

THE TRANSNATIONAL EDUCATION LANDSCAPE IN NIGERIA'S HIGHER EDUCATION SYSTEM

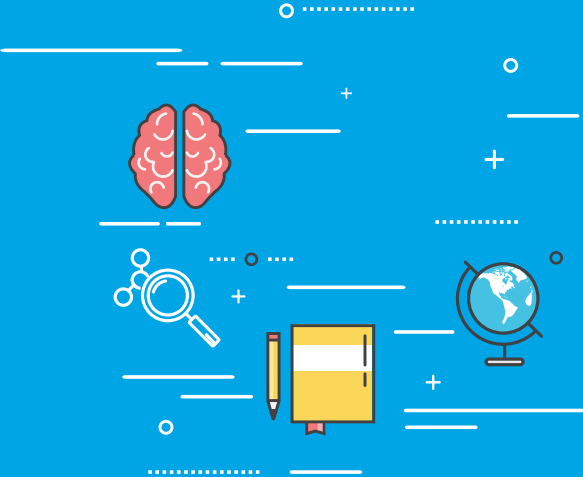
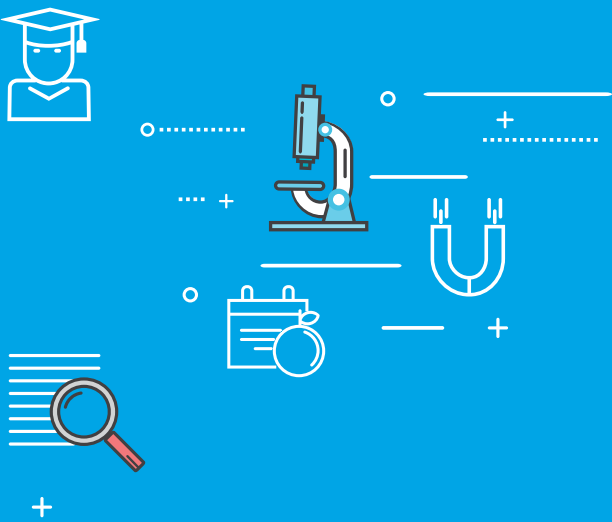


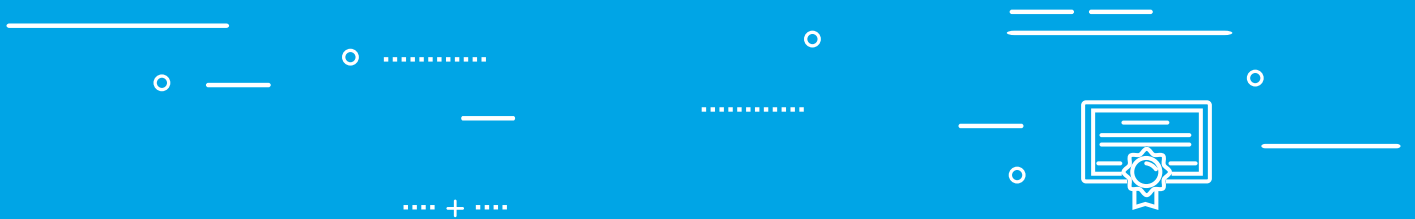
International
Higher Education

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THE TRANSNATIONAL EDUCATION LANDSCAPE

IN NIGERIA'S HIGHER EDUCATION SYSTEM



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Louisa Waddingham
Director, Programmes,
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GLOSSARY

Articulation agreement

An agreement between a foreign-sending higher education institution (HEI) and a local host HEI for awarding the degree of the foreign institution after the host HEI has provided some part of the degree of study.

Branch campus

A foreign degree-granting location of an HEI.

Monotechnic

A technical college offering just one course, subject or programme of study.

Open and distance learning

Open and distance learning (ODL) is a general term for the use of telecommunication platforms to provide or enhance learning. Around the world, the academic community is discovering and exploring the internet, teleconferencing, and related means to achieve an extended classroom or learning experience.

Transnational education

Transnational education (TNE), according to a recent British Council classification

framework, takes two approaches. This could be independent provision, where the foreign-sending HEI or provider is primarily responsible for the design, delivery and external quality assurance of their academic programmes and qualifications being offered in another country.

The second approach is **TNE partnerships**. This refers to partnerships where a foreign-sending HEI or provider works together with a host country HEI or provider on the design delivery or external quality assurance of the academic programmes.

Twinning/articulation model

This refers to when an awarding institution reviews the provision of another organisation and deems that the curriculum is of an adequate standard for the award of specific credit, leading to direct entry into year two, three or four of the specified programme at the awarding institution. These arrangements occur most frequently at undergraduate level. Examples might include 2+2, 3+1, and 2+1 agreements. Students are aware from the outset that they will qualify for advanced standing at a particular institution on completion of the partner section of the programme.

ACRONYMS

CVC – Committee of Vice Chancellors of Nigerian Universities

FGN – Federal Government of Nigeria

JAMB – Joint Admissions and Matriculation Board

NgREN – Nigerian Research and Education Network

NUC – National Universities Commission

QAA – UK Quality Assurance Agency

TETFund – Tertiary Education Trust Fund

UTME – Unified Tertiary Matriculation Examination

EXECUTIVE SUMMARY

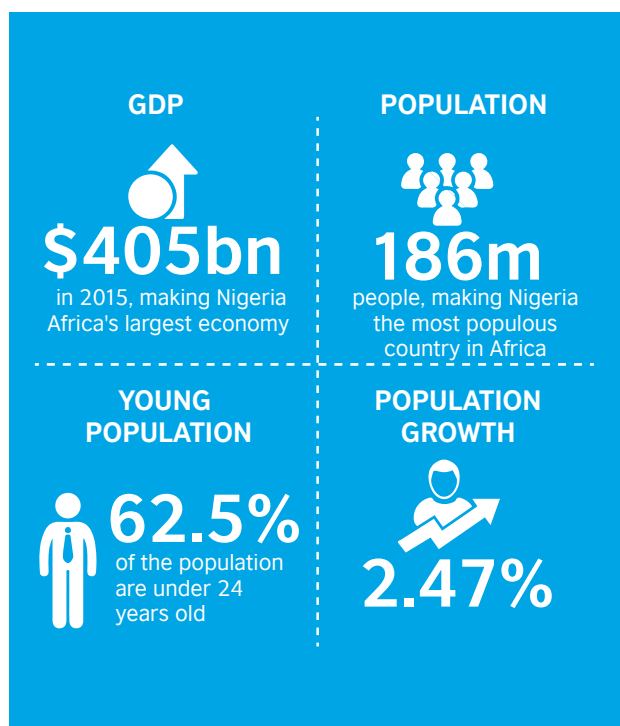
Nigeria is Africa's largest economy (GDP of \$405.1 billion in 2016) and its most populous country (estimated at 186 million people in 2016). Demographically, the country is young and still growing, with 62.5 per cent of the population under the age of 24 and a relatively high average annual population growth rate of 3.5 per cent. When Nigeria gained independence from Great Britain in 1960, the country had already established six research-focused universities. As the demand for graduates increased with the development of the Nigerian nation, many more universities were founded over the coming decades, including state- and

privately-funded institutions. By December 2016, Nigeria had a total of 143 universities spread across the nation.

This research examines the current state of higher education in Nigeria and reviews the extent to which Transnational Education (TNE) partnerships have been embedded in the universities and the viability of such partnerships as tools for improving access to higher education in Nigeria, particularly given some of the challenges facing the sector. Some of these challenges are outlined below.

- ▶ The capacity and number of available institutions has not grown as rapidly as the demand for higher education, which has been fuelled by an increasing population.
- ▶ Funding for the available institutions has been insufficient. The consequence of this has been inadequate investments in infrastructure, learning aids and new technology, creating a disparity between what is taught in the institutions and what the Nigerian job market needs, as well as with norms in the global education environment.
- ▶ There are high student-to-faculty ratios. As the existing faculty ages, institutions have struggled to replace experienced members of staff with new faculty.

Some of these challenges may have given rise to greater opportunities for collaboration with Nigerian universities in the areas of teaching and research. Many of the Nigerian universities included in the research identified collaboration as one of the ways they will address these issues, in order to provide a globally competitive



learning experience for their students. Some universities have instituted policies on links and have dedicated international partnership and linkages offices to drive these policies.

1.1 Objectives of the study

The objectives of the study were to:

- ▶ provide a better understanding of the regulatory environment and key steps to take to improve the chances of partnerships being approved by the regulators
- ▶ showcase metrics to measure TNE partnership success and understand what a successful TNE partnership means to Nigerian institutions
- ▶ generate data on existing TNE partnerships in Nigerian institutions
- ▶ generate data on partnerships that Nigerian institutions have with the private sector
- ▶ highlight case studies to show successful TNE partnerships.

1.2 Key findings

Data gathered during the course of this study shows that of 143 accredited universities, 45 (representing 31.9 per cent) have existing TNE relationships with foreign institutions. In all, articulation agreements are the most frequently adopted model. Articulation agreements are defined by the UK Quality Assurance Agency (QAA) as follows: 'an awarding

institution reviews the provision of another organisation and deems that the curriculum is of an adequate standard for the award of specific credit leading to direct entry into year two, three or four of the specified programme at the awarding institution. Students are aware from the outset that they will qualify for advanced standing at a particular institution upon completion of the partner section of the programme.' (QAA Typology)

The National Universities Commission has also begun encouraging, and in some instances facilitating, discussions between Nigerian universities and their international counterparts. Many local, foreign and multilateral institutions have also begun to partner with Nigerian universities and, in some cases, have funded targeted research in areas such as: science, technology, research, engineering, agriculture and mathematics (referred to as STREAM), as well as medicine, energy, water and food security, climate change and sustainable environmental development.

Summary of Findings

- 1 There is a gap between the number of TNE partnerships entered into and those that are successfully implemented. Of the 31.9 per cent of TNE partnerships that exist, our studies reveal that less than 30 per cent of these partnerships are active, and, upon evaluation, an even smaller number have successfully achieved their partnership's goals.
- 2 Leadership of the institution is a critical factor in determining the success or failure of TNE ventures. Where the vice chancellors of the universities are

involved in partnership discussions, even if there is a designated office and officer responsible for TNE partnerships, the chances of the partnership succeeding are significantly increased.

- 3 There is a need to create clarity on the partnership objectives, roles and responsibilities of both parties, as well as the benefits that accrue to all. Management of expectations before inception is critical to the success of these partnerships.
- 4 There are low levels of awareness among the faculty and student body of the Nigerian institutions about the existing TNE partnerships and the opportunities available through them. This results in low levels of participation in key partnerships strands, such as faculty- and student-exchange programmes. To ensure inclusive

participation, partnerships must therefore include communication and sensitisation plans to create awareness of their existence.

Quick facts



31.9% 

of universities have TNE partnerships within the study period

.....
Less than

30% 

of the TNE partnerships that exist are active

2.0 INTRODUCTION

2.1 Background to the study

This British Council research project is intended to generate market insights on the state of higher education in Nigeria, looking specifically at transnational education (TNE) partnerships. Transnational education generally refers to the award of degree-level qualifications from one country to students taking the programme in another country. This study, which focused retrospectively on a five-year period, was designed to collect data on current and past international higher education partnerships in Nigeria.

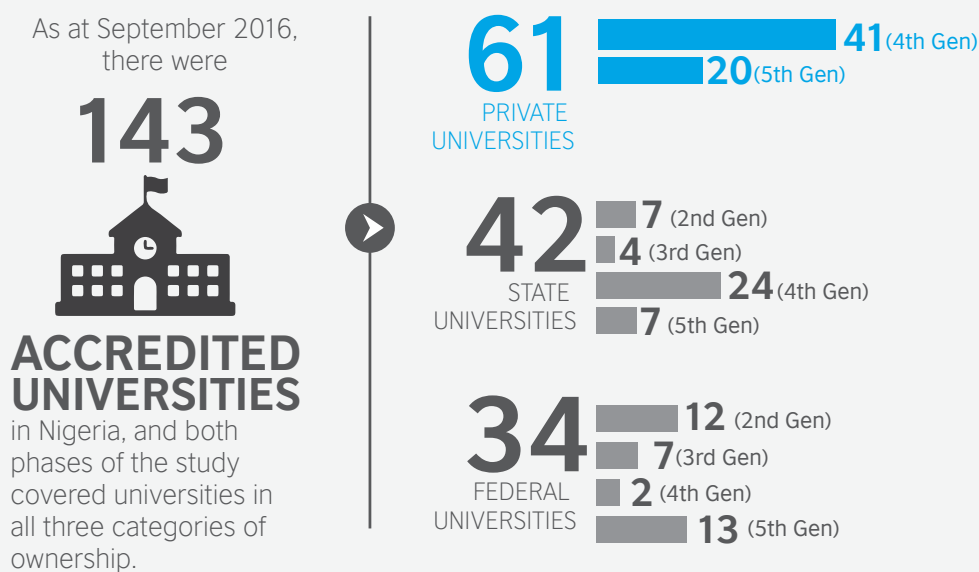
2.2 Research approach

The study was carried out in two phases.

The first phase, which was conducted during the first month of the project (September 2016), involved a desk-based review of all accredited Nigerian universities' websites, press releases, regulatory guidelines, policy documents, research papers and other literature. At the conclusion of the desk research, two groups of universities were selected for field research based on an empirical ranking, which took into consideration the following:

- ▶ number of applicants to the university
- ▶ ranking by recognised online rating institutions
- ▶ student-teacher ratios.

Figure 1: accredited Nigerian universities by ownership



The first group of 12 universities was subjected to extensive field research, while the second group, comprising 30 universities, was the subject of limited field research. In addition to visits to the universities, the field research covered interviews with key staff of the National Universities Commission (NUC), the Committee of Vice Chancellors (CVC) and other stakeholders working in higher education.

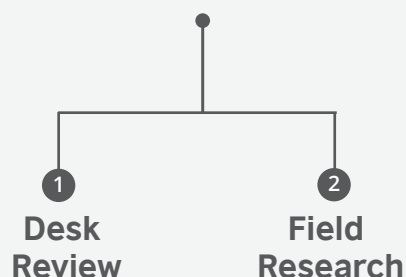
As at September 2016, there were 143 accredited universities in Nigeria, and both phases of the study covered universities in all three ownership categories.

2.3 Aims and objectives

The research aimed to generate insights and intelligence on current and past international education partnerships in Nigerian universities. It therefore sought to:

- 1 provide basic data on all Nigerian universities
- 2 provide TNE partnership information on a cross-section of institutions
- 3 determine the regulatory environment, approvals and procedures necessary for entering into TNE partnerships with Nigerian institutions.

There were TWO PHASES of the study



During the field research, universities were split into two groups.

GROUP 1

12 universities in the first group were subjected to **extensive field research**

GROUP 2

30 universities were subjected to **limited field research**

INTERVIEWS

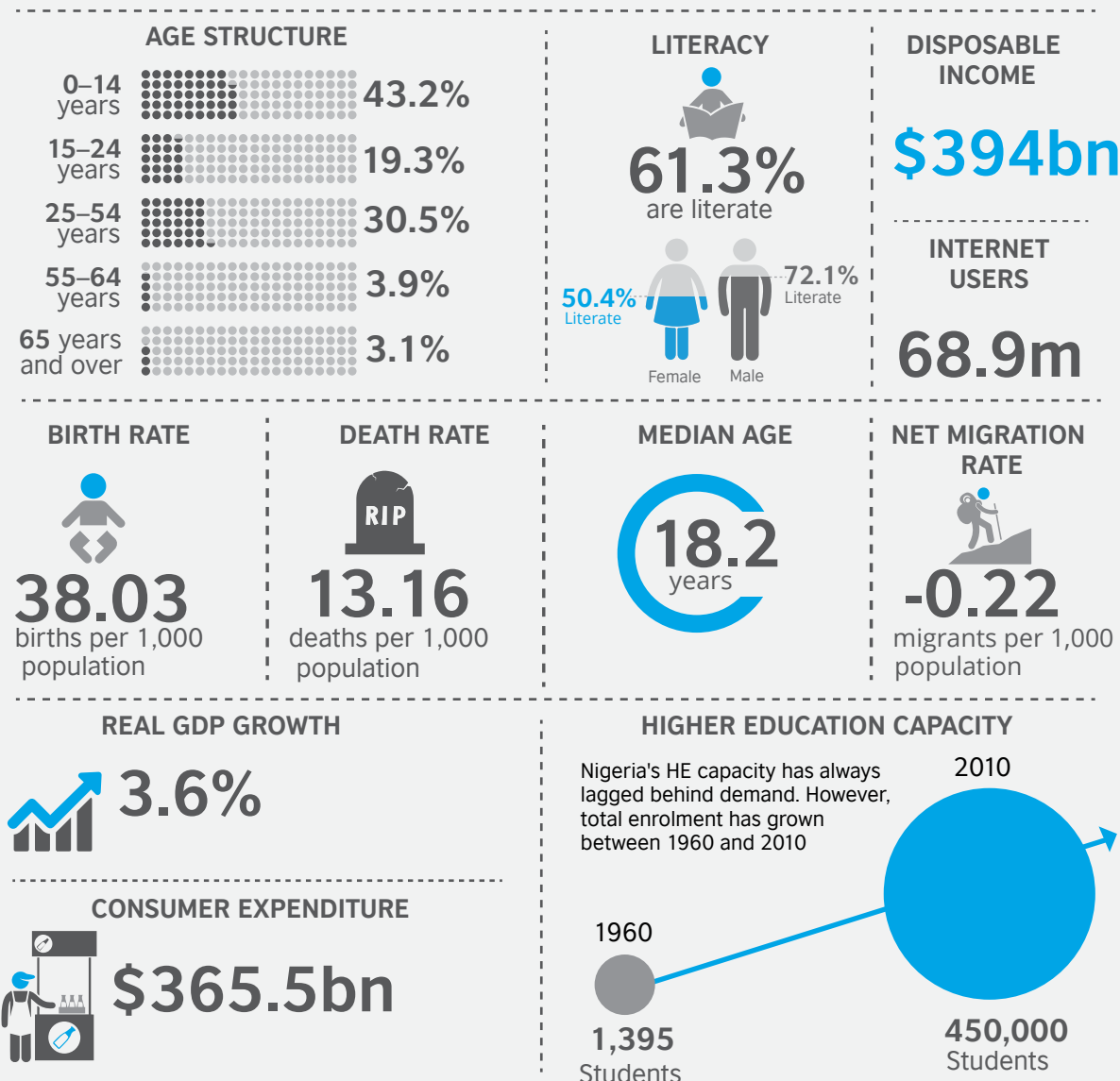


Interviews with NUC, CVC and other stakeholders

3 REVIEW OF HIGHER EDUCATION IN NIGERIA

3.1 Access and demand in higher education

Nigeria has a young and growing population, with 62.5 per cent of the population under the age of 24 and a high average annual growth rate of 3.5 per cent, according to the National Population Commission.



