

Govts Must do more on Education

– PMB at World Teachers' Day

President Muhammadu Buhari has said that the Federal and State Governments needed to do a lot more to raise the standard of education in Nigeria.

He said this at the celebration of the World Teachers' Day in Abuja last week with the theme, Empowering Teachers, Building Sustainable Societies, that country's falling state of education was occasioned by poor wages and little attention to infrastructure by stakeholders, especially governments.

Represented by the HME Malam Adamu Adamu, the President promised that the dilapidation in the education sector would be addressed by his administration, noting that it was part of what the proposed Ministerial Retreat on Education intended to achieve.

President Buhari said empowering teachers,



His Excellency, Muhammadu Buhari, GCFR
President, Federal Republic of Nigeria

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The Executive Gov. of Kano State, Dr. Abdullahi Umar Ganduje displaying the Best Friendly Governor Award in Education given to the State flanked from the left by Chairman Senate Committee on Tertiary Education and Tetfund, Sen. Jibrin Barau and right the Minister of Education, Mal. Adamu Adamu and other officials from Kano state

strengthening the teaching profession and the enthronement of quality education delivery at all levels in Nigeria were among the preoccupations and policy thrusts of his administration. He added that it was in keeping with the government's commitment to creating a conducive and safe environment for teaching and learning to flourish, that the administration, at inception, tackled the issue of insecurity in the Northeast and other parts of the country.

He said: "In spite of the appreciable progress we are making in revitalising the education sector, it is still bedeviled with so many challenges. However, these challenges are being systematically tackled and addressed.

"The declaration of emergency in the education sector and the launching of the Ministerial Strategic Plan for Education were further actions taken to consolidate the education

revitalisation", he said.

The President also disclosed that in 2016, more than N50 billion was allocated by the Tertiary Education Trust Fund (TETFund), to colleges of education, polytechnics and universities to support the training of their teachers to obtain higher degrees. He said the Universal Basic Education Commission (UBEC) had also invested more than N4.4 billion

of the 2015 Teachers Professional Development Fund in teacher training.

President Buhari acknowledged that there was more to do to bring the education system to a more desirable level to meet up with World's best and appealed to stakeholders to pay attention to areas that lead to skills acquisition, entrepreneurship, creative and innovative education.

To show his gratitude to some teachers who had gone the extra mile to give their best in spite of challenges in the education sector, the President handed over the keys of a brand new Nissan Almera, to a 51 year-old Okodo Clement Nwoye, from Anambra State, for emerging the 2017 overall best teacher in Nigeria.

President Buhari, who pledged to continue to motivate teachers towards improving the standard of education, said the presidential merit award, in which the car was presented to the overall best teacher, was intended to motivate



The representative of the President and Minister of Education, Mal. Adamu Adamu in a photograph with Anambra delegates shortly after handing over The Best 2017 Teacher Award to Okodo Clement Nwoye of Anambra State





Mr. Clement Nwoye and his wife test-running the brand new Nissan Almera

teachers, school administrators and schools at basic and secondary schools.

The Minister's speech read by the Permanent Secretary, Architect Sunday Echono, said the federal government, in pursuance of its commitment to quality education delivery, teacher empowerment and ideal of excellence in service, instituted the President's Teachers and Schools Excellence Award in 2007, as part of the reform initiatives. He highlighted that the main objective was to confer awards of excellence on deserving persons in the public education institutions below tertiary level nationwide. This, he said, was meant to encourage high productivity and excellence among public servants in the noble teaching profession.

Harping on the theme of this year's celebration, Mal. Adamu stated that it attests to the fact that teachers, teaching and learning were indispensable key-players in nation-building which could only succeed where freedom from extremism and other types of threats were absent. This, he

stressed, implied that teachers were indispensable and that it was imperative for all stakeholders to empower teachers and strengthen the profession by ensuring that the job of teaching and learning was carried out in an environment that was free from threats to lives and properties. Teachers, he submitted, cannot effectively teach and learning would hardly take place in a tense environment.

In his remarks, the National President, Nigeria Union of Teachers (NUT), Comrade

Michael Alogba Olukoya, noted that the Teachers' Day occupied a prime place in the history of teachers and the teaching profession all over the world. It had helped to re-awaken the consciousness of nations and their citizenry to the important role of teachers and the need for them to be accorded a status commensurate with the very important role they play in the society.

Comrade Olukoya further said it was for this reason that NUT and teachers of Nigeria would remain grateful to the United Nations Educational Scientific and Cultural Organisation (UNESCO) for the inauguration of the World Teachers' Day in 1994 and for partnering with other UN Agencies to ensure the adoption of the recommendation concerning the status of teachers at the Special Inter-governmental Conference jointly hosted by UNESCO and International Labour Organisation (ILO) in Paris on 5th October, 1966. He used the forum to commend Nigerian teachers for their resourcefulness, dedication and resilience in carrying out their



Anambra delegates in a group photograph with the Winner of the Presidential Award for Best Teacher Award in Nigeria 2017





professional tasks.

Goodwill messages were delivered by representatives of the UNESCO, DFID and the Senate President, Dr. Bukola Saraki, represented by the Chairman Senate Committee on Basic Education and former

Governor, Sokoto State Sen. Aliyu Wammako.

Other states that emerged winners were Kano State in the second place and Ekiti, occupying the third spot with the awardees carting home deep freezers, certificates and other

sundry items.

Other highlight of the event was the conferment of Kano State Governor, Dr. Abdullahi Umar Ganduje, with the award of the Best Education friendly state in the country for the year 2017. He was available to receive his award.

Adamu Adamu Receives Report on Education Retreat – Committee Recommends first line Charge for Teachers' Salaries

The Planning Committee inaugurated recently by the Honourable Minister of Education, Mal. Adamu Adamu to develop the framework and prepare grounds for a successful Ministerial Retreat on Education has advised the Federal Government to consider and approve payment of teachers' salaries in Basic and Secondary Education on a first-line charge.

The Committee also recommended the recognition of all-inclusiveness of the Retreat by allowing the participation of other stakeholders such as the students, parents and the teachers.

Submitting its final reports last Tuesday to the Minister, Chairman of the Committee, Professor Michael Omolewa, stressed that recognising the place of teachers in revamping basic and secondary education would probably be the most important outcome of the Ministerial Retreat being convoked as directed by the Federal Executive Council (FEC). According to the Committee, this would stabilize their career and encourage them to give their best to the system. Besides, the Committee report



The Minister of Education, Mal. Adamu Adamu receiving copies of the final report of the proposed Ministerial Retreat on Education from the Chairman Prof. Michael Omolewa

explained that such a decision would be a tremendous investment and serve as the pivot and legacy of the change mantra of the Buhari Administration and the Mal. Adamu Adamu leadership of the education sector.

The Chairman of the Committee used the forum to commend the Honourable Minister for taking the bold steps of inviting critical players in the sector whose contributions he said, enriched the work. He also thanked all

members of the Committee who had to work hard for long hours to ensure that the material was definitive and comprehensive. He prayed for a positive response of government to the initiative at the proposed Retreat so that the commitment expressed in the Communiqué could constitute the basis for the series of reforms, bills and programmes as well as increased funding of the education sector.





Receiving the reports, the Honourable Minister of Education thanked the team for dedicating their time and investing their enormous wealth of intellect and experience into the assignment. He stated that part of the reason for mooted the idea of convoking the Ministerial Retreat was the present administration's commitment and resolve to revitalise education and to transform the country into a knowledge-based economy.

This commitment, Mal. Adamu emphasised, led the FEC to take the decision to deliberate at the highest level and fine-tune the pathways to bring on board every segment of government into the education revolution. This, he added, would consolidate what the Federal Ministry of Education (FME) had been doing in repositioning the education sector for national development and global competitiveness. He noted the existence of a myriad of challenges confronting education delivery, stating that the Ministerial Strategic Plan document developed and



Mal. Adamu listening with rapt attention as the Chairman of the Committee, Prof. Omolewa briefs him on the Key recommendations of the Committee

launched last year by the Ministry identified them, while an action plan was subsequently developed to address same. He disclosed that the action plan together with other documents and reports would form part of the reference resources for the Retreat.

The Minister expressed his conviction that an in depth conversation by the nation's highest policy makers and top educationists would not only guarantee the quality of the outcome but ensure smooth implementation of the policies and recommendations. He acknowledged that the Retreat Planning team had collated,

compiled and structured all the documents needed to provide clearer understanding of the issues, to guide and systematize the deliberations, in order to facilitate policy decisions and ensure fruitful, qualitative and target-driven conversation.

Among those who worked on the document included former Executive Secretary, NUC, Professor Peter Okebukola and foremost Educationist, Professor Pai Obanya; While the incumbent Executive Secretary, Professor Abubakar Adamu Rasheed and Registrar of JAMB, Professor Is-haq Oloyede provided the secretariat of the task.



The Minister in a group photograph with the members of the Committee at the Minister's Conference room, Abuja





UNICAF Varsity Seeks Branch Campus in Nigeria – Policy on ODE out soon-Rasheed



Executive Secretary, NUC, Prof. Abubakar A. Rasheed with UNICAF's Operation Manager in Africa, Mr. Savva Constantina

The Management of the National Universities Commission (NUC), led by the Executive Secretary, Professor Abubakar Adamu Rasheed, MFR, FNAL, last Tuesday, received in audience a three-man delegation from the UNICAF University, Cyprus, which came to seek approval of the Commission to establish a Branch Campus of the University in Nigeria solely dedicated to online degree programmes.

Receiving the delegation, Professor Rasheed informed the team that NUC was the only regulatory agency responsible for university education in Nigeria and presently overseeing 153 universities with 40 Federal, 45 States and 68 private universities. He said that despite these numbers, the nation with 180 million population was still grappling with the challenge of access, stressing that only half a

million candidates can be admitted in the nation's universities out of about 2 million applicants in the current admission year. The country, he however said was a critical stakeholder globally on Open and Distance Education (ODE), with its National Open University of Nigeria (NOUN), having the largest number of students studying through the ODE mode.

The Executive Secretary told the team that the Commission was currently developing a proper policy guideline to regulate ODE and had also assembled experts to develop Benchmark Minimum Academic Standards (BMAS) for the programmes. He disclosed that NUC was about to formalise a Cross Border Education (CBE) arrangement with institutions across the world with a test-run of the mode

between the University of Nigeria, Nsukka (UNN) and an Israeli University.

In his remarks, the leader of the delegation and the University's Operations Manager in Africa, Mr. Savva Constantina, noted that he was particularly aware of the situation in Africa, having spent most of his life travelling across African countries. He explained that a company named CPC Group, owned by the British under which he worked assisted Malawi, Rwanda, Mozambique, Zambia and Mauritius in their education system through UNICAF.

During this period, he said he discovered that over 6 billion dollars went out of Nigeria alone which the citizens spend to study abroad. According to him, UNICAF came to Nigeria to invest rather than siphon so as to develop a robust and sound ODE to stem the tide of the populace running across the borders to seek university education.

The Operations Manager told the Executive Secretary that the University had been running a Call Centre in Lagos where Nigerians seeking assistance with admission abroad were counseled and employing about 70 local people presently. The university, he said, possessed the technology and would need the infrastructure in Abuja, Port-Harcourt and or Lagos to support them to employ and run a good





and viable University in the country. He stressed that the funds were available as well as the capacity to deliver on its undergraduate, Masters and PhD programmes, with the presence of UNICAF presently felt in nine African countries.

Arguing further on the relevance of setting up a branch of the university in Nigeria, Mr. Constentia stated that investment in the project would be tremendous, where about 10,000 local people would be employed. The group solicited for support and wished that the NUC would give UNICAF licence to operate a university so as to create and give back to the country, having done business with it for a long time. Part of the intention of the University he emphasised, was to give about 10 million Naira worth of scholarships to Nigerians discovered to have high acumen and also to expose Nigerian applicants to other UNICAF's partnering universities in South Wales, UK and University of California, USA.

Responding, Professor Rasheed noted that the idea of establishing a University was a welcome idea, but that the University had to define whether it intended to run a Specialised programme or to be a conventional institution. He said that since the interaction was only to open up avenue for disclosure of intent, the NUC had to wait until the formal letter of intent had been received. He further said that UNICAF University must state clearly its preferred mode of programmes and of operation UNICAF as NUC does not wish to encourage an absolute online universities in Nigeria for obvious reasons of Cyber Security challenges and so on.

The Executive Secretary observed that even the prestigious University of London that started its ODE mode of learning in 1889 was still cautious and conservative in awarding its degrees, with its registration formalities and examinations held till date at the British Council Offices in every region where the programme

operates. He said that Nigeria itself cannot afford to be complacent knowing the peculiarities of its own society. He said that no matter how good it may sound, reading books online alone without physical interaction at some level would be counter-productive. This, he said, cannot replace structured learning as analytical work was required, adding that interaction and examination should not be made virtual.

