

“Nigeria, Nigerians Have no Business with Poverty, Being Poor”

— PMB at BUK 35th Convocation

President and Visitor to Bayero University, Muhammadu Buhari, GCFR has said that “Nigeria and Nigerians have no business with poverty or being poor”.

In the Visitor’s speech at the 35th Convocation Ceremony of Bayero University (BUK), Kano, the President said that the situation was a factor of long years of unpatriotic and dysfunctional leadership in almost “all helms and across most tiers of government in our beloved country.”

President Buhari who was represented by the Executive Secretary, Professor Abubakar Adamu Rasheed, Mni, MFR, FNAL said “one area that had continued to challenge us in government, was the economy- which took a nose-dive when it went into recession.”

“Mercifully, that was arrested and the forecast this year is that we are going to experience a 2.3% to 2.9% growth in Gross

Domestic Product, GDP. This is one of the highest in Africa.”

He said that the on-going effort to

constructions of roads and rail lines across the country would give remarkable stimulus and fillip to the economy and would lead to job



President Muhammadu Buhari, GCFR
Commander-In-Chief of the Armed Forces

increase power generation and distribution as well as rehabilitations, repairs and

creation and enable massive access to raw materials and finished products.

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He said that Nigerian universities and other tertiary education institutions had a role to play in addition to the important traditional roles they had been playing in supplying the skilled manpower that runs our industries and public service.

President Muhammadu Buhari challenged our universities to transform themselves into change agents by shelving the label, perception and mentality of being ivory towers and committing themselves to conducting cutting edge research (both theoretical and policy oriented applied research) in order to help the nation to find solutions to the numerous developmental challenges and assured that government would continue to strive to provide the requisite funding and other resource input that would enable

“Centre of Commerce”, the President challenged the institution to investigate through rigorous research into the



Prof. Abubakar A. Rasheed
delivering the Visitor's Address

historical antecedents of Kano merchants and manufacturers which made them excel in the past.”

what happened to those local industries promoted by the traditional merchants and how they could be reactivated.

The Visitor reiterated that universities had a duty to their host environments and they should be beacons of light, hope and advancement, by generating requisite growth visions for society and believed that “this is a challenge that Bayero University Kano will not shy away from.”

Giving a score card of his first term in office (2015-2019), the President said the focus of his government was on three core areas: security, anti-corruption and the economy. “I am sure you will agree that there is a critical interconnection between the three ideals.”

He stated that before he came in, the Boko Haram insurgency was on a



R-L: Fmr. Head of State, Gen. Yakubu Gowon, Prof. Abubakar Rasheed, Gov. Abdullahi Ganduje; Emir of Kano, Muhammad Sanusi II and ES, TETFund, Prof. Suleiman E. Bogoro

them function in that capacity. “In the specific case of Bayero University, located, as it is, in the

He said that critical inquiries must be made and positive answers must be obtained with regard to

frightening rampage, not only in the North East but it had made forays



into Kano, Kaduna and Abuja, adding that it was indeed gratifying to say that the security situation had improved appreciably. Boko Haram has been degraded, and normalcy has returned to most parts of the North East, he said.

The President said that he had inaugurated the newly established North East Development Commission, NEDC, which was charged with

manifestations of insecurity in country.

He maintained that endemic corruption was a cankerworm corroding the fabric of the nation before he took office. "But since assuming office in 2015, we have taken large measures to degrade the menace of corruption and we are up in arms to mobilize and deploy our resources to all critical sectors of our nation's troubling needs," including

was always delighted to be in Kano which, he said, had remained the most cherished political home for him. "Every new visit affords me a desired opportunity to reconnect with the good people of Kano, with its nationally and internationally acknowledged reputation as a serene and attractive socio-political environment."

"I am highly appreciative and genuinely grateful for the way Kano, as always, stood by us in the



R-L: Gov. Ganduje, Papapereye Diete Spiff, Kano Emir Muhammad Sanusi II, Chief Tony Elumelu; Profs. Rasheed and Jega

the responsibility of overseeing the return, resettlement and reintegration of internally displaced persons that had fled the area for dear life.

He pledged that his administration would by the "Grace of God" consolidate on the gains it had recorded in tackling insecurity and intend to rise to the occasion by aggressively confronting other emerging security challenges, such as rural banditry, herdsmen's menace, kidnapping and other

education, health and critical infrastructure.

He assured that his administration would continue to bring to the consciousness of all Nigerians that corruption plays a devastating role in the parlous state of our economy, leading to social deprivation, desolation, unemployment and poor resource generation and distribution, occasioning social inequity.

President Buhari repeated that he

last election which made our being sworn in for the second term an assured reality", he added.

He congratulated graduands and their "proud parents" and family members "on this most memorable milestone" of their lives, adding that the sacrifice they had all made as students had paid off handsomely "as you have, by a token of this graduation event, been found worthy in character and learning and thus pronounced fit to receive the certificate of Bayero University,



which is, unarguably, one of the best universities in this great country.”

He challenged all graduands to

but admirable gender sensitivity and indiscriminate concern for the human conditions, especially in honouring the physically challenged.

distinguished Senator Bello Hayatu Gwarzo, CON, was a politician who had been in the Senate for four consecutive terms and who reciprocated the gesture by



R-L: Emir of Kano, Muhammadu Sunusi II, Ibrahim Usman Yakasai and Prof. Abubakar Rasheed

go forth to the larger world out there and show-case the high quality of knowledge and covetable character they have imbibed.

The President also said it was commendable to note that the university had conferred honorary doctorate degrees on three illustrious Nigerians in recognition of their distinctive accomplishments and remarkable service to the Country.

He noted with a sense of pride that the choice of the recipients not only reflected national spread

He congratulated the university for this insightful and conscious adherence to our nation's constitution; to take account of merit, equity and gender - “the inclusive status and conditions of our nation's humanity.”

He described the woman among the honorary recipients, Chief Folake Solanke, SAN, CON as a trail-blazer, having become the first female Senior Advocate of Nigeria. “She is, indeed, a worthy role model for the womenfolk in particular and the Nigerian youth in general.”

President Buhari said that

constantly giving a good account of himself through dedicated service and the delivery of public good to his constituency.

“In acquitting himself with remarkable credibility, Senator Bello Hayatu Gwarzo has proved, beyond doubt, that disability is an attitude of the mind and not an impediment to effective functionality in life.”

He had proved that the yardstick of success in life is not mere physical abilities but competence, capacity, charisma, wisdom and gritty determination to achieve great



heights.

According to the President, Chief Tony Elumelu, CON, completed the list of the honorees at this convocation and he certainly merited the honour for his enormous contributions to business and human capital development in the industrial sector of our economy.

He said that, Elumelu's empowerment of entrepreneurs,

"I want, in particular, to single out the positive role played by the Council of the University under the able leadership of the Pro-Chancellor, Prof Ibrahim Gambari, one of Nigeria's finest and most accomplished academics and diplomats, in steering the affairs of this institution".

He urged the authorities of the university not to relent their effort in the commendable but steady

had shown on him in his role as Chancellor, and commended them for the relative tranquillity and productivity they inspired in the students.

He appreciated all parents and other sponsors for the sacrifices they had made in providing needed financial support to the graduands throughout the academic sessions.

The Chancellor said he rejoiced and took pride in the achievements



Gov. Ganduje and Prof. Rasheed congratulating Sen. Gwarzo

through the Tony Elumelu Foundation mirrored and enviably complemented government's Trader Moni, a programme targeted at petty traders and artisans as envisioned and executed to enhance their capital base.

The Visitor appreciated the Council, Senate, Management, staff of the university as well as the graduands for the success of this occasion.

infrastructural and academic growth and development being witnessed in the institution.

In his address, the Chancellor, HE King Alfred Papapereye Diete-Spiff, OFR Seriyai II, Amanyabo of Twon Brass thanked the University Council, the Vice – Chancellor and his Management Team, members of staff, Student's government as well as development partners and other stakeholders for the achievements over the last year and for the immense support they

made the last academic year by the vice-chancellor and his team and urged them to continue to take stock of all notable short falls as well as find beneficial interventions by developing and implementing viable solutions.

The Vice-Chancellor, Professor Muhammad Yahuza Bello in speech revealed that the university conferred first degrees on 6,178 graduands from 16 faculties and one school. Of this number, 105 graduated with First Class



Honours, 1,745 second class upper, 3,062 second class lower division while 900 obtained third class and 73 and 293 were pass and unclassified degrees respectively.

He said that some of the 6,178 recipients of first degrees who convoked in the first three days also received prizes for outstanding performance. Among these were two special vice-chancellor's prizes which

is paying off. As part of the same policy, we are making our libraries and other facilities more accessible and more user friendly to students with special needs. Incidentally, the achievement by Malam Abdullahi coincided with the achievement of one of his lecturers. Bayero University is proud to produce its first blind professor in the person of Professor Jibrin Isa Diso.

Professor Bello said that the

fact that the number of student applying for suspension of studies due to financial problems had reduced from about 500 in previous sessions to only about 70 in the current session. "A total of 467 students benefitted from the scheme this year."

The vice-chancellor said that the university was particularly honoured by the presence of His Excellency, a former Head of State and Commander-in-Chief of the



Representative of the Visitor, Prof. Rasheed and Gen. Gowon congratulating Dr. Folanke Solanke one of the honorary Awardee

show the success of some of the University's policies. On Day 1 of the ceremonies, Abdullahi Umar Abdullahi, a completely blind student from the Department of Special Education, graduated with Second Class Honours Upper Division degree (CGPA 3.72) in spite of his physical handicap. In addition to showing the disability is more of the mind than of the body, this also shows that our policy was giving special consideration to physically challenged candidate

second vice-chancellor's special prize was given to Musa Adamu Yakubu of the Department of Radiography, who graduated as the best student in his class, in spite of serious financial challenges he faced during his studies. "Indeed Malam Yakubu would have dropped out, but for the indigent scholarship he received. His case has underscored the importance of the indigent students' scholarship scheme run by the University.

He said that another measure of success of the scheme was the

Armed Forces of Nigeria, General Yakubu Gowon, GCON, who served as chairman of the Convocation Lecture and commissioned some projects in the university.

Another supporter of, and partner to, the university and who always had the university at heart is the Emir of Kano, Malam Muhammad Sanusi II. "Allah ya ja zamanin Sarki, mun gode."

On the final day of the convocation a total of 3,405 higher degrees and post graduate diplomas were





conferred on graduands who had successfully completed their postgraduate studies in the university. Of this number, 107 received the PhD degree; 2,266 received Master's degree; while 1,029 were awarded postgraduate Diplomas. A total of 9,593 candidates graduated from the university, this year.