Infographic: Nigerian socio-economic indicators¹ and higher education capacity

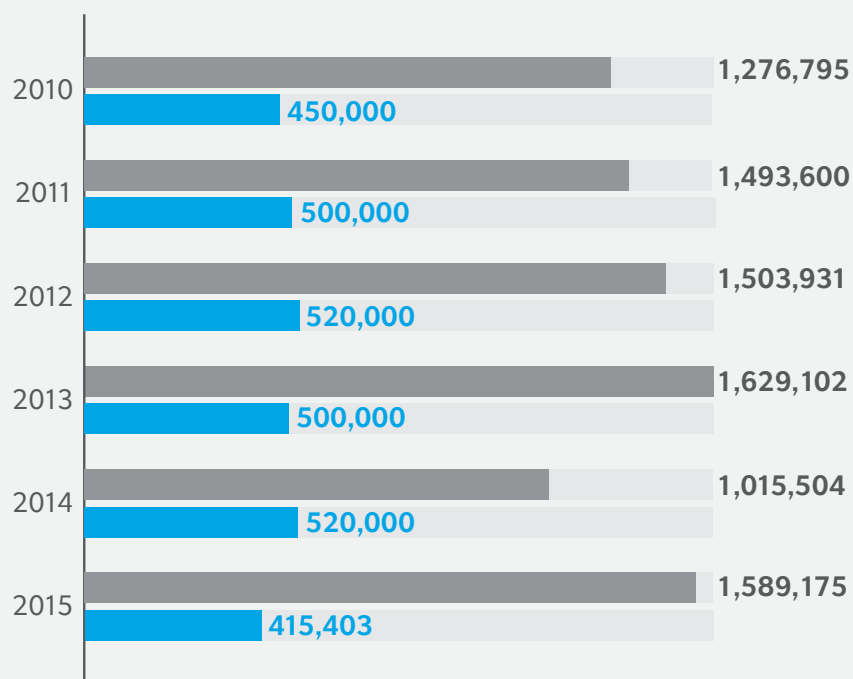
¹ The World Bank, Available at: <https://data.worldbank.org/country/nigeria> (Accessed December 2016)

The first infographic on this page highlights the disproportionate growth of the number of Nigerians seeking university education compared to the institution places available to them. The second shows the growth in the number of institutions between 2010 and 2015.

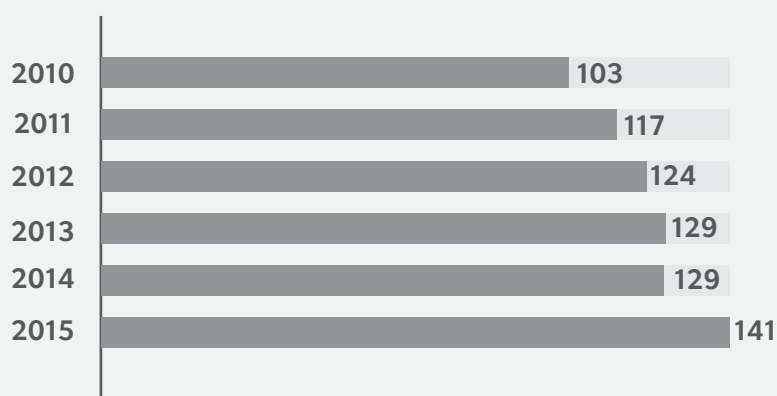
Undergraduates admitted vs UTME registrations



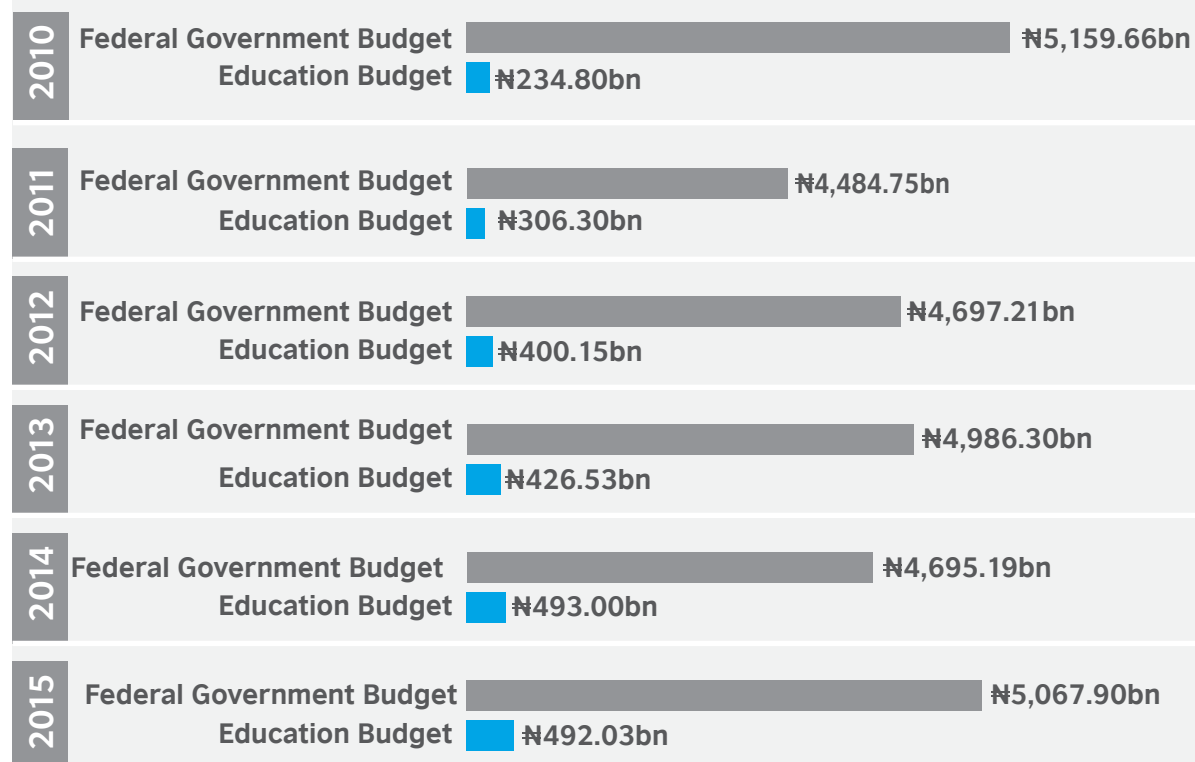
Every year, since 2010, the number of students who register for the university matriculation exam (UTME) is nearly three times the number that are admitted into universities.



Number of universities in Nigeria



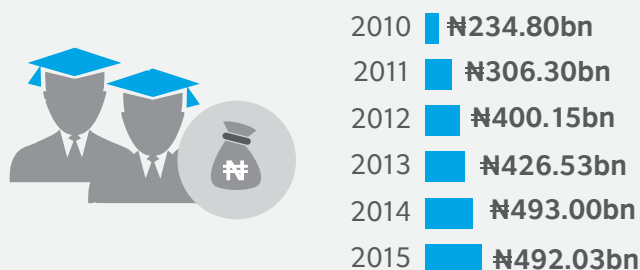
Comparing the federal government's budget and the education budget, 2010–2015



Federal government budget, 2010-2015



Education budget



In the late 1970s, in order to meet the demand for HE, the federal government of Nigeria began issuing licences to state governments to establish and fund universities. Funding for government-owned institutions (federal and state) is highly subsidised by the government and, as the number of institutions increased, budgetary allocations failed to keep up. In the late 1990s the first private universities were licensed, to reduce the government's burden.

In recent years, the admission rate into government-funded universities has

averaged about 33 per cent. On the other hand, the demand for private universities has been much lower due to the high level of fees charged. While federal universities have generally charged less than ₦50,000 per session, some of the most prestigious private universities have been known to charge up to ₦1,500,000 per session. The Joint Admissions and Matriculations Board (JAMB), which organises entrance examinations for all Nigerian universities, disclosed that the total enrolment at private universities in 2013 was 19,254 whereas the allocated quota for the year was 67,009 students.



ONLY
28.7% of allotted enrolment quota at private universities was used, representing 19,254 of the 67,009 allotted quota



3.2 Access to higher education in Nigeria



In the Nigerian context, higher education (HE) refers to all forms of post-secondary education, including universities, polytechnics, monotechnics colleges of education and enterprise development centres.²

The Nigerian university system has always been the largest component of higher education, and it is supervised by the National Universities Commission (NUC), - an agency of the federal government of Nigeria (FGN). The NUC was established by an Act of Parliament in 1962 and it later became a statutory body in the 1970s as the FGN took over control of the existing regional universities. Today, the NUC has the power to set the minimum standards for all programmes being taught in universities in Nigeria and to conduct regular accreditation exercises for academic programmes.

SOME OF THE BARRIERS TO ACCESS TO HE IN NIGERIA INCLUDE:³

INFRASTRUCTURE/ FACILITIES CHALLENGE

About

15–30%

of the infrastructure, equipment and books are non-functional, obsolete or dilapidated (Federal Ministry of Education).



INADEQUATE PUBLIC FINANCING

Nigeria's spending on education has frustrated between 4% and

6%

annually, far below UNESCO's recommendation for 26% of national expenditure.

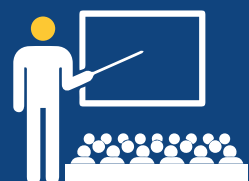


ACADEMIC STAFF NUMBERS

there was a shortfall of

↓19,548

academic staff in Nigeria's university system as at 2006; while 50,000 staff were required for effective course delivery across all disciplines, only 27,394 were available. The long-lasting implications include high academic student-staff ratios and a decline in the quality of teaching as resources are stretched.



² Abdu, P.S. 'The cost and finance of education in Nigeria', Education Today Quarterly, (10), June 2003.

³ Oyaziwo Aluede et al. 'Increasing access to university education in Nigeria', the African Symposium, June 2012.



NUC was established by an Act of Parliament in

1962

and later became a statutory body in 1970

In the late

1970s

the FGN began to issue licences to state universities and fund universities

In the late

1990s

the first private universities were licensed to reduce the government's burden

LIMITATIONS DUE TO CARRYING CAPACITY OF UNIVERSITIES

The carrying capacity of all tertiary institutions in Nigeria remains less than

800,000

from JAMB's recent figures, despite the new universities established.



FUNDING REMAINS A CRITICAL FACTOR

Not surprisingly, funding has remained the most critical factor. According to Saint et al⁴ federal university revenues have come from three sources: the federal government (84%); income generation activities (7%); and various student fees (9%).



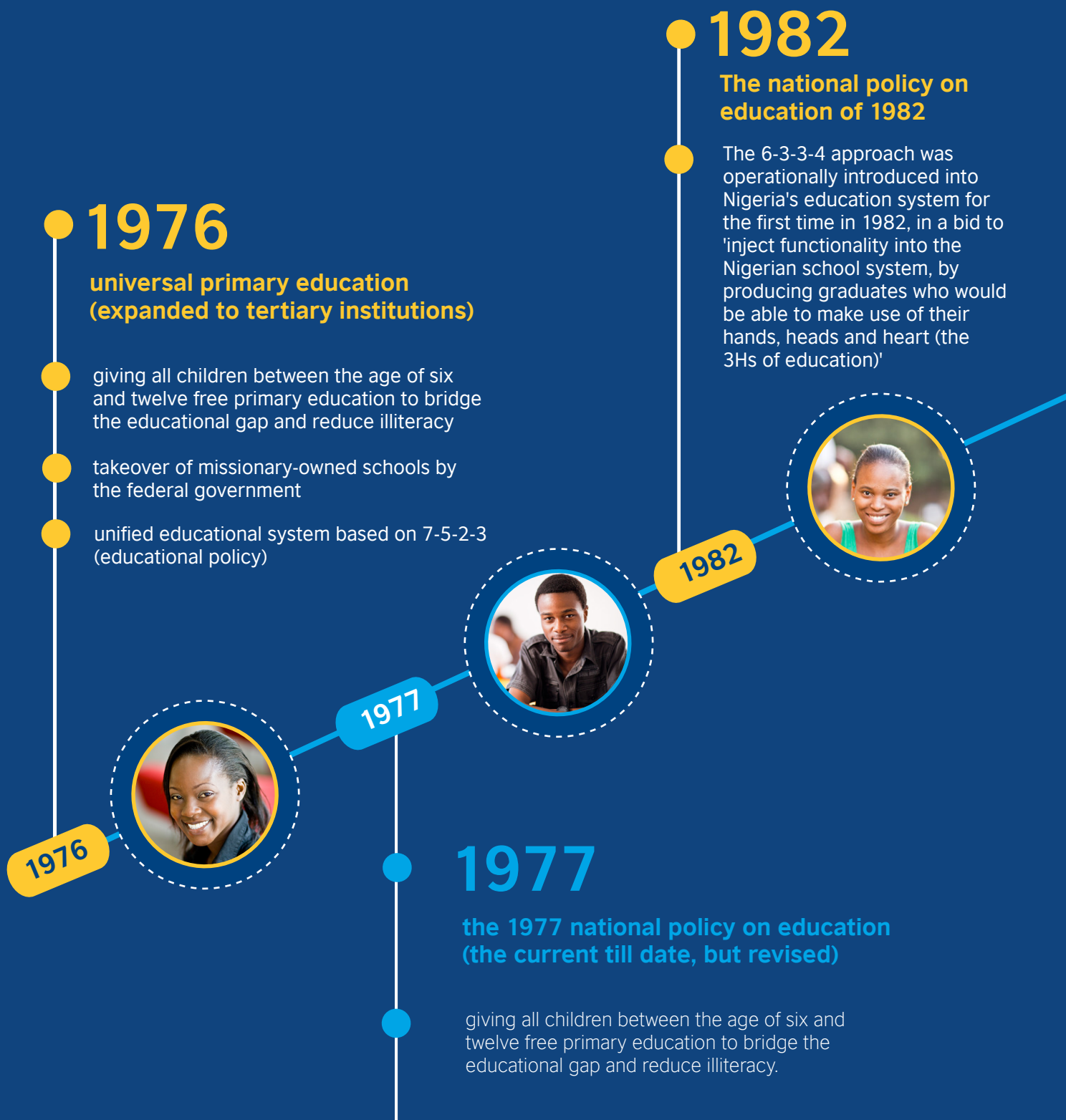
⁴ Saint, W., Hartnett, T.A., and Strassner, E. 'Higher education in Nigeria: a status report', Higher Education Policy, (16), 2003.



3.3 Higher education policies



Various education reforms that contribute to the expansion of the HE sector have been instituted over the years. The policies considered during this study are shown in Figure 2.