On the scholarship proposal, he inquired about the kinds being offered, who to benefit from it, as well as what the NUC was expected to do. He said that all these issues must be addressed so that the type of degree programmes envisaged would be clear from the onset.

At the end of the interaction, both parties agreed that UNICAF needed to pursue the establishment of a conventional university, while it should articulate a letter of intent which would form the basis for invitation of the team for further



Some members of NUC Management at the meeting





The meeting in session

interaction on the desirability or otherwise at a later date.

In the delegation were UNICAF's Director of International Affairs, Mr. Yiannaris Zyngas and the Chief Executive Officer, OASIS Education Services Nigeria, Professor Abiola Awosika.

At the meeting were the following NUC Directors of

Research, Innovation and Information Technology, Dr. Suleiman Ramon-Yusuf; International Cooperation and Liaison Services, Mrs. Constance Goddy-Nnadi; Management Support Services, Barr. Victor Onuoha; Academic Planning, Dr. Gidado Bello Kumo; Accreditation, Dr. Noel Biodun Saliu; Executive Secretary's Office, Mr. Chris

Maiyaki; Open and Distance Education, Dr. Olamide Esther Adesina; Inspection and Monitoring, Mrs. Essien Usendiah and Corporate Communications, Mal. Ibrahim Usman Yakasai. The Deputy Director, Information Division, Mr. Haruna Lawal Ajo and NUC Project Coordinator, ACE Project, Dr. Joshua Atah were all in attendance.



Prof. Rasheed (2nd right) with the UNICAF delegation





Nigeria's Draft OER Policy gets World Acclaim

It was a glorious moment for Nigeria, when the country was singled out by different speakers and praised with commendation in recognition of the speedy way with which the country produced the first-ever draft National Policy on OER.

The commendation came at the recently-concluded 2nd World OER Congress which held between 17-22 September at the Cankarjev Dom in Ljubljana the capital of the Republic of Slovenia. The theme of this year's congress 'OER for Inclusive and Equitable Quality Education: From Commitment to Action' and was attended by well over 105 member states, 25 ministers, 450 participants at the Congress, 200 participants at the Virtual Congress, 450 participants at the Regional Consultation and witnessed by 45,000 visitors on the website.

In his opening remarks, the President of the National Assembly of the Republic of Slovenia, His Excellency Professor Milan Brglez charged participants to continue to pay attention to the Paris Declaration, adopted at the first World Congress more than five years ago, in which participating countries laid out the aspirational and normative foundations of a holistic and inclusive approach to education.

He argued that nowhere in the



Dr. Irina Bokova
Director-General, UNESCO

world should education be perceived as a privilege or luxury, rather it should be treated as a basic human right that must be guaranteed to all individuals, regardless of their age, gender, material and social status or any other personal circumstance. He urged meeting to link the question of open educational resources to the realisation and effective attainment of sustainable development goals originating from the Agenda 2030.

He further stated that quality and accessible adaptation to rapid technological advances and new learning environments remained in his opinion, the most important tool for addressing profoundly unjust global developmental imbalances. He noted that knowledge platforms

created by innovative educational processes create new opportunities not only for personal growth but also for the promotion of democracy, equality and just development around the globe.

The President said that the incredible spread of what was hitherto called Information Super Highway, had necessitated an appropriate adaptation of the widest possible spectrum of public policies. He noted that the amount of information, that individuals of virtually all ages were able to instantly acquire through various means of communication had changed "our patterns of thoughts and the way we perceive the world around us," adding that the changes have also established the need to equip individuals with





Prof. Rasheed and Dr. Sanjaya Mishra of COL, displaying the National Open Education Resource draft document of Nigeria at the Conference

knowledge, skills and resources that allow them to grasp the opportunities offered by the contemporary world of Information and Communications Technology.

He expressed his pride that Slovenia in partnership with UNESCO, stood at the forefront of these transformations and had gained important international recognition as a reference country in the development and deployment of open education and that the World Congress, would be solid proof that Slovenia's commitment to inclusive and quality education was only growing stronger by the day.

In a key note speech, the Minister of Education, Science and Sports of the Republic of Slovenia, Her Excellency Professor Maja Makovec Brencic stated that as

the world population swells to over 7 billion and the obligation to provide education continued to grow with it, global leaders had called for greater innovation, advocacy and solutions to ensure inclusive and equitable quality education in order to promote lifelong learning opportunities for all. She informed the gathering that as governments are looking for ways of improving and adapting to current fast changing educational environments, the Slovenian government had long developed the strategy for the informatization of education, barely after two years of gaining independence, through various phases of educational planning.

Professor Brencic stated that her country had taken a holistic approach OER, becoming a reference country. This however

entailed a change towards the ethos of openness in culture and the vision to explore among other innovative services, technologies, pedagogies and learning environments. This also necessitated a long term objective of involving stakeholders in discussing, researching, developing, implementing, testing, validating and sharing good practices on open education and openness beyond education.

She further informed the gathering that the success of Slovenia in its piloting of open education is largely due to the country's flexibility and size, the country she said, has also joined the process of creating a stronger global policy agenda around OER to make sure that all stakeholders-teachers, learners, families, school managers, educational policy makers and





the local communities, digital communities, economic and social partners among other institutions, have a voice in charting the way forward.

According to her pursuant to digital transformation, educators from all grade levels were coming to realise the benefits of OER in the classroom, “teachers have begun making drastic changes to their instructions, assessments, even the physical make up of their classrooms and at a much faster rate than expected.” She remarked that “today in Slovenia, Open Education is being put in strategic development plans and institutions have started to transform their roles from traditional educators to open educational spaces, including cross sectoral projects and initiatives.”

The Minister assured participants that Slovenia intends to make a change in the field of OER, achieve progress and learn from the successes and

experiences of other UNESCO member states. She invited members to rely on the expertise of Slovenia in providing information about policies in relation to OER, actions, technologies and practices, while noting that Slovenia was proud of the path it had taken in modernising its education. She encouraged others nations to partner on concrete projects and initiatives.

In a video message, the Director-General of UNESCO, Dr. Irina Bokova recalled that in 2015, the World agreed on a new, universal and comprehensive education goal in the 2030 Agenda for Sustainable Development with access, equality and equity, as key priorities. She noted that Open Educational Resources offered vast potentials on all accounts. She said that with 'open' as the operative word, OER are openly licensed materials and resources that could be accessed, freely used, reused and adapted to the needs of the user.

Dr. Bokova expressed her delight and satisfaction with the progress being made around the world today on OER. She said UNESCO had a special relationship with Open Educational Resources, having coined the term in 2002, then helped to develop and disseminate it- including organising the 1st World Congress in 2012 where under the Declaration, UNESCO called on governments to ensure educational materials paid by public funding, be openly licensed.

The DG further noted that good practices could be found at every level, from primary to vocational and higher education, and in every region, from North America to Sub-Saharan Africa, where UNESCO's OER-licensed primary school teacher training resources are freely available in 23 languages.

She however, observed that steep challenges remained but that the Congress provided a powerful



R-L: Profs. Azare and Rashed, Amb. Katagum, Dr. Agbu (NOUN), Rania Edrees (NOU Sudan) and Prof. Vincent Ogunlela





Dr. Iliyasu Abdullahi Danbatta (NTI), Chief Executive NTI, Prof. Garba Azare; Nigeria Permanent delegate at the UNESCO, Amb. Mariam Katagum; Executive Secretary, NUC, Prof. Abubakar Rasheed and Dr. Aminu Kazzem Ibrahim (NOUN)

opportunity to explore opportunity to explore together, ways to tackle them and take forward the 2030 Agenda, where it mattered most, at the national level.

In a speech, the President of the Commonwealth of Learning (CoL), Professor AshaKanwar, stated that it was an honour for the Commonwealth of Learning to be in partnership with UNESCO and the Government of Slovenia for the 2nd World O E R C o n g r e s s , especially, since COL and UNESCO organised the first World OER Congress barely five years ago in Paris and this time with Slovenia as a key partner.

Professor Kanwar recalled that COL had organised six regional consultations around the world in the lead up to the 2nd Congress, when two common themes emerged, one that there was a very uneven development of OER within each region. Some countries had already developed policies and were

implementing them, while others were still in the initial introductory stages. The second commonality was that in spite of major efforts over the past five years, the need for advocacy and capacity building was considered a key priority. She congratulated Nigeria for swiftly producing the first ever National Draft on Policy on OER which is awaiting ratification by the National Council on Education.

She emphasised the need to view it not only as a product, but as a process that involves and empowers stakeholders into becoming active producers rather than simple consumers of content. She noted that OER are based on three clear values that would help advance the theme of the Congress; equity & inclusion, collaboration & partnership, and respect for diversity.

Participants were reminded that as we live in a very unequal world, a poor widow in Kenya with four children told her

colleague that the worst feeling a mother could get next to hunger, was the inability to buy a textbook when her child needed it for her school, adding that “in Cameroon in 2012, a dozen students in Grade2 were sharing one textbook for reading and fourteen students had access to only one math textbook.”

Professor Kanwar, enthused that using OER can certainly reduce costs and put a textbook in the hands of each child. She divulged that a recent COL study on OER in Antigua and Barbados, indicated that each student saved 64 ECD per semester per course when OER textbooks were used and that further use of OER, also improved student performance by 5.5%.

In a presentation in plenary entitled 'The Role of Institutions, Teachers and Students on OER: Perspectives from Nigeria' the Secretary of the National Steering Committee on OER in Higher Education and Director, Directorate of the Executive





Mr. Maiyaki with other Panelists in Plenary

Secretary's Office, Mr. Chris Maiyaki, in Higher Education, narrated the events leading to what was adjudged as Nigerian government's remarkable follow up action, to the Africa Regional Consultation on OER with the production of the first ever draft policy document on OER.

He informed that Nigeria with an estimated 186million population was Africa's most expansive educational system enrolling over 20m at the basic, post-basic and higher education levels with a Higher Education system made up of about 642 institutions enrolling about 2.4million students.

Mr. Maiyaki highlighted those elements that make up the Nigerian Educational System including regulatory and management frameworks, challenges, constraints, and the agenda/ aspirations engaging the minds of policy makers, leaders and stakeholders alike.

He said that Nigeria keyed into

the OER movement because it was a world wide emerging solution which promised to reduce costs, promotes the use of and easy access to ICT in education, increases access to learning resources and enhanced the quality of teaching and learning in Nigeria. "It also has the potential to ultimately contribute significantly to the realisation of the Sustainable Development Goal (SDG4), thereby advancing life long learning, equitable and inclusive education."

He noted that through the use of OER, teachers could adapt to new methods of teaching and learning facilitate more interactive learning processes, including updating curricula with the most recent developments in a given field.

He advocated the need for teachers to shun fixated rigidity to top - bottom pedagogical traditions and be flexible, open to new ideas and prepare to share

right to knowledge with students. Mr. Maiyaki also said that as a corollary students would be expected to key into the opportunities to be provided to have access to technical skills to deploy OER created from public funds and would also be encouraged to become content producers rather than solely content consumers, by giving visibility to OER developed by students and other stakeholders.

The Secretary, submitted that in Nigeria as obtainable in other societies, institutions and governments, would be expected to promote and fund appropriate OER programmes, adopt copy right policies, provide guidelines for quality assuring OER and put in a place a mechanism for acknowledging and rewarding outstanding innovations in OER.

According to him, to achieve this, the institutions would be providing infrastructure including ICT, broadband and the requisite equipment for a more effective and efficient utilisation





of OER in Nigeria's institutions. He, however, said that given the economic realities, high cost of mobile technology, governments would also be able to provide funding to increase access to internet as was the case in Nigeria and other parts of the developing world.

He observed that capacity building and training remained a key factor which the government and institutions would be expected to drive the process. Overall, whereas institutions and governments would be responsible for sensitizing stakeholders on the beauty of OER, funding agencies like TETFund should be empowered by legislation, to support the funding of institutions ON OER-related ventures, as a derivative of the Fund's book development and learning resources project," he advised.

The highpoint of the Nigerian presentation was the loud ovation that Nigeria received when he mentioned that following Professor Rasheed's participation in the Africa Regional Consultative meeting, he was to later spearhead the composition of a National Steering Committee, whose members collectively and tirelessly worked to produce the draft policy on OER, which copies were displayed and distributed from the Nigerian stand at the World Congress.

