



**TRUSTAFRICA**



**A**

**CHARTER**

**FOR REVITALIZING THE NIGERIAN  
HIGHER EDUCATION SYSTEM**

**Including**

**DECLARATION AND ACTION PLAN**

**From the**

**NIGERIAN HIGHER EDUCATION SUMMIT**

**November 21-23, 2016**

**Abuja, Nigeria**

**CHARTER**  
**FOR REVITALIZING THE NIGERIAN**  
**HIGHER EDUCATION SYSTEM**

**Including**

**DECLARATION AND ACTION PLAN**

# **EXECUTIVE SUMMARY**

## **PREAMBLE**

We, the participants, in the Nigeria Higher Education Summit on **Exploiting Diversity, Differentiation, and Quality Assurance in Revitalising the Nigerian Higher Education System**, gathered in Abuja, Nigeria on November 21-23, 2016, affirm our commitment to the objective of creating a national multi-stakeholders' platform to develop strategies for advancing the objectives of the African Union (AU) - adopted Declaration on African Higher Education through renewed commitment to promoting categorisation, legislation, service delivery and quality assurance, leveraging on ICT as driver of rapid and wider revitalisation and sustainable funding of higher education in Nigeria. In this connection, we enact the Nigerian Higher Education Charter hereunder set forth, and also Declare and Adopt the accompanying **Action Plans** for its actualization.

## **ORGANISERS OF THE SUMMIT**

The summit was organised by the Committee of Vice-Chancellors/Association of Vice-Chancellors of Nigerian Universities (CVC/AVCNU) and TrustAfrica, Dakar, Senegal with logistic support from the National Universities Commission (NUC) under the auspices of the Federal Ministry of Education.

## **OBJECTIVES OF THE SUMMIT**

The overall aim of the Summit was to build an effective platform and network for the revitalisation of the Nigerian higher education system and identifying appropriate reform issues and strategies related to its diversity, differentiation and quality assurance for greater relevance to the country's emancipation and sustainable development.

The specific objectives were;

1. To develop, through expert knowledge and consensus, a comprehensive globally credible and locally relevant/reflective framework for diversifying, differentiating and categorizing higher education institutions in Nigeria;
2. To develop appropriate legislation for sustainable differentiation and diversification mechanisms, and for transiting from one type of institution to another, to limit academic drift and mission creep in the system.
3. To propose policy recommendations and implementation strategies for harmonisation, leveraging and prioritisation of ICT and e-resources.
4. To provide policy and engagement frameworks to assist the ten new African Centres of Excellence (ACEs), and similar centres of excellence (CoEs) in Nigeria achieve the purpose of their establishment.

## **NOTING THAT:**

The Nigerian Higher Education Sector has grown rapidly since independence (from 3 to 152 Universities; 1 to over 200 Polytechnics and Monotechnics and 3 to over hundred and fifty Colleges of Education/ NCE awarding institutions) facilitated by rising population and growing demand, expansion of the Nigerian economy and need for skilled labour.

Despite this growth, the HEIs sector faces serious challenges such as poor quality, inadequate infrastructure, out-dated pedagogies, low levels of funding, quality and quantum of scholarly productivity, and global competitiveness. That while the Nigerian higher education sector is characterised by growing diversification and differentiation, the various components do not operate as an integrated system.

Nigeria's nearly 500 HEIs exhibit divergent missions, visions and values, patterns of access, enrolment and equity, systems of management, governance and accountability, financing and budgeting models, quality of teaching and learning pedagogies and infrastructure, levels of training for academic staff and research productivity, and forms of national, regional and international collaborations and partnerships.

## **PRINCIPLES**

We were guided by the following principles

1. Provision of high quality and globally competitive education.
2. Promotion of world class culture of research and innovation.
3. Provision of adequate funding of higher education.
4. Promotion of access, equity, and accountability.
5. Promotion of institutional autonomy and academic freedom.
6. Pursuit of operational excellence in institutional management.
7. Strengthening linkages to society, economy, and employers.
8. Building inter-institutional collaborations.
9. Pursuing mutually-beneficial internationalisation initiatives.
10. Promotion of clearly differentiated and categorised HEIs.
11. Promotion of ICT-driven HEIs.
12. Regular review of progress in higher education through a biennial summit that emphasises mission relevance, quality assurance and competitiveness in a properly diversified and differentiated higher education system.

## **PRIORITY AREAS FOR ACTION**

1. **Promotion of diversification and differentiation** in the Nigerian higher education system by providing proper conceptual administrative guidelines, and a harmonized legal framework for HEIs and the sector, to engender strict compliance with extant statutes to prevent mission creep and distortion of national development plans
2. **Revision of laws and statutes of HEIs and the Nigerian higher education system** in relation to the regulatory and quality assurance powers of NUC, NBTE and NCCE, and the operational powers of JAMB and TETFund, which, in particular, would enable all HEIs have unfettered access to its funding interventions in favour of quality education
3. **Leverage ICT as an enabler of the relevance of HEIs and driver of national transformation and sustainable development.** When combined with some other high-level convergent technologies, such as genomics and biotechnology, nanotechnology, cognitive science and GIS, ICT can enable, accentuate and multiply overall impact in a transformative manner;
4. **Nurture and sustain Centres of Excellence** as game changers and anchors/catalysts of national innovation value chain through their unique

commitment to research and innovation excellence and promotion of global scholarship;

5. **Promotion of HEI's partnership and synergy with industry, civil society and the natural environment** for a better world, through commitment to the SDGs as a core mission, and enabler of a new paradigm of entrepreneurial empowerment of their products for better uptake and transfer of the output of their research
6. **Widen access to HEIs and Strengthen institutional/programme accreditation and quality assurance/quality control mechanisms and procedures** in order to restore confidence and acceptability to the output/products (graduates, research output and technology transfer/civic engagement) of Nigerian universities and other tertiary institutions, and enhance their local and global relevance and competitiveness.
7. **Lastly, ensure sustainable funding of education, especially higher education,** through determined increased investment by governments at all levels, enhancing the capacity of institutions at fund internal generation and shared burden by all stakeholders.

## **ACTION PLAN**

### **Priority Area 1: Categorising Higher Education Institutions**

#### **Immediate**

- Regulators should categorise/differentiate HEIs according to vision/mission, core mandate, curriculum orientation and social relevance.
- Identify appropriate reform issues and strategies related to the diversity and differentiation of higher education institutions.

#### **Short Term**

- Develop, through expert knowledge and consensus, a comprehensive globally credible and locally relevant/reflective framework for diversifying, differentiating and categorising higher education institutions in Nigeria.
- Ensure that the framework is driven by a Board inclusive of Vice-Chancellors, Provosts and Rectors as well as academic bodies like Senate and Academic Board.