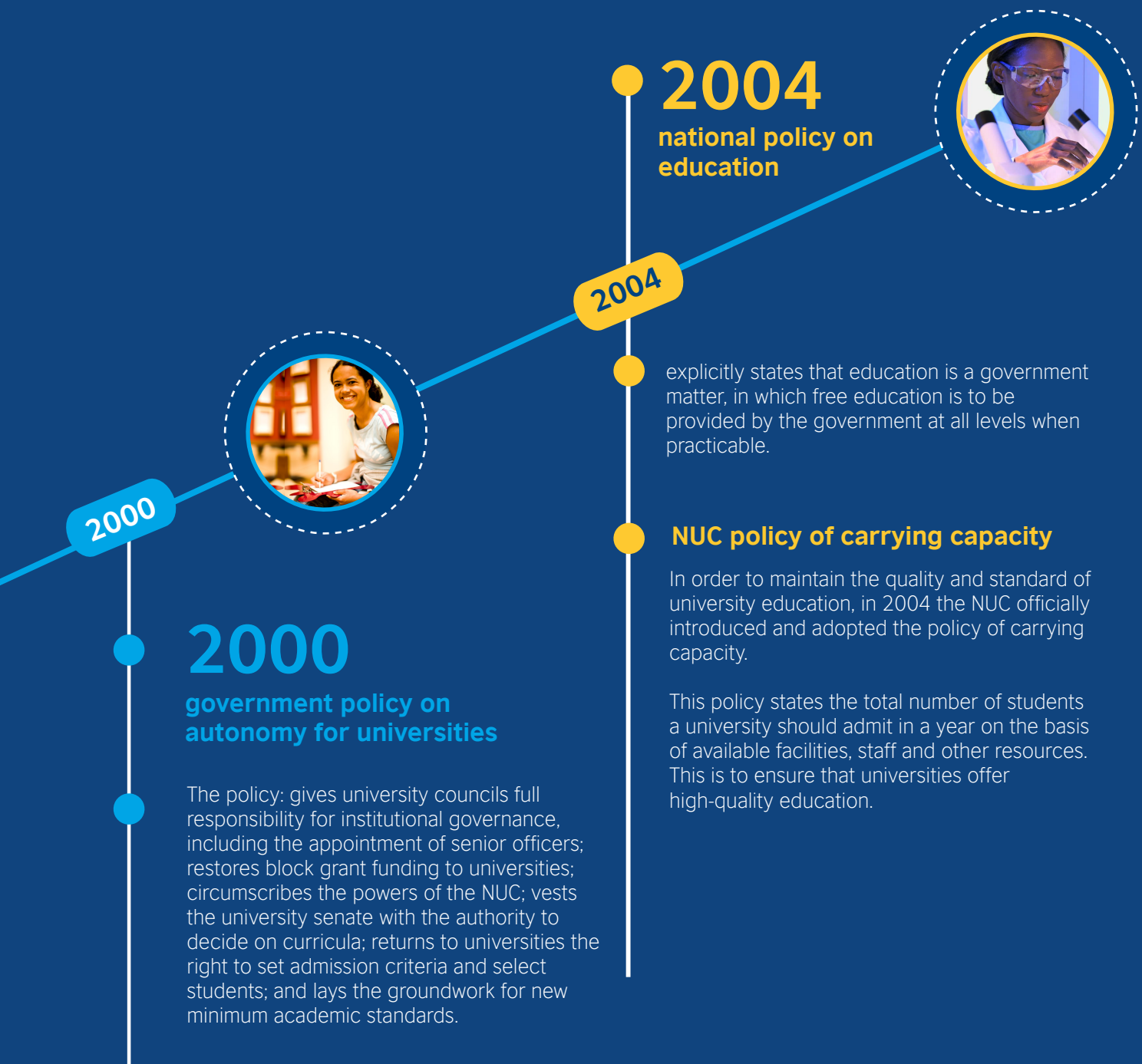
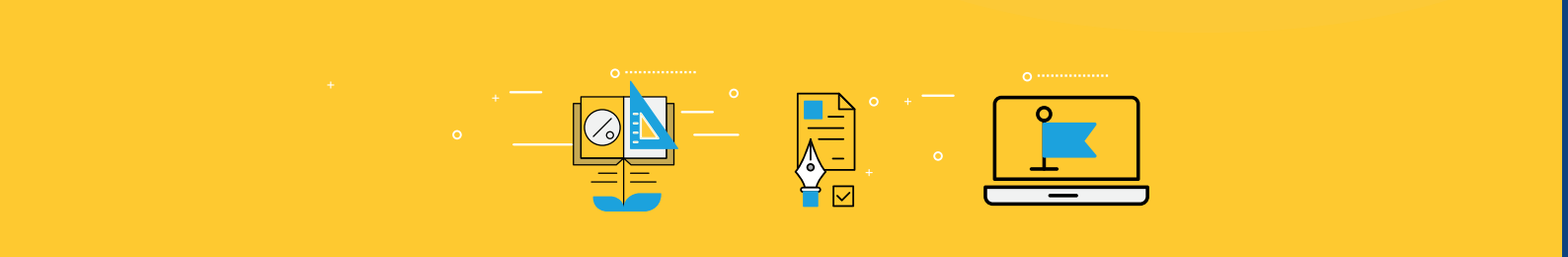


Figure 2: *History of HE legislation in Nigeria*

3.4 TNE in Nigeria

Over the last 15 years, many Nigerians have chosen to study internationally; the reasons range from issues with access to and the quality of local provision to the increasing need to be globally competitive. The number of Nigerians undertaking schooling abroad has risen considerably in

the last decade and Nigerians are now among some of the most mobile international students in the world.

According to UNESCO, important factors that make any country an attractive destination for mobile students include the reputation of a country's HEIs, its immigration policy and language.

Figure 3: Top 10 countries with mobile students⁵

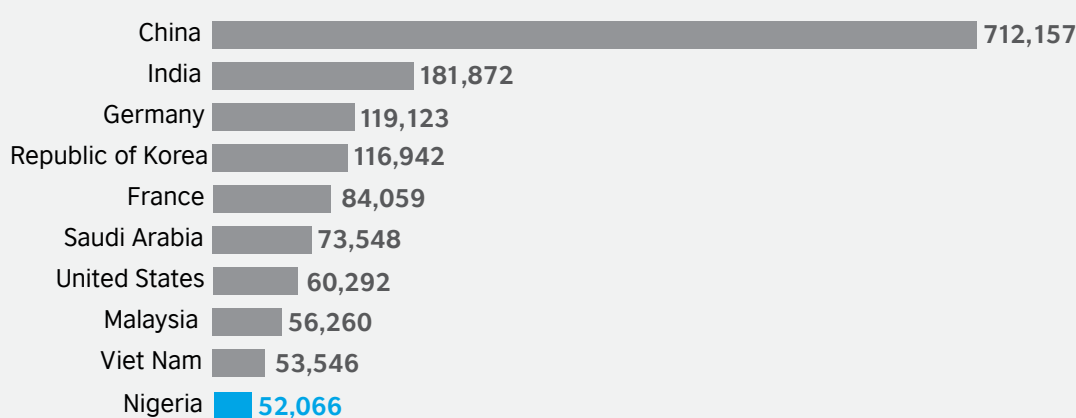
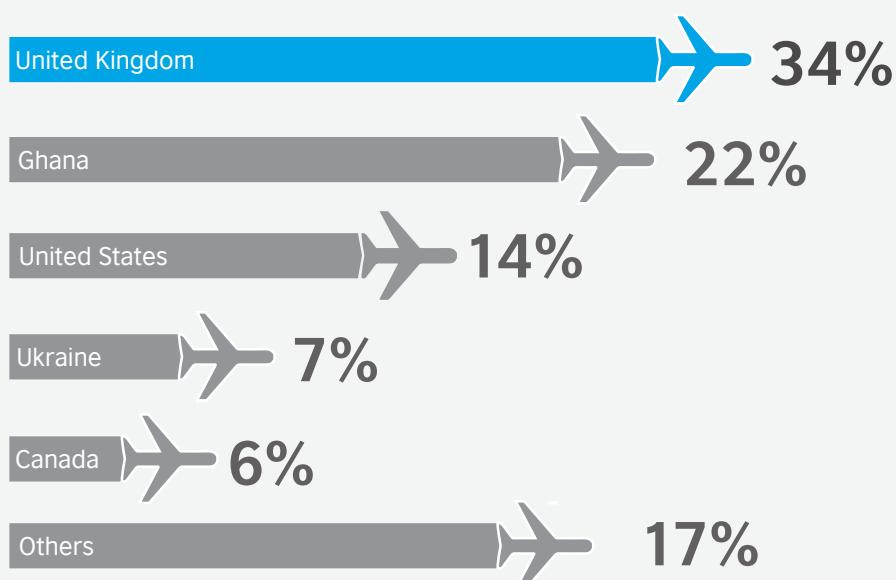


Figure 4: Destination for mobile Nigerian students⁶



⁵ 2013 UNESCO Annual Report

⁶ 2013 UNESCO Annual Report

The Nigerian university community is aware of the interest that foreign institutions have in Nigeria. Over the last decade, foreign institutions have shown increasing interest in establishing relationships and collaborations with their Nigerian counterparts. Basic collaboration, such as student and teacher exchange programmes have begun to give way to research partnerships and joint programmes.

3.5 The National Universities Commission guidelines for cross border higher education

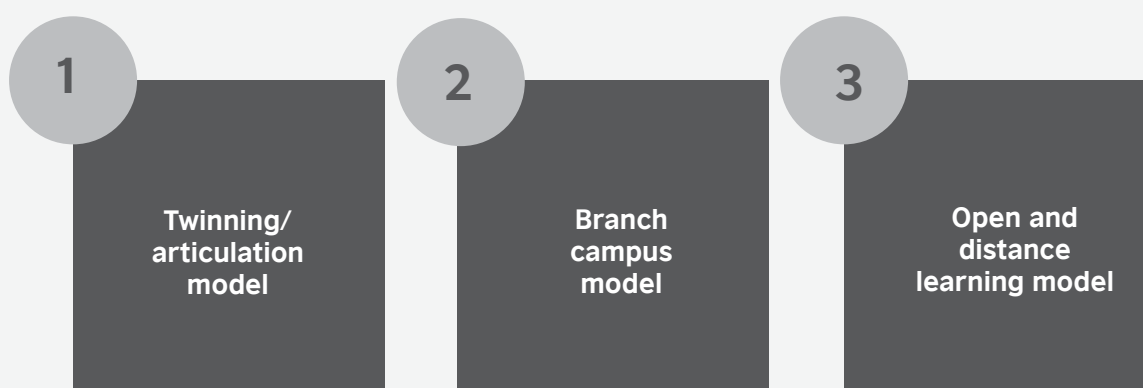
The NUC's guidelines⁷ seek to define and regulate the scope of TNE partnerships between Nigerian and foreign tertiary institutions. The guidelines provide for three models:

- ▶ The twinning/articulation model
- ▶ The branch campus model
- ▶ The open & distance learning (ODL) model

The main considerations in the approval process for TNE applications are (process flow is captured in Figure 6 on p. 21):

- ▶ The home country of the foreign university must have existing diplomatic relations with Nigeria and a bilateral agreement that covers the provision of education at university level, including mutual recognition of degrees, diplomas and certificates.
- ▶ The foreign university must be accredited by its home country for the purposes of offering degree, diploma and certificate programmes.
- ▶ The programme(s) of the foreign university must also be recognised by the (appropriate) national quality assurance agency in its home country.
- ▶ The partner university in Nigeria must be duly licensed by the NUC for the purposes of offering degree, diploma and certificate programmes.

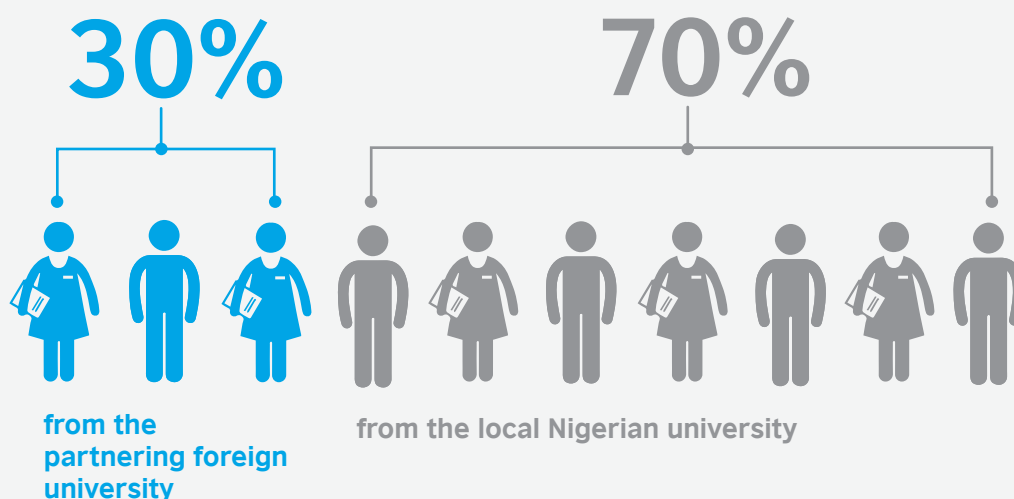
Figure 5: NUC approved cross-border collaboration models



⁷ NUC guidelines for cross-border provision of university education in Nigeria

- ▶ The partner university in Nigeria must provide the physical infrastructure for the launch of the programme (or in conjunction with the foreign university).
- ▶ The foreign university provides at least 30 per cent of the academic staff for the intended programme, while the host university provides the remaining 70 per cent in line with the NUC's approved mix by rank and ratios.
- ▶ Once applications are submitted to the NUC, they are processed by the NUC's Cross-Border Education Quality Assurance Committee (CBE-QAC), which conducts site visits to the (host) institution in Nigeria and undertakes verification of all claims in the application and supporting documents.
- ▶ The NUC then exercises its powers to conduct routine accreditation, monitoring and evaluation of programmes offered under the partnership.

Approved academic staff strength under TNE partnership



TNE establishment process in Nigeria

1. The ministry of foreign affairs signs an agreement with counterpart ministry in the TNE country.
2. University determines which TNE model they are willing to establish.
3. University and foreign partner draft a TNE program to be established.
4. University submits TNE agreement and a formal letter request to the NUC.
5. NUC verifies the following:
 - a. existence of government-level TNE agreement with country TNE partner is domiciled
 - b. status of TNE partner with NUC's counterpart agency in partner's country
 - c. the TNE program meets the Benchmark Minimum Academic Standard (BMAS) set forth by the commission.
6. If the checks are positive, NUC reviews the TNE agreement submitted by the university and makes recommendations.
7. University then represents agreement to foreign partner university with NUC recommendations.
8. Steps 6 and 7 continue until the two universities agree to terms that the NUC approves in the agreement.
9. Once the agreement is signed, implementation of TNE is up to the universities, as NUC does not supervised implementation.

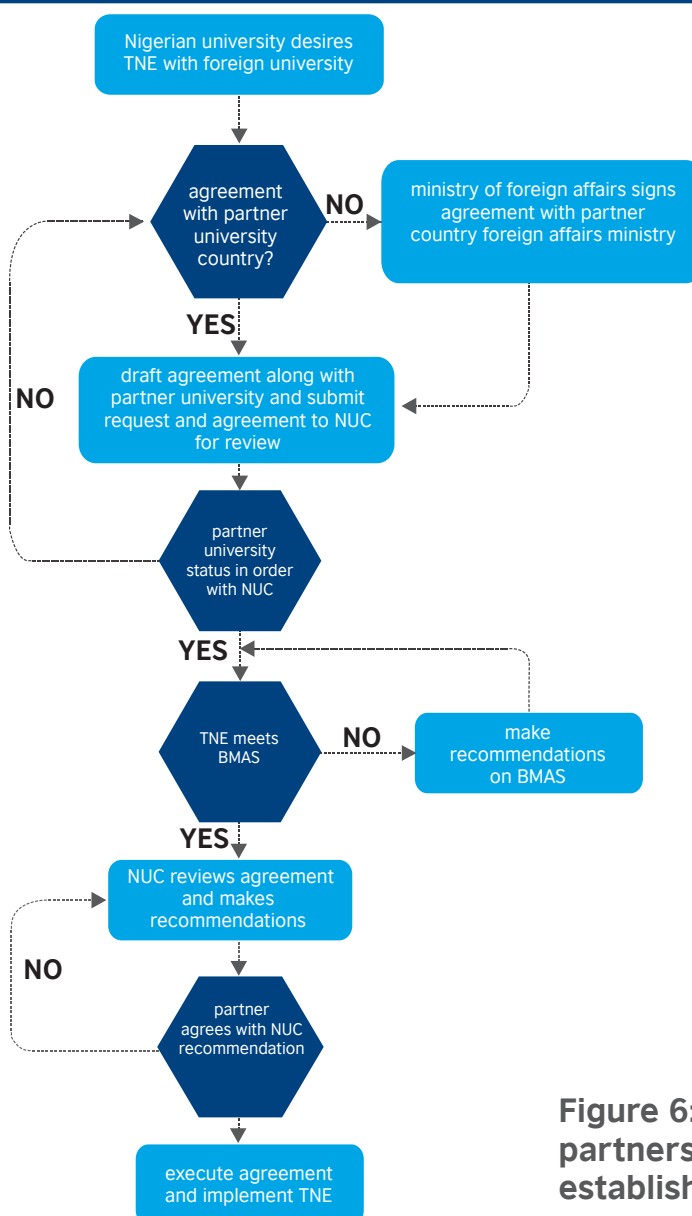


Figure 6: TNE partnerships establishment process

4 OPPORTUNITIES FOR TNE PARTNERSHIPS

4.1 International partnerships data

Data gathered during the study showed that of 143 accredited universities, 45 (31.9 per cent) had one form of collaboration or another with a foreign university. The number was highest among federal universities (21), followed by private universities (18) and state universities (6). Further breakdown of data for the federal universities showed that those with TNE partnerships were either first-, second- or

third-generation universities.