Mr. Maiyaki cited political commitment and unwavering support at the highest level of government including the instrumentality of Nigeria's Minister of Education, Mallam

Adamu Adamu, the support of the Permanent Delegate of Nigeria to UNESCO and the leadership of COL who passionately followed up from Mauritius and provided technical support towards the production of the policy document.

Participants did not hide their delight at some of the OER initiatives already launched which included the establishment of the National OER repository captioned the 'Nigerian University System Open Educational Resources' (NUSOER) which maintained by the National Universities Commission to among others, serve as a gateway to Open Resources held by 153 universities.

Participants were informed that the facility contained over 2 million OER in the form of courseware, lecture notes, textbooks, videos, maps, podcasts, conference presentations, and journal articles which were all user-friendly resources, uniquely Nigerian and African.

Nigeria reiterated her commitment to any strategic coalition and partnerships that could help in the rapid domestication and adoption of OER in the country's educational system. The Nigerian stand was a bee-hive of activity as visitors trooped to obtain copies of the national policy on OER and make enquiries on the educational priorities and agenda of Nigeria.

Dr. Jane Agbu Consultant on

OER, COLICDE Chair and Dean of Health Sciences of NOUN made a presentation on Users' capacity to access, reuse and share OER. There were goodwill messages from Dr. Tibor Navracsics, European Commissioner for Education, Mr. Qian Tang, Assistant Director General for Education UNESCO, Mr. Indrajit Bernajee, Director Knowledge Societies Division, UNESCO, Mr. Ryan Merkley, Director/CEO, Creative Commons and a well attended Ministerial Panel consisting of over 25 ministers of education. The government of Slovenia hosted a wellcome dinner and several other networking dinners, including sight seeing visits to some tourist attractions located in Lubljana, the capital of Slovenia.

Members of the Nigerian Delegation include among others, the Convener of NSC ON OER and Executive Secretary, National Universities Commission, Prof. Abubakar A. Rasheed, Ambassador Mariam Y. Katagum, Nigeria's Permanent Delegate to UNESCO, Professor Garba Dahuwa Azare, Director-General/CEO National Teachers Institute, Kaduna.

Others were Professor Vincent Ogunlela (NOUN), Dr. Ahmed Ilyasu Dambatta SA/DG NTI, Dr. Jane-Frances Agbu, NOUN, Dr. Aminu Kazzem Ibrahim (NOUN) and Chris J. Maiyaki Director, Directorate of the Executive Secretary's Office, NUC and Member/Secretary of the National Steering Committee on OER.





Second World OER Congress Ljubljana OER Action Plan 2017

Introduction

Toward the realization of inclusive Knowledge Societies, Open Educational Resources (OER) support quality education that is equitable, inclusive, open and participatory. OER are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the framework of intellectual property rights as defined by relevant international conventions to respect the authorship of work. OER are a strategic opportunity to improve knowledge sharing, capacity building and universal access to quality learning and teaching resources.

The 2nd World OER Congress is organized by UNESCO and the Government of Slovenia, with the generous support of the Government of Slovenia and the William and Flora Hewlett Foundation. The objectives of the 2nd World OER Congress are to:

- examine solutions to meet the challenges of mainstreaming OER content and practices into education systems worldwide;
- showcase the world's best practices in OER policies, initiatives and experts, and;
- identify recommendations that are demonstrably best practices for the mainstreaming of OER.

The theme of the 2nd World OER Congress – “OER for Inclusive and Equitable Quality Education: from Commitment to Action” – reflects the pivotal role OER can play toward achieving the 2030 Agenda for Sustainable Development, and above all Sustainable Development Goal 4 on Quality Education.

In preparation for the 2nd World OER Congress, six Regional Consultations and a survey on OER have been organized by the Commonwealth of Learning (COL) in close cooperation with UNESCO and the Government of Slovenia, with the generous support of the William and Flora

Hewlett Foundation and the national authorities in the six host countries : Brazil, Malaysia, Malta, Mauritius, New Zealand and Qatar.¹

The regional consultations and the survey have raised awareness on the objectives of the 2nd World OER Congress and identified the status of national and regional implementation of the 2012 Paris OER Declaration.

The “Ljubljana OER Action Plan 2017” is the outcome document of the 2nd World OER Congress and is based on the outputs of the Regional Consultations, a global online consultation of the document in the months leading up to the Congress, and the deliberations of the 2nd World OER Congress. This Action Plan identifies concrete actions to mainstream OER to achieve SDG 4 on Quality Education.

1 The six sessions were held in: Kuala Lumpur, Malaysia (Asia Regional Consultation, 1-2 December 2016);

Valletta, Malta (Europe Regional Consultation, 27–28 February 2017); Doha, Qatar (Arab States Regional Consultation, 27-28 February 2017); Port Louis, Mauritius (Africa Regional Consultation, 2-3 March 2017) ; Sao Paulo, Brazil (Americas Regional Consultation, 3 – 4 April 2017); and Auckland, New Zealand (Pacific Regional Consultation 29 – 30 May 2017).

Context

The Ljubljana OER Action Plan 2017 contributes to all relevant United Nations frameworks.

The Universal Declaration of Human Rights states that all people have rights and fundamental freedoms that include the right to receive and impart information and ideas through any media and regardless of frontiers (Article 19), as well as the right to education (Article 26). The Action Plan also supports the objectives of the 2003 UNESCO Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace. It reaffirms the 2005 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expression, which states that:





“Equitable access to a rich and diversified range of cultural expressions from all over the world and access of cultures to the means of expressions and dissemination constitute important elements for enhancing cultural diversity and encouraging mutual understanding”; and the 2006 Convention on the Rights of People with Disabilities (Article 24), which recognizes the rights of persons with disabilities to education.

In 2015, the United Nations adopted the 2030 Sustainable Development Agenda with 17 goals (SDGs). Goal 4 calls on the international community to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. UNESCO is responsible for pursuing this goal based on the Incheon Declaration and Framework for Action (2015), through a mandate to lead and coordinate work on SDG4. The Organization has an important role in helping to promote OER at all levels of education: from early childhood, primary and secondary education, to technical and vocational education and training, to higher education, encompassing non-formal and informal educational contexts.

OER’s transformative potential going forward – reinforced by the expansion of ICT and broadband infrastructure – broadens horizons for knowledge sharing and collaboration among educators, institutions and countries. If used effectively and supported by sound pedagogical practices, OER allow for the possibility to dramatically increase access to education through ICT, opening up opportunities to create and share a wider array of educational resources to accommodate a greater diversity of educator and learner needs. Increased online access to OER further promotes individualized study, which, when coupled with social networking and collaborative learning, fosters opportunities for pedagogical innovation and knowledge creation. The importance of digital literacy including issues related to the security and safety in the development and use of OER content should be underscored. These opportunities can have a direct impact on improving access to and the quality of education, if other preconditions for quality education are put in place: including well-resourced education institutions, with empowered, adequately recruited and

remunerated, well-trained, qualified and motivated staff.

Recommendations for Mainstreaming OER in support of SDG 4 In order for OER to reach its full transformative potential for supporting the realization of SDG 4, OER needs to be more integrally a part of educational policies and practices from early childhood education to post-secondary and higher education and lifelong learning.

Mainstreaming OER-based content will depend upon a commitment to openness and access of OER educational content by learners, educators, institutions and governments, and also requires that other pre-conditions to quality education are in place. While advances in OER continue, awareness of OER by stakeholders has spread faster than its effective use to date. In this regard five Challenges that hinder the mainstreaming of OER have been identified: 1) the capacity of users to find, re-use, create, and share OER; 2) language and cultural issues; 3) ensuring inclusive and equitable access to quality OER; 4) changing sustainability models; 5) developing supportive policy environments. Addressing 3 these OER challenges should not be delayed, in view of the urgency for action to achieve SDG 4 ‘Quality Education’.

The growing and diverse number of actors in OER knowledge creation demonstrate that all educational stakeholders have an active, synergistic role to play. The Ljubljana OER Action Plan focuses on actions – what needs to be done – with the understanding that certain actions will be more relevant to certain stakeholders than others.

The stakeholders addressed in this document are educators, teacher trainers, librarians, learners, parents, educational policy makers (at both the governmental and institutional level), teacher and other professional associations, student associations, teacher and student unions as well as other members of civil society, and intergovernmental organizations and fundingbodies. Support of decision makers at governmental and institutional levels is essential for therealization of the Ljubljana OER Action Plan. Multiple stakeholder’s support for the actions is also crucial for the implementation of the proposed actions. Specific stakeholders are identified in the possible actions proposed.





Possible actions that address the OER challenges are as below.

1. Building the capacity of users to find, re-use, create and share OER To effectively use OER, educators, learners and librarians need the capacity to find, re-use, modify and share materials created under an open license. Furthermore, user-friendly tools to locate and retrieve OER need to be mainstreamed. Support and action in particular from Governments, educational institutions, especially teacher and librarian training institutions as well as professional associations; are necessary for the realization of the suggested actions in this area.

The suggested actions are:

Building awareness and skills to use OER

- a) Provide capacity building for teachers, teacher trainers, learners, parents, educational policy makers, librarians and other stakeholders as needed to raise awareness on how OER can increase access to effective educational resources, improve learner outcomes and significantly reduce costs, and empower learners to become co-creators of knowledge. This includes advocacy around the terms for describing OER in other languages where applicable;
- b) Provide systematic and continuous capacity building (in-service and pre-service) on how to find, modify, create, maintain and share OER as an integral part of teacher and librarian training programmes at all levels of education. This would include capacity building on open licensing, copyright-related issues, as well as digital literacy including issues related to security and safety of OER in the development and use of OER content;
- c) Disseminate the findings of research on OER to support models of good practice with a focus on cost-effectiveness, sustainability, exploration of new tools and technologies for the creation and sharing of OER;

Sharing OER

- d) Develop or update legal frameworks for educational institutions and other relevant stakeholders to secure legally admissible use and contribution of quality OER by educators and learners;

e) Create and support easily accessible resource centres that provide advice to users on copyright and licensing of educational material;4

f) Support the creation and maintenance of effective peer networks of educational providers that share OER based on areas such as subject matter, language, institutions, regions, level of education etc. at local, regional and global levels;

g) Modify professional assessment frameworks for educators and other educational stakeholders to include recognition and reward for using, modifying, creating and/or sharing OER that supports good educational practice, and staying active in OER networks;

h) Introduce modalities to allow OER creators to inform users on updates as well as users to suggest updates and modifications of OER;

Finding OER

- i) Index OER resources to support the identification of existing OER. This would include improving search and discovery of OER by supporting the sharing of OER meta-data (subject matter, licensing, language, institution, region, level of education, etc.) among OER content providers and search tools;
- j) Develop and maintain sustainable measures for the interoperability of platforms for sharing OER that support usage and are sustainable.

2. Language & Cultural issues OER should be available in diverse languages, particularly those that are less used, underresourced or endangered, including indigenous languages. It should also be adapted to the related cultural context where it is used for uptake in local contexts within a Human Rights framework. Furthermore, for OER to be used widely, sharing and use of knowledge from different sources needs to be accepted by educational stakeholders. Support and action in particular from governments, educational institutions – especially teacher and librarian training institutions as well as professional associations, including those responsible for language harmonization – are particularly important for the realization of these actions.

The suggested actions are:

- a) Empower educators and learners to develop gender-sensitive, culturally and linguistically relevant OER appropriate to local cultures and to create local language OER, particularly languages





which are less used, under-resourced and endangered

as well as indigenous languages, This would include ensuring that those involved are given the support and training needed;

b) Harness technologies that overcome language barriers;

c) Encourage and promote the development and adaptation of culturally-sensitive and linguistically accurate OER locally, both in practice and policy;

d) Encourage and promote collaborative development and community engagement to boost OER uptake in different languages, including languages which are less used, under-resourced and in danger as well as indigenous languages;

e) Provide support for the collaborative development of OER, which would facilitate stakeholders joining efforts for the production of digital collections at multiple educational institutions located in different communities, cities or countries around the world;

f) Support strategies for overcoming cultural barriers to ensure sharing of knowledge.

3. Ensuring inclusive and equitable access to quality OER.

OER should be accessible to all learners who are both, in formal and non-formal education contexts irrespective of age, physical ability, socio-economic status, as well as those who live in remote areas (including nomadic populations), internally displaced and refugees, in all instances under a framework that ensures gender equality. In addition, infrastructure such as electricity and connectivity and suitable devices / media to access OER remain challenges in 5 many parts of the world, including within national contexts. For this reason, it is important that OER can be created, found, used, modified and shared in diverse contexts and media.