Emeritus Professorship was conferred on Professor Abdulkadir Damgambo who retired from the services of the university in 2010 (after servicing meritoriously for 37 years), Honorary degrees were

areas, such as winning research grants, which included: renewal of the centre of dryland Agriculture as an African Centre of Excellence (ACE), and the success of a second university centre (African Centre of Excellence in Population, Health and Policy, ACEPHAP) in the same programme.

He said that after a very thorough and competitive process, Bayero University was selected by the Executive Board of PASET as one of seven African Host University i.e to host PASET doctoral scholars and RSIF

nine universities selected by the Rural Electrification Agency (REA) for its Energizing Education Programme Phase I, under the general supervision of the Federal Ministry of Environment. The project in the university involves the provision of a three megawatt (3MW) solar power station on the New Campus, provision of street light on the Campus, and upgrade of the existing distribution network. The project is expected to be completed in the third quarter of 2019.

He urged the graduands to stay connected with their friends and



Cross section of dignitaries and university officials

conferred on Senator Bello Hayatu Gwarzo; Chief Tony Onyemaechi Elumelu; and Chief Folake Solanke, SAN.

He mentioned that in the last one year, all the programmes presented by the University for Accreditation by regulatory and professional bodies secured accreditation.

According to the VC, Bayero University had continued to be globally competitive in other

research and innovation activities.

“The implementations of earlier grants are processing well. In particular the 1000kw solar substation on the old campus has been completed and put to use. The universities monthly electricity bill has dropped by over N 4 million due to the project,” he said.

Professor Bello further said that Bayero University is one of the

colleagues, and with the Alma mata by joining the Bayero University Alumni Association which he said was an excellent means of contributing to shape the future of their alma mata for the better.

The convocation was preceded by commissioning of capital projects and Convocation Lecture entitled “Revitalizing University Education in Nigeria the Context of Triple Helix” by Professor Abubakar A. Rasheed, Executive Secretary, NUC.



Revitalizing University Education in Nigeria in the Context of Triple Helix

Convocation Lecture delivered at 35th Convocation Ceremony of Bayero University Kano.

By
Prof. Abubakar Rasheed, *nni, FNAL, MFR*

INTRODUCTION

I consider it a great honour and rare privilege to be invited home to address my primary constituency on a subject that is very dear to us. As most of you probably know, Bayero University is my country, my primary base, having spent the better part of my academic career in this great University. I was an undergraduate here; became a Graduate Assistant in 1981 and rose, through the ranks, to the position of Professor of English some 18 years ago. I held various academic and administrative positions, which climaxed in my appointment to the revered position of the Vice-Chancellor of Bayero University in 2010. It was from this University that I was appointed, three years ago, to my current position of Executive Secretary of the National Universities Commission (NUC).

Allah, the Almighty, has been gracious to me in this University. From my humble beginnings as an undergraduate in late 1970s, the Almighty has propelled me to the position I currently occupy at the NUC. I dare say that my background in the humanities and years of teaching and research in this great Citadel of learning have given me a broader understanding and appreciation of the functions of the university

in nation building. I am most grateful to God and to those He used to steer my journey of life so far. Your invitation, to me, to deliver the 35th Convocation Lecture is indeed a great honour for which I am most grateful. I will, forever, cherish the fact that I have been honoured in my own base.



Prof. Abubakar A. Rasheed
ES, NUC and Convocation Lecturer

The choice of the title, “Revitalizing University Education in Nigeria in the Context of Triple -Helix”, for today’s Convocation lecture is premised on the dynamic and catalytic nature of university education, and the need for all stakeholders to ensure that university education in Nigeria delivers on its mandate of teaching, research and community engagement, in order to contribute, significantly, to Nigeria’s socio-economic and technological development as well as global competitiveness. I shall restate the necessity of forging an effective collaboration between the Academia, Industry and Government in rethinking the direction, relevance and operational structure of teaching, learning and research in our universities.

PHASES AND CHANGES IN UNIVERSITY EDUCATION IN NIGERIA

Higher education in Nigeria dates back to the 19th



century when Nigerians sought opportunities to acquire the golden-fleece, which was available only overseas at the time. Responding to the pressures generated by this thirst for knowledge and pressures from emergent nationalist movements, the Colonial Government established the Yaba Higher College in 1932, principally to provide “well qualified assistance” in medical, engineering and other vocational disciplines as well as teachers for secondary schools, then known as “higher middle schools”. With time, the Yaba College offered sub-degree courses in Engineering, Medicine, Agriculture and Teacher Education to fill specific but marginal vacancies in the colonial administration.

The restricted scope of Yaba College, the increasing demand for skilled manpower and the unrelenting pressures on the colonial administration forced the British Government to set up the Elliot Commission in 1945. In its Report, the Commission observed that “the need for educated Africans in West Africa in general far outruns the supply, present and potential” and proceeded to recommend the establishment of a university college in Nigeria. Thus, in 1948, the University College, Ibadan, was established as a residential and tutorial college under the patronage of the University of London. The nucleus of the University College was formed by students transferred from the Yaba College. Thus began what has today become the largest educational industry in sub-Saharan Africa. By 1949, technical education was commenced to meet the emerging requirements of the colonial economy in the spheres of commerce and industry

in Nigeria. Consequently, a College of Arts, Science and Technology was established in each of the regions: Zaria (1952), Ibadan (1954), and Enugu (1955). These Institutions were to provide technical education that was, qualitatively, different in character and content from university education. It also comprised professional disciplines such as secretarial studies, land and estate management, teacher certificates, accountancy, administration, pharmacy and engineering, leading to the award of diplomas.



Recession after the Convocation

The bedrock of the expansion of higher education in Nigeria could be appropriately attributed to the setting up of the Ashby Commission in April 1959, with the specific mandate to explore the form and nature of Higher Education needs in Nigeria in the wake of Nigeria's independence. The Report of the Ashby Commission gave rise to what has now become the First Generation Universities in

Nigeria. The University of Nigeria, Nsukka, was established in 1960; the University College, Ibadan, became a full-fledged University in 1962; the Zaria College was transformed and renamed the Ahmadu Bello University, Zaria, also in 1962, while the University of Ife (now Obafemi Awolowo University) was also established in the same year by the Government of Western Region.

I must state here, however obvious it may have become, that the findings of the Ashby Commission regarding balance in the structure and geographical distribution of university education, led to the establishment of yet another University in 1962, the University of Lagos. Eight years later,





the University of Benin was established as the sixth university in Nigeria. In 1975, the Federal Government decided to take over the Regional Universities at Zaria, Ile-Ife, Nsukka and Benin as well as establish new ones. The University Colleges at Calabar, Jos, Maiduguri, Ilorin, Port Harcourt and Kano, established in 1975, became full-fledged Universities in 1977. The University of Sokoto, now Usmanu Danfodio University, was established from the scratch during the same period. This is a brief history of the seven Second Generation Universities in Nigeria of which Bayero University is an accomplished member.

Although Federal Universities had increased in number by 1975, the existing ones did not, in any way, meet the increasing demands for access to

overwhelmingly accounted for by the state, a fact which makes it correct to characterize the Nigerian higher education system in the period from the 1970s to the end of the 1990s as belonging to the public sphere, one that was almost exclusively driven by the revenues accruing to the Nigerian state. With the advent of private providers of university education, the picture has begun to change.

In a nutshell, the University System in Nigeria has undergone five major changes/ stages;

- First, the manpower/skill substitution stage; to cater for the needs of a newly independent state;
- Secondly, the economic response stage; to meet the needs of an expanding economy;
- Thirdly, the democratization stage; to meet



R-L: The Convocation Lecturer, Prof. A.A. Rasheed; Pro chancellor, Prof. Ibrahim Gambari; the Chairman, Convocation Lecture, Gen. Yakubu Gowon; vice chancellor, Prof. Yahuza Bello and ES, TETFund, Prof. Suleiman Bogoro

university education in Nigeria. Hence, states found the need and justification to establish their own universities. Rivers State blazed the trail, in 1979, with the establishment of the Rivers State University of Science and Technology, Port Harcourt. In due course, private university education in Nigeria became a reality when the first three Private Universities were licensed to operate in 1999. Today, Nigeria has 173 Universities (comprising 43 Federal, 51 States and 79 Private Universities).

The investments made on universities were

the universal demand for university education. This was fueled by the failure of the 6:3:3 system, which was intended to create the gateway to an expansive technical education infrastructure for millions of young people who could not or might not benefit from university education;

- Fourthly, the political response stage; to meet the yearnings for state universities, basically, to close the gap left by Federal universities;

- Finally, the privatization stage; which is fueled by the inadequacy of public universities to meet the huge demands for university education. It is remarkable that from one Private University in



1999, Nigeria now has almost as many private universities as the public ones.

THE REVITALIZATION AGENDA

The earlier decades of the Nigerian University System witnessed remarkable achievements. Graduates from the system were reputed, nationally and globally, for skills that placed them high up on international scales of evaluation. Research outputs from the system were adjudged highly impactful in solving national, regional and global challenges. In the last three decades, however, the Nigerian University system has

Perhaps, more damaging was the fact that the incomes of university teachers were not, significantly, reviewed during this period to cope with the nation's inflationary trend. The result was that most of our universities became theatres of corporate and individual poverty. Lecturers left in droves to seek economic solace elsewhere such as South Africa, the Middle East and, even, Ghana. It was a period in which the academic trade unions coined the apt slogan, "my take-home pay cannot take-me-home", and pasted it strategically on the doors of many lecturers across the country.

The Academic Staff Union of Universities



Group photo with the Chairman, Convocation Lecture, Gen. Gowon (3rd right) Prof. Rasheed (2nd right) and Prof. M.Y. Bello (3rd left) and other BUK Officials

begun to experience a disturbing decline. Between the establishment of the University of Ibadan in 1948 and the oil boom period of the early 70s, Nigerian Universities were at par with the best in the world. Graduates of our universities were highly regarded and were offered unconditional admissions to post-graduate programmes anywhere in the world. Things took a turn for the worse as oil prices tumbled in the late 70s and Nigeria was forced to re-order its economy and adopt austerity measures to keep afloat. For nearly two decades (mid 1980s to 1999), the Nigerian University System was on a free-fall; funding became grossly inadequate and decay increasingly set in everywhere; libraries, laboratories, classrooms and critical infrastructure were in critical stage of disrepair and short supply.

(ASUU) made spirited attempts to draw the attention of successive Military Governments to the plight of the universities, but they were implacable, often interpreting the agitation for improved conditions as subversion, or undue radicalism constituting threat to national stability and interest. It was a period in which ASUU (or its predecessor) was, routinely, banned and unbanned. With the return to democracy in 1999, ASUU has had greater latitude in using its labour powers to draw attention to the plight and decay of our universities.

In the last twenty years, university funding, salaries and conditions of service have been reviewed and improved. Yet, the situation was such that with the establishment of more Public



Universities, with increasing demands and yet grossly inadequate funding, the prospects of qualitative transformational university education in the country remain blighted.