#### **Long Term**

- Develop templates/mechanisms of transiting from one category to another, e.g. from OND/HND to universities of technology; from NCE to Universities education. De-emphasising the use of Postgraduate certificates/diploma as conversion platforms etc.
- Develop a final comprehensive and transparent diversification and differentiation of HEIs, with the possibility of using a model that is non-hierarchical or descriptive but prescriptive in a sustainable way to have the trust of stakeholders.

## **Priority Area 2: Legal Framework and Legislation**

### **Immediate**

- Set up a body of legal experts drawn from both the public and private sectors to examine comprehensively the existing individual laws of each federal, state and private university as well as joint laws of federal universities with a view to identifying the areas of conflicts/inconsistencies and harmonizing such.
- Translate the report to draft laws to be processed through the National Assembly.

### **Short Term**

- Amend and coordinate the laws on HEIs leading to a comprehensive Act on HEIs in Nigeria taking care of JAMB, NUC, NBTE and NCCE.
- Devolve powers of the Visitor to subordinate bodies like Council and Chief Executives like VCs, Provosts and Rectors to carry out reforms in consonance with current realities.

### **Long Term**

- Empower regulator/grantors (NUC, NBTE and NCCE) to close down illegal institutions and to forfeit the property of same.
- Promote and abide with resolutions based on the principles of collective bargaining in resolution of disputes.
- Make provisions in law and allow them to be used to sanction youths engaged in cultism, robbery, and allied crimes.

## **Priority Area 3: Leveraging ICT as Driver of Rapid and Wider Revitalisation**

### **Immediate**

1. All HEIs to commit to the wider use of ICT, and set up of an ICT policy implementation office to ensure that that ICT policy statements are translated into reality. In this regard, they should increase significantly, annual budgetary allocation to ICT use.
2. Introduce incentives to private providers and key stakeholders to deploy their technical and material resources in ICT to support wider and cheaper use of ICT in HEIs.
3. Facilitate and promote wider application of ICT in all aspects of institutional operations including administration, finance, audit, teaching and learning, students' records and examinations, library use and management of staff and students' data etc.
4. Each university to establish an ICT facility management laboratory in order to maintain high quality and efficient bandwidth connections.

### **Short Term**

- Develop a national digital content platform for broadening quality access to HEIs in Nigeria.
- Tertiary education regulatory agencies to spearhead courseware development for ease of regulation and standardisation.
- Support institutions with clear research focus, and partnering with the private sector.
- Work with development partners in the strengthening of ICT infrastructure, capacity building activities and pushing the agenda of wider application of ICT in HEIs.

### **Long Term**

- Factor ICT for use in HEIs into bilateral and multilateral trade/ procurement agreements and protocols.
- Facilitate and support local production of ICT components and hardware in the country.

## **Priority Area 4: Promotion and sustenance of Research Centres of Excellence**

### **Immediate**

- Deliberately fund and develop the ten (10) African Centres of Excellence in Nigeria in appreciation of their transformative potential. Same should apply to other viable RCEs.
- Enhance the governance and build capacity of the directors of the ACEs and other key global/regional RCEs to meet the contemporary challenges of interdisciplinary oriented research and leadership.
- Develop an inventory of viable outputs of the RCEs for planned uptake for the benefit of society and humanity.

### **Short Term**

- Establish new special purpose RCEs to address special developmental problems
- Instigate pragmatic networking among the RCEs to create an innovation network
- HEIs to identify special niches, source for funds/resources and develop RCEs around them
- Establish a dedicated framework/platform for exploiting the Nigerian Diaspora potential and capabilities

### **Long Term**

- Build a framework/platform for solidifying partnership between HEIs and especially RCEs and the industry through proactive engagement and advocacy.

- Ensure the sustainability of the ACEs beyond their current World Bank funding, and designate them as critical assets for innovation and development. Same should apply to other externally funded and viable RCEs.

## **Priority Area 5: Industry/Civic Partnerships, Internationalization and Inter-Regional Collaboration**

### **Immediate**

- In collaboration with the Academies of Science, Engineering, Letters and Social Sciences, the AVCNU should cause the NRIC to provide leadership for the enthronement of a knowledge economy in Nigeria.
- Establish a dedicated national research and innovation fund and make it active and productive through effective management, monitoring and evaluation of vision delivery.
- HEIs to retool and establish special purpose vehicles/platforms for technology uptake and transfer of the research outputs.
- Challenge academies of science and engineering to lead the national march to a knowledge-driven economy

### **Short Term**

- Need to provide incentives to encourage and support HEIs who excel in partnership with the industry
- Need to provide tax incentives for PPP initiatives that are underpinned by Academia-Industry partnership
- HEIs should outsource non-critical functions so as to have enough resources and time for more productive engagements such as rural transformation and industrialization
- Institute an assessment and reward system that emphasize tangible innovation outputs such as patents, products and creative outcomes.

### **Long Term**

- Higher education institutions must be empowered and mandated to utilize technology, especially ICT, to drive education
- Institutions to seek stronger linkages with employers and industry in relevant areas and research alliances and partnership with other institutions and Nigerians in Diaspora.
- Develop knowledge-based industrial and investment promotion policies to harness research-industry partnerships
- Sustain the industry Fellowship programme (NITTF) initiated by NOTAP for university researchers embedment in industry-collaborated and funded outcome-based research.

## **Priority Area 6: Relevance, Service Delivery, and Quality Assurance**

### **Immediate**

- Harmonise accreditation of tertiary institutions by their respective regulatory bodies (NUC, NBTE, and NCCE) and professional bodies.
- Institutions to set up internal monitoring systems, outcome indicators and accountability mechanisms to ensure implementation of the good quality control measures, rules and regulations.
- Reverse the law prohibiting Post UTME as requested by HEIs.
- Shift from teacher-centred learning to student-centred and outcome-based learning approaches.
- Use assessment and tangible reward system as a means of motivating students to learn stated outcomes.
- Establish a standard process of appointing external examiners in HEIs.

### **Short Term**

- Establish a National Quality Assurance Agency named Quality Assurance Agency of Nigeria (QAAON) for all tertiary institutions.
- Create a policy framework for the involvement of various industrial establishments in developing curricula for institutions of higher learning.
- Conduct proper and unbiased interview to ensure that competent and qualified staff are recruited.

### **Long Term**

- Carry out institutional accreditation once in 10 years, and review the Benchmark Minimum Academic Standard (BMAS) every 5 years.
- Update Teachers/Lecturers constantly through research and conference attendance.

## **Priority Area 7: Sustainable Funding of Higher Education**

### **Immediate**

- The Federal Ministry of Education (FME) should, through the NUC, NCCE and NBTE, provide well-researched comprehensive data on funding requirements of HEIs, and also ensure that HEIs embrace principles of transparency and accountability in the management of available funds, including IGRs.
- Institutions should embrace ICT platforms and vigorously utilize biometrics to reduce wastages and corruption, and serve as reference beacon to the larger society.
- On staff welfare, HEIs to accord high priority to prompt and regular payment of salaries, and contributions to health insurance and pensions.