Furthermore, in order for OER to be used with confidence by the educational community, mechanisms to ensure the quality of resources should be developed. Given the heterogeneity of OER usage – from regulated contexts like public schooling, sensitive issues like health and life sciences to informal lifelong learning – mechanisms for quality assurance should stretch

from formal accreditation to open and collaborative peer reviews, user statistics and informal feedback. Support and action in particular from governments, educational institutions – especially teacher and librarian training institutions, as well as entities responsible for quality assurance and professional associations – are particularly important for the realization of these actions. OER development should be embedded with the ideals of social justice.

The suggested actions are:

Supporting accessible inclusive OER use and development

a) Ensure access to OER in media that most suitably meet both the needs and material circumstances of target learners and the educational objectives of the courses or

subjects for which they are being provided. This would include offline modalities for accessing resources where applicable;

b) Provide OER in accessible formats that support its effective use by all, including persons with disabilities, by using existing international guidelines for accessibility ;

c) Ensure that OER accessed through different media, including mobile devices, are available and accessible in formats which allow for its use, adaptation, combination and sharing ;

d) Support for public investments in bandwidth infrastructure to provide increased access to mobile learning, particularly for rural and remote communities;

e) Ensure that OER is available in formal, non-formal, distance and blended learning environments;

f) Ensure that the principle of gender equality and inclusiveness is reflected in the processes for accessing, creating and sharing OER throughout the global OER community. This could include dedicated programmes for using, modifying, and sharing OER in order to facilitate access to and participation in the learning process for all including women and girls, and the socially and economically disadvantaged, forcibly displaced people, refugees, nomadic populations and learners who have disabilities. Supporting quality assurance mechanisms for OER

g) Ensure systems for peer-review quality control when creating or revising OER. This could include, systems for collaborative open reviews, social ratings





and comments by users (e.g. learners) and by producers of content (e.g. educators)

h) Make OER subject to regular quality assurance mechanisms, external and institutional, that are used for all educational resources of an institution. This includes improving the capacity of quality assurance professionals to understand OER and its integration in teaching and learning;

i) Develop national and institutional standards, benchmarks and related quality assurance criteria for the quality assurance of OER.

4. Developing sustainability models OER are affecting traditional and stimulating new sustainability models associated with the creation and use of educational resources. OER also create opportunities for new providers to enter the education space with innovative models designed from the start to be open. There is a need to identify the full spectrum of possibilities for innovative sustainability models and the benefits they provide government, institutions, educators, librarians and learners. There is also a need to also develop innovative solutions and new sustainable value-added models to ensure that learners have access to high quality educational experiences and the resources and tools needed to support these experiences. To bring OER into the mainstream, Member States will need to analyse their goals and needs in education to support the development, adoption, maintenance, distribution, and evaluation of OER. This may include mechanisms to support that work financially and revisiting structures for mainstreaming OER, possibly including adjusting procurement models or the way teachers are incentivised to work on OER.

Support and action in particular from governments and educational institutions, is important for the realization of these actions.

The suggested actions are:

a) Analyse the strategic opportunities OER bring to governments and institutions to provide higher quality education while at the same time maximizing access and equitable affordability. This could include research to breakdown the basic components of an OER sustainability model, (e.g. costs of sharing, adopting, adapting, assembling and creating OER, and training of trainers...);

b) Analyse the ways in which OER change the processes associated with creation and use of quality educational resources, by exploring multiple strategies and models to support OER practices for effective educational outcomes. This includes: collaborative development of OER, reuse and continuous improvement of OER by educators and learners, and open pedagogy approaches where learners engage in learning practices generating OER that provide a public good;

c) Define value added models using OER by building community across institutions and countries where the focus is on participation, co-creation, generating value collectively, spurring innovation, and bringing people together for a common cause. This could include encouraging and facilitating peer collaboration for OER development;

d) Explore how financial flows from governments, donors and elsewhere will support sustainable OER models and produce the kinds of resources needed for quality education;

e) Define internal operational requirements within governments and institutions to achieve OER's strategic benefits;

f) Define a range of sustainability model requirements governments and institutions could use when selecting education materials and services to ensure providers fully leverage the strategic benefits of OER. This could include OER as a pre-requisite within national and/or institutional procurement procedures;

g) Define revenues and sustainability aspects of OER. This could include traditional services related to OER. It could also include non-traditional reciprocity based revenue generation such as donations, memberships, pay what you want, and crowdfunding;

h) Define new policies, incentives, and recognition practices in existing sustainability models to fully realize the benefits of OER. This could include providing incentives for OER work such as curriculum innovation during tenure and annual reviews for promotion;

i) Explore the creation of Public Private Partnerships between different stakeholders in OER.

5. Developing supportive policy environments

Mainstreaming OER requires the creation, adoption, advocacy, and implementation of policies supportive





of effective OER practices. In this regard, funding flows are more likely to follow from policy directives, and policies can be applied for both bottom-up and top-down approaches. The development of policy initiatives at governmental and institutional levels will facilitate OER mainstreaming. The incorporation of policy positions into existing policies have proven to gain more meaningful traction than stand-alone policy positions. Furthermore, OER policies taken at the governmental level will benefit and support OER policies taken at the institutional level. The purpose of OER policies is to address areas such as raising awareness on the benefits of OER, funding for evidence-based research, providing incentives for following good open education practices, and fostering of strategies and practices to support the use of OER. OER policy should encourage institutions and/or educators to use OER-based teaching materials as an integral rather than as a peripheral element of curriculum. It should prioritize knowledge exchange by establishing mechanisms for governments and other stakeholders to support SDG4 'Quality Education'. Such policies should be based on research that demonstrates the strategic advantages of OER to decrease costs while enhancing quality and access to education (for example research on savings, comparative analyses of costs and success in other contexts, and on the professional benefits of OER to educators and learners). OER policies should also build on familiar language and experiences to facilitate greater understanding and implementation outcomes. Action from governments and educational institutions are particularly important for the realization of these actions. Furthermore, the policy process should involve educators, education unions, teacher training institutions and libraries to ensure that OER policies are of high quality and relevant for practical implementation.

The suggested actions are:

- a) Develop policy that requires publicly funded educational resources be openly licensed;
- b) Ensure that sustainable financing models are in place to implement OER policies and practices, including increasing domestic financing for

education;

- c) Provide incentives to teaching staff to publish editable, accessible OER digital files in public repositories;
- d) Include statements supporting OER in governmental and institutional vision and mission statements;
- e) Demonstrate in policy how effective use of OER can support and benefit key development priorities, including the 2030 Agenda for Sustainable Development.
- f) Use national and institutional policy as a tool to reinforce a holistic approach and coordinate actions from different stakeholders;
- g) Encourage the establishment of links between OER policies and other open education policies such as those for Open Access as well as those for Open Government, Open Data, and Open Science more generally (with regard to the licensing of public resources).

Conclusion

The Ljubljana OER Action Plan 2017 addresses concrete action in five strategic areas to support the mainstreaming of OER around the SDG4 goal of quality, lifelong learning. The continuously growing OER global community provides a strong foundation to collaborate, share knowledge and take action at local, national, regional and international levels.

Educational stakeholders should further ensure that a set of indicators, monitoring and evaluation mechanisms are in place to support these action areas. Wherever OER is well planned and executed, it can provide vast opportunities to improve learning outcomes, teaching quality and effective knowledge sharing. OER also provides opportunities to strengthen the democratization of knowledge by making learning and teaching materials available to learners and educators at a larger scale while at the same time providing affordable educational options. If pre-conditions for quality education are in place, OER can fulfil its potential to support SDG 4 achievement by countries. The Ljubljana OER Action Plan embodies a collective will to convert OER commitment into concrete actions to help achieve SDG 4 through the key pillars of access, equity and inclusion.





Ministerial Statement

2nd World OER Congress, Ljubljana, Slovenia

We, Ministers and their designated representatives of Bangladesh, Barbados, Bulgaria, Czech Republic, Costa Rica, Croatia, Kiribati, Lao People's Democratic Republic, Lithuania, Malta, Mauritius, Mauritania, Mozambique, Palestine, Romania, Serbia, Slovakia, Slovenia, South Africa and the United Arab Emirates gathered in September 2017 at the invitation of the UNESCO and the Ministry of Education of Slovenia, in Ljubljana, Slovenia for the 2nd World OER Congress.

Recall the following UN Frameworks:

- The Universal Declaration of Human Rights which states that all people have rights and fundamental freedoms that include the right to receive and impart information and ideas through any media and regardless of frontiers (Article 19), as well as the right to education (Article 26).
 - The 2003 UNESCO Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace.
 - The 2005 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expression,
 - The 2006 Convention on the Rights of People with Disabilities (Article 24), which recognizes the rights of persons with disabilities to education.
- Reaffirm our commitment to the 2030 Agenda for Sustainable Development which contains goals on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all (SDG4), Recognize the UNESCO Paris OER Declaration 2012, adopted at the 1st World OER Congress (UNESCO Headquarters, Paris 2012), represents an internationally recognized strategy for OER actions Whereas Open Educational Resources are defined as teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.

Acknowledge that Open Educational Resources

(OER) represent a strategic opportunity to improve knowledge sharing, capacity building and universal access to quality learning and teaching resources.

Recognize that in order for OER to reach its full transformative potential for supporting the realization of SDG 4, OER needs to be more integrally a part of educational policies and practices from early childhood education to post-secondary, technical vocational educational training, higher education, lifelong learning and teacher training. Mainstreaming OER-based content will depend upon quality international, national, regional assessments, leadership and commitment to openness and access of OER educational content by users, educators, institutions and governments, and also requires that other pre-conditions to quality education are in place.

Underscore that addressing these OER challenges should not be delayed, in view of the urgency for action to achieve SDG 4 'Quality Education'.

Reaffirm that toward the realization of inclusive Knowledge Societies, Open Educational Resources (OER) support quality education that is equitable, inclusive, open and participatory.

Welcome the Ljubljana OER Action Plan 2017 that calls for actions in the following areas to support the mainstreaming of OER: the capacity of users to access, re-use, and share OER; issues related to language and culture; safety and security of content ensuring inclusive and equitable access; changing business models to support digital transformation according to public funding and legal frameworks; and the development of supportive policy environments.

Call on all educational stakeholders to implement the recommendations of the Ljubljana OER Action Plan 2017 to increased international collaboration in the area of OER through a dynamic coalition to expand and consolidate commitments to actions, strategies and legislation in this area.





Unimaid Holds Binational Workshop



L-R: Representative of Minister of Information and Tourism, Dr. Hajara, DVC (admin), Prof. Abdullahi Goddwoli, Keynote Speaker, Prof. Emiretus Murray, last Rep of German Ambassador, Mr. Young, Rep of HME, Constance Goddy-Nnaddi, Vice-Chancellor, Prof. Abubakar Njodi and former Vice-Chancellor, Unimaid, Prof. Mala Daura.

University of Maiduguri in collaboration with University of Cape Coast, Ghana and University Hildesheim Germany held a 2nd workshop of the Graduate School with theme: "Performing Sustainability: Cultures and development in West Africa". The workshop took place at Kanem Suites, Utako, Abuja last Tuesday and is supported with funds by German Federal Ministry for Economic Cooperation and Development (BMZ).

The partnership came as result of an MoU signed between University of Maiduguri and Universities of Hildesheim and Hamburg both in Germany on academic cooperation by the Vice Chancellor, University of Maiduguri in his effort to promote research and enhance global ranking of the university. The Workshop was declared opened by the Honourable Minister of Education, Mallam Adamu Adamu represented by Director,

International Cooperation and Liaison Services, Mrs. Constance N. Goddy-Nnadi on behalf of the Executive Secretary, National Universities Commission. The Minister informed the participants that "In 2016, the German Academic Exchange Service (DAAD) started funding seven binational Graduate Schools, between higher educational institutions in Germany and developing countries in order to promote research relating to Sustainable Development Goals (SDGs) and to offer qualified postgraduate students high-quality training in development related degree courses".

He added that the workshop was timely owing to the susceptible and volatile of the North East which was the reason issues of peace and conflict resolution WERE being targetted by the Graduate school.

According to the HME, a total of 12 doctoral Students and 6

Master Students of the African Partners Universities have been working on their individual research projects, explaining that "Of this number, 6 doctoral students 6 master students are studying at University of Maiduguri while the other 6 doctoral students are studying at the University of Cape Coast, Ghana".

The students he reiterated are admitted from other African Countries such as Cameroon and Niger Republic with full DAAD Scholarship, adding that brand new laptops and technical support were given to augment the activities of the Graduate School. Mal. Adamu stated that International on-line lectures are organised periodically and two annual doctoral workshops, one in Ghana and the other in Nigeria for the students apart from conferences and internships. He concluded by commending the management of University of Maiduguri, particularly the Vice Chancellor, Professor Ibrahim



AbubakarNjodi NPOM in making the cooperation between the partner universities a reality, saying that DAAD and the German Ministry for Economic Cooperation deserves appreciation by sponsoring the Graduate School, stressing that the effort would assist manpower development of Nigerian academic institutions.