In 2016, the Federal Government of Nigeria made a commitment to reverse the decline, with a manifest determination to accelerate the efforts in this direction by building on the efforts of previous administrations. This new directional change motivated the then Honourable Minister of Education, Mallam Adamu Adamu, to lead the drive of the Ministerial Strategic Plan 2016-2019, which began the process of developing a Blueprint for the rapid revitalization of university education in Nigeria. In January 2018, the National Universities Commission, under my direction, inaugurated a Strategy Advisory Committee to provide the necessary guidance in the reform process.

Faborode and Professor Gambo Laraba Abdullahi as members. It is backed up by some NUC Directors as internal members, and has been the engine room of our efforts at rapid re-vitalization of university education in Nigeria. The first major assignment undertaken by the Committee was to develop a Blueprint to guide the reform process. The development of the Blueprint was anchored on an extensive multi-stakeholder paradigm. Inputs were sought from students, parents, teaching and non-teaching staff, Vice-Chancellors, Chairpersons of Council and a miscellany of other stakeholders. A three-pronged approach was used for data gathering. It took off by determining and ranking the challenges that currently impede the system. It painstakingly identified practical and sustainable solutions to the challenges. And it also attempted to cost the solutions and propose how funds would be sourced and prudently utilized to ensure cost-effectiveness.



Prof. M.Y. Bello presenting the 2018 BUK Annual Report to the representative of the Visitor

The Strategy Committee which is composed of some of Nigeria's most distinguished intellectuals, features Distinguished Professor Peter Okebukola as Chairman, with Professor Attahiru Jega, Professor Emeritus Nimi Briggs, Professor Ruqqayatu Ahmed Rufai, Professor Michael

A thorough scrutiny of the Nigerian university terrain by these multi-stakeholder strategies revealed some of the key challenges facing the system which require urgent reforms, such as:

- i. Paucity of facilities for teaching, learning and research;





- ii. Inadequate funding;
- iii. Deficit in the quality and quantity of teaching manpower (including the quality of professors);
- iv. Governance deficit (including stemming the tide of strikes);
- v. Depressed quality of graduates;
- vi. Inadequacy in access;
- vii. Deficiency in research and postgraduate training;
- viii. Academic corruption and other social vices;
- ix. Strengthening extant regulations by NUC and professional bodies;
- x. Promoting ICT-driven universities;
- xi. Fostering Skills Development and Entrepreneurship, and
- xii. Gender issues.

On the basis of the foregoing challenges and within the framework of the Ministerial Strategic Plan, 2016-2019, the Strategy Advisory Committee reached some requisite consensus with stakeholders on the following strategic goals for 2019-2023:

- i. By 2023, access to university education should have increased by a factor of 20% over the 2018 figures;
- ii. By 2020, the curriculum of Nigerian universities should rank among the best three in Africa in terms of its competence to deliver on Africa's Vision 2063 and addressing global SDGs;
- iii. By 2023, at least 30% of resource input for teaching, learning and research should have been upgraded to meet international standards and maintained thereafter;
- iv. By 2023, the gap in the number of teachers needed in the Nigerian University System should have been reduced from 30% to 20%;
- v. By 2023, the quality of graduates from Nigerian universities should have improved by at least 20%, as captured in the feedback from employers and users of the products of the system;
- vi. By 2023, scholars in Nigerian universities should be among the best in productivity, as measured by national and global productivity standards as reflected in their relevance to solving Nigeria's socio-economic challenges;
- vii. By 2020, NUC should introduce

enforceable minimum standards in university governance to ensure at least 10% efficiency in the university system;

viii. By 2020, the incidence of academic corruption in Nigerian universities should have reduced by at least 10% and progressively decline thenceforth;

ix. By 2020, a sustainable funding model should have been approved at all levels and implemented via appropriate instruments of federal and state governments;

x. By 2020, NUC should have been re-structured and empowered to deliver better on its regulatory functions.

These ambitious goals must be attained in our quest to bridge the gap between the state of universities in Nigeria, and the state of universities in developed world.



The Convocation Lecture Chairman, Gen. Yakubu Gowon (left) welcoming the Convocation Lecturer, Prof. A. A. Rasheed

SOME STEPS TAKEN TOWARDS THE REVITALIZATION PROJECT

Apart from the efforts of individual universities in ensuring that global standards are attained in the delivery of university education, the National Universities Commission, under my stewardship

and building on previous efforts, has taken some



measures to revitalize university education in Nigeria. A critical first step, among the steps taken by the Commission, was institutional self-analysis and introspection on its regulatory and quality assurance mandates with a view to identifying areas requiring improvements needed to attain global best practices in its operations. Other critical measures taken include the following:

1) **Curriculum Review and Re-Engineering**
The defining features and character of any university, the world over, is the quality of its graduates and these are influenced by a number of factors within the domains of input, process and output. A major element within the input and process fields, in particular, is the curriculum. The curriculum is a major quality index for higher education as it defines the content of the knowledge being imparted to the students. The National Universities Commission develops the Benchmark Minimum Academic Standards (BMAS) with the active participation of subject matter experts across Nigerian Universities. The Commission believes that universities should be innovative in their approach to curriculum development and delivery. A review of the BMAS is currently ongoing and it is the intention of the Commission to sustain the process in line with international best practices.

Curriculum review, by itself, is incomplete if the personnel needed to deliver the content lack competence and adequate training. Universities are, therefore, expected to embark on strategic capacity building to bring academics abreast of new trends in their respective subject areas.

Another area of emphasis is the ideological consciousness of the NUC with regard to the principle of liberalizing the curricular in individual universities. This pertains to the proportion of the content of the BMAS prescribed by the NUC vis-a-vis the proportion to be determined by the universities. The Commission believes that while universities may have commonalities in the basic epistemological principles of a subject area, each university should independently and creatively carve a niche for itself to enable specialization to evolve within the socio-cultural contexts and local peculiarities of

the universities. At the 2018 Annual Retreat of Vice-Chancellors of Nigerian universities with the Management of NUC, I made an offer of “liberalization “ or “contextualization” of curricular content to Vice-Chancellors to the effect that in the spirit of flexibility, NUC could prescribe national minimum curricular content of 40%, while Universities should provide 60% of the content of their curricular. The preponderant opinion among Vice-Chancellors at the Retreat was that the implementation of the proposal should be gradual and a consensus of a 70:30 content ratio in favour of the NUC was reached.

The curriculum re-engineering effort of the Commission has other ramifications, including the creation of a fourteenth discipline in the NUC with the recognition of COMPUTING as a separate and distinct discipline in the Nigerian University System, which used to be classified under the Science discipline. Efforts are afoot to unbundle Mass Communication and create a distinct discipline of Communication, comprising degree programmes in Traditional Media, Social Media, Broadcast Journalism, Print Journalism, Film Production, Public Relations, Marketing Communication and Media Studies. In a related frame, proposals are being developed for the establishment of a university-wide Faculty of Creative Arts to give the creative and cultural industries curriculum base to fulfill the nation’s revenue diversification drive through the arts. By the same token, the Architecture discipline is being reviewed and repackaged as a Faculty comprising Departments such as Interior Architecture, Landscape Architecture, Urban Design, Enterprise Architecture and Naval Architecture.

2) **Teaching and Learning**
One of the cardinal strands of the tripartite mandates of the university is teaching undergraduate and graduate students. Through teaching and training activities, universities bequeath to and equip individuals with requisite knowledge, skills and expertise in different realms of human endeavour in their disciplines. Students are thus enabled to understand the critical and complex connections, between and betwixt different subject areas and their linkages with social well-being. The critical, analytical and





systemic thinking that is needed to conceptualize, understand and address these linkages and issues are, indeed, the mandate of every higher educational institution.

A major challenge that we grapple with in the Nigerian University System now is that of the quality and methods of teaching. Apart from the fact that many universities adhere to the traditional methods of teaching, majority of teaching staff are engaged in part-time teaching beyond their individual carrying capacity, with the result that inadequate time is devoted to teaching in both their primary universities of employment and the universities where they undertake visiting appointments. There is, therefore, the urgent need to redress this untoward and degenerative attitude to teaching and its aftermath of reduced productivity in the university system. Universities can develop new attitudes towards improving effective teaching.

As part of efforts to improve outcomes of teaching and learning in the Nigeria University System and producing graduates with the requisite skills and competences, such as critical and creative thinking and problem-solving skills, the NUC, in collaboration with the University of Sussex, has embarked on organizing intensive pedagogical training workshops. The NUC is committed to sustaining the momentum in the transformation of pedagogy and practice through a systematic, train-the-trainer approach with a nation-wide cascading training workshops at regional and sub-regional levels as a pathway to producing a critical mass of academics with inclusive and supportive skills and competences in higher education pedagogies and practice.

Critical skills, such as pedagogic approaches to teaching large groups; integrating new technologies; assessment and feedback; reflective practice; supporting individual student needs; and creating inclusive teaching environments for all categories of students, including those with disabilities, have become areas of critical focus in the NUC with an over-arching objective of producing a critical mass of academics with pedagogical competence and currency across the

Nigerian University System.

3) Research, Development and Innovation

It has been observed that of the tripartite function of universities, research is, arguably, the most crucial, since research is the source of new knowledge and innovation. Research is not only required to inform meaningful teaching and learning, it is also the source of acquiring new knowledge for Innovation, which is the route through which universities all over the world distinguish themselves and attain relevance to national development. Innovations, patents and new knowledge produced there-from, with the potential of research outputs for generating and impacting tangible improvements on the living conditions of ordinary citizens through wealth creation, poverty alleviation, cure for diseases and overall socio-economic and technological development of a nation, are the hallmarks of universities all over the world. Unfortunately, the current state of research activities in Nigerian Universities and their relevance is dismally poor with a screaming disconnect between university research activities and Nigeria's socio-economic development and vision. The marginal research activities undertaken across the Nigeria University System is concentrated, mainly, in publications for purposes of promotion and the advancement of the academic careers of individual academic staff, with minimal contribution to innovation, patents and other tangible outcomes that can impact on the resolution of real-life challenges of the Nigerian economy, development and technological advancement of the nation.

The "publish or perish" culture is a major reason for the scant attention paid to real-life problem-solving research that should lead to innovations or patenting that can facilitate the development of new products and services or the improvements on existing goods and services. Worse still, the marginal research efforts and outcomes in our universities are hardly utilized in our national development programs. Similarly, many Nigerian Universities are not exerting appreciable impact on their immediate communities and their peculiar local challenges.



It is a well-known fact that genuine collaborative research is very rare in most Nigerian Universities, either among researchers within each university or with researchers in other Universities within or outside Nigeria, not to mention research collaboration with the industry. This lack of collaboration, while being antithetical to the trans-disciplinary approach dictated by contemporary global best practices in research and innovation, also deprives Nigeria of the opportunity to leverage on synergies and optimize the scarce national research assets and resources which such collaboration would have afforded the nation.