### **Short Term**

- Government to commit to increasing funding of education to UNESCO guides of either a minimum 25% of national budget or 4% of GDP.
- Re-establish the students loans scheme and fund adequately, while ensuring that such loans are well securitised through bonds to remove loaner-default tendencies.
- Institutions must vigorously pursue R&D and industrial/civic partnerships, and cost-sharing schemes by pruning down cumbersome bureaucracy and procedures that can discourage partners.
- Institutions should gradually lessen the performance of metropolitan functions of provision of power, water etc. which Governments/ proprietors should be sensitised to perform.
- Regulatory agencies should protect universities owned jointly by more than one state from funding irresponsibility of such States, with the ultimate possibility of deduction at source by the federal government of agreed commitments.

### **Long Term**

- Device new innovative ways of increasing the fund pool of TETFUND and PDTF.
- Provide tax incentives and other macro-economic instruments to encourage PPPs.
- Encourage Local Governments to contribute certain percentages to education funding as obtaining in some states.
- Encourage HEIs to establish or strengthen institutionalised alumni associations for effective university advancement. In this regard as well, HEIs should professionalise advancement to run as business for profit in order to boost their endowment base, address donor fatigue and hence, IGR.
- HEIs must accord high priority to research and hence institutionalise national and international grantsmanship and research capacity building.

# **THE NIGERIAN HIGHER EDUCATION CHARTER**

Noting and Affirming that:

Education is the greatest weapon for fighting ignorance, want and poverty, and combating hunger, disease and squalor, as well as for strategically charting a country's emancipation, global competitiveness and sustainable development", and to ensure that higher education is the epicenter of nation building processes and nurturing of democratic citizenship in Nigeria,

We the stakeholders in the Nigerian higher education sector, Declare and Adopt:

The following CHARTER, herein set forth, for revitalizing the Nigerian higher education, as a major outcome of the Nigeria Higher Education Summit, held at the Nigerian Air Force Conference Centre and Suites, Abuja from November 21-23, 2016.

### **THE NIGERIAN HIGHER EDUCATION CHARTER**

We commit to prosecuting the Priority Areas with the Action Plan set forth hereunder in the Declaration and Action Plan for revitalizing the Nigerian higher education sector. In this regard, we commit to the following set of follow-up actions<sup>1</sup>:

- First, we initiate a MOVEMENT of committed Stakeholders of a very broad spectrum dedicated to advocating/'struggling' for the emancipation of the Nigerian higher education system
- Organize a high-level policy dialogue with the federal government and other university proprietors, that is, the Governor's Forum as owners of state universities and Trustees of private universities to present this charter and secure understanding of their obligations and responsibilities
- Secure the commissioning and funding of a legal panel to review and harmonize all the laws relating to education in general and higher education in particular in the country. The outcome would lead to working with the National Assembly on appropriate legislations to optimize the system for better performance, service efficiency and global competitiveness.
- Consolidate on all these interventions to prepare a 25-year strategic plan/roadmap for higher education in Nigeria.

---

<sup>1</sup> We note with satisfaction that shortly after the summit, the Federal Government of Nigeria has directed universities through JAMB (Joint Matriculation Board) to stick to their original mandates, with JAMB and NUC jointly saddled with the task of ensuring orderly compliance, such that fresh admissions will not be entertained for erring programmes, until gradually phased out.

# **Summit**

## **Declaration and Action Plan**

## **PREAMBLE**

We, the participants, in the Nigeria Higher Education Summit on **Exploiting Diversity, Differentiation, and Quality Assurance in Revitalising the Nigerian Higher Education System**, gathered in Abuja, Nigeria on November 21-23, 2016, affirm our commitment to the objective of creating a national multi-stakeholders' platform to develop strategies for advancing the objectives of the African Union (AU) - adopted Declaration on African Higher Education through renewed commitment to promoting categorisation, legislation, service delivery and quality assurance, leveraging on ICT as driver of rapid and wider revitalisation and sustainable funding of higher education in Nigeria. In this connection, we make the following Declaration and adopt the accompanying **Action Plans** for the actualization of the Nigerian Higher Education Charter set forth above.

## **ORGANISERS OF THE SUMMIT**

The summit was organised by the Committee of Vice-Chancellors/Association of Vice-Chancellors of Nigerian Universities (CVC/AVCNU) and TrustAfrica, Dakar, Senegal with logistic support from the National Universities Commission (NUC) under the auspices of the Federal Ministry of Education. The Summit also received material support from Medicom Laboratory (Nig.) Ltd., Access Bank (Nig.) Plc. as well as Flour mills of Nigeria Plc.

## **STRUCTURE AND PARTICIPANTS**

The Summit was highly interactive, allowing exchange of experiences and views among participants. It consisted of plenary and parallel sessions for three consecutive days. A major innovation in summit strategy was the constitution of five (5) **Working Groups**, that worked and networked vigorously across diverse academic and professional frontiers in the six to eight weeks prior to the summit, examining the 5 subthemes. The outcome of the ennobling engagement of the working groups formed the input think papers for the five concurrent technical sessions of the summit, at which there were reinforcing discussions as well as purposive audience participation. Some of the Nigerian African Centres of Excellence (ACEs) and some other institutions exhibited viable research and innovation outputs at the summit, thereby allowing participants to appreciate the progress being made by Nigerian universities, and providing networking opportunities with potential investors. It was attended by over 150 participants drawn from the following stakeholders:

1. Representatives of business associations (NECA, MAN, Chambers of Commerce and Industry),
2. Government (the Presidency, State Governors, NUC, JAMB),
3. Pro-Chancellors, and Proprietors/Founders of Universities,
4. University administrators (Vice-Chancellors and other Principal Officers),
5. Academic and non-academic unions (Including the Academic Staff Union of Universities – ASUU), Students' associations,
6. Employers and business leaders from the public and private sectors,

7. Civil society organizations,
8. Development partners and funding agencies such as the British Council, MacArthur Foundation, Ford Foundation, the Carnegie Corporation, United Nation Agencies, including UNESCO, UNIDO, the World Bank, etc. and
9. The media, Alumni Associations, and all who are concerned with higher education and its expected impact on development.