In his welcome address, the Vice-Chancellor, University of Maiduguri, Professor Ibrahim AbubakarNjodi welcomed the Minister of Education, Mal. AdamuAdamu, the Executive Secretary, NUC, Professor AbubakarAdamuRasheedmni, MFR, FNAL, the German Ambassador, represented Mr. Young and the Keynote speaker, Professor (Emeritus) Murray Last and all Postgraduate Students as well as all other participants. The VC gave the biography of the synergy that led to the signing of the MoU. He said that University of Maiduguri through its graduate school organized the 1st Workshop in Cape Coast Ghana

and the 2nd workshop is aimed at training the postgraduates and connect them with stakeholders. Prof. Njodi thanked everyone that made it to the occasion and solicited for similar national cooperation to strengthen for academic exchange and sharing of experiences and ideas.

The Keynote address was delivered by no other personality than the renowned international scholar, Professor (Emeritus) Murray Last of University College, London, who spent part of his life in Nigeria and wrote many books in History and Anthropology and edited a lot of other academic books and journals. The theme of the lecture was: Healing the social wounds of war: coping with the silences of Anger (past and present) within Northern Nigeria.

The guest lecturer dwelled on the causes of anger and social issues of dissatisfaction between and among the northern Nigerian populace. He gave some synopses of typical northern

Nigerian man/woman that cared less on accumulation of wealth as well as the ways and manner grievances are handled especially between couples, adding that even the Jihad of Sokoto caliphate emanated as result of negligence on the part of the leaders to address the grievances of their followers.

Prof. Last talked about the Boko Haram episode anchored by the likes of Muhammed Yusuf and were recruiting adherents by paying a stipend of 400 dollars per month. The speaker discussed extensively on issues of Maitatsine Saga in Kano and other silences of anger that culminated into wars such as the Biafran Civil war that last for almost 30 months.

Prof. Last concluded that issues of national and regional concern needed to be tackled and handled with caution, care and tact. He suggested that justice must be observed by all and sundry and closed his lecture by thanking the organization for the opportunity.



Participants at the Workshop





Goodwill messages were delivered by German Ambassador, represented by Mr. Young and representative of ES, NUC, the Director, International Cooperation and Liaison Services, Mrs. Constance N. Goody-Nnadi. The ES was particularly impressed by the doggedness, commitment and sense of responsibility displayed by the leadership of University of Maiduguri, when HME, ES, NUC and his entourage paid a condolence visit to the university as a result of the Boko Haram's capture of the exploration team involving staff of the university last month.

The university he pointed out, remained open despite the insurgency, an action that is

worthy of note. The scribe maintained that NUC is concerned with plight of the university and also recognized the efforts of the Council, senate and entire staff of the university in their resolve to continue with academic activities as well as pushing the frontiers of knowledge higher inspite of the glaring challenges.

In his brief remarks, the Honourable Minister of Information and Culture Alh. Lai Mohammed, represented by Dr. Hajara from National Council of Arts and Culture (NCAC) recognized the important role culture usually plays in conflict resolution and peace. She emphasised that the establishment of Centre for the

Study and Promotion of Cultural Sustainability by the leadership of University of Maiduguri as a laudable effort. More so, NorthEast requires such centre and should be supported to achieve its mandate. As part of its contribution, NCAC entertained the participants with a short performance by a dance troupe at the opening occasion.

The Ag. Director, Centre for the Study and Promotion of cultural Sustainability, University of Maiduguri, Dr. Abba Tijjani moved the vote of thanks on behalf of University of Maiduguri and wished everyone a safe journey back to their various destinations.



Mrs. Goddy-Nnadi (5th left) with some participants in a group photograph



Photo Gallery

Thursday October 5th was Prof. Rasheed's Birthday. Staff of his immediate Office conspired with other staff to throw a big surprise birthday party for him.

Below are images from Prof. Rasheed's birthday party.



Prof. Rasheed cutting his Birthday Cake, the first time in his life



Toasts from Management and all



Prof. Rasheed (2nd right) receiving toasts from guests. 3rd right is Dr. Abba Ruma, former Minister of Education



The celebrant (6th left) with well wishers





Photo Gallery

More Images from Prof. Rasheed's Birthday Party





ENI AWARD 2018

Debut in Research: Young Talents from Africa Prize

OFFICIAL ANNOUNCEMENT

Eni is one of the most important, vertically integrated energy companies in the world. It operates in the oil, natural gas, electricity production, engineering, construction and petrochemical products sectors. It is constantly working to build a future where everyone can access energy resources efficiently and sustainably. Eni is also involved in several scientific research projects on renewable energies, particularly in the major areas of biofuels and solar energy. Operating in about eighty-five countries in a responsible way towards its stakeholders, Eni invests in people and their empowerment, and it takes part to development through the integration of social, environmental and cultural issues in the growth process, in full respect of rights and diversities. From 2008 Eni has been offering the Eni Award, aimed to promote and award research and technological innovation in the fields of energy and the environment.

1) Aims

The Debut in Research: Young Talents from Africa Prize constitutes one of the six sections of the Eni Award, composed by the Energy Transition, Energy Frontiers, Advanced Environmental Solutions and the Young Researcher of the Year Prizes, together with the Recognition at Innovation Eni.

The purpose of the Debut in Research: Young Talents from Africa Prize is to help new generations of African researchers to emerge, offering them the opportunity to attend a PhD course in cooperation with prestigious Italian universities and research institutes and supporting their research and innovation on the various scientific topics promoted by Eni Award.

2) Object of the Prizes

Candidates must own a Master's degree or any equivalent - according to the European system - academic qualification, granting access to a PhD course in an Italian university. The theses must have been defended at an African University during the same year of the annual Official Announcement, or in the precedent year.

The Prize is awarded to students born in or after the year 1987.

The Prize is reserved to students graduated in an African university or of African citizenship, coming from one of the 58 African countries listed in the World Population Prospects: The 2015 Revision, compiled by the United Nations¹.

The thesis and the curriculum vitae - which will prevail in the evaluation of the candidate - must be submitted together with a research proposal in connection with the Eni Award main topics and highlighting the potential benefits of the proposal in a country, in an African region or in the whole African continent. The research proposal must explicit topics, methodologies and disciplinary areas suitable for the realization of the submitted project. The information provided by the candidate in the research proposal will be used in order to identify PhD courses as coherent as possible with it.

3) The Prizes

Each of the two winners will be awarded with a customized plaque and a scholarship for the attendance of a 3 years PhD course to be conducted in Italy, in an Italian university or research institute with a solid reputation on the above-mentioned topics. Where authorized within the PhD course framework, it will be possible to carry out a research period outside Italy. It will be also allowed to propose a non-Italian thesis advisor, collaborating with the Italian university or research institute hosting the student.

The Prizes will be assigned to the winning candidates, proclaimed by the Organizing Committee within June 2018.

¹ Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cabo Verde, Cameroon, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Djibouti, Egypt, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Libya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mayotte, Morocco, Mozambique, Namibia, Niger, Nigeria, Réunion, Rwanda, Saint Helena, São Tomé and Príncipe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Swaziland, Togo, Tunisia, Uganda, United Republic of Tanzania, Western Sahara, Zambia, Zimbabwe.





4) Application procedures and deadlines

Applications for the Debut in Research: Young Talents from Africa must be presented and guaranteed by Professors, Directors of Department, Faculty Deans and Chancellors of universities and polytechnic universities, or by researchers of research institutes operating in the specific - or similar - fields for which the Prize is awarded.

Self-candidatures will not be considered.

The deadline for the presentation of the candidatures to the Debut in Research: Young Talents from Africa falls on November 24, 2017 before and no later than 5 p.m. CET - Central European Time. Please note that, after 5 p.m. CET of November, 10, 2017, the Scientific Secretariat won't create new accounts, in order to provide the most suitable assistance to the already registered Candidatures, within the deadline. Two weeks after the November 24 deadline, the Scientific Secretariat will provide the Candidates with formal confirmation, by email, for the acceptance of their Candidature.

The Candidature application forms are available on the website:

https://www.eni.com/enipedia/it_IT/modello-di-business/premi-e-riconoscimenti/bando-eni-award-2018.page, and must be sent as follows:

1. The Candidature Proposal, the Summary of the Thesis, the CV and the Research Proposal will have to be uploaded on the Eni Award Candidates private area. The access to the private area must be requested to the Eni Award Scientific Secretariat (eniaward@feem.it) that will provide an account for the procedure.
2. A copy of the Thesis in electronic form as well as possible recognitions, certificates, letters of reference, list of publications and the related publications must be sent by e-mail to the following address: repository-eniaward@feem.it.
3. The Candidate will have the possibility to provide a self-made video of no more than 3 minutes describing the main aspects and applications of his/her research proposal. Such presentations will be sent as indicated during the Candidature's registration process and will be accepted in the following formats: .MOV, .MPEG4, .AVI, .FLV.

Page 3 Eni Award 2018 – Debut in Research: Young Talents from Africa Prize Following the formal registration of the Candidature Proposal, a file named Summary of the Candidature Proposal, containing the main data of the application and the Completion Code, will be provided to each Candidate.

The aforesaid file must be duly checked and signed by the Candidate as well as by his/her Guarantor and sent to the Eni Award Scientific Secretariat by fax (+39 0248197724) or email (eniaward@feem.it) before and no later than the deadline defined by this Official Announcement.

4) Selection of the Candidatures

The Eni Award Scientific Commission shall examine and select the work of the Candidates that have been accepted and shall present the names of the chosen winners of the Debut in Research: Young Talents from Africa Prizes to the Eni Award Organizing Committee by May 2018.

5) Regulations

The Eni Award and this Official Announcement are submitted to the Eni Award Regulations, approved by the Organizing Committee. The text is available on the website: https://www.eni.com/enipedia/it_IT/modello-di-business/premi-e-riconoscimenti/bando-eni-award-2018.page.

6) Contact details

The Eni Award Scientific Secretariat is located at:

FONDAZIONE ENI ENRICO MATTEI

Corso Magenta, 63

I 20123 Milano

Tel: +39 02 52036934 switchboard

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Fax: +39 02 481 97724

e-mail: eniaward@feem.it





NATIONAL UNIVERSITIES COMMISSION IPSAS IMPLEMENTATION

 Nexia
Agbo Abel & Co

Introduction:

The Federal Executives Council at its meeting held on 28th July 2010 approved that Nigeria should adopt the provisions of the International Financial Reporting Standards (IFRS) and International Public Sector Accounting Standards (IPSAS) for Private and Public Sectors respectively.

Consequently, the Federation Accounts Standards Allocation Committee (FAAC) at its meeting held on 13th June 2011 setup a Sub-Committee to provide a roadmap for the implementation of IPSAS in the three tiers of government in Nigeria.

The Roadmap to the adoption of IPSAS was phased as follows:

- Full Adoption of IPSAS Cash effective from 1st January, 2014.
- Adoption of IPSAS Accrual effective from 1st January 2016.

The National Universities Commission (NUC) has commenced the IPSAS implementation project that will enable a seamless adoption of the IPSAS accrual in the preparation and presentation of Financial Statements in line with the directives of Federation Accounts Allocation Committee (FAAC) Sub-Committee on implementation of IPSAS.

Implementation Approach:

NUC is partnering with Nexia Agbo Abel & Co, to adopt a phased implementation approach which shall focus on the following areas;

- Regulatory Compliance
- Technical Accounting & Reporting
- Knowledge & Resource Management
- Process, Technology & Infrastructure



Expected Benefits:

At the end of this implementation project, NUC's financial reporting is expected to be fully IPSAS accrual compliant in line with the directive. This will ensure greater level of transparency, accountability and consistency in financial reporting just like similar Public Sector Entities (PSE), high-quality financial statements based on globally acceptable standards and audit efficiency.