Universities should, therefore, close ranks and collaborate to jointly design and conduct quality problem-solving research, targeted at specific contextual challenges in their immediate communities or in the nation at large. In this regard, the NUC is poised to promote and encourage the formation of “University consortia” to tackle national developmental challenges on a sectoral basis to be predicated on the comparative advantage of member universities. It is envisaged that such consortia approach would be deployed to mitigate the increasingly poor quality and unacceptably protracted duration of time spent on PhD degrees which, in many cases, linger for over a decade!

4) Quality Assurance

Given the ever-increasing demand for higher education around the world, and the rapid proliferation of providers and methods of delivery, quality assurance (and its philosophy of continuous internal improvement) must become the inviolable approach to higher education that is relevant to national and human development.

Given the on-going population explosion in our country, characterized by a youth bulge, there is no doubt that the demand for higher education will increase exponentially. The only way to guarantee quality in the face of increasing access is the entrenchment of very strong internal quality assurance. No matter how formidable the external quality assurance mechanism is, if it is not complemented by a strong internal quality assurance at the institutional level, the pursuit of quality higher education, which is expedient for

sustainable development, will be a mere pipe dream. The National Universities Commission has continued to encourage Nigerian Universities to establish Quality Assurance Units/Directorates in order to entrench the essential culture of quality assurance.

In the same spirit, the NUC also facilitated the establishment of the Nigerian Universities Quality Assurance Network (NUQAN) as a forum for quality assurance practitioners in Nigerian Universities to interact, share experiences and proffer solutions to the challenges of quality assurance in the nation’s universities. Similarly, the African Union Commission (AUC) has put in place a number of initiatives to promote quality assurance in the continent. Notable amongst these are the Pan African Quality Assurance Framework (PAQAF) and the African Quality Rating Mechanism (AQRM) which institutions of higher learning can tap into for the promotion of quality education. The AUC also came up with the Harmonization of African Higher Education Quality Assurance and Accreditation (HAQAA) initiative in which the NUC played a major role. Through this initiative, the African Standards and Guidelines (ASG) has been developed to promote internal quality assurance and the harmonization of higher education in Africa. Apart from complementing national quality assurance frameworks, the initiative will promote intra-continental recognition of qualifications, certificate transfer, staff and student mobility and harmonization of higher education in the continent.

REVITALIZATION IN THE CONTEXT OF TRIPLE HELIX

Your Excellencies, Distinguished Ladies and Gentlemen, the revitalization project has been conceived and is being implemented within a broader context of Academia, Industry and Government collaborative sphere, or what has technically come to be referred to as the Triple-Helix model. In other words, the Triple Helix model is the vehicle with which we intend to pursue and measure the transformation and revitalization of university education in Nigeria.





The Model, as propounded by Mark Spinoglio, refers to a series of interactions between the academia, industry and government to foster economic and social development, which already exists in our system as already highlighted above but which needs to come to a bolder relief as a deliberate operational principle. As things stand, there is a disturbing weakness in the academia-industry relations in Nigeria today. On the other hand, government-industry and government-academia linkages are relatively strong. This tripartite lacuna needs to be filled urgently.

Spinoglio proposes that in knowledge-based societies, the academia, government and industry collaborate to generate knowledge infrastructure in an overlapping, institutional fashion, with each taking the role of the other and with hybrid organizations emerging at the interfaces.

This triple heritage intermeshing is what he conceived as “The Triple Helix principle” comprising elemental paradigms, namely:

1. A prominent role for the university in innovation at par with industry and government in a knowledge-based society;
2. A movement towards collaborative innovative policy relationships, which is interactional rather than government prescriptive, among the three major institutional spheres, is imperative.

Spinoglio concludes that academia-industry-government partnerships are a win-win principle for the three parties.

According to the OECD, the Triple Helix is the collaboration among three categories of stakeholders that hold the key to unlocking national competitiveness and development:

- a) The Academia holds the key to knowledge through teaching, training, research and development;
- b) The Government holds the policy key which ensures stable interactions, driven by political options and policy innovation; and
- c) The industry holds the production key driven by human and creative capital.

Linked by collaborative frameworks that facilitate partnerships, support, and cooperation, it is envisaged that the Triple Helix can drive

investments, employment rate and business enterprise towards economic growth and competitiveness.

The synergy between academia, government and industry is therefore vital. In our case here in Nigeria, there are, still, a few barriers that need to be broken, on all sides, in order to ensure a genuine exchange of ideas and foster the requisite partnerships for addressing the challenges.

A major element in bridging the gap between academia and Industry in our country, is the establishment of a rapport with the Nigerian Economic Summit Group (NESG), which is the policy and advocacy think-tank umbrella body for the organized private sector in Nigeria. The first element of the rapprochement established was the invitation extended to the industry’s Think Tank to review and comment on NUC’s “Blueprint for Rapid Revitalization of University Education in Nigeria”. The enthusiasm elicited by the blueprint document, which encapsulated the academia’s vision on how university education in Nigeria could be re-positioned and re-vitalized, culminated in the signing of a Memorandum of Understanding between NUC and NESG, in November 2018. To operationalize the MoU, both the NUC and the NESG began to explore the framework for setting up and delivering the national university reform agenda in the medium term (2019- 2023) and the long term (2023-2050), focusing on repositioning the university sector to deliver national outcomes and impact.

The NUC and NESG jointly organized an Academia-Industry Dialogue and Retreat as a platform to bring together national stakeholders, leaders of academia, captains of industry together with the strategic objective of making higher education, particularly, university education, work effectively in Nigeria. The Dialogue addressed many issues, including:

- How industry can support the training of employable students;
- Exploring a collaborative framework for Knowledge and skill transfer;
- The support by industry for entrepreneurship education in Nigerian universities; and





Developing policy frameworks to encourage entrepreneurship education, among others.

The policy dialogue and retreat afforded the opportunity for stakeholders to re-appraise the Nigerian University system. Of particular focus was the strategic analysis conducted by the NUC-NESG micro-analytics teams whose major thrust is the articulation of a vision for the future of university education in Nigeria, it covered aspects ranging from workforce readiness and graduate quality, teachers and teaching, learning and curriculum, funding and resourcing, students and post-graduate employability, research and innovation, traditional versus entrepreneurial university culture, amongst other critical issues.

The team also examined the Industry Competency Framework (as a template for reviewing demand-led tertiary education). There were deliberations on the protocols and processes of evaluating industry competencies; the role of industry practitioner clusters and communities of practice and strategies for collaborative mechanisms within the context of an entrepreneurial university approach. Stakeholders from the Academia and Industry reached a consensus on how the Future-State of the National University System would fitably and purposefully usher Nigeria into a peaceful, prosperous and productive future in which millions of its citizens are equipped with the kind of quality of education that would empower them to make significant and tangible contributions to the advancement of the Nigerian State.

A subsequent Retreat enabled participants to delve into specific issues bordering on actionable propositions to strengthen the NUC's University System reform agenda. The deliberations took place in an atmosphere of sobriety, introspection and mutual respect between participants from the industry and the academia. As a constructive engagement, the focus was not on faultfinding but a sober reflection on the contributions of the stakeholders in the triple helix partnership to overcome the prevailing, unacceptable state of affairs and foster a stronger and more successful collaborative agenda among the partners.

Going forward, the NESG has proposed seven

elements that it considered central to the transformation envisaged in the Nigerian University System:

- 1) Transforming the University-Business/External Relationship for knowledge exchange;
- 2) Transforming the University-Business/External Relationship for funding and resourcing;
- 3) Developing entrepreneurship in teaching and learning by creating the innovation and industry practice bias;
- 4) Pivoting Universities to compete as international institutions, deploying international benchmarks, but deeply rooted in the national/local demand requirements;
- 5) Re-engineering the university system to drive incentives for research-to-innovation and teaching-to-industry practice;
- 6) Pivoting the university system from mere intellectual havens to becoming innovation havens, where the impact is measured by the capacity to transform the social economy and the environment;
- 7) Upgrading the leadership and governance architecture to create a talent pipeline in the university system of the country's most competent, integrated, and entrepreneurial academic leaders.

Some of the key recommendations of the academia-industry Dialogue and Retreat constitute building blocks as vehicles for the revitalization of University education. A few of the recommendations are:

1. Re-Engineering the Entrepreneurship Curriculum:
 - a. The NUC, as a matter of urgency, must correct the misperception of the Entrepreneurship Concept and Entrepreneurial University by Nigerian Knowledge communities
 - b. Review the Entrepreneurship curriculum with an emphasis on behavioural science (problem-solving rather than skill acquisition) as against the current practice of business science. Such re-orientation would incorporate several components of the industry competency framework as required by the private sector. To this end, the NUC will collaborate with the private sector, through the NESG, to review the





curriculum, with a strong emphasis/drive on capacity building for the university staff members (academic and non-academic) in order to equip them for the effective delivery of the much-desired change in orientation.

2. Improvement in Pedagogy, Teaching and the Learning Environment:

a. There is a need to re-focus the learning and teaching methods to promote logical and creative thinking as well as problem-solving orientation;

b. The NUC, TETFund, NESG, and other relevant stakeholders, should strongly consider the establishment of a Higher Education Institute that will focus on capacity building, including pedagogy improvement for university staff. The institute should also offer professional certificates, in addition to higher degrees.

3. Proper National Planning:

Proper national planning based on reliable data should be put in place through the collaboration of the academia, industry and government. In this respect, the role of national planning in strategic workforce in the preparation for industry growth was emphasized as essential for ensuring that Nigeria engages in robust job creation and local content development.

4. Improve Funding for Research and Development:

This is the fastest way to getting Nigeria on the path of knowledge economy. In the global knowledge jointly in which we live today, excellence and success are defined not in terms of the natural resources one possesses, but in the ways one develops new ideas and how one recombines them into a brand new product or service. In other words, economic progress belongs to those societies that invest heavily in the production of knowledge through deep, orderly, well-coordinated research and development activities.

The Federal Government must therefore, prioritize research funding to drive national economic development and growth. The Government must therefore, depoliticize, professionalize and operationalize the National Research Foundation to bring the national strategic research agenda in concert with Government's long-term national development vision. In this regard, the TETFund

under its current Executive Secretary, Prof. Suleiman Bogoro must be commended for putting several initiatives in place to support research and development in Nigeria's public universities. The NESG must also prick the conscience of its members to start investing heavily in research in Nigerian universities as is done or as they do in foreign countries/universities.

CONCLUSION

Your Excellencies, distinguished Ladies and Gentlemen, revitalizing our universities is an imperative task if Nigeria is to succeed in becoming a knowledge society. Our universities as I have argued earlier in this paper are at across-roads. After the initial three decades of global competitiveness, we have begun to crawl behind the best universities in the world.