One of the key aims of the field research phase of the study, which covered 42 universities, was to obtain relevant information on the foreign institutions with which the universities had collaborations, and the status and scope of such arrangements.

Of 42 universities covered in this phase of the study, only 24 (57 per cent) of the institutions provided information on existing TNE partnerships with foreign institutions. For the other institutions, it remains to be determined if any TNE partnerships exist.

Figure 7: Nigerian universities with an existing TNE partnership

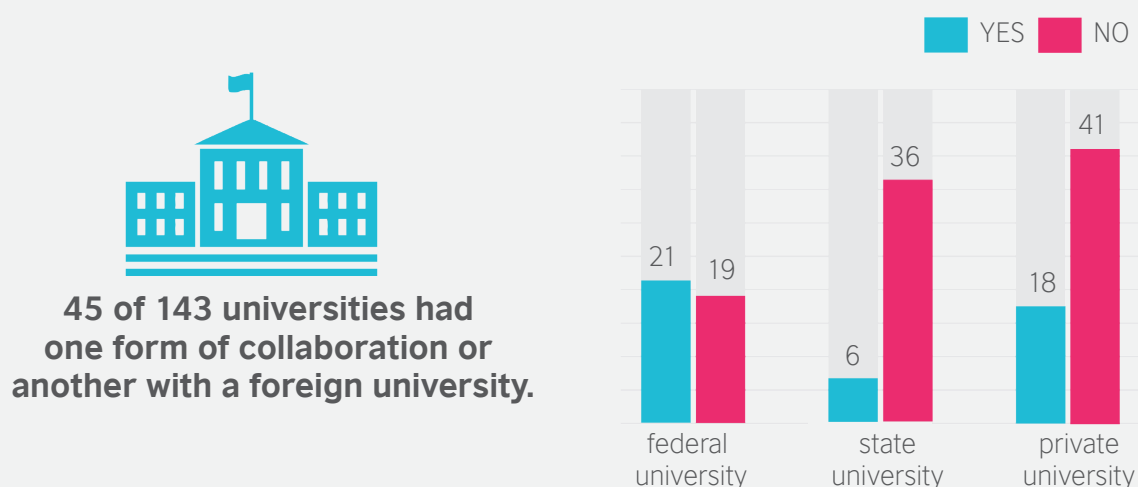


Figure 8: Nigerian universities with TNE partnerships

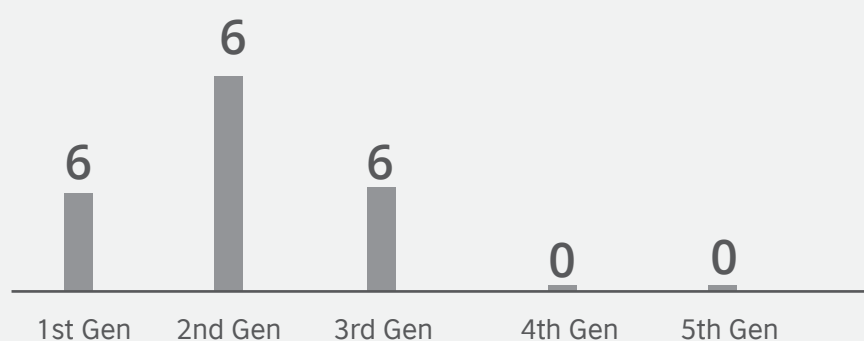
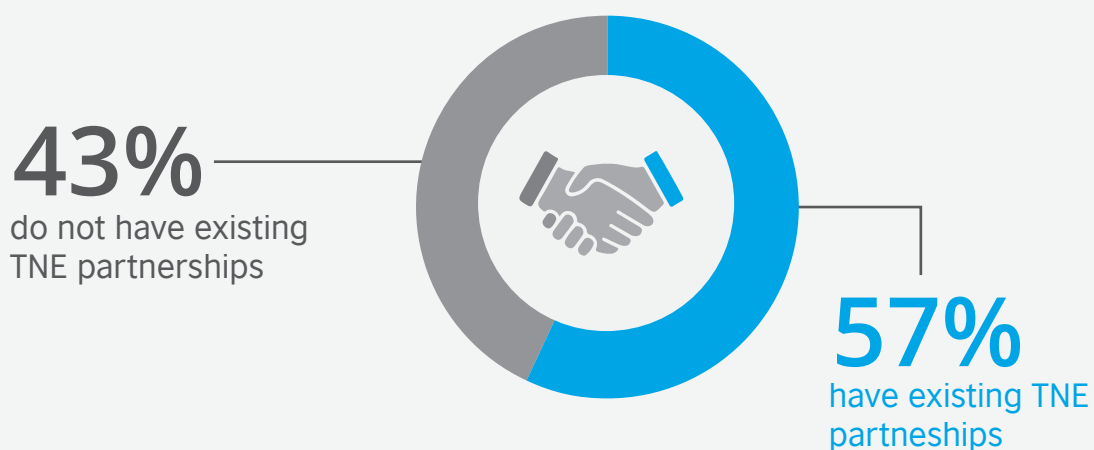


Figure 9: TNE partnership status of universities studied in field research phase



TNE partnership status: State-government-owned universities

EIGHT*
UNIVERSITIES

HAVE PARTNERSHIPS

*The above graphics display data on 24 universities that provided information on their TNE partnerships out of the 42 covered in this phase of the study. For the other 18, their partnership status could not be verified at the time of this study.

TNE partnership status: federal government owned universities

FOURTEEN*
UNIVERSITIES



HAVE PARTNERSHIPS

TNE partnership status: private universities

THREE*
UNIVERSITIES



HAVE PARTNERSHIPS

*The above graphics display data on 24 universities that provided information on their TNE partnerships out of the 42 covered in this phase of the study. For the other 18, their partnership status could not be verified at the time of this study.

Typology of TNE partnerships

Partnership Type	Programme Model
Teaching	twinning/articulation
	branch campuses
	distance learning or e-learning
Research	individual, departmental and institutional collaborations
	applied research
	split-site PhDs

Partnerships being pursued can be broadly divided into two categories – teaching and research. There were also instances where a particular partnership included both teaching and research collaboration.

The teaching partnerships take one of three NUC approved models – twinning/articulation, branch campuses or distance learning. While there were cases of foreign institutions independently establishing branch campuses in Nigeria, for example the Business School Netherlands (with a campus in Lagos), there did not appear to be any case of a foreign university jointly establishing a

branch campus with an existing Nigerian university. In addition, while many Nigerian universities offered distance or e-learning programmes and had many links with other Nigerian organisations, very few appeared to pursue similar links with foreign institutions.

With respect to the research category, all 24 universities with existing TNE partnerships had at least one partnership focused on general individual, departmental or institutional-wide collaborations, whereas only nine of the 24 institutions with TNE partnerships were research based.

Figure 10: TNE partnerships by models for 24 universities

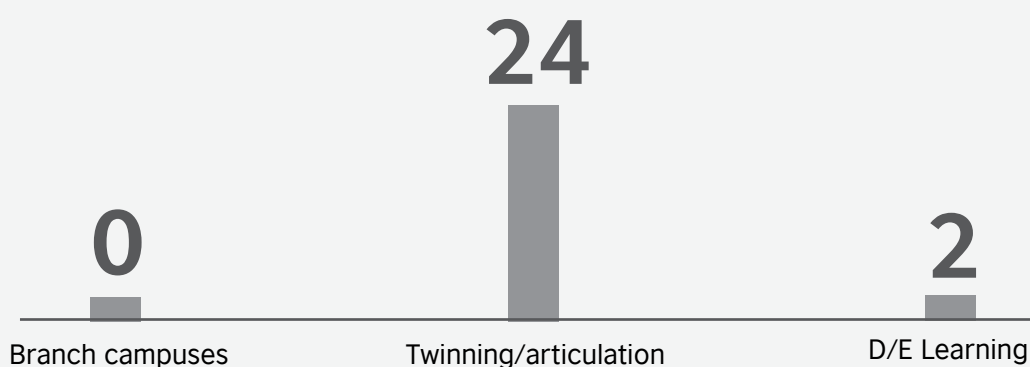
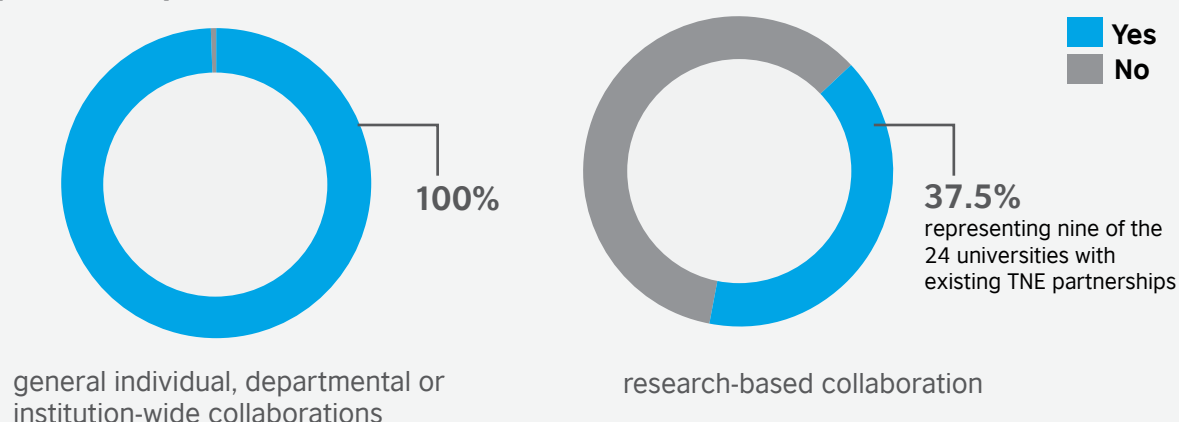


Figure 11: programme models for 24 universities with existing TNE partnerships

Since most universities studied expressed interest in research-based collaborations, it is possible to infer that there are numerous opportunities for collaboration with the leading universities in Nigeria.

There was difficulty in ascertaining which of the research partnerships involved split-site PhDs, as that information was not readily available. It is important to note that as many as 22 Nigerian universities were eligible to participate in a split-site PhD programme funded by the Petroleum Technology Development Fund (PTDF). The PTDF allows PhD candidates to split their research time between a Nigerian university where they live and work and a foreign institution (see Appendix). Nigerians are also eligible for Commonwealth split-site (PhD) scholarships, among others.

Factors that contribute to successful implementation of TNE Partnerships

Our studies also revealed the following criteria as being critical elements which were found to be consistent in institutions with successful TNE partnerships in Nigeria:

- 1 **Focus** – The institutions have been clear about the areas of focus of the institution, using their unique strengths such as their location and proximity to specific industries. Such institutions sought out TNE partnerships that had similar focus and were well motivated to implement and ensure the success of TNE partnerships.
- 2 **Leadership** – Where TNE partnerships are driven by the top leadership of the institutions and given dedicated resources, and senior personnel are leading the effort, the chances of success are significantly increased.
- 3 **Stability** – In institutions where leadership is stable, the continuity needed for focused implementation is present, which guarantees the success of the TNE partnerships.
- 4 **Funding** – Universities where funding is adequate, and where collaborations with private sector institutions provide specific focus, tend to seek out TNE

partnerships in the areas where this funding is available. They also implement appropriately to guarantee continued funding.

- 5 Location** – While it is not a deciding factor, when institutions are located close to industry or an economic hub, this positions the institution for TNE partnerships and they may be more successfully implemented.

- 6 Faculty** – Where the faculty of the institution has a relationship with a foreign counterpart, there is leverage to secure and implement TNE partnerships.

5 Summary and conclusion

The Nigerian higher education and transnational partnerships study focused on gaining an insight into the current state of higher education in Nigeria, looking specifically at TNE partnerships.

- ▶ The 42 universities subjected to field research during the study employed different strategies in the pursuit of successful TNE partnerships.
- ▶ The focus of these partnerships varied, from strengthening institutional and individual capacity and quality in research to human capital development and student/staff mobility.

The lessons learned during the study can inform both policy makers and administrators about best practices for achieving successful TNE partnerships. Based on the results of the study, several implications for policy and practice concerning TNE partnerships are evident, and these are enumerated below.

Data accessibility is crucial

Generally, it is difficult to get data on TNE partnerships. Some universities have a practice of making all such information readily available on their websites or in published material, while others provide little or no information about their programmes. Furthermore, many universities are not required to report their TNE partnership activities to the NUC, so there is currently no central pool of TNE

partnership information.

It would be desirable for the British Council to increase engagement with the NUC to facilitate an industry-wide aggregation of TNE partnership data; this could take the form of the commission creating an open process for institutions to update information on active partnerships, both with the NUC and on publicly available forums, such as the institution's website.

Partnership goals must be clear and monitored

It is critical that all parties define success factors and chart an agreed pathway with clearly defined roles and responsibilities to support successful implementation of these partnerships.

The goal is to ensure that the success or otherwise of the TNE partnerships can be empirically shown and returns on investment are clear to all stakeholders. Such careful articulation and monitoring will assist in planning future partnerships and in fine-tuning existing ones. Continuance of TNE partnerships must then be premised upon meeting specific key performance indicators set out at inception.

Identify and consider the institution's focus

Where institutions have stated areas of focus it is important to ascertain what these are. Tailoring partnerships to these areas greatly increases the chance of buy-in and, therefore, their success. It is

also highly likely that there are already partnerships with corporate bodies providing funding in these areas, thereby reducing the funding pressures that might otherwise have existed for such programmes.

Leadership buy-in is critical

From the findings, a critical success factor for TNE partnerships is buy-in from institutional leadership i.e. vice chancellor level. Therefore, for institutions with TNE partnership plans, it is crucial to obtain early support from the top leadership in the Nigerian institution before partnership discussions advance.

Funding aids optimal value possible

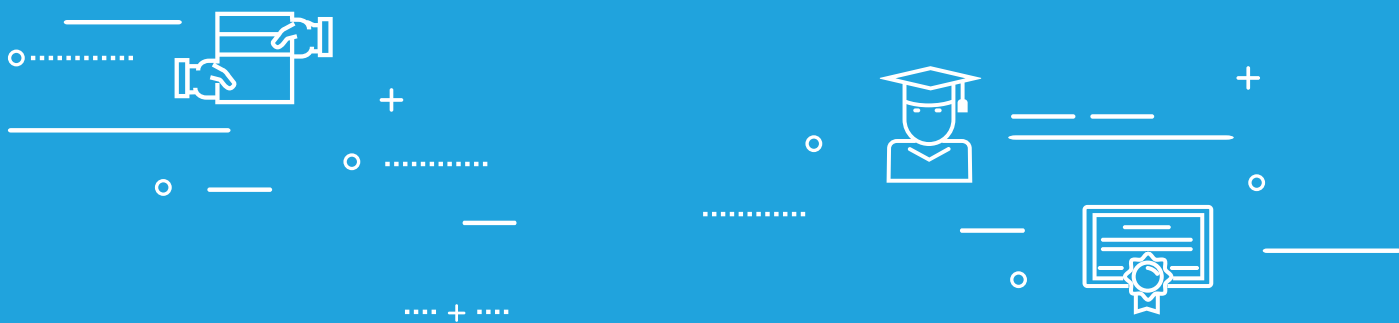
The twinning/articulation model remains the most feasible in the case of Nigeria. Branch campuses have not, in general, been an option due to the inability of interested universities to provide funding for the infrastructure needed for the programmes to be launched.

Twinning/articulation models should be the default option, with other options explored only when goals are unachievable with this model.

Even where the 'less-demanding' partnership models are concerned, some universities are still unable to finance visits by their administrators, faculty or students to the partner institutions. As a result, extensive research collaborations have been few.

Student/faculty engagement must be planned

In most of the institutions sampled, student awareness of TNE partnerships was remarkably low, so they were unable to take advantage of the opportunities presented by them. For institutions that wish to enter into partnerships, a robust student and faculty engagement and awareness plan must be included in the execution of the partnerships. Building an active and vocal alumni community will be helpful in this regard.






APPENDIX I – Case studies

Presented in the following section is a summary of the information gathered on each of the 12 universities covered in the field research. Note that the sources of data captured include interviews, published information, press releases and official websites.