Implementation Committee

In line with the National Treasury Circular Ref. No. TRY/A5 & B5/2014 and OAGF/CAD/POL/C.0301/VOL. I/VOL.I of 23rd October 2014, the composition of the Commission's IPSAS Implementation Committee include:

Executive Secretary
Director, Finance and Accounts
Director, Management Support Services
Head of Internal Audit
Head of Information & Communication Technology
Head of Treasury
Head of Budget
Head of IPSAS/Fixed assets
Head of Procurement
Head of Final Accounts

Chairman
Vice-Chairman
Member
Member
Member
Member
Member
Member
Member
Member/Secretary

Approved Open Universities and Distance Learning Centres in Nigeria

The National Open University of Nigeria (NOUN), which has 72 study/resource centres nationwide, is currently the only approved open university in the Nigerian University System (NUS)

List of approved Distance Learning Centres in Nigeria

Eight universities in the Nigerian University System, currently have the approval of the National Universities Commission to operate distance learning centres as follows:

1. Distance Learning Centre, University of Ibadan.
2. Distance Learning Institute, University of Lagos.
3. Centre for Distance Learning and Continuing Education, University of Abuja.
4. Centre for Distance Learning, University of Maiduguri.
5. Centre for Distance Learning, Obafemi Awolowo University, Ile-Ife.
6. Centre for Distance Learning, Modibbo Adama University of Technology, Yola.
7. Ladoke Akintola University of Technology Open and Distance Learning Centre, Ogbomosho.
8. Distance Learning Centre, Ahmadu Bello University, Zaria.

NATIONAL UNIVERSITIES COMMISSION





ADVERTORIAL CONFIRMATION OF APPROVAL OF THE NIGERIAN UNIVERSITIES e-LEARNING PROGRAMME

The general public is hereby informed that whereas the Commission maintains its stand that online degrees are not accepted in Nigeria at the moment, this does not include the approved Nigerian Universities e-Learning Programme run within the shores of Nigeria.

The Nigerian Universities e-Learning Programme is a legitimate and well thought out pilot e-learning initiative. It is a Public Private Partnership between the National Universities Commission (NUC), Park Associates E-Learning Group, and four federal universities. Its goal is to provide new opportunities for students to access university education in Nigeria.

The four Participating Universities are:

- i. University of Uyo;
- ii. National Open University of Nigeria;
- iii. Usmanu Danfodiyo University, Sokoto; and
- iv. University of Maiduguri.

Students enrolled in the Programme can select any of the following undergraduate degree programmes: Economics, Banking & Finance, Accounting, Business Administration and Marketing for which they have requisite qualifications. The Programme for now is only available for candidates who wish to obtain BSc Degree in Economics.

The Commission wishes to use this medium to allay all fears and doubts concerning the legitimacy or NUC endorsement of the Nigerian Universities e-Learning Programme. This is one of the avenues that the National Universities Commission is exploring to increase access to university education without compromising quality. Students in the Programme are therefore advised to continue to pursue their studies without fear and prospective applicants are encouraged to enrol. Concerned parents, guardians, students and the general public may contact the Commission for further clarification on the Programme under reference.

Signed

Ibrahim Usman Yakasai

Director, Corporate Communications

www.nuc.edu.ng

NATIONAL UNIVERSITIES COMMISSION

IMPLEMENTING STEPS FOR NEW MEDICAL SCHOOLS, ACCREDITATION ISSUES AND THE NEW MINIMUM BENCHMARK (2015) FOR THE MBBS/BDS PROGRAMMES

PROGRAMMES

Following several Stakeholders' meetings in the last two years and as a prelude to the formal release of the New Minimum Academic Benchmark (2015), proprietors of Medical and Dental Schools in Nigeria (both current and prospective) are requested to note the following implementing steps including relevant adjustments relating to accreditation of Medical/Dental Schools.

1. From 1st September 2015, both current and prospective proprietors of Medical and Dental Schools should:
 - a. Write a letter to the Executive Secretary stating their intent and provide relevant information as available.
 - b. On receipt, (if NUC has no obvious reasons to disqualify the application), they would be sent a copy of the BMAS for MBBS/BDS and advised firmly to ensure that they are strictly complied with.





- c. The setting up of medical schools is not an emergency exercise. To this end, prospective proprietors must own and have in place (prior to a request for a Resource Verification), a fully functional and well run tertiary type hospital. In the circumstance of the above not being in place, consideration for an affiliation with a tertiary government-owned institution may be given only when the said university owns a medical institution fully functional with a minimum of 150 beds and a rural health medical unit. (See Appendix 4 of the BMAS).
 - d. A Pre-clinical Accreditation would be expected to take place within two years of a positive Resource Verification. Students can only sit for the second MBBS professional examination (Anatomy, Physiology and Biochemistry) when they have a successful preclinical accreditation. The preclinical accreditation would, amongst others, concentrate largely on the Department of Anatomy, Biochemistry, Physiology, Pathology and Pharmacology and to a lesser extent, Community Health. All evaluated departments must have the minimum requirements in terms of academic staff, non academic staff and laboratory facilities. (See Appendix 3 of the BMAS)
 - e. The Commission has now approved a Clinical Accreditation expected to take place within twelve months of a successful preclinical accreditation. Subsequent to that, a reaccreditation exercise will take place every five years.
2. With respect to established medical schools, (and irrespective of their accreditation status), it should be noted that only institutions that (by the deadline of March 20th, 2016) have requested and obtained formal approval from the National Universities Commission for a re-evaluation based on the following considerations would be allowed to admit students into the MBBS/BDS programmes from the 2016/2017 academic year:
 - a. All Medical and Dental schools must have an approved, and appropriately utilized, Clinical Skills/Simulation centre.
 - b. Ensure strict adherence to the proper use of the course system for all approved programmes in Nigerian Universities. The implication of the above is that a particular programme (subject) is taught not only broken into cluster units of 1-4 but also have the components of university supervised examinations. For clarity, current end of posting examinations (practiced by some medical/dental schools) that neither have units allocated nor follow the standards of a University examination, do not conform to the Minimum Academic Standards as established by the National Universities Commission.
 - c. Universities are strongly urged to immediately review their current methods of teaching medical and dental students to include more tutorials, self study group teaching, use of IT in the delivery of courses and simulation/competency based evaluations that must be signed by a lecturer not below the status of a senior lecturer. It must be noted that the confirmation of a successful simulation/competency based evaluation should be a mandatory requirement before the students are eligible to sit for the various professional/sessional examinations
 3. Proprietors are urged to note the Essential Component changes of the new curriculum expected to be in use from the 2016/2017 academic session. Details of these changes are available in the New Minimum Academic standards booklet and at the National Universities Commission website. (www.nuc.edu.ng.) Major components include the following:
 - (a) The approval of three alternative models viz;
 - i. A seven year MBBS/BDS programme that encompass a mandatory seamless four-year acquisition of the B.Sc. (Basic Medical Science) with interest in either Anatomy/Physiology/Biochemistry. At the end of seven years, students would have acquired the Bachelor of Basic Medical Science, Bachelor of Medicine and Bachelor of Surgery degrees. In case of the dental programmes, the students would have acquired a degree in Basic Dental Science and Bachelor of Dental Surgery.
 - ii. In order to allow for career change for interested non-medical health professionals, the Commission has also approved a four year programme leading to MBBS/BDS for interested and qualified graduates of Nursing, Pharmacology, Physiotherapy, Image Science, Paramedics, Anatomy, Physiology, Biochemistry and Pharmacology. It must be noted for such to be considered for admission they must have at the WAEC/NECO levels minimum credit scores in Mathematics, English, Physics, Chemistry and Biology at one sitting, prior to the admissions for their first degrees. They must also have a good CGPA.
 - iii. Admission into universities based on the current six year programme would be allowed to continue as suitable alternative based on the discretion of the University.
 - iv. It should be noted and emphasized that all the above degrees have the Bachelor appellation as they remain undergraduate programmes.
 - (b) Specific periods of posting to the department of Family Medicine. The obvious implication here is that, the Universities should create the Department of Family Medicine following their due process.
 - (c) Redesignation of the Department of Pharmacology to the Department of Pharmacology and Therapeutics. The department is now expected to provide relevant basic clinical teaching and conduct relevant professional examination in Pharmacology. They will also be expected to provide relevant clinical teaching in Therapeutics. All Universities should set in motion the machinery to achieve the above.
 4. In view of the above essential component changes of the new curriculum, the Commission will be organising a National training for Medical teachers in Nigerian Universities. Details of the training would be made available shortly.
 5. Interested stakeholders are invited to send comments/suggestions on the above to: The Executive Secretary, NUC, rasheed3h@gmail.com and copy to chiedu.mafiana@gmail.com





NATIONAL UNIVERSITIES COMMISSION

RE: MORATORIUM ON PART-TIME PROGRAMMES

The National Universities Commission, cognizant of the need to streamline the operations of Part Time and Sandwich programmes in Nigerian universities, had through a publication in the print media, including the Guardian and Sun Newspapers of Monday, 19th March, 2012, placed a moratorium on admission into parttime programmes in Nigerian universities. In the publication, the universities were requested to fully disclose all Part-Time and Sandwich programmes, with respect to enrolment and staffing profile, within four weeks of the publication, and to conduct in-house staff and student audit and forward same to the Commission. As a follow up to this, the Commission vide a letter dated 14 January, 2013, sent a reminder to the universities requesting those that were yet to provide information on their Part-Time and Sandwich programmes as well as affiliation arrangements to do so on or before 15 February, 2013.

2.0. Universities That Made Submission

Based on the submissions received, a total of forty (40) universities indicated that they would run Part-Time and Sandwich programmes as detailed below:

A. Federal Universities

1. Federal University of Technology, Owerri
2. University of Benin, Benin
3. University of Calabar, Calabar
4. University of Lagos
5. Nnamdi Azikiwe University, Awka
6. University of Port Harcourt, Port Harcourt
7. University of Uyo, Uyo
8. University of Abuja, Abuja
9. Federal University of Agriculture, Abeokuta
10. Michael Okpara University, Umudike
11. Modibbo Adamawa University of Technology, Yola
12. University of Agriculture, Markurdi
13. Usman Danfodio University, Sokoto
14. University of Jos, Jos

B. State Universities

1. Ambrose Ali University, Ekpoma, Edo State
2. Olabisi Onabanjo University, Ago- Iwoye, Ogun State
3. Ekiti State University, Ado-Ekiti, Ekiti State
4. Adekunle Ajasin University, Akungba- Akoko, Ondo State
5. Imo State University, Owerri, Imo State
6. Tai Solarin University of Education, Ijagun, Ogun State
7. Rivers State University of Science and Technology, Port Harcourt

8. Enugu State University of Science and Technology, Enugu State
9. Ignatius Ajuru University of Education Education, Port Harcourt
10. Delta State University, Abraka, Delta State
11. Ladoke Akintola University of Technology, Ogbomoso
12. Lagos State University, Ojo, Lagos State
13. Niger Delta University, Amasoma, Bayelsa State
14. Anambra State University, Uli, Anambra State
15. Ebonyi State University, Abakaliki, Eboyi State
16. Cross River State University of Technology, Calabar
17. Abia State University, Uturu, Abia State
18. Osun State University, Osun State
19. Nasarawa State University, Keffi, Nasarawa State

C. Private Universities:

1. Crescent University, Abeokuta, Ogun State
2. Caleb University, Imota, Lagos State
3. Igbinedion University, Okada, Edo State
4. Lead City university, Ibadan, Oyo State
5. Achievers University, Owo, Ondo State
6. Benson Idahosa University, Benin – City, Edo State
7. Tansian University, Umunya, Anambra State
8. Wesley University of Science and Technology, Ondo, Ondo State

3.0. APPROVALS GRANTED TO UNIVERSITIES TO RUN PART-TIME/ SANDWICH PROGRAMMES.

Up to date, a total of thirty six (36) universities forwarded their completed documents, based on the approved format. Following the analysis of the submissions by the Department of Academic Standards and having satisfied the laid down guidelines for running Part – Time programme and Sandwich courses in Nigerian universities, all the thirty six (36) institutions were recommended to the Executive Secretary for approval. Consequent upon Executive Secretary's approval, letters were communicated to the universities accordingly. The universities are:

A. Federal Universities

1. University of Lagos
2. University of Port Harcourt
3. University of Calabar
4. University of Benin
5. University of Abuja
6. University of Uyo
7. University of Jos
8. Obafemi Awolowo University, Ile – Ife
9. Nnamdi Azikiwe University, Awka





10. Federal University of Agriculture, Abeokuta
11. Federal University of Technology, Owerri
12. Usman Danfodiyo University, Sokoto
13. Bayero University, Kano
- B. State Universities
1. Ekiti State University, Ado – Ekiti, Ekiti State
2. Cross River State University, Calabar, Cross River State
3. Imo State University, Owerri, Imo State
4. Ignatius Ajuru University of Education, Rivers State
5. Olabisi Onabanjo University, Ago-Iwoye, Ogun State
6. Ambrose Ali University, Ekpoma, Edo State
7. Enugu State University of Science & Technology, Enugu State
8. Tai Solarin University of Education, Ijagun, Ogun State
9. Rivers State University of Science & Technology, Port Harcourt
10. Ebonyi State University, Abakaliki, Ebonyi State
11. Benue State University, Makurdi, Benue State
12. Niger Delta University, Yenagoa, Bayelsa State
13. Lagos State University, Ojo, Lagos State
14. Adekunle Ajasin University, Akungba – Akoko, Ondo State
15. Anambra State University, Uli, Anambra State
16. Osun State University, Osogbo, Osun State
17. Abia State University, Uturu, Abia State
18. Nasarawa State University, Keffi, Nasarawa State.