It must be stated, clearly, that this is as much a task for the NUC as it is for our universities. Indeed, the greater responsibility for this restoration project rests on the shoulders of individual universities with their expedient compulsion to etch their individual character and specialism within the denominator of NUC as regulating agency. It is, therefore, imperative for university administrators in the country to imbibe a new paradigm involving deeper symbiotic relationship with industry and government so as to create multiple platforms for effective learning, research and community service.

Nigerian University System and, indeed Nigeria, stands to benefit, tremendously, from the strengthening of the partnership between the academia, industry and government. Universities alone cannot create a knowledge economy. Of course, they have an important role to play in the provision of skilled population and efficient innovation system. But they need Government and Industry partnerships to create a knowledge-driver society. With each institutional sphere playing its role, faithfully, the desired outcomes in the re-vitalization of university education in Nigeria will be attained. These will include national and robust socio-economic development, advanced knowledge economy index and global





competitiveness of Nigeria in the comity of nations.

Your Excellencies, Distinguished Ladies and Gentlemen, I thank you most sincerely for your kind attention.

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Images from BUK 35th Convocation Ceremony





Images from BUK 35th Convocation Ceremony





World Bank Commits USD 80m to SPESSE Project in NUS

The Executive Secretary, National Universities Commission (NUC), Professor

with the hope of establishing six Centres of Excellence with each in the geo-political zones

Reference (ToRs) for the project."

While elaborating on the progress



Executive Secretary, NUC, Prof. Abubakar A. Rasheed; Chief Bayo Awosemusi (2nd right); Prof. Femi Bamiro (1st right) and DD. ICT, Dr. Joshua Atah (1st left)

Abubakar Adamu Rasheed, mni, MFR, FNAL, has revealed that the World Bank (WB) has committed USD 80 million for special intervention in Sustainable Procurement, Environmental and Social Standards Enhancement (SPESSE) project in the Nigerian University System (NUS).

He made the revelation at a workshop organised by the Commission with the World Bank for the Bank's special delegation and Vice chancellors of Federal Universities at the NUC new Board Room.

The Executive Secretary noted that with the funding support from the World Bank, the Commission would engage Federal Universities in Nigeria

offering professionalization schemes or tracks on sustainable environment and social standards enhancement. Each Federal University applying for the partnership, according to him, would make commitment to engage in each of the tracks based on targeted areas. He added that, Universities would be ranked technically from the highest ranking to the lowest, per geo political zone.

Professor Rasheed said, "in the last few months, the NUC and the World Bank have put so much effort in designing the project modalities and implementation plans. The purpose of this workshop therefore, is to further discuss the proposal with the World Bank as initiators on the template, Disbursement Linked Indicators (DLIs) and Terms of

made so far, the Executive Secretary recalled that in December 2018, an interactive workshop was held on sustainable capacity building in procurement which was geared towards instituting and strengthening procurement in Nigeria.

He stressed that the current proposal was leveraging on the successes recorded by the ACE1 project which itself promoted specialization in areas that addressed regional developmental challenges as well as strengthening institutional capacities to deliver high quality training and applied research.

The NUC Scribe explained that apart from leveraging on the successes of the ACE1 project, SPESSE was a policy outcome of



the Economic Recovery and Growth Plan (ERGP). This, he said, was aimed at restoring macroeconomic growth between 2017 and 2020, with key execution priorities that necessitated fostering sustainable capacity building and professionalism in the areas of Procurement, Environment and Social Standards.

guidelines as provided in the Procurement Act of 2007. The purpose of the procurement audit, he said, was to ensure that funds were judiciously utilized for the purpose for which they were provided as well as ensure fairness, equity and transparency.

Dr. Joshua added that with the lapses observed in the

(NUS) that run undergraduate or postgraduate programme leading to the award of degrees (B.Sc, M.Sc and Ph.D) in procurement.

He drew the attention of the gathering that "the Bureau of Public Procurement (BPP) whose mandate is to build the capacity of public procurement practitioners, but their mandate and training they



Meeting session between NUC Managements and the WB delegates

He charged the Universities to come up with quality and convincing proposals that would qualify them for participation in the project, adding that the Commission would ensure transparency in the process of selection.

In a welcome address, the NUC Special Project Coordinator, Dr. Joshua Attah, noted that ACE1 project in Nigeria recorded a good level of success; but that a survey conducted on three procurement audit exercises, the report of its outcome indicated that there were repeatedly a serial violations of the procurement

procurement process of the ACE project, there was an urgent need to strengthen procurement capacities at the higher institutions level to ensure that financial wastes were completely eradicated in the public sector.

He said: "this will also help in entrenching professionalism, transparency and accountability at all levels of government. To achieve this, adequate technical capacity is required for efficient and effective procurement structure."

The coordinator observed that, there was no university in the Nigerian University System

offer are ad-hoc in nature. The SPESSE project therefore, is expected to open up more training centres to develop and produce more qualified procurement professionals to bridge the skill gaps in the procurement process."

Dr. Attah concluded that, "The project would be the first attempt to develop and implement curricula for procurement certification in Nigeria by offering Executive and Certificate short courses, Diploma, undergraduate and postgraduate degrees in procurement in a sustainable manner. The project was destined to leverage on the successes recorded by the ACE1 project as well as the huge support



given to centres by the Vice-Chancellors of the host universities.

In his presentation, the World Bank Chief Procurement Officer, Chief Bayo Awosusi, stressed that private sector involvement in the whole process of introducing procurement as a degree programme at the university level, was to ensure that they

made valuable contributions in the process thereby, ensuring that graduates were trained to meet the needs of the labour market.

He said “the 80 million approved by the World Bank, is to build capacity in procurement and to enable us have a fit for purpose curriculum to serve as a guide for the training of students in the field of procurement in our higher institutions.”

The workshop had the former Vice Chancellor of University of Ibadan, Professor Femi Bamiro, a World Bank Consultant who delivered his paper via Skype.

Also at the meeting were Directors of Academic Planning of some Federal Universities and a member of the World Bank delegation, Mr. Yusuf Sahad.

JAMB Announces 160, 140 as National Minimum Benchmarks for Public, Private Universities

The Registrar, Joint Admissions and Matriculation Board (JAMB), Professor Is-haq O. Oloyede, OFR, FNAL, has announced the approval of 160 UTME score as the National Minimum Benchmark for admission into Public Universities, 140 for Private Universities, 120 for Public Polytechnics and 100 UTME score for Colleges of Education respectively.

The decision was reached last Tuesday at the 19th JAMB Policy Meeting which took place at the Bola Babalakin Auditorium, Gbongan, Osun State.

Addressing the institutions and stakeholders at the policy meeting, the JAMB Registrar stressed that fixing the National Cut-off marks was not the sole decision of JAMB, adding that it was a joint decision between higher institutions and stakeholders.

He said “the admission process would be guided by the approved

institutional/programmes cut-off marks and minimum UTME score, as submitted by respective institutions”. He added that the



Prof. Is-haq Oloyede

minimum UTME score for admission would be as prescribed by each institution subject to the respective National Minimum UTME score.

The Permanent Secretary, Federal Ministry of Education (FME), Architect Sunny Echono, in his good will message eulogised the remarkable achievements of President

Muhammadu Buhari-led Administration, for his continued effort to ensure infrastructural development in Federal Higher Institutions in the Country. He said “I crave the indulgence of Nigerians to go around the Country and independently visit our Federal Institutions to see the level and volume of transformation and development that have been recorded within four years of this Administration”.

Arch. Echono reinstated that the Buhari-led Federal Government would continue to ensure that abandoned projects in all Federal Institutions were completed. He informed stakeholders that in order to expand access to higher education, the Federal Government would continue to licence more tertiary institutions, while Regulatory Agencies would also be empowered and supported to accredit more relevant programmes, that would add value to national development.

The Permanent Secretary hinted



that all Federal Universities still operating at their temporary campuses had received support from the Federal Government to develop and move to permanent sites. He called on all Heads of Tertiary institutions to refrain from doing any official business under the table, adding that they should institutionalise the qualities of transparency, honesty, sincerity, equality, loyalty, integrity and commitment to nation building.

He added that a lot of revelations laced with observed lapses with documentary evidences had been brought to his attention and after extensive consultations were made on the way forward, institutions had been directed to abide by the rules and regulations

Arch. Echono said the Ministry had directed JAMB, National Universities Commission (NUC), National Board for Technical Education (NBTE), and National Commission for Colleges of Education (NCCE) to ensure full compliance with the policy directive and to issue clear guidelines to the concerned.

The Permanent Secretary warned that any Institution interested in conducting Post UTME aptitude test could do so, but stressed that the gross charge for the screening /test should not be more than two thousand naira. He cautioned Heads of Tertiary Institutions that firmer sanctions than those of previous session would be applied in cases of violations.

the Senate and Academic Boards of Tertiary Institutions.

The NUC scribe assured that the outcome of the policy meeting would be discussed by the three Regulatory Agencies and be made available to the public within two weeks. He urged institutions to play by the rules and make the academic calendar of the Institutions stable where all Admissions would be concluded before September.

He also added that JAMB conducts its examination in April and results released immediately; normal admission should be concluded before September, warning that anything after September was an aberration.

Other dignitaries present at the



pertaining to admission processes. He reiterated that applications for admissions to First Degree, National Diploma and Nigeria Certificate in Education, must be processed through JAMB. These, he said, included Full Time, Distance Learning, Part Time, Outreach, as well as Sandwich.

In his good will message, the Executive Secretary, National Universities Commission (NUC), Professor Abubakar Adamu Rasheed, mni, MFR, FNAL, appreciated the Registrar for promoting openness and sanity in the sector. He also congratulated him for reinventing the Admissions processes in the country by restoring the role of

event were: the Governor of Osun State, Gboyega Oyetola; Chairman, Senate Committee on Tertiary Institutions and TetFund, Senator Jibril Barau and his counterpart Chairman, House Committee on Basic Education and Services, Honourable Zkari Mohammed, amongst others.

ESSAY CONTEST

"WRITING IS A WAY OF TALKING WITHOUT
BEING INTERRUPTED"

-Jules Renard

**Topic: Enhancing Confidence in Nigeria for Nation
Building: Towards Economic Success and Improved Quality
of Life for Nigerians**

Eligibility: Entrant must be an undergraduate of a Nigerian University

REQUIREMENTS:



Entries must be
written in English



One entry per
participant



1,500 maximum
word count



Plagiarism is not
accepted



Submitted
before July 24,
2019

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TERMS AND CONDITIONS APPLY

ESSAY CONTEST

The Nigerian Economic Summit Group (NESG) in partnership with the National Universities Commission (NUC) is pleased to announce the theme for the Nigerian Economic Summit (NES) 25th Anniversary Essay Competition- "Enhancing Confidence in Nigeria for Nation Building: towards economic success and improved quality of life for Nigerians"

Trust is the social glue that holds families, communities, organizations and societies together, without it, reaching any agreement can become a fraught negotiation. – Peggy (Rockefeller) Dulany, Synergos

With a global shift towards 'inclusive' economic growth, it is argued that economic prosperity and business success cannot be adequately explained by abundance of natural resources, brilliance of intellect, or the presence of good laws and institutions. Rather, economic prosperity requires (in addition to the above elements listed) a culture of trust and social capital that forms an economic input (Fukuyama, 1995).