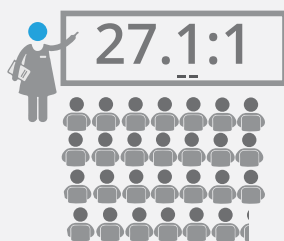
All the information provided was correct at the time of the study, 2016



Ahmadu Bello University

Acronym:	ABU	Chancellor Igwe Nnayelugo Alfred Nnaemeka Achebe Obi of Onitsha	Pro-Chancellor Arch. Mohammed A. Dewu
Website:	www.abu.edu.ng		
Type:	Federal	Vice Chancellor Professor Ibrahim Garba	
Year Founded:	1962		
State of Location:	Kaduna State		
Primary Campus:	Samaru, Zaria		

Student:teacher ratio

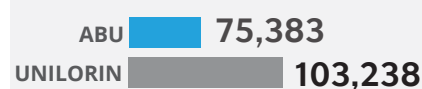


Size of faculty (2013)



Ahmadu Bello University has the largest faculty

JAMB applicants (2016)



UNILORIN has the highest number of JAMB applicants

Number of students (2013)

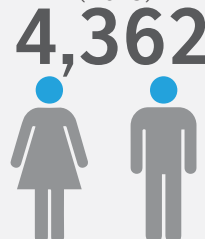


UNIBEN has the highest number of students of the 12 universities

Number of colleges



Non-academic staff (2013)



Webometrics ranking of Nigerian universities (2015)



UI has the highest webometrics ranking of Nigerian universities

4ICU ranking of Nigerian universities (2015)



UI has highest 4ICU ranking of Nigerian universities

Broadband availability on campus



History

In 1959 the British colonial government commissioned the Eric Ashby Commission on Post School Certificate and Higher Education in Nigeria to recommend the establishment of new universities in the country. Four universities were recommended in the three regions (North, East and West) and the federal capital, Lagos.

Alongside the plans of the central government to establish a university in northern Nigeria, various regional governments had begun planning universities. In May, 1960, the Northern Region had upgraded the School of Arabic Studies in Kano to become the Ahmadu Bello College for Arabic and Islamic Studies.

The Ashby Commission report recommendations gave this a new impetus and direction, and it was ultimately decided to create a university of Northern Nigeria at Zaria. The university would take over the facilities of the Nigerian College of Arts, Science and Technology at Samaru, just outside Zaria, and would incorporate the Ahmadu Bello College in Kano, the Agricultural Research Institute at Samaru, the Institute of Administration at Zaria and the Veterinary Research Institute at Vom, on the Jos Plateau. The law establishing the new university was passed by the Northern Region legislature in 1961.

At its opening on 4 October 1962, thanks in part to absorbing existing institutions, Ahmadu Bello University (ABU) claimed four faculties comprising 15 departments. However, students in all programmes numbered only 426. Of the original student body, only 147 students were from the Northern Region.

The challenges faced were enormous. Over

60 years of British colonial rule, education in the Northern Region had lagged far behind that of the two southern regions. Few students from the North had qualifications for university entrance, and fewer still northerners had qualifications for teaching appointments.

Currently, ABU covers a land area of 7,000 hectares and encompasses 12 academic faculties, a postgraduate school, 82 academic departments and five institutes. About 27 tertiary institutions made up of colleges of education, polytechnics and schools of basic or preliminary studies are affiliated to the university. The total student enrolment in the university's degree and sub-degree programmes is about 35,000.

Academics and research

ABU is renowned as a leading university in the northern half of Nigeria (the old Northern Region), with strong medical and postgraduate programmes. The university has produced presidents, supreme court justices, and numerous cabinet ministers and legislators. The university is estimated to have nearly 360,000 alumni worldwide.

The university hosts the following federal

- ▶ National Animal Production Research Institute
- ▶ Centre for Energy Research and Training Organisation (UNIDO).

ABU has been a recipient of research funding from several local and international sources, including United Nations Industrial Development

TNE partnerships

ABU has three functional TNE partnerships.


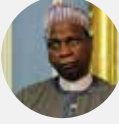
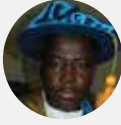
S/N	Foreign partners	Details
1	Carsey Institute of New Hampshire, Durham, New Hampshire, USA	Joint Academic and Educational Activities (2013)
2	Nottingham University, Nottingham, UK	Staff Exchange
3	University of Nottingham, Nottingham, UK	Joint PhD Scheme (2013)

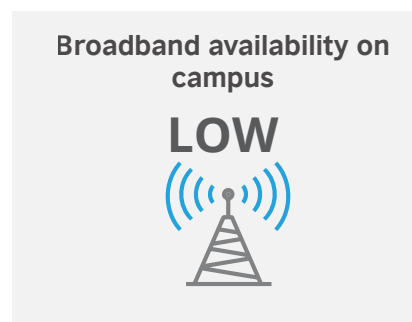
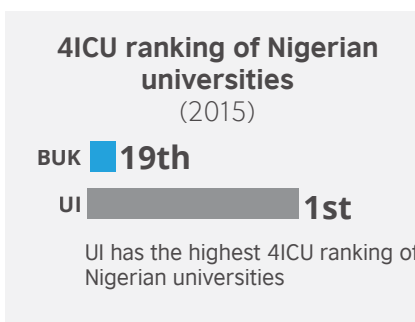
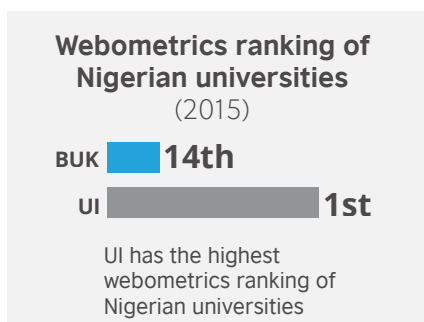
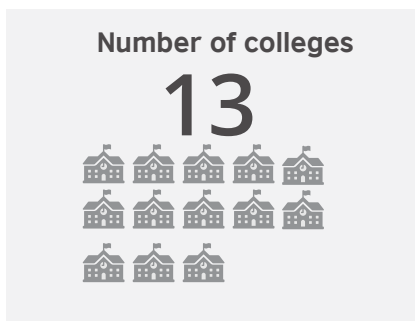
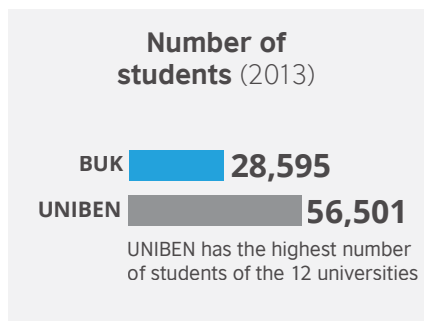
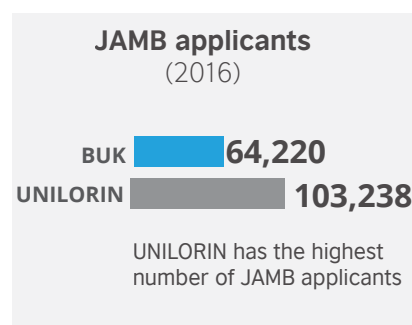
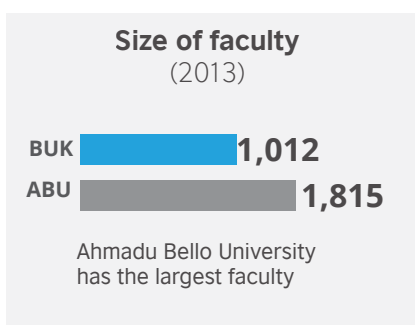
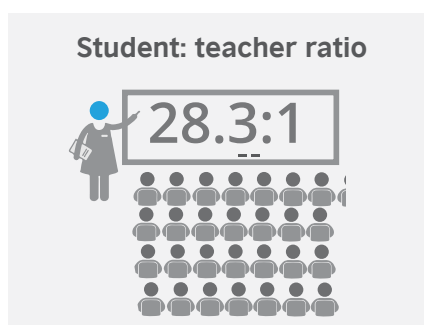
Other research and industry partnerships

- ▶ National Institute for Pharmaceutical Research and development–collaboration on life sciences research
- ▶ Institute of Tropical Agriculture, Nigerian Institute of Transport Technology, Zaria–Memorandum of Understanding for collaboration (2011)
- ▶ Emerging Markets Telecommunications Services Limited and the University of Plymouth – collaboration on hosting Etisalat Telecommunications Engineering Programme by ABU
- ▶ Ethical Energy Commission, Africa forum – Memorandum of Understanding on creating mutually beneficial association to deliver a centre of energy excellence in the oil and gas sector in Nigeria
- ▶ Nigerian Army – Agreement on affiliation of Nigerian Army School of Military Police courses with the university (2011)
- ▶ Nigerian air force and ministry of defence collaboration on research and development (2013)
- ▶ Fortis Hospital Foundation, India (in collaboration with ABUTH)–collaboration on the facilitation of capacity development of medical consultants and students, support in establishing competency in specialised areas such as neurology, urology and heart surgeries.



Bayero University Kano

Acronym:	BUK	Chancellor King Alfred Papa Prieye Diette Spiff Amanayabo of Twon Brass	Pro-Chancellor Dr Mahmud Yayale Ahmed CFR
Website:	www.buk.edu.ng		
Type:	Federal	Vice Chancellor Professor Muhammad Yahuza Bello	
Year Founded:	1977		
State of Location:	Kano State		
Primary Campus:	Kano City		



History

Bayero University, Kano, started out as the Ahmadu Bello College, which was set up in 1960. It was located within the School for Arabic Studies in the old city of Kano. With the establishment of Ahmadu Bello University, Zaria, in 1962, it was renamed Abdullahi Bayero College. In 1964, it moved to a temporary site at the old Kano Airport Hotel, admitting its first set of ten undergraduate students for a BA degree programme from Ahmadu Bello University.

The first cohort graduated in 1966, but it continued as a faculty of ABU until 1980. Before then, the temporary site had attracted hostile fire during the civil war and had to move to its permanent site (the present old campus) near the Kabuga and Dukawuya gates on the Kano-Gwarzo road. The next phase of development occurred in 1975, when Abdullahi Bayero College was raised to the status of a university college. With the right to award degrees on behalf of

Ahmadu Bello University, it was renamed Abdullahi Bayero University College and formed its own governing council.

All university colleges in the country were raised to the status of fully fledged universities in 1977 by the FGN, and Abdullahi Bayero University College became Bayero University, Kano (backed by the promulgation of BUK decree no. 79 of 1979).

The university has an enrolment of almost 30,000 undergraduate and postgraduate students.

Academics and research

The university has been the recipient of research funding from the following sources:

- ▶ MacArthur Foundation
- ▶ UNIDO
- ▶ World Bank

TNE partnerships

BUK has four existing TNE partnerships with foreign institutions.




S/N	Foreign partners	Details
1	University of Wolverhampton Centre for African Entrepreneurship and Leadership	Joint academic and educational activities
2	University of Bath, UK	Collaboration in forestry research
3	University of Maradi	Joint academic and educational activities
4	Universiti Utara Malaysia	Teaching and research

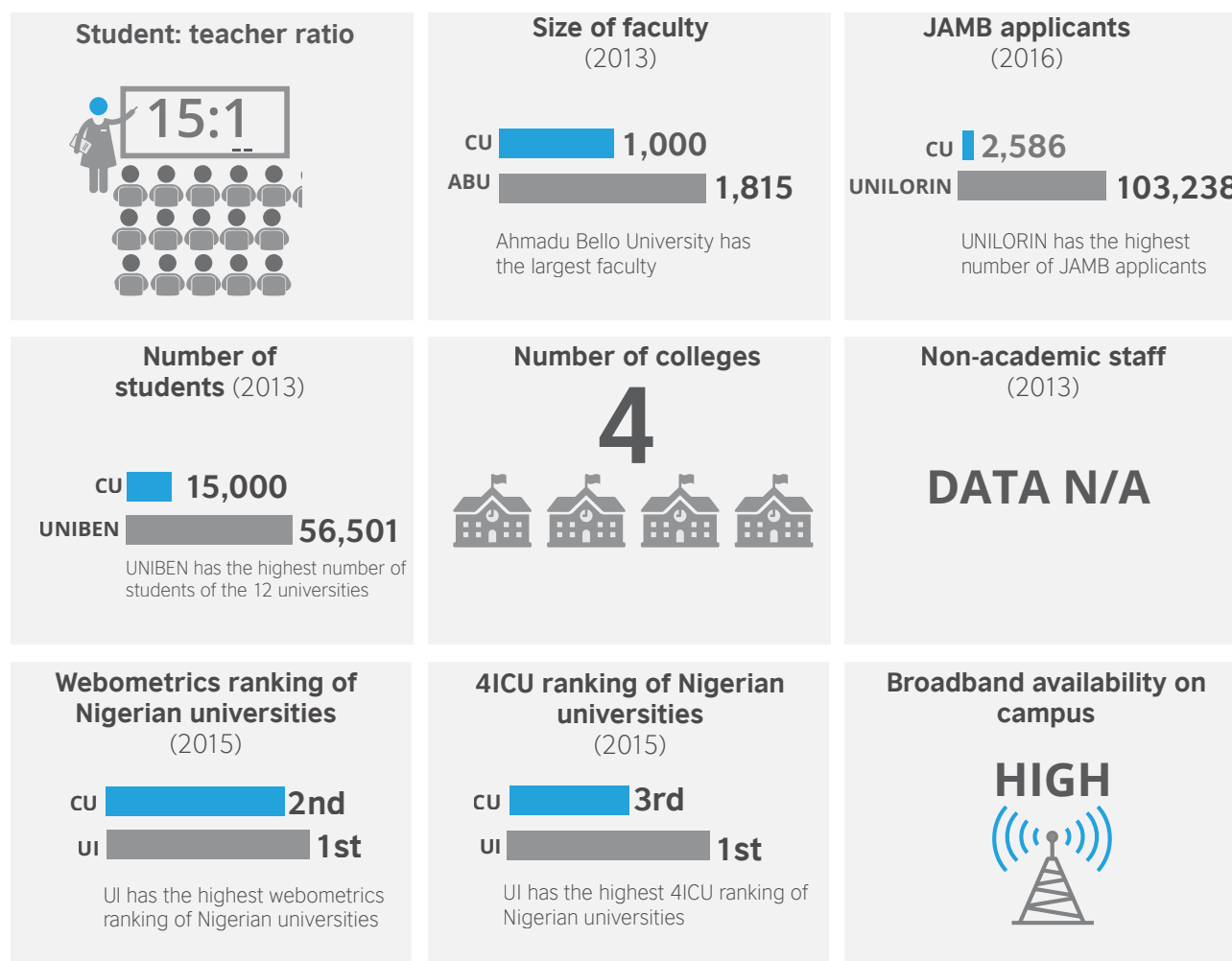
Other research and industry partnerships

- ▶ Centre for Cyber Awareness and Development



Covenant University

Acronym:	CU	Chancellor Dr David Oyedepo	Pro-Chancellor Pastor Abraham Ojeme
Website:	www.covenantuniversity.edu.ng		
Type:	Private	Vice Chancellor Prof. A.A Atayero	
Year Founded:	2002		
State of Location:	Ogun State		
Primary Campus:	Ota		



History

The Covenant University opened its doors in October 2002, after the NUC issued a private university licence.

The foundation stone of the permanent site was laid in January 2002 and construction began in March of the same year. The first phase of development was completed eight months later, while the first cohort of about 1,500 students arrived on the new university campus in October that year. Current student enrolment stands at over 15,000.

The university has four colleges: business and social sciences, leadership development studies, engineering and science and technology, and a school of postgraduate studies.

Academics and research

CU has been the recipient of research grants from the following international organisations:

- German Academic Exchange Service
- Deutsche Forschungsgemeinschaft, Alexander von Humboldt Foundation
- Schlumberger Foundation,
- Bill and Melinda Gates Foundation (via Johns Hopkins University)
- Fulbright Foundation
- Co-PIs Universities
- The National Institutes of Health, USA
- The World Academy of Science
- UNIDO
- World Bank

TNE partnerships

CU has an extensive list of foreign TNE partners.