C. Private Universities

1. Crescent University, Abeokuta, Ogun State
2. Caleb University, Imota, Lagos State
3. Igbinedion University, Okada, Edo State
4. Lead City University, Ibadan, Oyo State
5. Achievers University, Owo, Ondo State
6. Benson Idahosa University, Benin – City, Edo State
7. Wesley University of Science and Technology, Ondo, Ondo State
8. Fountain University, Osogbo

Dr. Gidado Kumo

Director, Academic Planning

For: Executive Secretary

GUIDELINES ON PART-TIME AND SANDWICH PROGRAMMES IN NIGERIAN UNIVERSITIES

Below are guidelines for conducting Part-time and Sandwich programmes in Nigerian universities. All universities currently operating Part-time programmes are expected to comply with the guidelines on programme by programme basis.

Consequently, universities still interested in running Part-time programmes are advised to forward fresh applications to the NUC on programme by programme basis.

This is, however, subject to the readiness of the university to comply with the following extant guidelines on part-time programmes:

1. The admission and graduation requirements, Staffing, Library and physical facilities requirements must be in line with the Benchmark Minimum Academic Standards (BMAS) for the various full-time academic programmes;
2. For a programme to be eligible to run on part-time basis, the approved full-time equivalent must be available in the university, must have earned full accreditation and must be run within approved campuses;
3. The enrolment into part-time programmes must not exceed 20% of total students' population in the programme;
4. The minimum duration of the part-time programmes must be 150% of the approved duration of the Full-Time equivalent;
5. Approval shall not be granted for part-time programmes in Environmental Sciences, Engineering/Technology, Law, Medicine/Medical Sciences, Pharmacy /Pharmaceutical Sciences, Dentistry; and Veterinary Science;
6. All admissions into part-time programmes must be through the Joint Admissions and Matriculation Board (JAMB). Part-time programmes must be run within approved campuses of universities where the human and material resources for the teaching of the programmes are domiciled, i.e. on the main campus of the university;
7. Part-time programmes shall be subjected to the NUC accreditation assessment upon maturity of the programme;
8. For any programme to be eligible for part-time mode, it must have produced two (2) sets of graduates and satisfied the Resource Verification Requirements.
9. Commencement of a part-time programme MUST be subject to NUC's approval. Approval of commencement of all parttime programmes must be obtained.

The National Universities Commission shall not hesitate to apply appropriate sanctions on any university which violates any of the stipulated Guidelines on Part-Time and Sandwich Programmes.

Signed

Management





LIST OF APPROVED UNIVERSITIES IN NIGERIA

FEDERAL			STATE			PRIVATE		
S/N	INSTITUTIONS	Year Est.	S/N	INSTITUTIONS	Year Est.	S/N	INSTITUTIONS	Year Est.
1	University of Ibadan, Ibadan	1948	1	Rivers State University of Science & Technology, Port Harcourt	1979	1	Babcock University, Ilishan Remo	1999
2	University of Nigeria, Nsukka	1960	2	Ambrose Alli University, Ekpoma	1980	2	Madonna University, Okija	1999
3	Obafemi Awolowo University, Ile-Ife	1962	3	Abia State University, Uturu	1981	3	Igbinedion University, Okada	1999
4	Ahmadu Bello University, Zaria	1962	4	Enugu State University of Science & Tech, Enugu	1982	4	Bowen University, Iwo	2001
5	University of Lagos, Lagos	1962	5	Olabisi Onabanjo University, Ago-Iwoye	1982	5	Covenant University, Ota	2002
6	University of Benin, Benin City	1970	6	Ekiti State University, Ado-Ekiti. (formerly University of Ado-Ekiti)	1982	6	Pan-Atlantic University, Lagos	2002
7	Bayero University, Kano	1975	7	Lagos State University, Ojo, Lagos	1983	7	Benson Idahosa University, Benin City	2002
8	University of Calabar, Calabar	1975	8	Ladoke Akintola University of Technology, Ogbomosho	1990	8	American University of Nigeria, Yola	2003
9	University of Ilorin, Ilorin	1975	9	Imo State University, Owerri	1992	9	Redeemers University, Ede, Osun State	2005
10	University of Jos, Jos	1975	10	Benue State University, Makurdi	1992	10	Ajayi Crowther University, Oyo	2005
11	University of Maiduguri, Maiduguri	1975	11	Delta State University, Abraka	1992	11	Al-Hikmah University, Ilorin	2005
12	Usmanu Danfodiyo University, Sokoto	1975	12	Adekunle Ajasin University, Akungba - Akoko	1999	12	Caritas University, Amorji-Nke, Enugu	2005
13	University of Port-Harcourt, Port-Harcourt	1975	13	Kogi State University, Anyigba	1999	13	Bingham University, Auta-Balefi, Karu, Nasarawa State	2005
14	Federal University of Technology, Owerri	1980	14	Niger-Delta University, Yenagoa	2000	14	Al-Qalam University, Katsina	2005
15	Federal University of Technology, Akure	1981	15	Anambra State University, Uli	2000	15	Renaissance University, Enugu	2005
16	Modibbo Adama University of Technology, Yola	1981	16	Kano University of Science & Technology, Wudil	2000	16	Bells University of Tech, Ota, Ogun State	2005
17	Federal University of Technology, Minna	1982	17	Ebonyi State University, Abakaliki	2000	17	Lead City University, Ibadan, Oyo State	2005
18	Nigerian Defence Academy, Kaduna	1985	18	Nasarawa State University, Keffi	2002	18	Crawford University, Igbesa, Ogun State	2005
19	University of Abuja, Abuja	1988	19	Adamawa State University, Mubi	2002	19	Kwararafa University, Wukari (formerly Wukari Jubilee Uni.)	2005
20	Abubakar Tafawa Balewa University, Bauchi	1988	20	Gombe State University, Gombe	2004	20	Crescent University, Abeokuta	2005
21	University of Agriculture, Makurdi	1988	21	Kaduna State University, Kaduna	2004	21	Novena University, Ogume, Delta State	2005
22	Federal University of Agriculture, Abeokuta	1988	22	Cross River University of Technology, Calabar	2004	22	University of Mkar, Mkar	2005
23	University of Uyo, Uyo	1991	23	Plateau State University, Bokkos	2005	23	Joseph Ayo Babalola University, Ikeji-Arakeji, Osun State	2006
24	Nnamdi Azikiwe University, Awka	1992	24	Ondo State University of Technology, Okiti Pupa.	2008	24	Caleb University, Lagos	2007
25	Michael Okpara University of Agriculture, Umudike	1992	25	Ibrahim Babangida University, Lapai, Niger State	2005	25	Fountain University, Osogbo	2007
26	National Open University of Nigeria, Lagos	2002	26	Tai Solarin University of Education, Ijagun	2005	26	Obong University, Obong Ntak	2007
27	Fed. Univ. of Petroleum Resources, Effurun	2007	27	Umaru Musa Yar'Adua University, Katsina	2006	27	Salem University, Lokoja	2007
28	Federal University, Lokoja, Kogi State	2011	28	Yobe State University Damaturu, Yobe State	2006	28	Tansian University, Umunya, Anambra State	2007
29	Federal University, Lafia, Nasarawa State	2011	29	Kebbi State University of Science and Technology, Aliero	2006	29	Veritas University, Abuja	2007
30	Federal University, Kashere, Gombe State	2011	30	Osun State University, Osogbo	2006	30	Wesley University of Science & Technology, Ondo	2007
31	Federal University, Wukari, Taraba State	2011	31	Taraba State University, Jalingo	2008	31	Western Delta University, Oghara, Delta State	2007
32	Federal University, Dutsin-Ma, Katsina State	2011	32	Kwara State University, Ilorin	2009	32	The Achievers University, Owo	2007
33	Federal University, Dutse, Jigawa State	2011	33	Sokoto State University, Sokoto	2009	33	African University of Science & Technology, Abuja	2007





LIST OF APPROVED UNIVERSITIES IN NIGERIA

FEDERAL			STATE			PRIVATE		
S/N	INSTITUTIONS	Year Est.	S/N	INSTITUTIONS	Year Est.	S/N	INSTITUTIONS	Year Est.
34	Federal University, Ndufu-Alike, Ebonyi State	2011	34	Akwa Ibom State University, Ikot Ikpaden	2010	34	Afe Babalola University, Ado-Ekiti, Ekiti State	2009
35	Federal University, Oye-Ekiti, Ekiti State	2011	35	Ignatius Ajuru University of Education, Rumuolumeni	2010	35	Godfrey Okoye University, Ugwuomu-Nike, Enugu State	2009
36	Federal University, Otuoke, Bayelsa	2011	36	Bauchi State University, Gadau	2011	36	Nile University of Nigeria, Abuja	2009
37	The Nigeria Police Academy, Wudil, Kano State	2012	37	Northwest University, Kano	2012	37	Oduduwa University, Ipetumodu, Osun State	2009
38	Federal University, Birnin-Kebbi, Kebbi	2013	38	The Technical University, Ibadan.	2012	38	Paul University, Awka, Anambra State	2009
39	Federal University, Gusau, Zamfara	2013	39	Sule Lamido University, Kafin Hausa	2013	39	Rhema University, Obeama-Asa, Rivers State	2009
40	Federal University, Gashua, Yobe	2013	40	Ondo State University of Medical Sciences	2015	40	Wellspring University, Evbuobanosa, Edo State	2009
			41	Edo University, Iyamho	2016	41	Adeleke University, Ede, Osun State	2011
			42	Eastern Palm University, Ogboko	2016	42	Baze University, Abuja	2011
			43	University of Africa, Toru-Orua	2016	43	Landmark University, Omu-Aran, Kwara State	2011
			44	Borno State University	2016	44	Samuel Adegboyega University, Ogwa, Edo State	2011
			45	Moshood Abiola University of Science and Technology, Abeokuta	2017	45	Elizade University, Ilara-Mokin, Ondo State	2012
						46	Evangel University, Akaeze, Ebonyi State	2012
						47	Gregory University, Uturu, Abia State	2012
						48	McPherson University, Seriki Sotayo, Ajebo, Ogun State	2012
						49	Southwestern University, Okun Owa, Ogun State	2012
						50	Augustine, University, Ilara, Lagos State	2015
						51	Chrisland University, Owode, Ogun State	2015
						52	Christopher University, Mowe, Ogun State	2015
						53	Hallmark University, Ijebu, Itele, Ogun State	2015
						54	Kings University, Ode Omu, Osun State	2015
						55	Michael and Cecilia Ibru Uni., Owrode, Delta State	2015
						56	Mountain Top University, Ogun State	2015
						57	Ritman University, Ikot Ekpene, Akwa Ibom State	2015
						58	Summit University, Offa, Kwara State	2015
						59	Edwin Clark University, Kiagbodo, Delta State	2015
						60	Hezekiah University, Umudi, Imo State	2015
						61	Anchor University, Ayobo, Lagos State	2016
						62	Arthur Jarvis University, Akpabuyo, Cross River State	2016
						63	Clifford University, Owerrinta, Abia State	2016
						64	Coal City University, Enugu, Enugu State	2016
						65	Crown Hill University, Eiyenkorin, Kwara State	2016
						66	Dominican University, Ibadan, Oyo State	2016
						67	Koladaisi University, Ibadan, Oyo State	2016
						68	Legacy University, Okija, Anambra State	2016





List of Universities with Approved Postgraduate Programmes

The National Universities Commission (NUC) has observed with great concern that some Nigerian universities are running unapproved postgraduate programmes, leading to the award of Masters and PhD degrees. The Commission has also observed that some Parastatals and Institutes are awarding these same Postgraduate degrees, either on their own or through unapproved affiliations with Nigerian and foreign Universities. Such practices are not only unethical, but also antithetical to time-tested quality assurance best practices. The qualifications/awards resulting therefrom are not recognized. The Commission hereby notifies the general public that only the following universities have approval to offer postgraduate programmes at the Masters' and Ph.D levels in Nigeria, as of 30th July, 2012:

Federal Universities :