In the light of challenges that have constantly plagued the Nigerian economy despite being the largest African economy, Nigeria has remained a low-trust country and this has resulted in a slow-paced growth.

With an outlook of building a nation that is competitive and sustainable, Nigeria sets to embark on the long march towards economic growth and improved quality of life for its people. Bearing in mind the highly diverse nature of Nigeria, we cannot therefore shy away from the arduous task of rebuilding trust and confidence in her people. It is on this premise that the NESG calls for applicants for the essay competition.

Topic: Enhancing Confidence in Nigeria for Nation Building: Towards Economic Success and Improved Quality of Life for Nigerians

June 13, 2019 - July 24, 2019

ELIGIBILITY AND RULES:

- 1
Entrant must be a Nigerian
- 2
Entrant must be an undergraduate of a Nigerian University
- 3
Entries must be written in English Language and be the original work of the writer
- 4
Only one entry per participant is allowed. Please carefully review your essay before submitting, you cannot edit after submission.
- 5
The maximum word count is 1,500 words; Read the instructions carefully and submit at www.nesgroup.org/essay

Value of Award: Prizes would be awarded to the top 3 winners. They would be awarded a certificate of performance, internship opportunity at the NESG and win an all expense paid trip to Abuja to attend the NES 25th Anniversary Summit, the platform on which they present their essay.

For more information, follow [officialNESG](https://twitter.com/officialNESG) [f](https://www.facebook.com/officialNESG) [@](https://www.instagram.com/officialNESG) [in](https://www.linkedin.com/company/officialNESG) [v](https://www.youtube.com/channel/UC...) or visit www.nesgroup.org/essay

TERMS AND CONDITIONS APPLY



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Ref. No. TSW/IND/34/T
Date: 24th May, 2019

The Executive Secretary,
National University Commission,
No. 26, Aguiyi Ironsi Street,
Maitama District,
Abuja.

INVITATION TO PARTICIPATE FOR INDIAN TECHNICAL AND ECONOMIC COOPERATION (ITEC), TO HOLD IN INDIA.

I am directed to forward herewith, for your information and further action, a letter Ref. No **ABUJ/231/1/2019** dated **16th May, 2019**, received from the High Commission of India in Abuja, requesting for interested Nigerian's to participate for the short term courses under the Indian Technical and Economic Cooperation (ITEC). The list of available courses scheduled to hold from 16th May, 2019 to 31st March, 2020, in India, is hereby attached.

2. In this regard, your esteemed organization is kindly requested to disseminate the above information to interested candidates and request them to fill the online application form @ www.itecgoi.in and to submit to this Ministry for onward transmission to the Indian appropriate authority.

3. While anticipating your response on this matter, please accept the assurances of the Honourable Minister's highest consideration.

M. Badamasi
For: Honourable Minister





Indian Technical & Economic Cooperation Programme
Ministry of External Affairs, Government of India

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Period: From 16 May 2019 To 26 May 2020 Show

Available courses from 16/May/2019 to 26/May/2020

Course	Start	End	Status
(1) STATISTICAL THEORY AND APPLICATIONS	01-Aug-2019	31-May-2020	Open
(2) MUNICIPAL SOLID WASTE MANAGEMENT	01-Jul-2019	20-Jul-2019	Open
(3) FUNCTIONAL MODULE ON REFINERIES- CHEMICAL ENGINEERS	01-Jul-2019	18-Oct-2019	Open
(4) TEXTILE TESTING AND QUALITY CONTROL	01-Oct-2019	29-Nov-2019	Open
(5) TEXTILE MILL MANAGEMENT	01-Oct-2019	29-Nov-2019	Open
(6) GENDER ISSUES IN THE WORLD OF WORK	02-Dec-2019	20-Dec-2019	Open
(7) CLIMATE CHANGE AND SUSTAINABLE DEVELOPMENT	02-Dec-2019	14-Dec-2019	Open
(8) SPECIAL TRAINING PROGRAMME FOR YOGA TRAINERS	02-Dec-2019	29-Dec-2019	Open
(9) CAPACITY DEVELOPMENT FOR VOTER EDUCATION	02-Feb-2020	07-Feb-2020	Open
(10) DIPLOMA COURSE IN DEVELOPMENT JOURNALISM FOR NON- ALIGNED AND OTHER DEVELOPING COUNTRIES	02-Jan-2020	29-Apr-2020	Open
(11) INTERNATIONAL TRAINING PROGRAMME ON SOLAR ENERGY TECHNOLOGIES	02-Mar-2020	20-Mar-2020	Open
(12) SPECIALISED PROGRAMME ON IOT	02-Mar-2020	24-Apr-2020	Open
(13) ENVIRONMENTAL MANAGEMENT	02-Mar-2020	21-Mar-2020	Open
(14) TRAINING ON SERICULTURE AND SILK INDUSTRY	02-Sep-2019	29-Sep-2019	Open
(15) INTERNATIONAL TRAINING PROGRAMME ON MANAGEMENT SYSTEMS	02-Sep-2019	27-Sep-2019	Open
(16) SKILL DEVELOPMENT AND EMPLOYMENT GENERATION	02-Sep-2019	20-Sep-2019	Open
(17) ENVIRONMENTAL IMPACT ASSESSMENT (EIA)	02-Sep-2019	21-Sep-2019	Open
(18) OVERVIEW OF MARKETING OPERATIONS	02-Sep-2019	12-Oct-2019	Open
(19) INTERNATIONAL PROGRAM ON RURAL CO-OPERATIVES	03-Dec-2019	09-Dec-2019	Open
(20) EFFECTIVE STRATEGIES FOR RESOURCE MANAGEMENT OF EDUCATIONAL INSTITUTES	03-Feb-2020	14-Feb-2020	Open
(21) ANALYSIS OF PETROLEUM, PETROLEUM PRODUCTS AND OPERATION & MAINTENANCE OF CFR ENGINE	03-Feb-2020	27-Mar-2020	Open
(22) INNOVATIVE LEADERSHIP FOR ORGANIZATION GROWTH AND EXCELLENCE (ILOGE)	03-Feb-2020	27-Mar-2020	Open
(23) ENTREPRENEURSHIP FOR SMALL BUSINESS TRAINERS/PROMOTERS PROGRAMME (ESB-TP)	03-Feb-2020	27-Mar-2020	Open
(24) INTERNATIONAL MANAGEMENT DEVELOPMENT PROGRAMME ON PROJECT MANAGEMENT FOR PUBLIC WORKS	03-Jun-2019	28-Jun-2019	Open
(25) REMOTE SENSING APPLICATION ON THE COASTAL ZONE MANAGEMENT	03-Jun-2019	14-Jun-2019	Open
(26) GOOD GOVERNANCE FOR MANAGEMENT OF RURAL DEVELOPMENT PROGRAMMES	03-Sep-2019	30-Sep-2019	Open

<https://www.itecgoi.in/upcomingcourse.php>



(28) NATURAL RESOURCE MANAGEMENT FOR SUSTAINABLE RURAL LIVELIHOODS	03-Sep-2019	30-Sep-2019	Open
(29) INTRODUCTORY TRAINING COURSE IN NANOFABRICATION TECHNOLOGIES	03-Sep-2019	30-Sep-2019	Open
(29) FORMAL SOLUTIONS TO INFORMAL SETTLEMENTS	04-Feb-2020	25-Feb-2020	Open
(30) LABOUR AND EMPLOYMENT RELATIONS IN A GLOBAL ECONOMY	04-Nov-2019	13-Dec-2019	Open
(31) PROJECT & RISK MANAGEMENT	04-Nov-2019	22-Nov-2019	Open
(32) SUSTAINABLE DEVELOPMENT GOALS	04-Nov-2019	22-Nov-2019	Open ✓
(33) INTERNATIONAL LABOUR STANDARDS AND PROMOTION OF GENDER EQUALITY AT THE WORKPLACE	05-Aug-2019	16-Aug-2019	Open ✓
(34) OPERATIONS & MAINTENANCE OF CROSS COUNTRY PIPELINES	05-Aug-2019	23-Aug-2019	Open
(35) PLANNING AND MANAGEMENT OF SUSTAINABLE CITIES	05-Aug-2019	05-Oct-2019	Open
(36) SCIENCE DIPLOMACY	06-Jan-2020	14-Feb-2020	Open
(37) SHORT COURSE ON REMOTE SENSING WITH SPECIAL EMPHASIS ON DIGITAL IMAGE PROCESSING	06-Jan-2020	17-Jan-2020	Open ✓
(38) TRAINING ON POST COCOON TECHNOLOGY	06-Jan-2020	28-Feb-2020	Open
(39) BUDGETING, ACCOUNTING AND FINANCIAL MANAGEMENT IN GOVERNMENT SECTOR	06-Jan-2020	02-Feb-2020	Open
(40) PROGRESS TO PROFICIENCY ADVANCED	06-Jan-2020	24-Jan-2020	Open
(41) PROGRESS TO PROFICIENCY BASIC	07-Jan-2020	27-Mar-2020	Open
(42) PARTICIPATORY PLANNING FOR POVERTY REDUCTION AND SUSTAINABLE DEVELOPMENT	07-Jan-2020	27-Mar-2020	Open
(43) TRAINING METHODOLOGY FOR DEVELOPMENT PROFESSIONALS	07-Jan-2020	03-Feb-2020	Open
(44) PETROLEUM REFINING TECHNOLOGY AND PETROCHEMICALS	07-Jan-2020	03-Feb-2020	Open
(45) ENHANCING LEADERSHIP SKILLS	07-Oct-2019	29-Nov-2019	Open
(46) SPECIALISED PROGRAMME ON E-GOVERNANCE APPLICATION DEVELOPMENT	07-Oct-2019	25-Oct-2019	Open
(47) TRADE AND SUSTAINABILITY	08-Jul-2019	30-Aug-2019	Open
(48) BIOGAS PRODUCTION, POWER GENERATION AND UPGRADEATION FOR VEHICULAR APPLICATION	08-Jul-2019	19-Jul-2019	Open
(49) MANAGERIAL SKILLS FOR ACADEMICIANS AND ADMINISTRATORS.	08-Jul-2019	21-Jul-2019	Open
(50) SPECIALISED TRAINING ON TRADE REMEDIES UNDER WTO TRIMS WTO DISPUTES AND RTAS	09-Dec-2019	20-Dec-2019	Open
(51) SPECIALISED PROGRAMME ON BIG DATA ANALYTICS	09-Dec-2019	18-Dec-2019	Open
(52) INTERNATIONAL WRITE-SHOP ON PROJECT FORMULATION: CLIMATE CHANGE MITIGATION AND ADAPTATION	09-Dec-2019	14-Feb-2020	Open
(53) MAIL MANAGEMENT PROGRAMME	09-Dec-2019	14-Dec-2019	Open
(54) WOMEN & ENTERPRISE DEVELOPMENT (WED) - A TRAINERS/PROMOTERS PROGRAM	09-Dec-2019	20-Dec-2019	Open
(55) GEO-INFORMATICS APPLICATIONS IN RURAL DEVELOPMENT	09-Dec-2019	31-Jan-2020	Open ✓
(56) MANAGEMENT OF RURAL EMPLOYMENT PROJECTS AND POVERTY ALLEVIATION	09-Jul-2019	05-Aug-2019	Open
(57) SPECIALIZED TRAINING PROGRAM IN CYBER SECURITY & MALWARE ANALYTICS (REVERSE ENGINEERING)	09-Jul-2019	05-Aug-2019	Open
(58) PROMOTING WOMEN ENTREPRENEURSHIP AND STARTUP	09-Mar-2020	01-May-2020	Open ✓
(59) INTERNATIONAL ECONOMIC ISSUES AND DEVELOPMENT POLICY (IEIDP)	09-Sep-2019	20-Sep-2019	Open
(60) INTERNATIONAL TRAINING PROGRAMME ON COMPETENCE AND MANAGEMENT SYSTEMS OF LABORATORIES	10-Feb-2020	06-Mar-2020	Open ✓
(61) INTERNATIONAL PROGRAM ON FINANCING INCLUSIVE AGRICULTURE AND RURAL	10-Feb-2020	28-Feb-2020	Open
	10-Feb-2020	22-Feb-2020	Open

