acknowledging these challenges, stakeholders can work towards creating a more inclusive, transparent, and adaptable system that appreciates the rich diversity of talents emerging from the global education arena.

### **Bureaucratic Hurdles in Evaluation of Foreign Qualifications in Nigeria**

The contention surrounding bureaucratic hurdles in the evaluation process for foreign graduates in Nigeria delves into the administrative intricacies that often impede a seamless integration of these individuals into the national workforce (IOM, 2007; King & van Dijk, 2006; World Bank, 2019). Critics argue that the presence of bureaucratic obstacles contributes to delays, inefficiencies, and, consequently, a hindrance to the optimal utilization of the skills and knowledge brought by foreign-educated individuals. One of the primary concerns raised by critics is the time-consuming nature of bureaucratic processes involved in evaluating foreign qualifications (IOM, 2007). The intricate web of paperwork, documentation, and administrative

procedures can lead to prolonged waiting periods for individuals seeking recognition of their credentials. These delays, critics argue, not only frustrate the candidates but also stifle the expeditious entry of qualified individuals into the workforce, potentially resulting in a talent drain. The multiplicity of administrative bodies and authorities involved in the evaluation process exacerbates the bureaucratic hurdles (King & van Dijk, 2006). Coordination challenges among these entities may lead to a lack of uniformity in the evaluation process, causing confusion and inconsistencies. Critics contend that a streamlined and centralized approach, coupled with efficient communication among relevant bodies, is essential to mitigate these bureaucratic complexities.

Moreover, the transparency of the bureaucratic procedures is brought into question (IOM, 2007; World Bank, 2019). Critics argue that unclear guidelines, ambiguous requirements, and a lack of transparency in decision-making can create an environment where foreign-educated individuals face uncertainty regarding the evaluation outcome. This opacity, they assert, not only undermines the credibility

of the evaluation process but also hampers the confidence of candidates in the fairness of the system. The financial burden associated with navigating bureaucratic hurdles is another facet of concern (King & van Dijk, 2006). Foreign graduates often incur significant expenses in the process of obtaining and submitting the required documentation. Critics argue that the financial strain, coupled with the unpredictability of the evaluation timeline, places an undue burden on individuals who may already be navigating the complexities of relocation and adjustment to a new environment. The cumulative effect of these bureaucratic challenges, according to critics, is the creation of barriers that deter foreign-educated individuals from fully contributing to the Nigerian workforce. Delays in recognition may lead to underemployment or the pursuit of alternative opportunities outside the country, resulting in a loss of valuable talent that could otherwise enrich the nation's professional landscape. Addressing bureaucratic hurdles requires a comprehensive approach (IOM, 2007; World Bank, 2019). Streamlining administrative procedures, enhancing the



transparency of the evaluation process, and establishing clear communication channels among relevant authorities are pivotal steps. Additionally, creating a more centralized and standardized framework for evaluating foreign qualifications can contribute to a more efficient and equitable system (King & van Dijk, 2006).

In conclusion, the critique of bureaucratic hurdles within the evaluation process underscores the need for administrative reforms that prioritize efficiency, transparency, and the seamless integration of foreign-educated individuals into Nigeria's dynamic workforce. By addressing these concerns, the nation can harness the full potential of a diverse pool of talent and foster a more inclusive and responsive evaluation system.

### **Potential Panacea of a Comprehensive Evaluation System in Nigeria**

The optimism surrounding the potential of a well-designed and comprehensive evaluation system as a panacea reflects a belief in the transformative power of strategic evaluation processes for foreign graduates in Nigeria (IOM, 2015; UNESCO, 2018; Adeyinka et al., 2020). Proponents argue

that, when approached with foresight and inclusivity, such a system holds the key to not only validating foreign qualifications but also to enriching the national workforce with a diverse array of skills, knowledge, and perspectives. Central to the panacea perspective is the recognition of the inherent value that foreign-educated individuals bring to the table (IOM, 2015). Proponents argue that these individuals often possess a unique blend of academic excellence, cross-cultural competencies, and exposure to diverse educational methodologies (Adeyinka et al., 2020). A well-crafted evaluation system is seen as an instrument to harness and capitalize on these strengths, effectively integrating them into the fabric of the national workforce.

Moreover, proponents emphasize the potential for a comprehensive evaluation system to act as a bridge between global education and local workforce needs (UNESCO, 2018). By considering not only the academic credentials but also the practical applicability of skills and knowledge, the system can align foreign qualifications with the demands of the Nigerian job market. This alignment is perceived as a catalyst for

addressing skill gaps, fostering innovation, and promoting a dynamic and adaptable workforce. The panacea perspective also envisions the evaluation process as a means of promoting inclusivity and diversity within the workforce (IOM, 2015). By recognizing and valuing qualifications from diverse educational backgrounds, the system can contribute to breaking down barriers and stereotypes. This inclusive approach is seen as fostering an environment where individuals from various cultural and educational contexts can contribute collaboratively to the nation's development.