S/N	Foreign Partners
1	Oral Roberts University, Tulsa, Oklahoma, USA
2	University of Florida, Gainesville, Florida, USA
3	Durham University, Durham, UK
4	Ithaca College, Ithaca, New York, USA
5	Wayne State University, Detroit, Michigan, USA
6	East Carolina University, Greenville, North Carolina, USA
7	The Southern University and A&M College, Baton Rouge, Louisiana, USA
8	Indiana University–Purdue University, Fort Wayne, Indiana, USA
9	University of Northampton, Northampton, UK
10	University of KwaZulu-Natal, Durban, South Africa
11	Teesside University, Middlesbrough, UK
12	University of Lincoln, Lincoln, UK
13	Fayetteville State University, Fayetteville, North Carolina, USA
14	Birmingham City University, Birmingham, UK
15	Northumbria University, Newcastle upon Tyne, UK
16	University of Huddersfield, UK
17	University of Portsmouth, Portsmouth, UK
18	University of Birmingham, Birmingham, UK
19	University of the West of England, Bristol, UK
20	Moscow Technical University of Communication and Informatics, Moscow, Russia
21	Tuskegee University, Tuskegee, Alabama, USA
22	Universidad de Alcalá , Alcalá de Henares, Madrid, Spain
23	University of Nottingham, Nottingham, UK
24	Otto-von-Guericke-Universität Magdeburg, Magdeburg, Germany
25	Griffith College, Dublin, Ireland
26	North-West University, Potchefstroom, South Africa
27	The School of Business, University of Ghana, Accra, Ghana
28	The Argosy University, Orange County, California, USA

Other research and industry partnerships

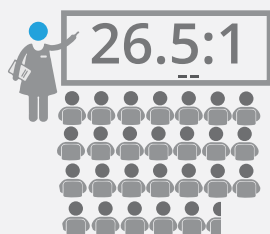
- ▶ Federal Institute of Industrial Research, Oshodi



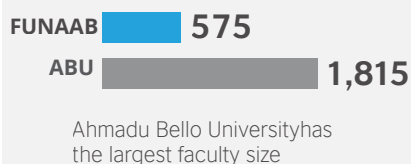
Federal University of Agriculture, Abeokuta

Acronym:	FUNAAB	Chancellor His Royal Highness, Edidem, Ekpo Okon (Abasi Otu V, The Obong of Calabar)	Pro-Chancellor Senator Adeseye Ogunewe
Website:	www.funaab.edu.ng		
Type:	Federal	Vice Chancellor Professor Olusola Bandele Oyewole	
Year Founded:	1988		
State of Location:	Ogun State		
Primary Campus:	Alabata, Abeokuta		

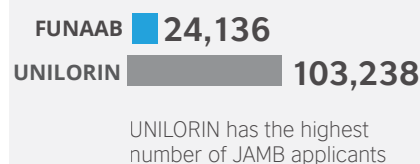
Student: teacher ratio



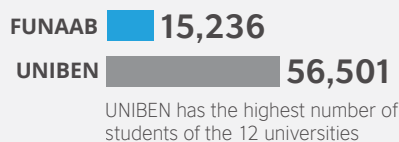
Size of faculty (2013)



JAMB applicants (2016)



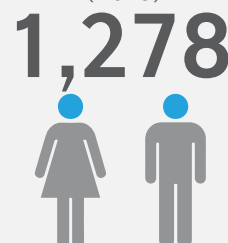
Number of students (2013)



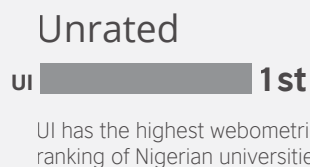
Number of colleges



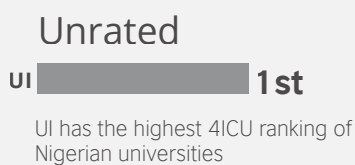
Non-academic staff (2013)



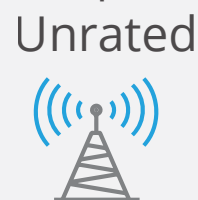
Webometrics ranking of Nigerian universities (2015)



4ICU ranking of Nigerian universities (2015)



Broadband availability on campus



History

The Federal University of Agriculture, Abeokuta, Ogun State (FUNAAB), was established in January 1988 by the FGN when four universities of technology, previously merged in 1984, were demerged. This led to the creation of the first two universities of agriculture in Abeokuta and Makurdi.

It currently has nine colleges: Animal Science and Livestock Production; Environmental Resources Management; College of Natural Sciences; Plant Science and Crop Production; Engineering; Veterinary Medicine; Food Science and Human Ecology; Agricultural Management and Rural Development; and Management Sciences.

These colleges have between them 179 academic programmes made up of 44 undergraduate programmes and 135

graduate programmes. The latter comprises: 22 postgraduate diploma programmes, 57 master's degree programmes and 56 doctorate degree programmes. Annual student enrolment is approximately 20,000.

Academics and research

FUNAAB is a leading university of agriculture and currently hosts the FGN-sponsored Institute of Food Security, Environmental Resources and Agricultural Research. The following organisations have also provided research grants:

- ▶ UNIDO
- ▶ World Bank

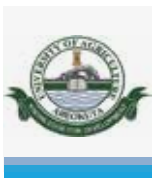
TNE partnerships

FUNAAB has one existing TNE partnership of note.




S/N	Foreign partners	Details
1	Kwame Nkrumah University of Science and Technology, Kumasi, Ghana	Joint academic and educational activities

Other research and industry partnerships

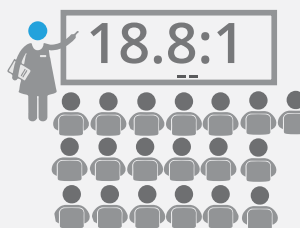
- ▶ International Institute of Tropical Agriculture, Ibadan
- ▶ National Seed Services, Ibadan
- ▶ National Cereals Research Institute, Badeggi
- ▶ National Root Crops Research Institute, Umudike
- ▶ Agricultural and Rural Management Training Institute, Ilorin
- ▶ National Agricultural Extension and Research Liaison Services, Zaria
- ▶ Farm Management Association of Nigeria
- ▶ Ogun State Agricultural Development Project, Abeokuta
- ▶ Ministries of Agriculture and Water Resources of both Ogun and Lagos states
- ▶ Federal Ministry of Environment National Agricultural Land Development Authority
- ▶ National Agricultural Research Project
- ▶ Pan-African Striga Control Network, Accra
- ▶ West African Rice Development Agency, Ivory Coast
- ▶ Federal Institute of Industrial Research, Oshodi, Lagos
- ▶ Nestle Foods Plc



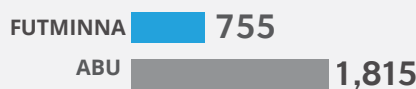
Federal University of Technology, Minna

Acronym:	FUTMINNA	Chancellor HRM Eze Eberachi N. Dick (JP), Eze Udo 1 of Mgboko Ngwa Amaise, Autonomous Community	Pro-Chancellor Professor Ahmed Rufai Alkali
Website:	www.futminna.edu.ng		
Type:	Federal	Vice Chancellor Professor Musbau Akanji	
Year Founded:	1983		
State of Location:	Niger State		
Primary Campus:	Gidan-Kwano		

Student: teacher ratio

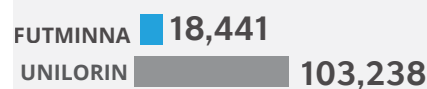


Size of faculty (2013)



Ahmadu Bello University, has the largest faculty

JAMB applicants (2016)



UNILORIN has the highest number of JAMB applicants

Number of students (2013)

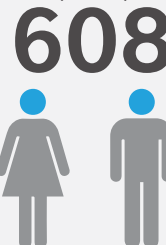


UNIBEN has the highest number of students of the 12 universities

Number of colleges



Non-academic staff (2013)

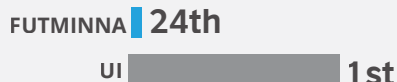


Webometrics ranking of Nigerian universities (2015)



UI has the highest webometrics ranking of Nigerian universities

4ICU ranking of Nigerian universities (2015)



UI has the highest 4ICU ranking of Nigerian universities

Broadband availability on campus



History

The Federal University of Technology, Minna, was founded in 1983. At its inception, the university acquired on a permanent basis the facilities of the former Government Teachers' College Bosso, which now serves as the Bosso Campus of the university. The university acquired 10,650 hectares of land at Gidan-Kwano along the Minna-Kataregi-Bida Road as its permanent site, to cater for expansion.

In August 2003, the university council formalised the Centre for Climate Change and Freshwater Resources as one of three newly established centres. The others are the Centre for Human Settlements and Urban Development and the Centre for Remedial and Extra-mural Studies.

The university currently has nine schools: Agriculture and Agriculture Technology; Engineering and Engineering Technology; Entrepreneurship and Management Technology; Environmental Technology; Life Sciences; Physical Sciences; Information and Communication Technology; Technology Education; and the School of Postgraduate Studies.

It has an enrolment of about 15,000 students.

Academics and research

FUT Minna is known for its engineering programmes and is a recipient of a Nigerian Communications Commission research grant.

TNE partnerships

FUT Minna has in place a few TNE partnerships which the NUC is unaware of. The university is actively seeking new partnerships and will consider the following as potential partners:

- i foreign institutions which are highly ranked nationally, regionally and/or internationally
- ii foreign institutions known to have special expertise or capacity in areas of focus to FUT Minna but which are not necessarily highly ranked
- iii foreign institutions which have a strong track record in executing international partnerships.

Other key success factors for collaboration include linkages that involve common research interests, exchange of staff and students, and willingness of the partner to make long-term commitments, including financial support, to partnership agreements.

The office in charge of linkages in FUT Minna is the Directorate for Collaborations, Affiliations and Linkages.



S/N	Foreign Partners	Details
1	Florida Agricultural and Mechanical University, Tallahassee, Florida	Collaboration in areas of science, technology, research, engineering, agriculture and mathematics, as well as energy, water and food security, climate change and sustainable development, environment, and business studies. The agreement led to the development of joint funding programmes, including the ICT infrastructure development action plan that formed the basis for the World Bank's intervention funding for the university's STEP-B project.
2	University of Mississippi, Oxford, USA	The collaboration seeks to create programmes that promote institutional development and academic enhancement, including, but not limited to, faculty and student training, academic and cultural exchanges, and scientific research and publications, and at the same time strengthen social and cultural relationships between the institutions. Following the establishment of the partnership, FUT Minna's department of Biological Science has received a grant of \$50,000 to carry out research.
3	University of Malaya, Kuala Lumpur, Malaysia	The collaboration aims to create programmes that promote institutional development and academic enhancement, including, but not limited to, faculty and student training, academic and cultural exchanges, and scientific research and publications, and at the same time strengthen social and cultural relationships between the institutions. Presently, FUTMinna is the beneficiary of PhD research funding under this partnership.

Other research and industry partnerships

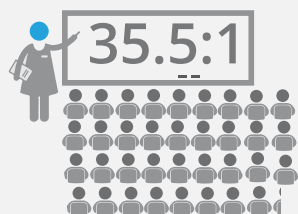
- 1 The German government-sponsored WASCAL
- 2 Third World Academy of Science (now Academy of Science for the Developing World) in Italy
- 3 International Federation of Science, Italy
International Centre for Genetic
- 4 Engineering and Biotechnology, Italy
- 5 Organisation for the Prohibition of Chemical Weapons, Netherlands



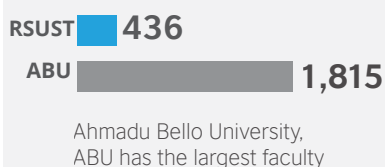
Rivers State University of Science and Technology

Acronym:	RSUST	Chancellor	Pro-Chancellor Hon. Justice Iche Ndu rtd.
Website:	www.ust.edu.ng	VACANT	
Type:	State (Public)	Vice Chancellor Professor Blessing Chimezie Didia	
Year Founded:	1980		
State of Location:	River State		
Primary Campus:	West-end, Port Harcourt		

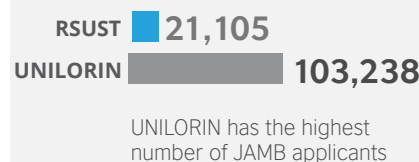
Student: teacher ratio



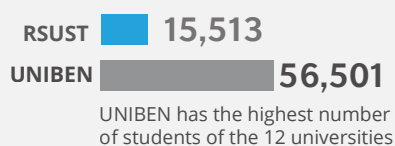
Size of faculty (2013)



JAMB applicants (2016)



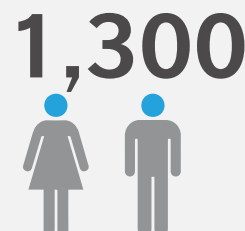
Number of students (2013)



Number of colleges



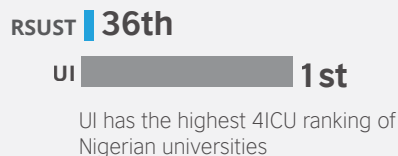
Non-academic staff (2013)



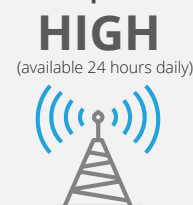
Webometrics ranking of Nigerian universities (2015)



4ICU ranking of Nigerian universities (2015)



Broadband availability on campus



History

The Rivers State University of Science and Technology (RSUST) Port Harcourt was established in October 1980, having metamorphosed from the Rivers State College of Science and Technology, which was established in 1972.

RSUST has the unique history of being both the first university of technology in Nigeria and the first state-owned university in the Niger Delta region.

The university has seven faculties: Agriculture, Engineering, Environmental Sciences, Law, Management Sciences, Science and Technical, and Science Education. Its postgraduate school has five institutes: the Institute of Foundation Studies, Pollution Studies, Education, RIART, Geosciences and Space Technology. A current student population of about 30,000 is shared across 37 undergraduate and 86 postgraduate programmes.

Academics and research

RSUST is the recipient of research funding from several local and international sources including:

- ▶ Chevron Nigeria Limited
- ▶ International Institute for Tropical Agriculture
- ▶ Songhai Farm
- ▶ UNIDO

TNE partnerships

A goal of RSUST's strategic development plan for 2016–2020 is to strengthen national and international collaboration through public-private partnership and intra- and inter-university collaboration. The Advancement/ Linkages Centre has the responsibility to drive this collaboration initiative.

The university has had various partnerships in the past, which have either been phased out or are due for renewal. Presently, one TNE partnership exists while the university is in the process of initiating new ones.




S/N	Foreign Partners	Details
1	University of Arkansas at Pine Bluff, USA	<p>The scope covers:</p> <ul style="list-style-type: none">• faculty collaboration and exchange visits• undergraduate and graduate student exchanges and collaborative learning experiences• community engagement. <p>Key outputs of the partnership include:</p> <ul style="list-style-type: none">• capacity building grant on high tunnel/hoop house vegetable production, using tomatoes as a test crop.• technology-enhanced perennial fruit and vegetable production.

Other research and industry partnerships

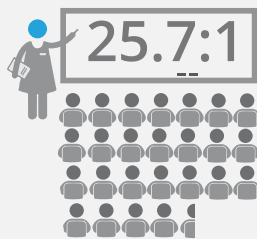
- ▶ Rivers State Sustainable Development Agency
- ▶ Niger Delta Development Commission



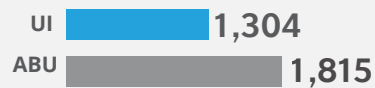
University of Ibadan

Acronym:	UI	Chancellor Alhaji Sa'ad Abubakar Sultan of Sokoto	Pro-Chancellor Dr. Umar Mustapha
Website:	www.ui.edu.ng		
Type:	Federal	Vice Chancellor Professor Abel Idowu Olayinka	
Year Founded:	1948		
State of Location:	Oyo State		
Primary Campus:	Ibadan		

Student: teacher ratio

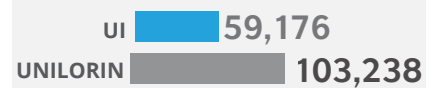


Size of faculty (2013)



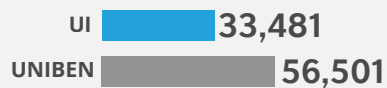
Ahmadu Bello University has the largest faculty

JAMB applicants (2016)



UNILORIN has the highest number of JAMB applicants

Number of students (2013)



UNIBEN has the highest number of students of the 12 universities

Number of colleges

14



Non-academic staff (2013)

3,398



Webometrics ranking of Nigerian universities (2015)



RSUST has the lowest webometrics ranking of Nigerian universities

4ICU ranking of Nigerian universities (2015)



RSUST has the lowest 4ICU ranking of Nigerian universities

Broadband availability on campus

LIMITED

locations but campus wide



History

The University of Ibadan is Nigeria's oldest university.

It began as the University College, Ibadan, which was founded in 1948, and its establishment can be traced directly to the reports of the Asquith and Elliot Commissions in 1945, which were set up by the British government in 1943. Equipment was transferred to the university from its sub-university status forerunners, the Yaba Higher College, (established in 1932 but formally opened in 1934) and the Yaba Medical School (established in 1930).

The formal opening took place on 25 March 1948 and there were 104 foundation students. The university awarded its first postgraduate degree in 1952, when the university was under a 'scheme of special relation' with the University of London. By 1962, when University College transformed into the independent University of Ibadan, 64 students were registered for graduate degrees.

In 1948 the University College had three founding faculties (Arts, Science and Medicine). Today, there are 13 faculties: Arts, Science, Agriculture and Forestry, the Social Sciences, Education, Veterinary Medicine, Technology, Basic Medical Sciences, Pharmacy, Clinical Sciences, Law, Public Health, and Dentistry.

Academics and research

The university currently hosts the following research centres (government and privately sponsored):

- ▶ National Animal Production Research Institute

- ▶ Centre for Econometric and Allied Research
- ▶ The Nigerian Institute of Social and Economic Research
- ▶ ANDI Centre of Excellence in Malaria Translational Research–College of Medicine
- ▶ Food Research Centre–donated by Flour Mills of Nigeria Plc
- ▶ Sub-surface Research Centre–donated by Shell

Research grants available to the university include:

- ▶ Medical Education Partnership Initiative by the United States National Institutes of Health
- ▶ UNIDO

TNE partnerships

The University of Ibadan is a pioneer in the area of cross-border collaboration among Nigerian universities. Presently, the Office of International Programmes is in charge of implementing the university's policy on linkages.