### **OBJECTIVES OF THE SUMMIT**

The overall aim of the Summit was to build an effective platform and network for the revitalization of the Nigerian higher education system and identifying appropriate reform issues and strategies related to its diversity, differentiation and quality assurance for greater relevance to the country's emancipation and sustainable development. The specific objectives were;

1. To develop, through expert knowledge and consensus, a comprehensive globally credible and locally relevant/reflective framework for diversifying, differentiating and categorizing higher education institutions in Nigeria;
2. To develop appropriate legislation for sustainable differentiation and diversification mechanisms, and for transiting from one type of institution to another, to limit academic drift and mission creep in the system. Such legislation should also encompass the protection of institutional autonomy and diversified funding, as well as streamlined quality assurance and accreditation mechanisms;
3. To propose policy recommendations and implementation strategies for harmonization, leveraging and prioritization of ICT and e-resources, including virtual and distance learning platforms and knowledge parks/innovation hubs to exploit and strengthen Nigeria's differentiated and diversified higher education system for overall equity and system efficiency;
4. To provide policy and engagement frameworks to assist the ten new African Centres of Excellence (ACEs) and other centres of excellence in Nigeria achieve the purpose of their establishment, thereby boosting their capacity to contribute to the knowledge-based economic emancipation of Nigeria and the entire continent.

### **Wider Objectives:**

Success in the above specifics, would further:

5. Rekindle and consolidate the national economic transformational potential of the Nigerian higher education system in all its ramifications, including attenuation of quality deficits and promotion of value enhancement, and;
6. Engender enhanced social dialogue/partnership in the system leading to greater stability, and enthronement of a strike-free polity, being a much desired change in the sector.

### **NOTING THAT:**

The Nigerian Higher Education Sector has grown rapidly since independence ( from 3 to 152 Universities ; 1 to over 200 Polytechnics and Monotechnics and 3 to over hundred and fifty Colleges of Education/ NCE awarding institutions) facilitated by rising population and growing demand, expansion of the Nigerian economy and need for skilled labour.

Despite this growth, the HEIs sector faces serious challenges such as poor quality, inadequate infrastructure, out-dated pedagogies, low levels of funding, quality and quantum of scholarly productivity, and global competitiveness.

That while the Nigerian higher education sector is characterised by growing diversification and differentiation, the various components do not operate as an integrated system.

Nigeria's nearly 500 HEIs exhibit divergent missions, visions and values, patterns of access, enrolment and equity, systems of management, governance and accountability, financing and budgeting models, quality of teaching and learning pedagogies and infrastructure, levels of training for academic staff and research productivity, and forms of national, regional and international collaborations and partnerships.

## **VISION**

We unanimously affirm that it is critical to;

Develop a high quality, vibrant, differentiated, innovative, and socially responsible higher education sector that will be a driving force to achieving the visions outlined in various FGN policy decisions on education and NESG (2014) Agenda of transforming Nigerian education through partnerships for global competitiveness.

Produce the human capital required for Nigeria's inclusive and sustainable development, democratic citizenship, and repositioning as a major global actor.

## **PRINCIPLES**

The participants were guided by the following principles:

1. Provision of high quality and globally competitive education.
2. Promotion of world class culture of research and innovation.
3. Provision of adequate funding of higher education.
4. Promotion of access, equity, and accountability.
5. Promotion of institutional autonomy and academic freedom.
6. Pursuit of operational excellence in institutional management.
7. Strengthening linkages to society, economy, and employers.
8. Building inter-institutional collaborations.
9. Pursuing mutually-beneficial internationalisation initiatives.
10. Promotion of clearly differentiated and categorised HEIs.
11. Promotion of ICT-driven HEIs.
12. Regular review of progress in higher education through a biennial summit that emphasises mission relevance, quality assurance and competitiveness in a properly diversified and differentiated higher education system.

## **SPECIFIC ACTION PLAN FOR THE PRIORITY AREAS**

### **Priority Area 1:**

**Promotion of diversification and differentiation** in the Nigerian higher education system by providing proper conceptual administrative guidelines, and a harmonized legal framework for HEIs and the sector, to engender strict compliance with extant statutes to prevent mission creep and distortion of national development plans

### **Observations**

- Nigeria is yet to have a proper categorisation and differentiation of her HEIs, leading to systematic loss of relevance of HEIs to national needs and requirements.
- Current differentiation is chaotic and not comprehensive at the level of curriculum development.
- Many institutions exhibit identity confusion and crisis as they operate outside their mandate categorisation.
- There are universities of agriculture and technology offering degrees courses in law and business administration in violation of their original core mandates.
- Under the guise of affiliation, many polytechnics offer postgraduate degrees when they do not have corresponding undergraduate degrees in such disciplines; some offer degrees totally unrelated to their core missions e.g. postgraduate degrees in education; some compete with universities of technology in the award of some degrees, some offer NCE courses while some monotechnics are functionally polytechnics.
- Under the guise of affiliation, some colleges of education offer degrees programmes outside the NCE core mandate, and also offer postgraduate degrees in courses without corresponding undergraduate degrees.
- Curriculum imbalance or lack of focus as many polytechnics admit more students in social science courses than in technology.
- Confusion of admission/entry points of some HEIs into others, e.g. while some conventional universities admit HND holders into Year III of undergraduate programmes, some do not, while many universities admit NCE holders into Year II of degree programmes (like direct entry) a few show a preference for admission into Year III etc.

### **Priority Challenges**

- Identifying appropriate reform issues and strategies related to the diversity and differentiation of HEIs for greater relevance to the country's emancipation and sustainable development.
- Promotion of diversification and differentiation in the Nigerian higher education system by providing proper conceptual administrative guidelines, and a harmonised legal framework to prevent mission creep and distortion of national development plans.
- Developing, through expert knowledge and consensus, a comprehensive globally credible and locally relevant/reflective framework for diversifying, differentiating and categorizing higher education institutions in Nigeria.

## Action Plans:

1. Differentiating and categorising of HEIs to lead to beneficial specialisation.
2. Such differentiation should pay attention to the categorisations listed below:
  - Universities offering undergraduate and postgraduate degrees versus community colleges offering only four-year programmes of undergraduate degrees.
  - Conventional versus specialised Universities (such as for Technology, Agriculture, Education, Maritime, Petroleum and Minerals etc.).
  - High research focus (Research Universities/Institutes) - employing research fellows and professors, versus Conventional Universities - employing lecturers and professors.
  - Public (federal) versus Public (State) universities.
  - Public versus Private universities.
  - Private (secular) versus Private (faith-based/religious) universities.
  - Postgraduate emphasis versus Undergraduate emphasis universities.
  - Polytechnics versus Monotechnics.
  - Conventional Colleges of Education versus Technical Colleges of Education and Colleges of Special Education.
3. Comprehensive and transparent diversification and differentiation of HEIs in a sustainable way to have the trust of stakeholders.
4. Using a model of Classification that is non-hierarchical or descriptive but prescriptive.
5. Basing classification on empirical data rather than on regulations or policy distinctions, to make it credible and transparent.
6. Developing templates/mechanisms of transiting from one category to another, e.g. from OND/HND to universities of technology; from NCE to universities education. De-emphasising the use of postgraduate diploma/certificates (PGD/PGC) as conversion platforms etc.
7. Developing a bottoms-up framework that is driven by a Board to institute a process of advocacy, and to ensure sustainability and ensuring that Vice-Chancellors, Provosts and Rectors as well as University Senates and Academic Boards of Polytechnics and COE buy into the framework.