In addition, proponents argue that a well-designed evaluation system has the potential to serve as a quality assurance mechanism (UNESCO, 2018). By establishing clear criteria for evaluating foreign qualifications and ensuring consistency in the application of these criteria, the system can enhance the overall quality of the national workforce. This quality assurance is essential for maintaining standards and promoting excellence in various professional domains. Strategic collaboration with international accrediting bodies is highlighted as a key

element of the potential panacea (IOM, 2015; UNESCO, 2018; Adeyinka et al., 2020). By aligning evaluation standards with global benchmarks, Nigeria can position itself as a destination that attracts high-caliber talent and fosters a globalized workforce. This collaboration is perceived as mutually beneficial, contributing to the nation's development goals while also strengthening its ties with the global academic community.

Overall, the potential panacea perspective advocates for a proactive and visionary approach to the evaluation of foreign graduates' qualifications in Nigeria. It envisions a system that not only validates credentials but also actively contributes to the nation's workforce development by leveraging the diverse talents and global perspectives of foreign-educated individuals. Through thoughtful design, inclusivity, and collaboration, the evaluation process is seen as a transformative force that can propel Nigeria towards a more dynamic, innovative, and globally competitive professional landscape.

### **Enhancing the Evaluation Process: A Nuanced Approach**

Transforming the evaluation process from a mere placebo to a genuine panacea requires a nuanced and comprehensive approach that goes beyond the traditional assessment of credentials (IOM, 2015; UNESCO, 2018; Adeyinka et al., 2020). Proponents argue that to unlock the full potential of foreign graduates and enrich the national workforce, the evaluation system must evolve to consider not only the academic qualifications but also the practical application of knowledge and skills acquired abroad. Some of the nuanced approaches include the following:

- 1. Competency-Based Assessment:** A crucial element in enhancing the evaluation process involves shifting towards a competency-based assessment (Adeyinka et al., 2020). Rather than solely focusing on academic achievements, the system should emphasize the practical competencies gained during the educational journey. This approach ensures that individuals are evaluated based on their ability to apply knowledge in real-world scenarios, fostering a workforce that is not just academically qualified but also practically adept.
- 2. Real-World Skill Recognition:** Recognizing and valuing real-world skills acquired abroad is paramount. The evaluation should extend beyond theoretical knowledge and acknowledge practical skills such as problem-solving, critical thinking, and adaptability (UNESCO, 2018). This shift emphasizes the application of learning in professional contexts, aligning foreign qualifications with the dynamic needs of the Nigerian job market.
- 3. Holistic Assessment Framework:** A nuanced evaluation process requires a holistic framework that considers various dimensions of an individual's educational and experiential background (IOM, 2015). This includes evaluating soft skills, cross-cultural competencies, and adaptability, factors that are integral to success in a globalized and diverse professional environment. Such a holistic approach ensures a well-rounded assessment of an individual's potential contributions.
- 4. Practical Experience Integration:** Integrating practical experience as a crucial criterion for evaluation can bridge the gap between academic learning and professional application (Adeyinka et al.,

- 2020). This involves recognizing internships, research projects, and other hands-on experiences as valuable components of an individual's qualifications. By doing so, the evaluation process acknowledges the practical aspect of education and its relevance to the workplace.
5. **Clear Evaluation Guidelines:** Establishing clear and transparent guidelines for the evaluation process is essential. This includes defining the criteria for assessing practical application, outlining the expectations regarding real-world skills, and ensuring consistency in the application of these guidelines (UNESCO, 2018). Clarity in evaluation criteria contributes to a fair and standardized assessment process.
  6. **Stakeholder Collaboration:** Collaboration with relevant stakeholders, including industry experts, employers, and international educational institutions, is vital (Adeyinka et al., 2020). Engaging these stakeholders in the evaluation process ensures that the criteria align with industry expectations and global standards. It also facilitates the development of a system that is responsive to the evolving demands of the professional landscape.
  7. **Continuous Review and Improvement:** The dynamic nature of education and work necessitates a system that continuously reviews and improves its evaluation mechanisms (IOM, 2015; UNESCO, 2018). Regular updates, based on feedback from stakeholders and emerging trends in education and industry, ensure that the evaluation process remains relevant and effective in identifying and nurturing talent.
  8. **Industry Partnership Integration:** Forge stronger ties with industries and employers to align the evaluation process with the current and future needs of the job market (UNESCO, 2018). Industry input ensures that the competencies and skills recognized in the evaluation are directly applicable and valuable in professional settings. By collaborating closely with industries, the evaluation system gains real-time insights into the specific skills and competencies in demand. This proactive approach ensures that foreign graduates are not only recognized but are also equipped with the skills that make them immediately valuable to employers.
  9. **Digital Portfolio Recognition:** Encourage the submission of digital portfolios as part of the evaluation process. Digital portfolios

can showcase practical projects, achievements, and real-world applications of knowledge (IOM, 2015). Recognizing these portfolios provides a more comprehensive understanding of an individual's capabilities. In the digital age, individuals often showcase their work through digital platforms. Recognizing digital portfolios allows for a more dynamic and visual representation of an individual's accomplishments, giving evaluators a richer perspective on their practical abilities and contributions.