S/N	Foreign partners	Details
1	University of Pennsylvania, Philadelphia, Pennsylvania, USA	Exchange of staff and students/collaborative research
2	University of Eastern Finland, Kuopio, Finland	Global Health course – community medicine student exchange programme (1999)
3	Johns Hopkins School of Public Health, Baltimore, Maryland, USA	The Bill and Melinda Gates programme (2004)
4	Southern Illinois University, Edwardsville, Illinois, USA	Collaborative academic activities (2009)
5	Kennesaw State University, Kennesaw, Georgia, USA	Systemic exchange of academic and professional staff and students engaged in study, instruction, research publication and other scholarly activities (2009)
6	Pennsylvania State University, Philadelphia, Pennsylvania, USA	Collaborative research in engineering and science; staff-student exchange (2004)
7	Mortenson Centre for International Library Programs, University of Illinois at Urbana-Champaign, Illinois, USA	Kenneth Dike Library (2004)
8	Moi University, Kesses, Kenya	University-wide exchange and development of internationalised curricula; mounting of joint internship, credit transfer, joint degree and research programmes (2005)
9	University of Nairobi, Nairobi, Kenya	University-wide exchange of students, staff, material and information; development of internationalised curricula and collaborative research (2005)
10	University of Wales, Swansea, UK	Exchange of rare books, co-operative research, exchange scholars/undergraduate and postgraduate students (2005)
11	University of Eastern Finland, Kuopio, Finland	Public Health Higher Education Network, school of public health and clinical nutrition (2005)
12	Njala University, Freetown, Sierra Leone	University-wide collaborative research; split-site programmes, curriculum development, and staff/student exchange
13	Northwestern University, Evanston, Illinois, USA	Alliance to combat HIV/AIDS (2005)
14	University of Florida, Gainesville, Florida, USA	University-wide collaboration on research (2006)
15	University of Stellenbosch, Stellenbosch, South Africa	Collaboration in the fields of psychiatry and neurosciences

S/N	Foreign partners	Details
16	University of Stavanger, Stavanger, Norway	Exchange of students, collaborative research, joint degree and non-degree awarding programmes and co-operation by credit transfers (2006)
17	University of South Africa, Pretoria, South Africa	Exchange of staff, academic development of internationalised curricula, joint degree programmes and research programmes (2006)
18	University of Oxford, Oxford, UK	Academic collaboration through the Centre for the Study of African Economies (2007)
19	University of Zululand, Richards Bay, South Africa	Research collaboration in areas of technology, science, agriculture, pharmacy and basic clinical sciences (2007)
20	Northwestern University, Evanston, Illinois, USA	Entrepreneurship in agribusiness and the access to justice CDP project (2007)
21	University of Turin, Turin, Italy	Prevention of mother-to-child transmission of HIV (2007)
22	L'Universite Nancy, Nancy, France	Exchange of student and trainees in defined and co-ordinated programmes of education and/or research (2007)
23	University of Nairobi, Nairobi, Kenya	Staff/student exchange, development of internationalised curricula, credit transfer, and joint degree programme development (2007)
24	Board of Trustees, Florida International University, Miami, Florida	Collaborations in scientific research (2007)
25	Friedrich-Schiller-Universität, Jena, Germany	Academic and cultural links on foreign/second languages (2007)
26	Swedish University of Agricultural Sciences, Uppsala, Sweden	Collaboration on agriculture studies (2008)
27	Jackson State University, Oxford, Mississippi, USA	Academic and cultural exchange, collaborative research projects and dual-degree programmes (USA)
28	The University of Chicago and the University of Chicago Medical Centre, Chicago, USA	Exchange of staff and students, credit transfer and joint research programmes
29	Institute of Immunology, LNS/CRP-SANTE, Luxembourg, Luxembourg	Exchange of staff and students, academic materials and joint research programmes (2008)

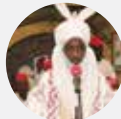


S/N	Foreign Partners	Details
30	POWER-AGE Christian College, London, UK	Collaboration in student exchange/training in specified courses at diploma, degree and postgraduate levels (2010)
31	University of the West of England, Bristol, UK	Collaborative education, research and extension outreaches; staff and graduate student exchanges (2010)
32	University of Nebraska Medical Centre, Omaha, Nebraska, USA	Collaborative programmes for medical education, and the exchange of paediatric health care professionals (2012)

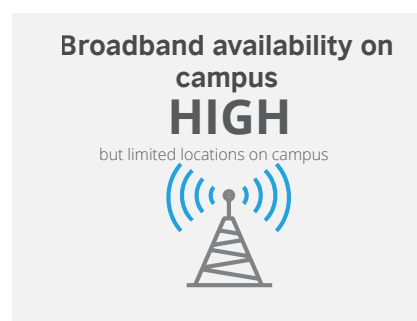
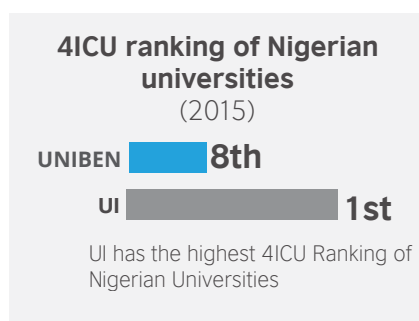
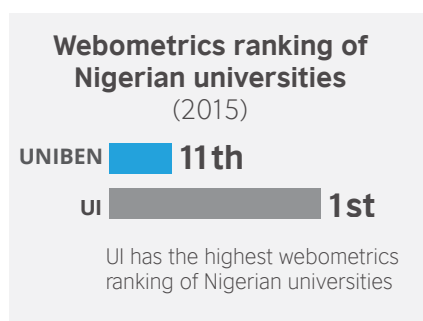
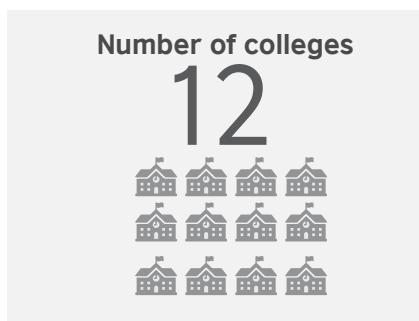
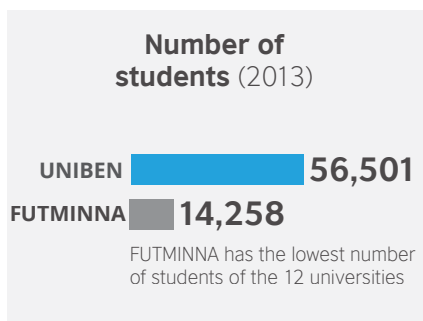
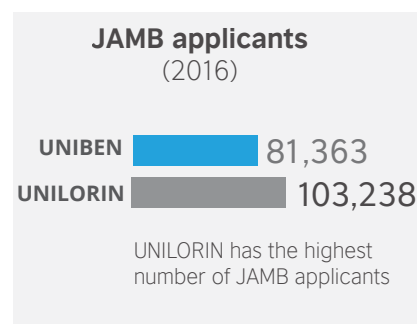
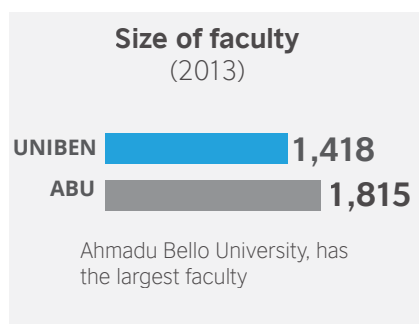
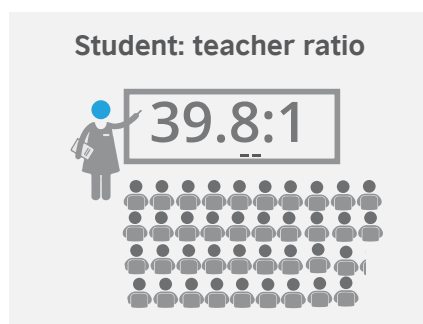
Other research and industry partnerships

- Department of Political Science
Collaborative activities–National War College, Abuja
- Collaborative research, exchange of scholars, information and students (2006)–Institute of African Studies
- Collaboration on provision of tuition and academic support to students courses and programmes offered by UI Distance Learning Centre - D'Afrique, Porto-Novo, Republic of Benin (2010)
- The United Nations Institute for Training and Research



University of Benin

Acronym:	UNIBEN	Chancellor His Royal Highness, Muhammad Sanusi – II Sarkin Kano	Pro-Chancellor Senator Effiong Dickson Bob
Website:	www.uniben.edu		
Type:	Federal	Vice Chancellor Professor Faraday Friday Osasere Orumwense	
Year Founded:	1970		
State of Location:	Edo State		
Primary Campus:	Ugbowo		



History

Founded in 1970, the University of Benin (UNIBEN) is the youngest of Nigeria's first-generation federal universities.

It started as the Midwest Institute of Technology and was accorded the status of a fully fledged university by the National Universities Commission (NUC) on 1 July 1971. On 1 April 1975, the university, at the request of the state government, was taken over by the federal government and became a federal university.

Following NUC's directives, the university experimented with the Collegiate System in 1991/92 and 1992/93. However, in the light of new developments, the university reverted to the faculty system except for the schools of medicine, dentistry and basic medical sciences, and the Institute of Child Health, which reverted to the collegiate system in August 1999, with a provost as its administrative head.

The university offers courses at various levels: postgraduate, undergraduate, diploma and certificate. Presently, the total student enrolment stands at over 40,000, made up of both full-time and part-time students shared among the various faculties.

The university is also famous for innovative research work with other universities globally and with both local and international bodies, such as USAID, Ford Foundation, United Negro College Fund, Raw Materials Research and Development Council of Nigeria, in the areas of agriculture, public health and engineering, among others.

Academics and research

UNIBEN has a strong pedigree in research. The university currently hosts the following government- and private-sector-funded research centres:

- National Centre for Energy and Environment
- Centre of Excellence in Reproductive Health Innovation–World Bank Funded
- Centre of Excellence in Geosciences

The following organisations currently provide the university with research funding:

- DAAD–promote collaboration with German universities (2016)
- Fulbright Education–named after Senator J. William Fulbright of Arkansas, the programme is sponsored by the US Department of State's Bureau of Educational and Cultural Affairs
- World Bank
- USAID
- UNIDO

Despite great strides recorded in the areas of ICT development, 'institutional blocks' remain, as many of the older academic and non-academic staff are not inclined to change their ways. For example, many have failed to register email addresses and upload their profiles and welcome addresses on the institution's website.

TNE partnerships

UNIBEN has a clear policy governing collaboration, with a view to fostering strong and dynamic partnerships and synchronising with external partners to academic excellence. The policy is driven by the Exchange and Linkages Department.

The university is presently focused on establishing partnerships with foreign institutions interested in carrying out joint research in specialised areas and conducting staff and student exchanges.

Existing partnerships are shown below.

S/N	Foreign Partners	Details
1	University of Mississippi, Oxford, Mississippi, USA	Academic and staff exchange
2	University of Lancaster, Lancaster, UK	Academic and staff exchange




Other research and industry partnerships

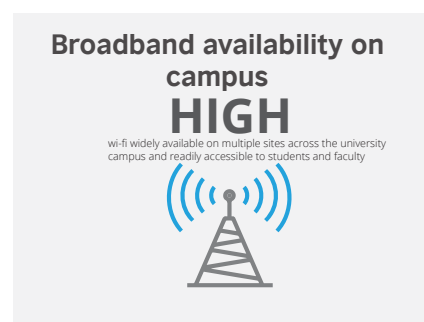
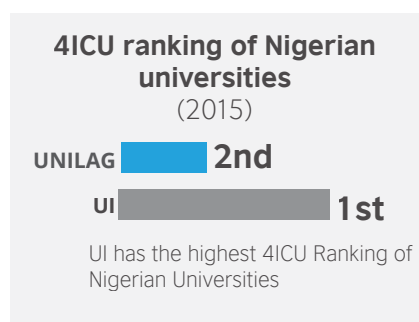
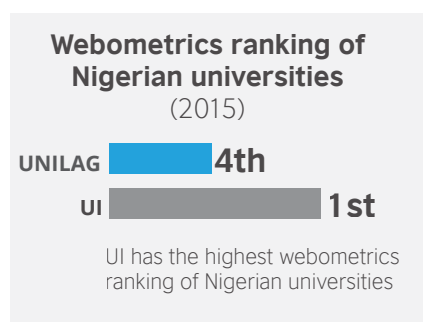
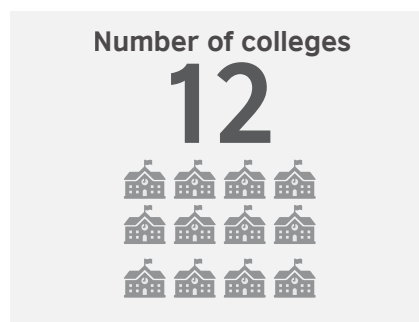
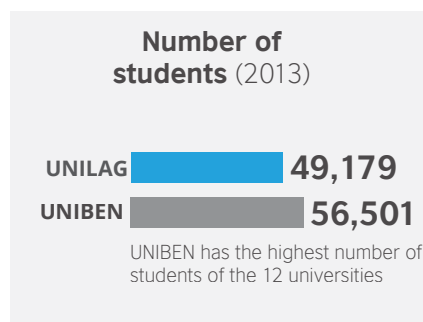
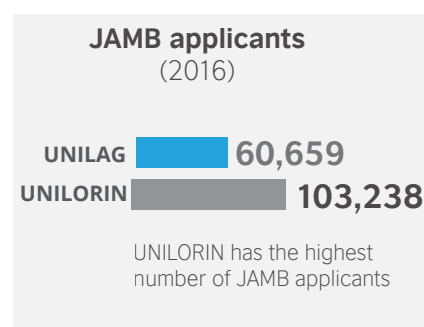
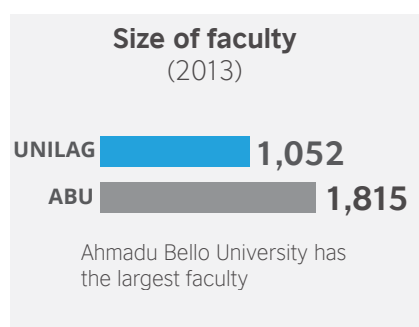
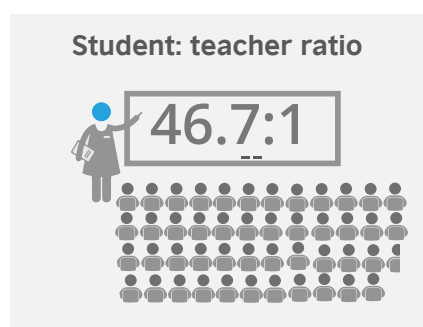
► National Institute for Legislative Studies, Abuja

► United Nations Institute for Training and Research



University of Lagos

Acronym:	UNILAG	Chancellor Shehu of Borno, Alhaji (Dr) Abubakar Ibn Umar Garbai El-Kanemi	Pro-Chancellor Professor Jerry Gana
Website:	www.unilag.edu.ng		
Type:	Federal	Vice Chancellor Professor Rahamon A Bello	
Year Founded:	1962		
State of Location:	Lagos State		
Primary Campus:	Akoka, Yaba		



History

In 1961, the Nigerian government assigned the detailed planning of the new university for its capital city Lagos to a UNESCO advisory commission. The commission opted for a traditional university: 'a complete all-encompassing institution' with residential accommodation on a large campus. Following the acceptance of the UNESCO commission's report, the University of Lagos was established in October 1962 on the authority of the University of Lagos Act.

The Act provided for an eleven-member provisional council for the university, a senate to preside over academic affairs, and a separate council for the medical school located at the university teaching hospital at Idi-Araba, a few kilometres away from the main (Akoka) campus. It was unique for, the university to consist of two separate institutions—the main university and an autonomous medical school.

For the first academic session, 1962/1963, the university admitted 46 students for the faculty of Commerce and Business Administration and 26 for the faculty of Law. The university moved from its temporary location in Idi-Araba to the Akoka main campus in September 1965. The direction of the university's future development was consolidated with the promulgation of the University of Lagos Decree in 1967 (Decree No. 3 of 1967). The new constitution created an integrated and more structurally coherent institution by establishing a single council for the whole university (the previous arrangement had two separate councils, one for the university and the other for the medical school).

In 1984, Federal University of Technology, Abeokuta was merged with the University of Lagos. The university currently has a School of Postgraduate Studies, a Distance Learning Institute and 12 faculties, namely: Arts, Basic Medical Sciences, Business Administration, Clinical Sciences, Dental Sciences, Education, Engineering, Environmental Sciences, Law, Pharmacy, Science, and Social Sciences.