## Priority Area 2:

**Revision of laws and statutes of HEIs and the Nigerian higher education system** in relation to the regulatory and quality assurance powers of NUC, NBTE and NCCE, and the operational powers of JAMB and TETFund, which, in particular, would enable all HEIs have access to its funding interventions in favour of quality education:

## Observations

- There is no comprehensive legal instrument on HEIs. Such an instrument will embody legislation to **cure** the lack of realistic appreciation of the value of education and hence its gross underfunding, as well as distorted allocation of available limited resources, including tertiary education trust fund.

- Rather, we have considerable inconsistencies and policy reversals in the laws/regulations governing HEIs and the entire higher education system.
- Existing laws do not make provisions for transiting from one type of institution to the other, thus allowing academic drift in the system.
- The laws fail to make provisions for sustainable differentiation and diversification in the system but are rather atomistic in nature giving the impression that universities, colleges of education and other colleges as well as polytechnics are standalones, rather than being members of one organic higher education system.
- Even within one category/type of institution, e.g. the university, there are acts/statutes establishing each university but at the same time, there are acts/decrees lumping all of them together as shown in laws for Federal public Universities viz: Universities (Miscellaneous Provisions) Decree 1993 or Decree 11, 1993; Universities (Miscellaneous Provisions) (Amendment) Decree 1993 or Decree 55, 1993; Universities (Miscellaneous Provisions) (Amendment) Decree 1996 or Decree 25, 1996; Universities (Miscellaneous Provisions) (Amendment) Act 2003 and Universities (Miscellaneous Provisions) (Amendment) Act 2011.

### **Priority Challenges**

- Revision of laws and statutes of HEIs and the Nigerian higher education system in relation to the regulatory and quality assurance powers of NUC, NBTE and NCCE, and the operational powers of JAMB and TETFund.
- Developing appropriate legislation for sustainable differentiation and diversification mechanisms, and for transiting from one type of institution to another, to limit academic drift and mission creep in the system.
- Legislation and policy engagement for sustained efforts, led by governments and all key stakeholders, to situate higher education at the centre of the national development agenda. Establishing such a priority is a prerequisite to guaranteeing its funding, wider revitalisation, regionalisation/internalisation, partnerships and collaboration through leveraging ICT as an enabler of the relevance of HEIs, and hence driver of national transformation and sustainable development. Therefore, the need for legislation to institutionalise the cross-cutting and inter-ministerial nature and critical importance of education to the national economy, should be taken seriously.

### **Action Plans:**

*An urgent need for the government or legislature to set up a body of legal experts drawn from both the public and private sectors to examine comprehensively the existing individual laws of each federal, state and private university as well as joint laws of federal universities with a view to identifying the areas of conflicts/inconsistencies and harmonizing such.*

The reports of the body of experts should be processed as draft law(s) for the National Assembly to work further on in accordance with their procedures including special public hearings etc, paying attention to the critical issues listed below:

- Need for an Act of Parliament to place education at the centre of national development policy framework, in view of its cross-cutting importance and enabling effect on all sectors of the economy, through adequate support to education at all levels.
- Amending and coordinating the laws on HEIs leading to a comprehensive Act on HEIs in Nigeria. This will embrace amendment of the Acts of JAMB, NUC, NBTE, NCCE and others to address current challenges of policy conflicts and institutional autonomy.
- Advocating for Visitors of HEIs to devolve their powers to subordinate bodies and officials, in consonance with current realities to engender better governance and stability of the higher education space in Nigeria.
- Legislating to empower regulator/grantors (NUC, NBTE and NCCE) to close down illegal institutions and to forfeit the property of the grantors including the illegal institutions.
- Developing legal instruments to prevent further erosion of the powers of the Council by owners/proprietors, how Council members are appointed and who qualifies to be a council member. This is to ensure that appointment to the council should never be a compensation for political supporters.
- Stemming the tide of strikes, which have become negative hallmarks of our higher education system, through advocacy of a strong and binding commitment of all parties involved in negotiations on HEIs to abide by outcomes of collective bargaining.
- Laws must make provisions to sanction youths engaged in cultism, robbery, and allied crimes, including preventing rusticated culprits from getting admitted into other institutions without full disclosure and atonement.
- The HEIs law must allow all institutions unfettered access to funds from the central government, including TETFund. In the case of private institutions, this would be conditional on such institutions being fully licensed and running both undergraduate and postgraduate programmes, and operating on its permanent site with a minimum of 20 of its academic programmes accredited.
- Need to enact laws to insulate the smooth running of universities from destructive/incapacitating legal actions by internal and external entities including stakeholders such as communities affected by acquisition of land for the use of the university.

### Priority Area 3:

**Leverage ICT as an enabler of the relevance of HEIs and driver of national transformation and sustainable development.** When combined with some other high-level convergent technologies, such as genomics and biotechnology, nanotechnology, cognitive science and GIS, ICT can enable, accentuate and multiply overall impact in a transformative manner;

### Observations

- Declining quality of higher education delivery due to inability to leverage on ICT possibilities such as LMS, and prohibitive cost of ICT infrastructure as a result of

individualised models currently operational in many HEIs, instead of adopting an aggregated consortium approach/framework.

- Poor access to HEIs due to non-adoption of ICT possibilities.
- Inadequate understanding of the role of ICT in driving pedagogy of HEIs leading to poor policy and implementation strategies.
- Absence of synergy/coordination of key stakeholders on financial commitment of HEIs to ICT development and utilisation.
- Failure of HEIs to rise to the responsibility of financial generation and management in line with world's best practices.

### **Priority Challenges**

Prioritising an ambitious and broad adoption of ICT as an enabler of HEIs to drive national transformation and sustainable development, through:

- Sustained efforts undertaken and led by governments and other key stakeholders in higher education to embrace ICT in various aspects of HEIs.
- Adoption of cost-effective models for ICT deployment in HEIs in Nigeria – cost sharing of key infrastructure, outsourcing, proper funding of institutional campus-wide access technology and appropriate policies and strategies for sustainability. These include taking advantage of NgREN, WACREN and affiliates, and other service providers to benefit from economy of scale with respect to Internet Bandwidth provision amongst other services and potentials.
- Hence, encouraging institutional collaboration, networking and cost sharing.
- Use of biometrics as part of ICT platform for planning and elimination of ghost teachers and students, to reduce wastages, cut down on costs and enhance IGR.
- Adoption of ICT for the establishment of e-learning and distant learning centres in different locations to create better access, and to minimise cost of provision.
- Provision of training and development workshops for every staff in the use of ICT in general and particularly for every academic staff in the most effective pedagogical practices including effective uses of new information and instructional technologies.
- Extension of ICT training to all HEI students as a pre-requisite to meaningful participation in the transformative processes of the curricula.
- Investing more in e-library and other e-resources to encourage better access and usage of educational materials.