**10. Cross-Cultural Training Integration:** Include cross-cultural training as an integral part of the evaluation process. This ensures that foreign graduates are not only assessed for their academic and practical skills but also for their ability to navigate and contribute positively to a culturally diverse workplace (UNESCO, 2018). As workplaces become increasingly diverse, the ability to work collaboratively in multicultural settings is a valuable skill. Integrating cross-cultural training into the evaluation process demonstrates a commitment to creating a workplace that values and leverages cultural diversity.

**11. Flexible Evaluation Models:** Develop flexible evaluation models that accommodate diverse educational backgrounds and career paths. A one-size-fits-all approach may not effectively capture the varied experiences of foreign graduates. Adaptable evaluation models consider alternative educational routes and non-traditional learning experiences (Adeyinka et al., 2020). Recognizing that education is a dynamic and evolving concept, flexible evaluation models accommodate individuals who may have pursued unconventional paths or alternative education methods. This inclusivity contributes to a more equitable and open-minded evaluation process.

**12. Comprehensive Support Systems:** Establish support systems for foreign graduates navigating the evaluation process. Providing guidance on documentation requirements, offering informational resources, and ensuring accessibility to support services can alleviate the stress associated with the evaluation journey (IOM, 2015). Navigating a foreign evaluation process can be daunting. By offering comprehensive support systems, including clear guidelines, informational

workshops, and accessible assistance, the evaluation process becomes more user-friendly, fostering a positive experience for candidates.

**13. Data-Driven Decision-Making:** Implement data-driven decision-making processes within the evaluation system. Analyzing trends, outcomes, and feedback allows for evidence-based adjustments, ensuring that the evaluation system remains responsive to the evolving landscape of education and employment (UNESCO, 2018). Leveraging data enables evaluators to make informed decisions, identify areas for improvement, and respond proactively to emerging trends. This data-driven approach enhances the agility and effectiveness of the evaluation system over time.

**14. Interdisciplinary Evaluation Panels:** Constitute interdisciplinary evaluation panels that bring together experts from various fields. This interdisciplinary approach ensures a well-rounded assessment, incorporating insights from diverse perspectives and expertise (Adeyinka et al., 2020). Complex skills often require a multidisciplinary understanding. Engaging experts from different domains ensures a holistic

evaluation process that considers the multifaceted nature of knowledge and skills acquired by foreign graduates.

**15. Public Awareness Campaigns:** Launch public awareness campaigns to inform stakeholders, including employers, foreign graduates, and the general public, about the importance and benefits of a robust and inclusive evaluation system. Increased awareness fosters understanding and support for the evolving evaluation processes (IOM, 2015). Creating awareness is crucial for garnering support and understanding for changes in the evaluation system. It ensures that all stakeholders are well-informed about the purpose, benefits, and fairness of the evaluation process, contributing to its acceptance and success.

### **Conclusion**

In conclusion, the assessment of foreign graduates' qualifications in Nigeria carries the transformative potential to emerge as a comprehensive solution, a panacea, for the nation's workforce development. The crux of this transformative journey lies in pivoting from a traditional, credential-centric approach to one that is competency-based and holistic. Strategic reforms are paramount,

necessitating a purposeful and adaptive evolution of the evaluation process to align with the dynamic nature of global education.

This vision for change underscores the need for a deliberate and foresighted approach, one that goes beyond the routine bureaucratic procedures and envisions the evaluation process as a dynamic instrument. It emphasizes the importance of recognizing practical competencies alongside academic achievements, ensuring a more thorough understanding of an individual's ability to apply knowledge and skills in real-world scenarios.

The term "evolving dynamics" conveys the imperative for continuous adaptation, recognizing that the educational landscape is constantly changing. Aligning with global education trends and standards becomes essential, positioning Nigeria at the forefront of international educational practices. The call for a comprehensive, competency-based perspective implies a broader consideration of an individual's entire educational journey, practical experiences, and diverse competencies.

Ultimately, the conclusion paints a picture of a reimagined evaluation process—one

that transcends its bureaucratic origins to become a dynamic force for identifying, nurturing, and integrating the varied talents of foreign graduates into Nigeria's professional landscape. It envisions a future where the evaluation process is not merely a routine exercise but a strategic and visionary tool, propelling the nation towards innovation, inclusivity, and excellence in workforce development.

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