- | | |
|--|--|
| 1. Abubakar Tafawa Balewa University, Bauchi | 14. University of Agriculture, Abeokuta |
| 2. Ahmadu Bello University, Zaria | 15. University of Agriculture, Makurdi |
| 3. Bayero University, Kano | 16. University of Benin, Benin City |
| 4. Federal University of Technology, Akure | 17. University of Calabar, Calabar |
| 5. Federal University of Technology, Minna | 18. University of Ibadan, Ibadan |
| 6. Federal University of Technology, Owerri | 19. University of Ilorin, Ilorin |
| 7. Michael Okpara University of Agriculture, Umudike | 20. University of Jos, Jos |
| 8. Modibbo Adama University of Technology, Yola | 21. University of Lagos, Akoka |
| 9. National Open University of Nigeria, Lagos. | 22. University of Maiduguri, Maiduguri |
| 10. Nigerian Defence Academy, Kaduna | 23. University of Nigeria, Nsukka |
| 11. Nnamdi Azikiwe University, Awka | 24. University of Port Harcourt, Port Harcourt |
| 12. Obafemi Awolowo University, Ile-Ife | 25. University of Uyo, Uyo |
| 13. University of Abuja, Gwagwalada | 26. Usmanu Danfodiyo University, Sokoto |

State Universities :

- | | |
|---|--|
| 1. Abia State University, Uturu | 14. Ladoké Akintola University of Technology, Ogbomosho |
| 2. Adamawa State University, Mubi | 15. Lagos State University, Ojo. |
| 3. Adekunle Ajasin University, Akungba-Akoko | 16. Nasarawa State University, Keffi |
| 4. Ambrose Alli University, Ekpoma | 17. Niger-Delta University, Wilberforce Island |
| 5. Anambra State University, Uli | 18. Olabisi Onabanjo University, Ago-Iwoye |
| 6. Benue State University, Makurdi | 19. Rivers State University of Science and Technology, Port Harcourt |
| 7. Cross River University of Technology, Calabar | 20. Umaru Musa Yar'Adua University, Katsina |
| 8. Delta State University, Abraka | 21. Gombe State University, Gombe |
| 9. Ebonyi State University, Abakaliki | 22. Ibrahim Babangida University, Lapai |
| 10. Ekiti State University, Ado-Ekiti | 23. Kano State University of Science and Technology, Wudil |
| 11. Enugu State University of Science and Technology, Enugu | 24. Kebbi State University of Science and Technology, Aliero |
| 12. Imo State University, Owerri | 25. Kwara State University Malete |
| 13. Kogi State University, Anyigba | |

Private Universities :

- | | |
|--|---|
| 1. African University of Science and Technology, Abuja | 10. Caleb University, Lagos |
| 2. American University of Nigeria, Yola | 11. Joseph Ayo Babalola University, Ikeji-Arakeji, Osun State |
| 3. Babcock University, Ilishan-Remo | 12. Nigerian Turkish Nile University, Abuja |
| 4. Benson Idahosa University, Benin City | 13. Afe Babalola University, Ado-Ekiti, Ekiti State |
| 5. Bowen University, Iwo | 14. Lead City University, Ibadan, (MSc. only) |
| 6. Covenant University, Ota | 15. University of Mkar, Mkar (MSc. only) |
| 7. Igbinedion University, Okada | 16. Madonna University Okija |
| 8. Pan-African University, Lekki | 17. Al-Hikmah University, Ilorin (MSc. only) |
| 9. Redeemer's University, Mowe, Ogun State | |

Employers of labour, educational institutions and other stakeholders are to note that only certificates issued by these universities, for their approved programmes, are valid for employment, further studies and other purposes. When in doubt about the status of any programme or certificate, the National Universities Commission should be contacted through webmaster@nuc.edu.ng and the following telephone numbers: 08027455412, 07054407741, 08067787753, 07039254081 and 07082024412 (FAX). Further information can also be obtained from the Commission's website: www.nuc.edu.ng

Signed:
MANAGEMENT

Fourteen-Step Process for the Establishment of Private Universities in Nigeria

The National Universities Commission (NUC), wishes to announce to the general public, especially prospective promoters of private universities, the fourteen-step procedure for establishing private universities in Nigeria.

1. Application in writing stating the intent for the establishment of the university
2. Interview of prospective proprietors
3. Collection of application forms
4. Submission of application forms and relevant documents
5. Intensive review/analysis of documents by experts in relevant NUC departments
6. Revision of documents by proprietors, based on report of SCOPU

7. Interactive meeting of SCOPU with the proposed university
8. First site assessment visit
9. Finalisation of document
10. Second (final) site assessment visit
11. Security screening of proprietors and Board of Trustees
12. Approval by NUC Management
13. Approval by NUC Board
14. Approval by FEC

Prof. Abubakar Adamu Rasheed, *mni*, MFR, FNAL
Executive Secretary, NUC
Announcer





NATIONAL UNIVERSITIES COMMISSION *PUBLIC ANNOUNCEMENT*

List of Illegal Universities Closed Down by NUC

The National Universities Commission (NUC) wishes to announce to the general public, especially parents and prospective undergraduates, that the under-listed “Degree Mills” have not been licensed by the Federal Government and have, therefore, been closed down for violating the Education (National Minimum Standards etc.) Act CAPE 3 Law of the Federation of Nigeria 2004. The “Universities” are:

- 1) University of Accountancy and Management Studies, operating anywhere in Nigeria.
- 2) Christians of Charity American University of Science & Technology, Nkpor, Anambra State or any of its other campuses
- 3) University of Industry, Yaba, Lagos or any of its other campuses
- 4) University of Applied Sciences & Management, Port Novo, Republic of Benin or any of its other campuses in Nigeria
- 5) Blacksmith University, Awka or any of its other campuses
- 6) Volta University College, Ho, Volta Region, Ghana or any of its other campuses in Nigeria
- 7) Royal University Izhia, P.O. Box 800, Abakaliki, Ebonyi State or any of its other campuses
- 8) Atlanta University, Anyigba, Kogi State or any of its other campuses
- 9) United Christian University, Macotis Campus, Imo State or any of its other campuses.
- 10) United Nigeria University College, Okija, Anambra State or any of its other campuses.
- 11) Samuel Ahmadu University, Makurdi, Benue State or any of its other campuses.
- 12) UNESCO University, Ndoni, Rivers State or any of its other campuses.
- 13) Saint Augustine’s University of Technology, Jos, Plateau State or any of its other campuses
- 14) The International University, Missouri, USA, Kano and Lagos Study Centres, or any of its campuses in Nigeria
- 15) Collumbus University, UK operating anywhere in Nigeria
- 16) Tiu International University, UK operating anywhere in Nigeria
- 17) Pebbles University, UK operating anywhere in Nigeria
- 18) London External Studies UK operating anywhere in Nigeria.
- 19) Pilgrims University operating anywhere in Nigeria.
- 20) Lobi Business School Makurdi, Benue State or any of its campuses in Nigeria.
- 21) West African Christian University operating anywhere in Nigeria.
- 22) Bolta University College Aba or any of its campuses in Nigeria.
- 23) JBC Seminary Inc. (Wukari Jubilee University) Kaduna Illegal Campus
- 24) Westlan University, Esie, Kwara State or any of its campuses in Nigeria.
- 25) St. Andrews University College, Abuja or any of its campuses in Nigeria.
- 26) EC-Council University, USA, Ikeja Lagos Study Centre.
- 27) Atlas University, Ikot Udoso Uko, Uyo Akwa Ibom State or any of its campuses in Nigeria
- 28) Concept College/Universities (London) Ilorin or any of its campuses in Nigeria
- 29) Halifax Gateway University, Ikeja or any of its campuses in Nigeria
- 30) Kingdom of Christ University, Abuja or any of its campuses in Nigeria
- 31) Acada University, Akinlalu, Oyo State or any of its campuses in Nigeria.
- 32) Fifom University, Mbaize, Imo State or any of its campuses in Nigeria
- 33) Houdegbe North American University campuses in Nigeria.
- 34) Atlantic Intercontinental University, Okija, Anambra State
- 35) Open International University, Akure

- 36) Middle Belt University (North Central University), Otukpo
- 37) Leadway University, Ughelli, Delta State
- 38) Metro University, Dutse/Bwari, Abuja
- 39) Southend University, Ngwuro Egeru (Afam) Ndoki, Rivers State
- 40) Olympic University, Nsukka, Enugu State
- 41) Federal College of Complementary and Alternative Medicine, Abuja.
- 42) Temple University, Abuja
- 43) Irish University Business School London, operating anywhere in Nigeria.
- 44) National University of Technology, Lafia, Nasarawa State.
- 45) University of Accountancy and Management Studies, Mowe, Lagos - Ibadan Expressway and its Annex at 41, Ikorodu Road, Lagos.
- 46) University of Education, Winneba Ghana, operating anywhere in Nigeria.
- 47) Cape Coast University, Ghana, operating anywhere in Nigeria.
- 48) African University Cooperative Development (AUCD), Cotonou, Benin Republic, operating anywhere in Nigeria.
- 49) Pacific Western University, Denver, Colorado, Owerri Study Centre.
- 50) Evangel University of America & Chudick Management Academic, Lagos
- 51) Enugu State University of Science and Technology (Gboko Campus)
- 52) Career Light Resources Centre, Jos
- 53) University of West Africa, Kwali-Abuja, FCT
- 54) Coastal University, Iba-Oku, Akwa-Ibom State
- 55) Kaduna Business School, Kaduna
- 56) Royal University of Theology, Minna, Niger State
- 57) West African Union University, in Collaboration with International Professional College of Administration, Science and Technology Nigeria, operating anywhere in Nigeria.

In addition to the closure, the following Degree Mills are currently undergoing further investigations and/or ongoing court actions. The purpose of these actions is to prosecute the proprietors and recover illegal fees and charges on subscribers.

- 1) National University of Nigeria, Keffi, Nasarawa State
- 2) North Central University, Otukpo, Benue State
- 3) Christ Alive Christian Seminary and University, Enugu
- 4) Richmond Open University, Arochukwu, Abia State.
- 5) West Coast University, Umuahia.
- 6) Saint Clements University, Iyin Ekiti, Ekiti State
- 7) Volta University College, Aba, Abia State.
- 8) Illegal Satellite Campuses of Ambrose Alli University.

For the avoidance of doubt, anybody who patronises or obtains any certificate from any of these illegal institutions does so at his or her own risk. Certificates obtained from these sources will not be recognised for the purposes of NYSC, employment, and further studies.

The relevant Law enforcement agencies have also been informed for their further necessary action.

** This list of illegal institutions is not exhaustive.*

Professor Abubakar Adamu Rasheed, *nni*, MFR, FNAL
EXECUTIVE SECRETARY
NATIONAL UNIVERSITIES COMMISSION
ANNOUNCER





This Week's Birthdays



NAME	DATE OF BIRTH	DEPT.
CHINELO JACINTA NWOSU	9 Oct.	DRI
BUKANARI MUSA MUHAMMAD	9 Oct.	DESO
SHEHU RUFAL AHMED	10 Oct.	DSSS
UCHEOMA CAROLINE NWACHUKWU	10 Oct.	DSSS
TERYILA FABIAN ATSENGA	10 Oct.	DFA
KANU OGRI OKOLI	10 Oct.	DMSS
IKECHI SAMUEL ONYEMATA	11 Oct.	DICT
OLUTIMI ANTHONY AWOGBILE	12 Oct.	DODE
AGNES CHINYERE OGBUAGU	12 Oct.	DMSS
ONYINYE VIVIAN AKAUBA	12 Oct.	DICT
OPUNINGI IGONI KINGSF	13 Oct.	DESO
MARY CHARITY OJEH	13 Oct.	DIM
OLUWABUKUNMI ADEOLA ADENIYI	13 Oct.	DMSS
DAMILOLA DEBORAH DANIEL	13 Oct.	DPSD
PATRICK OHANU CHINASA NJOKU	14 Oct.	DAS
RACHAEL EGBERANMWEN OSAGIE	14 Oct.	DIM
AMUDA ADEOYE AFOLABI	15 Oct.	DAS
USMAN SHEHU ABDULLAHI	15 Oct.	DESO
DOMINIC ODIU ODION	15 Oct.	DMSS

Wishing You Many happy returns! Best Wishes for the week.



TAKE RESPONSIBILITY
DO YOUR BIT TO MOVE THE
COMMISSION TO GREATER HEIGHTS

***Dress Well and Earn
Respect.***

Courtesy: Directorate of Management Support Services

***SHUN CORRUPTION.
It Does not Pay***

Courtesy: Anti-corruption and Transparency Division





**NATIONAL UNIVERSITIES COMMISSION
AJA NWACHUKWU HOUSE
No 26, Aguiyi Ironsi street,
Maitama District, P.M.B 237, Garki G.P.O,
Abuja-Nigeria.
www.nuc.edu.ng**