### **Action Plans:**

#### **National level:**

1. Ensuring that ICT policy statements are translated into practice and reality.
2. Strengthening NgREN (and other service providers) and collaborating with WACREN, AFRINIC and other international RENs to benefit from economy of scale with respect to Internet Bandwidth provision amongst other services and potentials.
3. Setting up of an ICT policy implementation commission may be imperative.
4. Development of a national digital content platform for broadening quality access to HEIs in Nigeria.
5. All relevant agencies to actively support the wider use of ICT in all HEIs.

6. Introduce incentives to private providers and key stakeholders to deploy their technical and material resources to support wider and cheaper use of ICT in HEIs.
7. Each university to establish an ICT facility management laboratory in order to maintain high quality and efficient bandwidth connections. TETFund should support this initiative.
8. Regulatory bodies such as NUC, NCCE, NBTE in HEIs should adopt more direct policies to support ICT in HEIs including incentives to champions.
9. NUC and other tertiary education regulatory agencies to spearhead courseware development for ease of regulation and standardisation of ICT use.

#### **Institutional level:**

1. There should be significant increase in annual budgetary allocation to ICT.
2. Special initiatives should be introduced to promote wider application of ICT in all aspects of institutional operations including administration, finance, audit, teaching and learning, students' records and examinations, library use and management, staff and students' data etc.
3. Need for proper alignment of ICT and pedagogy towards creative and innovative way of addressing issues of quality and access to education. This requires proper retooling and re-skilling of both staff and students for ease of adoption and implementation of ICT in Education.
4. Regular training and retraining of staff and students in ICT applications and appreciation.
5. Facilitating cheaper access to hardware and software through bulk purchase and negotiations.
6. Organising ICT fair to encourage providers to interact with end users on hardware and software for educational purposes
7. Adopting learning management system (LMS) to drive teaching and learning.
8. Improving on IGR through leveraging on ICT marketing of research outcomes and investments.
9. Adoption of the proposed cost-effective model for ICT deployment in HEIs in Nigeria – through cost sharing of key infrastructure, outsourcing, proper funding of institutional campus-wide access technology and appropriate policies and strategies for sustainability.

#### **Bilateral/Multilateral level Actions:**

1. Facilitating open relationships and supports from friendly and technologically advanced countries for HEIs.
2. Bilateral and Multilateral agreements, trades and protocols should deliberately target ICT for HEIs.
3. Engage the support of development partners in the strengthening of ICT infrastructure, capacity building activities and pushing the agenda of wider application of ICT in HEIs.

#### **Other stakeholders' level:**

1. Engagement of private-public partnerships, nationally and internationally for the provision of facilities and infrastructure to sustain ODL adoption.
2. Active media support of the campaign for wider adoption of ICT in HEIs by mobilising governments, parents and guardians, businesses and other stakeholders to recognise the benefits
3. NGOs, philanthropists and NGIs to support wider application of ICT in HEIs.

**Priority Area 4:** Nurture and sustain Centres of Excellence as game changers and anchors/catalysts of national innovation value chain through their unique commitment to research and innovation excellence, entrepreneurship and promotion of global scholarship;

### Observations

- The summit noted that the concept of research centres of excellence (RCEs) provides a great opportunity for Nigeria to have specialised and dedicated research universities that can serve as centres of innovation and development. Nigeria was lucky to secure 10 of the 19 bided African centres of Excellence (ACEs) by the World Bank and Association of African Universities (AAU).
- In addition to these 10 ACEs, West and Central Africa has a total of 22, while 23 new ones have also been established in Southern and East Africa. There is also the Pan African University 5 nodes in Ibadan, Cameroun, Algeria, Kenya and South Africa; UNESCO Category II Institutes and many other global and regional RCEs. There are also national and institutional RCEs.
- Altogether, the RCEs can network and collaborate across diverse frontiers, thereby representing the catalysts for Nigeria's emerging innovation value chain, and hence her scientific and technological emancipation. This golden opportunity should not be missed.

### Priority Challenges

- Need to provide adequate funding for the development of science, technology and innovation, and the outputs and outcomes – body of knowledge, patents, technological learning, products, policy; development, employment, nation building, happiness etc that come with them.
- Building the capacity of operators of the RCEs for optimal performance
- Building a strong national innovation system to exploit the potentialities and prodigious outputs of the RCEs
- Providing the motivation for Nigerian youths to utilize creative STI knowledge gainfully to instigate innovation-anchored development rather than being engrossed in its negative and destructive application to foster crime and criminality. A great future lies in harnessing this youth creativity and STI-for-development nexus.

### Action Plans:

#### National Level

- The ten (10) African Centres of Excellence in Nigeria should be deliberately funded, developed and sustained beyond their current World Bank funding and designated as critical assets for innovation and development.
- The same status should be extended to similar global and regional centres such as the Pan African University node at Ibadan, the UNESCO Category II institutes at UNN Nsukka and Water Resources Institute, Kaduna/ABU.

- Deliberate efforts must be directed at developing special national centres to address unique national problems, while existing national research centres (industrial, agricultural, medical etc) are affiliated with specific universities to optimise the national knowledge and innovation system.
- Develop an inventory of the research outputs, innovations and products emanating from the Centres of Excellence and publicise them to change public perception of universities and their relevance.
- Institute a robust governance model for the RCEs, and entrench participatory engagement and advocacy with host institutions in order to limit political influence by government and university management, and enhance their overall effectiveness.
- Accordingly, RCEs should be led by an accomplished researcher and Scientific Advisory Board in order to consciously drive the mission of such centres to respond and intervene in priority areas of regional and national interest.
- Build the capacity of the directors and key operators of RCEs to enable them meet the contemporary challenges of interdisciplinary oriented research and leadership.
- Forge international research alliances and partnership through mobilisation of Nigerians in Diaspora to be engaged and commit to positively transforming the higher education space for greater relevance to the challenges of hunger, disease, want and poverty, which continue to ravage the country in spite of her enormous human, natural and mineral endowments.
- Deliberate and focused interactions and networking between and among RCEs to identify and promote best practices and assist in improving their already good performances.

### **Institutional Level**

- Institutions should identify niches and brands that should be developed into RCEs and focus on exploiting their uniqueness to make salutary contribution to national development, rather than being 'jack of all trades'.
- Institutions with ACEs should consolidate on the gains made so far and ensure sustainability, especially at the expiration of any external funding(s).
- RCEs need special publicity to enable the industry and civil society realise their potentials and utility. They should also celebrate their unique accomplishments and key achievers.
- Specialised universities and units with narrow research focus should be revitalised with well-guided policy, conceptual clarity, and monitoring and evaluation mechanisms to deliver on appropriate mandate.