<https://www.itecgoi.in/upcomingcourse.php>

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Re: Recruitment of Qualified Persons to fill positions at the University of the West Indies, St. Augustine Campus Trinidad and Tobago

The National Universities Commission (NUC) has received, through the High Commission of the Republic of Trinidad and Tobago, a University of West Indies (UWI) circular, requesting for qualified persons to fill the positions of Director of the Montserrat Volcano Observatory, in the Seismic Research Centre of the St. Augustine Campus of the University.

The University of West Indies (UWI) is a well-established Independent university that serves 17 countries of the Commonwealth Caribbean. It is the oldest, fully regional institution of higher learning in the Commonwealth Caribbean. The UWI began at the Mona Campus, Jamaica, in 1948 as a College of the University of London; and in 1962 achieved full university status.

The St. Augustine Campus in Trinidad and Tobago was established in 1961 and in 1963 a third Campus was established at Cave Hill in Barbados. In 2008 the University established a fourth Campus-The Open Campus-to better manage and expand multi-mode delivery of its programmes.

The eight faculties of the UWI offer a wide range of Undergraduate,, Master's and Doctoral programmes in Engineering, Food and Agriculture, Humanities and Education, Law, Medical Sciences, Science and Technology, Social Sciences and Sport. Several of these programmes are delivered through the distance mode.

N.B Interested Universities' personnel should visit online and download the application form from the University's website www.uwi.edu or www.sta.uwi.edu for more on how to complete the form.

Furthermore, the completed applications should be forwarded to the undersigned with soft copies via e-mail to hcabuja@foreign.gov.tt and the website <http://foreign.gov.tt/hcabuja> on or before 28th April, 2019 for processing and onward transmission.

High Commission of the Republic of Trinidad and Tobago
No. 7 Casablanca Street,
Off Aminu Kano Crescent
Off Parakou Crescent Wuse 11,
Abuja, F.C.T
Nigeria

Phone: (234)-703-150-4050 and (234)-803-960-7775

E-mail: hcabuja@foreign.gov.tt

Website: <http://foreign.gov.tt/hcabuja>





10th June, 2019

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(Volume 1, March, 2019 Edition)

The International Journal of Entrepreneurship Studies (IJES) is a peer reviewed Journal. It provides a forum for the dissemination of findings and reports from conceptual, theoretical and empirical research in the field of Entrepreneurship and Allied Studies. The Journal welcomes contributions from academics and policy makers in Entrepreneurship and related issues for economic development in Nigeria, Africa and in the World at large. The Journal is published twice a year, that is, March and November editions.

Preparation of Manuscripts for Submission

IJES accepts articles submitted in MS Word only and English Language (UK/USA style). Paper should not be more than 15 pages including references in APA referencing style. Authors are free to present their text in the format that suits their articles in as much as the text follows the Journal text page guidelines. All manuscripts should be in 1.5cm line spacing, margins should be one inch (2.5cm) at the top, bottom and side of the page. Font size should be 12 point and font style should be Times New Roman. All papers submitted must bear the name (s) and the title (s) of the author (s), institutional affiliation (s) and address for correspondence, including telephone (s) and email details.

Submission and Assessment/Publication Fee

Payment is subdivided into Peer review fee of ₦5000 (Five Thousand Naira) and Publication fee of ₦15000 (Fifteen Thousand Naira). The Peer review fee is paid and evidence submitted with the manuscript while the Publication fee is paid upon the acceptance of manuscript for publication and evidence of payment should accomplish the submission of the corrected manuscript for publication. Authors are expected to make direct cash deposit or make electric fund transfer to **Account Name uniabuja** Centre for Entrepreneurship **Account Number: 2011987031** First Bank.

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NATIONAL UNIVERSITIES COMMISSION

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 Eleven 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.
8. Distance Learning Centre, Ahmadu Bello University, Zaria.
9. Lagos State University Open and Distance Learning and Research Institute
10. Joseph Ayo Babalola University Centre for Distance Learning
11. University of Nigeria, Nsukka Centre for Distance and e-Learning





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. Moddibbo 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, Ebonyi 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
9. Crawford University, Ogun State

Dr. Gidado Bello 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 UNIVERSITIES

S/N	INSTITUTIONS	Year Est.	S/N	INSTITUTIONS	Year Est.	S/N	INSTITUTIONS	Year Est.
1	University of Ibadan, Ibadan	1948	16	Modibbo Adama University of Technology, Yola	1981	31	Federal University, Wukari, Taraba State	2011
2	University of Nigeria, Nsukka	1960	17	Federal University of Technology, Minna	1982	32	Federal University, Dutsin-Ma, Katsina State	2011
3	Obafemi Awolowo University, Ile-Ife	1962	18	Nigerian Defence Academy, Kaduna	1985	33	Federal University, Dutse, Jigawa State	2011
4	Ahmadu Bello University, Zaria	1962	19	University of Abuja, Abuja	1988	34	Federal University, Ndufu-Alike, Ebonyi State	2011
5	University of Lagos, Lagos	1962	20	Abubakar Tafawa Balewa University, Bauchi	1988	35	Federal University, Oye-Ekiti, Ekiti State	2011
6	University of Benin, Benin City	1970	21	University of Agriculture, Makurdi	1988	36	Federal University, Otuoke, Bayelsa	2011
7	Bayero University, Kano	1975	22	Federal University of Agriculture, Abeokuta	1988	37	The Nigeria Police Academy, Wudil, Kano State	2012
8	University of Calabar, Calabar	1975	23	University of Uyo, Uyo	1991	38	Federal University, Birnin-Kebbi, Kebbi	2013
9	University of Ilorin, Ilorin	1975	24	Nnamdi Azikiwe University, Awka	1992	39	Federal University, Gusau, Zamfara	2013
10	University of Jos, Jos	1975	25	Michael Okpara University of Agriculture, Umudike	1992	40	Federal University, Gashua, Yobe	2013
11	University of Maiduguri, Maiduguri	1975	26	National Open University of Nigeria, Lagos	2002	41	Nigeria Maritime University Okerenkoko, Delta State	2018
12	Usmanu Danfodiyo University, Sokoto	1975	27	Fed. Univ. of Petroleum Resources, Effurun	2007	42	Air Force Institute of Technology, Kaduna	2018
13	University of Port-Harcourt, Port-Harcourt	1975	28	Federal University, Lokoja, Kogi State	2011	43	Nigerian Army University, Biu	2018
14	Federal University of Technology, Owerri	1980	29	Federal University, Lafia, Nasarawa State	2011			
15	Federal University of Technology, Akure	1981	30	Federal University, Kashere, Gombe State	2011			

STATE UNIVERSITIES

S/N	INSTITUTIONS	Year Est.	S/N	INSTITUTIONS	Year Est.	S/N	INSTITUTIONS	Year Est.
1	Rivers State University of Science & Technology, Port Harcourt	1979	18	Nasarawa State University, Keffi	2002	35	Ignatius Ajuru University of Education, Rumuolumeni	2010
2	Ambrose Alli University, Ekpoma	1980	19	Adamawa State University, Mubi	2002	36	Bauchi State University, Gadau	2011
3	Abia State University, Uturu	1981	20	Gombe State University, Gombe	2004	37	Maitama Sule University, Kano	2012
4	Enugu State University of Science & Tech, Enugu	1982	21	Kaduna State University, Kaduna	2004	38	The Technical University, Ibadan.	2012
5	Olabisi Onabanjo University, Ago-Iwoye	1982	22	Cross River University of Technology, Calabar	2004	39	Sule Lamido University, Kafin Hausa	2013
6	Ekiti State University, Ado-Ekiti. (formerly University of Ado-Ekiti)	1982	23	Plateau State University, Bokkos	2005	40	Ondo State University of Medical Sciences	2015
7	Lagos State University, Ojo, Lagos	1983	24	Ondo State University of Technology, Okiti Pupa.	2008	41	Edo University, Iyamho	2016
8	Ladoke Akintola University of Technology, Ogbomosho	1990	25	Ibrahim Babangida University, Lapai, Niger State	2005	42	Eastern Palm University, Ogboko	2016
9	Imo State University, Owerri	1992	26	Tai Solarin University of Education, Ijagun	2005	43	University of Africa, Toru-Orua	2016
10	Benue State University, Makurdi	1992	27	Umaru Musa Yar'Adua University, Katsina	2006	44	Borno State University	2016
11	Delta State University, Abraka	1992	28	Yobe State University Damaturu, Yobe State	2006	45	Moshood Abiola University of Science and Technology, Abeokuta	2017
12	Adekunle Ajasin University, Akungba - Akoko	1999	29	Kebbi State University of Science and Technology, Aliero	2006	46	Gombe State University of Science and Technology, Kumo	2017
13	Kogi State University, Anyigba	1999	30	Osun State University, Osogbo	2006	47	Zamfara State University, Talata-Mafara	2018
14	Niger-Delta University, Yenagoa	2000	31	Taraba State University, Jalingo	2008	48	Bayelsa Medical University Yenagoa, Bayelsa State	2019
15	Odumegwu Ojukwu University Uli	2000	32	Kwara State University, Ilorin	2009			
16	Kano University of Science & Technology, Wudil	2000	33	Sokoto State University, Sokoto	2009			
17	Ebonyi State University, Abakaliki	2000	34	Akwa Ibom State University, Ikot Ikpaden	2010			