**Priority Area 5: Promotion of HEI's partnership and synergy with industry, civil society and the natural environment** for a better world, through commitment to the SDGs as a core mission, and enabler of a new paradigm of entrepreneurial empowerment of their products for better uptake and transfer of the output of their research. The issue of relevance to their mission and solving problems of the immediate community, the nation, region and humanity in general is now seriously haunting Nigerian HEIs;

### **Observations**

- Growing concern over the quality of graduates as public and private employers increasingly find them unemployable.
- Preponderance of poorly trained graduates who are unproductive on the job.
- Poor synergy between requirements of business, industry and employers of labour and the curricular of HEIs.
- Weak link and impact of universities and polytechnics with the industry and on national development.
- Only few multinational firms and industries encourage, support and/or invest in research locally and in partnership with local research centres.
- There is a local-content initiative to foster greater involvement of local-knowledge in industrial activities in order to engender purposive technology and know-how transfer. Both the Local-Content Office and the National Office of Technology Acquisition and Transfer (NOTAP) need to intensify effort in this regard.

### **Priority Challenges**

- Need to develop and harness the triple helix concept to mediate university-industry links and enhance the national innovation and productivity value chain and the relevance of STI to national development.
- Encouragement of PPP approaches to institutional development in order to foster research institution-industry bonds.
- Completing the transverse of the innovation value chain, such that many of the research outputs (ideas, trials, half inventions and innovations, etc) on the shelf in our HEIs are translated into useful patents, models, products, viable services and active policies.

### **Action Plans:**

#### **National Level**

- Energize the National Research and Innovation Council (NRIC) to provide the much needed political and economic will and leadership to engender a knowledge-economy in the country.
- Provide special funding (a dedicated trust fund) for research and innovation and challenge the science and engineering academies to lead the drive towards knowledge-mediated development.
- Nigeria needs and industrial and investment promotion policy that is anchored on knowledge development and emphasises creativity and innovation.
- Government to actively support institutions with clear research and innovation focus, and who work in partnership with the private sector to generate positive and practical outcomes and products.
- Government to provide incentives in taxes to encourage and support PPP initiatives. This should also apply to firms who encourage and support academia-industry collaboration.
- By 2025, Nigeria shall take the lead in using technology to drive education and harnessing its outputs.

#### **Institutional Level**

- HEIs to fulfil their mandate of providing high-skilled and knowledgeable graduates for the public and private sector enterprises operating in domestic and foreign markets
- HEIs to institute deliberate structures and systems to foster industrial collaboration and sound research and innovation management.
- Institutions to outsource mundane social activities and focus on productivity enhancing governance issues and structures.
- More emphasis should be placed on tangible productivity of staff and units (innovations and inventions, patents, creative works, products, policy development) as opposed to publications only.
- Assessment and reward system must incorporate and recognise civic and industrial engagement/activities
- Large and medium industries and firms should be encouraged to establish in-house research facilities and ensure patronage of local research institutions if outsourcing their research and development needs.

**Priority Area 6: Widen access to HEIs and Strengthen institutional/programme accreditation and quality assurance/quality control mechanisms and procedures** in order to restore confidence and acceptability to the output/products (graduates, research output and technology transfer/civic engagement) of Nigerian universities and other tertiary institutions, and enhance their local and global relevance and competitiveness.

### **Observations**

- The issue of access remains a challenge as many otherwise qualified candidates fail to secure admission, putting serious pressure on the admission process and sanctity of admission examination (UTME) and processes. Other notable features:
- Poorly trained graduates who are unproductive on the job.
- Poor oral and written communication skills, as well as deficiency in applied skills of graduates.
- Student population explosion in HEIs due to over enrolment and violation of optimal carrying capacity, which manifest in other complications;
- Mismatch between facilities and enrolment.
- Overcrowded classrooms, laboratories and other learning materials that are grossly inadequate.
- Poor implementation and monitoring of programmes.
- Minimal continuous improvement to achieve and maintain high standard.

### **Priority Challenges**

- How to address the problem of access: to establish new universities or enhance the effective capacity of existing ones or both?
- Need to institutionalise internal quality assurance in all institutions, and streamline external assessment, and institutional/programme accreditations
- Need to harmonise and reform admission processes
- Need to pay attention to teaching and learning effectiveness and monitor standards and compliance.

### **Action Plans:**

## **Accreditation**

### **National Level**

- Accreditation of tertiary institutions by their respective regulatory bodies (NUC, NBTE, and NCCE) and accreditation of the same programme by their respective professional bodies need to be harmonised through appropriate legislation and operational procedures.
- The regulatory bodies also need to properly define and streamline institutional and programme accreditation, and make them more 'fit-for-purpose', realistic, credible and reliable.
- It is suggested that institutional accreditation should be carried out once at interval of 10 years for proper monitoring of the set goals and objectives of the institution.
- Create a policy framework for the involvement of various industrial establishments in developing curricula for institutions of higher learning without necessarily compromising the academic freedom of Universities. In this regard, it is also necessary to make the industrial attachment programme very relevant and realistic.
- The Benchmark Minimum Academic Standard (BMAS) should be reviewed/updated every 5 years.
- Recommended the establishment of a National Quality Assurance Agency named Quality Assurance Agency of Nigeria (QAAON) for all tertiary institutions.

### **Institutional Level**

- Every institution to establish internal QA units, and effective structures at all levels (Department, Faculty/School and Central Administration) and regulations, thereby mainstreaming QA into institutional governance.
- The QA unit can also serve for institutional monitoring and evaluation (M&E) of compliance with institution's strategic plans and progress.
- The QA unit to develop outcome indicators and accountability mechanisms to ensure implementation of good quality control measures, rules and regulations across every institution.

## **Recruitment of staff and admission of students**

### **Institutional Level**

- Proper and unbiased interview should be conducted to ensure that competent and qualified staff are recruited
- Employ academic staff with terminal degrees and provide training and development workshops for all, emphasising effective pedagogical practices.

### **National and Institutional levels**

- Sound procedure in the area of admission of students, maintaining principles of fair admission (**JAMB**).
- Transparent admission processes should be employed and strengthened (**JAMB**).
- Reversal of the policy abolishing Post UTME in accordance with the clamour of HEIs and other stakeholders.

## **Teaching and Learning**

### **Institutional Level**

- Teachers/Lecturers should be constantly updated through research and conference attendance.

- Shift from Teacher Centred Learning to Student Centred Learning and Competency Education.
- Focus more on student learning performance and Outcome Based Learning.
- Institutions to seek stronger linkages with employers and industry in relevant areas.
- Curriculum to be updated regularly to reflect the rapidly advancing frontiers of knowledge.
- Expand access to new technologies, including the internet and social media as detailed in the section on ICT use.

### **Bilateral Level**

- Higher institutions to seek coalitions/collaboration with other institutions that possess comparative advantage in aspects of teaching and research.
- Encourage collaborative research efforts, forming of research clusters and bidding for grant that has interdisciplinary outlook.

### **Assessment**

#### **Institutional Level**

- Use assessment as a means of motivating students to learn stated outcomes and to enable lecturers assess the extent to which they have succeeded in getting students to learn.
- Assessment should effectively address the instructional objectives set out for the study.
- Assessment should be challenging but result in fair evaluation.
- Develop robust, transparent and fair system of assessment to measure student learning outcomes, and performance of academic staff, administrators, and other staff for continuous improvement.
- Use assessment methods that are reliable and valid, one that can truly differentiate students based on achievements and potentials.

### **External Examinations**

#### **Institutional and Bilateral Levels**

- Appoint individuals who are suitably qualified and experienced in the subject.
- Establish a standard process of nominating, considering and appointing external examiners.
- Have a policy that will avoid reciprocal appointments with departments of other degree-awarding bodies and for dealing with conflict of interest where such appointments are unavoidable.

**Priority Area 7:** Lastly, **Ensure Sustainable Funding of Education, Especially Higher Education.** A resonant consensus from the Summit is the need for a shared burden in the overall funding of higher education for common good, and this must be equitable, such that no child is denied access to HE on account of poverty or inability to pay, while also no child has to pay very exorbitant fees in any HEI be it public or private. There should be some equilibration or modulation such that one child does not pay too high for tuition, while another pays nothing, in the same economy, in order to level and enhance the access field for all.

## Observations

- The Nigerian education sector, particularly higher education, is grossly and persistently underfunded by global standards and considering the key challenges stunting its potential. This is without prejudice to funding provided by TETFund, largely for infrastructure development.
- Funding of education is grossly below UNESCO guideline prescriptions of a minimum of 25% of budget or 4% of GDP. Currently, we are at 6% of the 2017 National budget, and it was 8% in 2003, giving an average of 9.5% between 2006 to 2008, and 8% in 2016).
- In 2010, the average enrolment in Nigerian tertiary institutions was 1.4m students, hence Nigeria needed to raise \$5billion or N780 billion annually to fund tertiary education, the globally set minimum of cost of educating an undergraduate in a year being \$5,000. In reality, the federal government spent only N295 billion in 2010, a far cry.
- However, there is still paucity of comprehensive financial data on funding requirements of HEIs specific to Nigeria.
- Though many HEIs have endowment funds, they have not managed or run them professionally. Indeed, many have not risen to the responsibility of financial generation and management in line with the global best practices.
- Many stakeholders are yet to come to terms with the fact that higher education is expensive and that government and proprietors alone cannot bear the burden. Indeed, students' failure to accept paying fees commensurate with the cost of education has compounded the funding and access gap in HEIs.
- In spite of the larger number of private universities they account for only 7% of the student population, on account of the exorbitant fees that some charge. Hence, the challenge of access persists.
- Students' loans scheme operated in the past to provide relief to indigent students was scrapped due to poor management, even though it was a laudable scheme.

## Priority Challenges

- Need to ensure sustainable funding of higher education, in particular, and education at all levels, through determined increased investment by governments at all levels, enhancing the capacity of HEIs at internal fund generation and realistically embracing shared burden by all stakeholders.
- Need to ensure commensurate flow of private and donor/development capital into education as the bedrock of realistic pro-poor development.
- Need for equitable shared burden of higher education to ensure a regime of justly modulated fees system across the entire HE landscape; no child should pay excessively exorbitant tuition fee while another pays nothing, simply because one is in a private institution and the other is public.

## Action Plans:

### National Level

- The FME, through its regulatory agencies; NUC, NCCE, NBTE should as a matter of urgency provide well-researched comprehensive data on optimal funding required for HEIs.
- Increase national education funding to UNESCO guide level of: either a minimum 25% of national budget or 4% of GDP in the medium term.

- Adopt and promote a policy of funding and operational autonomy for HEIs. In this regard, depoliticise education funding and set the example of funding a few universities (irrespective of geopolitical considerations) to world class or international standard.
- Allow institutions to charge appropriate fees for education, and de-emphasize the need for all public HEIs to subscribe to the uniformity principle of equal subvention.
- Provide tax incentives to the Organised Private Sector (OPS) to encourage them to partner with and contribute to the funding of HEIs.
- The students loans scheme should be re-established and adequately funded, while such loans should be securitised through bonds.
- To arrest the issue of loans-default, there should be an independent national body to manage the board and ensure loan recovery. Loans should be tied to the bank verification numbers (BVN) of recipients.
- Examine innovative ways of increasing the funding pool of the tertiary education tax fund (TETFund) and the petroleum technology development fund (PTDF).

### **Joint National and State Levels**

- Local Governments must be encouraged to contribute certain percentages to education funding as obtains in the 5% contributions in Osun, Ondo and Ekiti states.
- State Government must increase funding to HEIs so that they stop depending on TETFUND alone for structural development.
- Regulatory agencies should protect universities owned jointly by more than one state from funding irresponsibility of such States, with the ultimate possibility of deduction at source by the federal government of agreed commitments.
- Government at all levels must ensure that consultancies which HEIs own and have adequate manpower and equipment to carry out should be favourably patronized.
- A reward system that allows priority funding for institutions with clear research focus is advocated.
- Federal and state governments should stop establishing HEIs that are not well provisioned for in terms of sustainable funding plan.

### **Institutional Level**

- Ensure transparent and accountable management of funds.
- Ensure the regular payment of salaries as priority and also contributions to accessories like health insurance and pension.
- Gradually lessen the performance of metropolitan functions of provision of power, water etc. which governments/proprietors should perform.
- Vigorously pursue R&D and partnership/cost-sharing through the pruning down of cumbersome bureaucracy that can discourage partners.
- Address the trust deficit and donor fatigue between universities and donors so that donor pledges can be quickly redeemed in a donor-driven advocacy system.
- Promote advocacy to educate shareholders on the expensive but necessary cost of education.
- Allow private business to come into funding support as equity, e.g. a value chain of government, industry and private suppliers.
- Outsource services that unduly consume fund and are not critical to mission.
- Establish and strengthen Alumni Associations in innovative ways to guarantee sustained interest and funding.

- Intensify ICT programmes like biometrics to reduce wastages, corruption and poor fund management.
- Intensify advocacy, public relations, branding, lobby and pressure systems.
- Explore research grants through organisations like UNESCO, World Bank, Ford Foundation, Carnegie, Danjuma, Elumelu etc.
- Access loans for infrastructure and academic training from ADB, AfDB, UNESCO, and through PPP vehicles, etc.
- Increase IGR through research outcome investments and cut down on mundane projects.

### **Private Sector**

- Banks should promote EDUCATION TOURISM product (as in AfriBank) to finance gaps in Government funding.
- Regularly provide sound advisory services on fund management in relation to needs.
- Aid institutions in using creative/innovative funding techniques.
- Provide professionals who can run endowments/foundations as business for profit and can boost IGR.
- Use PPP platform to build and manage hostel development.
- Help institutions to access Pension funds through banks.