LIST OF APPROVED UNIVERSITIES IN NIGERIA

PRIVATE UNIVERSITIES

S/N	INSTITUTIONS	Year Est.	S/N	INSTITUTIONS	Year Est.	S/N	INSTITUTIONS	Year Est.
1	Babcock University, Ilishan Remo	1999	27	Salem University, Lokoja	2007	53	Hallmark University, Ijebu, Itele, Ogun State	2015
2	Madonna University, Okija	1999	28	Tansian University, Umunya, Anambra State	2007	54	Kings University, Ode Omu, Osun State	2015
3	Igbinedion University, Okada	1999	29	Veritas University, Abuja	2007	55	Michael and Cecilia Ibru Uni., Owrode, Delta State	2015
4	Bowen University, Iwo	2001	30	Wesley University of Science & Technology, Ondo	2007	56	Mountain Top University, Ogun State	2015
5	Covenant University, Ota	2002	31	Western Delta University, Oghara, Delta State	2007	57	Ritman University, Ikot Ekpene, Akwa Ibom State	2015
6	Pan-Atlantic University, Lagos	2002	32	The Achievers University, Owo	2007	58	Summit University, Offa, Kwara State	2015
7	Benson Idahosa University, Benin City	2002	33	African University of Science & Technology, Abuja	2007	59	Edwin Clark University, Kiagbodo, Delta State	2015
8	American University of Nigeria, Yola	2003	34	Afe Babalola University, Ado-Ekiti, Ekiti State	2009	60	Hezekiah University, Umudi, Imo State	2015
9	Redeemers University, Ede, Osun State	2005	35	Godfrey Okoye University, Ugwuomu-Nike, Enugu State	2009	61	Anchor University, Ayobo, Lagos State	2016
10	Ajayi Crowther University, Oyo	2005	36	Nile University of Nigeria, Abuja	2009	62	Arthur Jarvis University, Akpabuyo, Cross River State	2016
11	Al-Hikmah University, Ilorin	2005	37	Oduduwa University, Ipetumodu, Osun State	2009	63	Clifford University, Owerrinta, Abia State	2016
12	Caritas University, Amorji-Nke, Enugu	2005	38	Paul University, Awka, Anambra State	2009	64	Coal City University, Enugu, Enugu State	2016
13	Bingham University, Auta-Balefi, Karu, Nasarawa State	2005	39	Rhema University, Obeama-Asa, Rivers State	2009	65	Crown Hill University, Eiyenkorin, Kwara State	2016
14	Al-Qalam University, Katsina	2005	40	Wellspring University, Evbuobanosa, Edo State	2009	66	Dominican University, Ibadan, Oyo State	2016
15	Renaissance University, Enugu	2005	41	Adeleke University, Ede, Osun State	2011	67	Koladaisi University, Ibadan, Oyo State	2016
16	Bells University of Tech, Ota, Ogun State	2005	42	Baze University, Abuja	2011	68	Legacy University, Okija, Anambra State	2016
17	Lead City University, Ibadan, Oyo State	2005	43	Landmark University, Omu-Aran, Kwara State	2011	69	Admiralty University, Ibusa, Delta State	2017
18	Crawford University, Igbesa, Ogun State	2005	44	Samuel Adegboyega University, Ogwa, Edo State	2011	70	Spiritan University, Nneochi, Abia State	2017
19	Kwararafa University, Wukari (formerly Wukari Jubilee Uni.)	2005	45	Elizade University, Ilara-Mokin, Ondo State	2012	71	Precious Cornerstone University, Ibadan, Oyo State	2017
20	Crescent University, Abeokuta	2005	46	Evangel University, Akaeze, Ebonyi State	2012	72	PAMO University of Medical Sciences, Port Harcourt, Rivers State	2017
21	Novena University, Ogume, Delta State	2005	47	Gregory University, Uturu, Abia State	2012	73	Atiba University, Oyo, Oyo State	2017
22	University of Mkar, Mkar	2005	48	McPherson University, Seriki Sotayo, Ajebo, Ogun State	2012	74	Eko University of Medical Sciences, Ijanikin, Lagos State	2017
23	Joseph Ayo Babalola University, Ikeji-Arakeji, Osun State	2006	49	Southwestern University, Okun Owa, Ogun State	2012	75	Skyline University, Nigeria Kano State	2018
24	Caleb University, Lagos	2007	50	Augustine University, Ilara, Lagos State	2015	76	Greenfield University, Kasarami Kaduna State	2019
25	Fountain University, Osogbo	2007	51	Chrisland University, Owode, Ogun State	2015	77	Dominion University, Ibadan Oyo State	2019
26	Obong University, Obong Ntak	2007	52	Christopher University, Mowe, Ogun State	2015	78	Trinity University, Laloko Ogun State	2019
						79	Westland University, Iwo Osun State	2019





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 :

- | | |
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| 1. Abubakar Tafawa Balewa University, Bauchi | 16. University of Benin, Benin City |
| 2. Ahmadu Bello University, Zaria | 17. University of Calabar, Calabar |
| 3. Bayero University, Kano | 18. University of Ibadan, Ibadan |
| 4. Federal University of Technology, Akure | 19. University of Ilorin, Ilorin |
| 5. Federal University of Technology, Minna | 20. University of Jos, Jos |
| 6. Federal University of Technology, Owerri | 21. University of Lagos, Akoka |
| 7. Michael Okpara University of Agriculture, Umudike | 22. University of Maiduguri, Maiduguri |
| 8. Modibbo Adama University of Technology, Yola | 23. University of Nigeria, Nsukka |
| 9. National Open University of Nigeria, Lagos. | 24. University of Port Harcourt, Port Harcourt |
| 10. Nigerian Defence Academy, Kaduna | 25. University of Uyo, Uyo |
| 11. Nnamdi Azikiwe University, Awka | 26. Usmanu Danfodiyo University, Sokoto |
| 12. Obafemi Awolowo University, Ile-Ife | 27. Federal University, Lafia |
| 13. University of Abuja, Gwagwalada | 28. Federal University, Dutse |
| 14. University of Agriculture, Abeokuta | 29. Federal University of Petroleum Resources, Effurun |
| 15. University of Agriculture, Makurdi | |

State Universities :

- | | |
|---|--|
| 1. Abia State University, Uturu | 16. Nasarawa State University, Keffi |
| 2. Adamawa State University, Mubi | 17. Niger-Delta University, Wilberforce Island |
| 3. Adekunle Ajasin University, Akungba-Akoko | 18. Olabisi Onabanjo University, Ago-Iwoye |
| 4. Ambrose Alli University, Ekpoma | 19. Rivers State University of Science and Technology, Port Harcourt |
| 5. Anambra State University, Uli | 20. Umaru Musa Yar'Adua University, Katsina |
| 6. Benue State University, Makurdi | 21. Gombe State University, Gombe |
| 7. Cross River University of Technology, Calabar | 22. Ibrahim Babangida University, Lapai |
| 8. Delta State University, Abraka | 23. Kano State University of Science and Technology, Wudil |
| 9. Ebonyi State University, Abakaliki | 24. Kebbi State University of Science and Technology, Aliero |
| 10. Ekiti State University, Ado-Ekiti | 25. Kwara State University Malete |
| 11. Enugu State University of Science and Technology, Enugu | 26. Bauchi State University, Gadau |
| 12. Imo State University, Owerri | 27. Yobe State University, Damaturu |
| 13. Kogi State University, Anyigba | 28. Ignatius Ajuru University of Education, Rumuolumeni |
| 14. Ladoke Akintola University of Technology, Ogbomoso | 29. Osun State University, Osogbo |
| 15. Lagos State University, Ojo. | |

Private Universities :

- | | |
|--|---|
| 1. African University of Science and Technology, Abuja | 11. Joseph Ayo Babalola University, Ikeji-Arakeji, Osun State |
| 2. American University of Nigeria, Yola | 12. Nigerian Turkish Nile University, Abuja |
| 3. Babcock University, Ilishan-Remo | 13. Afe Babalola University, Ado-Ekiti, Ekiti State |
| 4. Benson Idahosa University, Benin City | 14. Lead City University, Ibadan, (MSc. only) |
| 5. Bowen University, Iwo | 15. University of Mkar, Mkar (MSc. only) |
| 6. Covenant University, Ota | 16. Madonna University Okija |
| 7. Igbinedion University, Okada | 17. Al-Hikmah University, Ilorin (MSc. only) |
| 8. Pan-African University, Lekki | 18. Godfrey Okoye University, Ugwuomu-Nike, Enugu State |
| 9. Redeemer's University, Mowe, Ogun State | 19. Adeleke University, Ede |
| 10. Caleb University, Lagos | 20. Veritas University, Abuja |

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 CAP E3 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.
- 58) Gospel Missionary Foundation (GMF), Theological University. 165 Iselo road, Cele bus stop, Egbe-Ikotun, Lagos.

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, Arochuku, 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.
- 9) L.I.F.E Leadership University, Benin City, Edo State.

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, mni, MFR, FNAL
EXECUTIVE SECRETARY
NATIONAL UNIVERSITIES COMMISSION
ANNOUNCER





This Week's Birthdays



NAMES

DATE OF BIRTH

ABDULLAHI		YA'U	10 JUNE
OJOCHOGWU	MARY	ENEJOH	11 JUNE
DAVID	OLUSOLA	OGUNDELE	12 JUNE
DAMILOLA		BALOGUN	13 JUNE
NGADI		JAMES	13 JUNE
NANA	MAIMUNA	SANI	14 JUNE
JANET	MNENA	DZEREMO	14 JUNE
NYEME	WHOKNOWS	CHINDA	14 JUNE
ABDULJALAL		ALIYU	14 JUNE
ZAINAB	AJIBOLA	AKANBI	14 JUNE
KABIRU		ABDULLAHI	15 JUNE
FLORENCE	NGOZI	ADEKOYA	15 JUNE
AHMED		NAKAKA	15 JUNE
AZIZAH	DAHIRU	YAHYA	15 JUNE
INNOCENT	SUNDAY	OGWUCHE	16 JUNE
AJETUNMOBI	JOHN	OSHO	16 JUNE
AMINAT	ELEOJO	JIMOH	16 JUNE

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