Academics and research

The university hosts the National Centre for Energy Efficiency and Conservation. In addition, the institution is a recipient of research funding from the following providers:

- ▶ LG—in partnership with the metallurgical engineering department
- ▶ Bloomberg LP—in partnership with the Mass Communications department
- ▶ UNIDO
- ▶ World Bank

TNE partnerships

The University of Lagos is very selective about prospective partners and the relationships it develops; and its policy is driven by the Office of International Relations, Partnerships and Prospects. The factors that currently drive the choice of TNE partners include opportunities of joint research and full reciprocity, opportunities for staff and student exchange, faculty size, and expertise of partner institution. The university also has a bias towards universities with global recognition in science, technology, research, engineering, agriculture and mathematics (STREAM) fields. Split-site

programmes are a popular option for PhD candidates and the university often seeks partners willing to part-fund them.

UNILAG typically executes Cross-border Education (CBE) Memorandums of Understanding in either three- or five-year

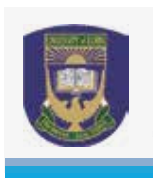
renewable tenures. The most successful and wide-ranging CBE partner is Soochow University, China. The university is also home to a separately run Confucius Institute in partnership with the Chinese Embassy, Nigeria. UNILAG voluntarily and routinely updates the NUC about its CBE.

S/N	Foreign Partners
1	Carleton University, Ottawa, Canada
2	Central Michigan University, Mount Pleasant, Michigan, USA
3	University of Sussex, Falmer, Brighton, UK
4	Kenyatta University, Nairobi, Kenya
5	Cranfield University, Cranfield, UK
6	De Montfort University, Leicester, UK
7	Florida Agricultural and Mechanical University, Tallahassee, Florida, USA
8	Institute of Research and Development, Marseille, France
9	Kennesaw State University, Kennesaw, Georgia, USA
10	Northumbria University, Newcastle upon Tyne, UK
11	Queensland University of Technology, Brisbane, Australia
12	School of Veterinary Medicine, University of Pennsylvania, Philadelphia, USA
13	Soochow University, Suzhou, Jiangsu, China
14	Universidade do Vale do Paraíba, São Paulo, Brazil
15	The University of Cape Town, Cape Town, South Africa
16	University of Ghana, Legon, Ghana
17	University of Saskatchewan, Canada
18	University of the West of England, Bristol, UK
19	University of Bedfordshire, Luton, UK
20	University of the Witwatersrand, Johannesburg, South Africa
21	Stellenbosch University, Stellenbosch, South Africa
22	Pretoria University, Pretoria, South Africa
23	The University of Johannesburg, Johannesburg, South Africa
24	Wageningen University, The Hague, the Netherlands
25	University of Aberdeen, Aberdeen, UK




In addition to the universities listed, UNILAG is currently at various stages of discussion with over a dozen highly ranked institutions in Europe and North America.

Other research and industry partnerships

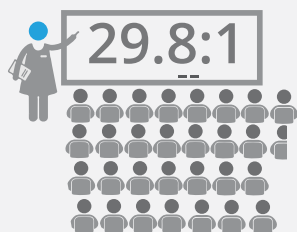
- International Council for Research and Innovation in Building and Construction
- African Laser Centre
- Construction Research Innovation
- Research Africa (Gold Site)
- Huawei



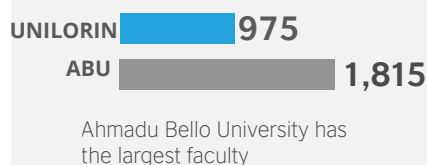
University of Ilorin

Acronym:	UNILORIN	Chancellor HRH Alhaji Abdulmumin Kabir Usman Emir of Katsina	Pro-Chancellor Alhaji Saka Sa'adu
Website:	www.unilorin.edu.ng		
Type:	Federal	Vice Chancellor Prof. Abdul Ganiyu Ambali	
Year Founded:	1975		
State of Location:	Kwara State		
Primary Campus:	Ilorin		

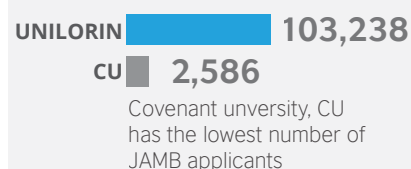
Student: teacher ratio



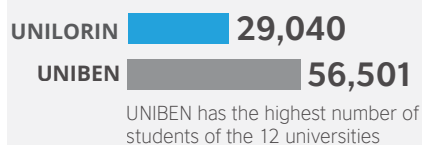
Size of faculty (2013)



JAMB applicants (2016)



Number of students (2013)



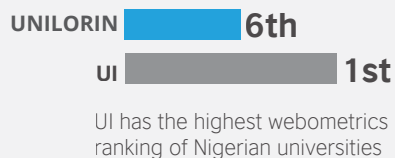
Number of colleges



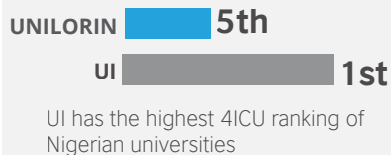
Non-academic staff (2013)



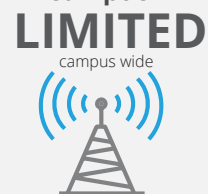
Webometrics ranking of Nigerian universities (2015)



4ICU ranking of Nigerian universities (2015)



Broadband availability on campus



History

The University of Ilorin was one of the seven institutions of higher learning established by the FGN in 1975.

The university began as a University College affiliated to the University of Ibadan, with an intake of 200 students. In October 1977 the institution attained full autonomous status, established on a section of the temporary campus of the Kwara State Polytechnic. This was the site of academic programmes in the faculties of Arts, Science, Education, Engineering and Technology, and Business and Social Sciences, as well as basic clinical sciences of the Health Sciences faculty. It was the only campus of the university until January 1982, when more than 1,000 students studying science were moved following the completion of new faculty blocks for Natural Sciences and Engineering on the permanent campus site. In 1983, an LLB programme started as a department in the Faculty of Business and Social Sciences but later became a fully fledged faculty in 1993.

The university now has 15 faculties: Arts, Agriculture, Environmental Sciences, Life Sciences, Management Sciences, Physical Sciences, Social Sciences, Communication and Information Sciences, Education, Engineering and Technology, Pharmaceutical Science, Veterinary Medicine, and Law. There is a College of Health Sciences (with two faculties–Basic

Medical and Clinical Sciences); two institutes (Institute of Education and Unilorin Sugar Research Institute); and the Postgraduate School.

These faculties have over 60 academic departments and an enrolment of about 35,000.

Academics and research

UNILORIN currently hosts the following government and privately funded research centres:

- ▶ National Centre for Hydropower Research and Development (responsible for research in hydropower).
- ▶ Engineering Research Centre–donated by Nigeria Liquefied Natural Gas

In addition, it is the recipient of research funding from the following institutions:

- ▶ Association of African Universities grants
- ▶ UNIDO
- ▶ World Bank

TNE partnerships

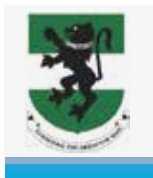
UNILORIN has one of the most extensive partnership networks in Nigeria, with over 60 existing linkages and plans to establish more.

S/N	Foreign partners	Details
1	Ain Shamsi University, Cairo, Egypt	Mainly on water resources, student and staff exchange
2	Al-Azhar University, Cairo, Egypt	Joint academic activities
3	Al-Hikmah University, Ilorin, Nigeria	Nigeria-focused joint academic and educational activities
4	Al-Asmariya University, Zliten, Libya	Libya-focused joint academic and educational activities
5	Cape Peninsula University of Technology, Cape Town, South Africa	Joint academic and educational activities
6	Institute of Professional Studies, University of Professional Studies, Accra, Ghana	Joint academic and educational activities
7	Omdurman Ahlia University, Khartoum, Sudan	Sudan-focused joint academic and educational activities
8	Texas and A&M College, University, Baton Rouge, Louisiana, USA	Joint academic and educational activities
9	Stellenbosch University, Stellenbosch, South Africa	Joint academic and educational activities
10	University of Salford, Manchester, UK	Joint academic and educational activities
11	Catholic University of Cameroon, Bamenda, Cameroon	Joint academic and educational activities
12	University of Cape Coast, Cape Coast,	Joint academic and educational activities
13	University of Douala, Douala, Cameroon	Joint academic and educational activities
14	University of Mkar, Benue State, Nigeria	Joint academic and educational activities
15	University of The Gambia, Sere Kunda, the Gambia	Joint academic and educational activities
16	University of the Witwatersrand, Johannesburg, South Africa	Joint academic and educational activities
17	University of Ghana, Accra, Ghana	Joint academic and educational activities
18	Faculty of Natural and Computational Sciences, University of Gondar, Gondar, Ethiopia	Ethiopia-focused joint academic and educational activities
19	University of Nairobi, Nairobi, Kenya	Joint academic and educational activities
20	University of Namibia, Windhoek, Namibia	Joint academic and educational activities
21	Kenyatta University, Nairobi, Kenya	Joint academic and educational activities
22	National University of Benin, Cotonou, Benin	Joint academic and educational activities
23	University of Kwazulu-Natal, South Africa	Joint academic and educational activities
24	University of Lomé, Lomé, Togo	Joint academic and educational activities
25	Cairo University, Cairo, Egypt	Joint academic and educational activities
26	University of Nyala, Nyala, Sudan	Joint academic and educational activities
27	The University of Oxford, Oxford, UK	Research collaboration
28	University of Bergen, Bergen, Norway	Joint academic and educational activities
29	University of Nottingham, Nottingham, UK	Joint academic and educational activities
30	Lancaster University, Lancaster, UK	Joint academic and educational activities
31	Boston College, Institute for Scientific Research, Boston, USA	Joint academic and educational activities
32	California State University, Sacramento, USA	Joint academic and educational activities
33	International University of Panama, Panama City, Panama	Joint academic and educational activities
34	Southern University System, Baton Rough, Louisiana, USA	Joint academic and educational activities
35	University of Massachusetts, Lowell, USA	Joint academic and educational activities
36	The University of Technology, Kingston, Jamaica	Joint academic and educational activities




Foreign Partners		Details
37	University of The West Indies, Kingston, Jamaica	Joint academic and educational activities
38	University of Pittsburgh, Pittsburgh, USA	Joint academic and educational activities
39	Virginia State University, Petersburg, USA	Joint academic and educational activities
40	University of Wisconsin-Stout, Menomonie, USA	Joint academic and educational activities
41	Alabama A & M University, Huntsville, USA	Joint academic and educational activities
42	University of Dalhousie, Nova Scotia, Canada	Collaborative research and equipment loan agreement
43	University of Wisconsin-Madison, Madison, USA	Stem cell research
44	University of Florida, Gainesville, USA	Joint academic and educational activities
45	University of Minnesota, Minneapolis and Saint Paul, USA	Joint academic and educational activities
46	Gwangju Institute of Science and Technology, United Nations University, Gwangju, South Korea	Joint academic and educational activities
47	University of Kansas, Lawrence, USA	Joint academic and educational activities
48	University Sains Islam, Nilai, Malaysia	Joint academic and educational activities
49	International Islamic University, Islamabad, Pakistan	Joint academic and educational activities
50	Islamic University of Medina, Medina, Saudi Arabia	Exchange of scholars and running of joint academic programmes
51	Kyushu University, Fukuoka, Japan	Joint academic and educational activities
52	University of Ghana, Accra, Ghana	Joint academic and educational activities
53	Open University of Sri Lanka	Distance learning education
54	Uka Tarsadia University, Surat, India	Joint academic and educational activities
55	Universiti Utara, Sintok, Malaysia	Joint academic and educational activities
56	University of Kelaniya, Colombo, Sri Lanka	Joint academic and educational activities
57	University of Jerash, Jerash, Jordan	Scientific and educational co-operation
58	University of Science and Technology, Sana'a, Yemen	Exchange in English and Arabic languages
59	Medical Faculty, Otto-Von-Guericke University, Magdeburg, Germany	Joint academic and educational activities
60	Mykolas Romeris University, Vilnius, Lithuania	Joint academic and educational activities
61	Nancy 2 University, Nancy, France	Joint academic and educational activities
62	Swansea Metropolitan University, Swansea, UK	Joint academic and educational activities
63	The School of Law, School of Oriental and African Studies, University of London, UK	Joint academic and educational activities
64	University of Beira, Covilhã, Portugal	Joint academic and educational activities

Other research and industry partnerships

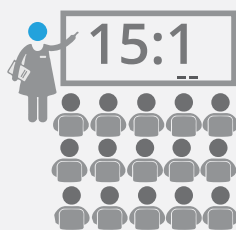
- ▶ Nigeria Liquified Natural Gas–Collaboration in building and refurbishment of laboratories
- ▶ Chartered Institute of Bankers of Nigeria
- ▶ Sudan Academy of Science–Joint academic and educational activities
- ▶ The National Water Resources Institute, Kaduna–capacity building, human resources development in the water resources sector
- ▶ Human Academy of Forestry, China
- ▶ Centre for Black and African Arts and Civilisation, Nigeria–Joint collaborations on conferences, workshops, seminars, symposia and art exhibitions and festivals
- ▶ National Space Research and Development Agency, Abuja, Nigeria–Co-operation between the university's department of Physics and Centre for Atmospheric Research
- ▶ U6 Consortium, Africa–Joint collaboration between Bondo University College Kenya, CPUT South Africa, Kwasu Malete Nigeria, The University of The Gambia, Banjul, UCC Cape Coast Ghana, and Unilorin
- ▶ Access Global Education, USA–Joint Academic and Educational Activities



University of Nigeria, Nsukka

Acronym:	UNN	Chancellor Oba Enitan Babatunde Ogunwusi (Ooni of Ife)	Pro-Chancellor Emmanuel Ukala
Website:	www.unn.edu.ng		
Type:	Federal	Vice Chancellor Benjamin Chukwuma Ozumba	
Year Founded:	1960		
State of Location:	Enugu State		
Primary Campus:	Nsukka		

Student: teacher ratio

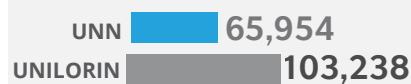


Size of faculty (2013)



Ahmadu Bello University has the largest faculty

JAMB applicants (2016)



UNILORIN has the highest number of JAMB applicants

Number of students (2013)



UNIBEN has the highest number of students of the 12 universities

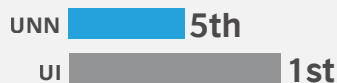
Number of colleges



Non-academic staff (2013)



Webometrics ranking of Nigerian universities (2015)



UI has the highest webometrics ranking of Nigerian universities

4ICU ranking of Nigerian universities (2015)



UI has the highest 4ICU ranking of Nigerian universities

Broadband availability on campus



History

The University of Nigeria, Nsukka (UNN) was the first of the four to be established in October 1960 as a result of the Ashby Commission. The establishment of UNN was the climax to the Nigerian independence celebrations in the Eastern Region.

Lectures began on 17 October 1960, with an enrolment of 220 students and 13 members of the academic staff. The university was fully autonomous from the start, with the power to grant its own degrees. Technically speaking, therefore, it became the first fully fledged university in Nigeria, since Ibadan was still at that time a university college, granting London degrees.

The former Nigerian College of Arts, Science and Technology, Enugu, was incorporated into the university in 1961, and its buildings now form the Enugu Campus (200 hectares) of the university, located in the heart of Enugu.

Academics and research

The university currently hosts the National Centre for Energy Research and Development, which is responsible for research in solar and renewable energy. The university has also been the recipient of research funding from the following sources:

- Natural Resources Institute, Kent, UK (sprout control and yam tuber product quality – sponsorship of PhD research)
- Japan International Research Centre for Agricultural Sciences
- UNIDO
- World Bank

TNE partnerships

The university's collaboration initiatives build and nurture bilateral agreements to foster and strengthen collaborative research, joint publications, human capital development and student/staff mobility, with the ultimate goal of enhancing the university's global visibility.

The Directorate of Research and International Collaboration is responsible for driving the policy and is keen to establish partnerships with foreign institutions that have good global academic and research standing, particularly in areas of common interest, and who are willing to partner with UNN.

The major challenge the university has faced in developing TNE partnerships thus far has been the paucity of funds to finance travels to sign Memorandums of Understanding or discuss subsequent modalities with the CBE partners.

In spite of the challenges, the university has several existing TNE partnerships in place. The results of existing TNE partnerships have been in the area of joint research publications in reputable peer-reviewed journals and also some patents with authors from TNE partners in Japan and India.

The general scope/objectives of all partnerships include the following: (1) exchange of faculty and/or staff; (2) exchange of graduate and/or undergraduate students; (3) exchange of scientific materials, publications and information; (4) joint conferences and academic programmes; (5) joint research activities and publications.

The NUC is not aware of the details of these partnerships.

S/N	Foreign partner	Details
1	University of Ulsan, Ulsan, South Korea	Joint academic and educational activities
2	University of Strathclyde, Glasgow, UK	Joint academic and educational activities
3	University of Mississippi, Oxford, Mississippi, USA	Joint academic and educational activities
4	University of British Columbia, Vancouver, Canada	Joint academic and educational activities
5	University of Applied Science and Arts, Hannover, Germany	Students/staff exchange and research
6	Middlesex University, London, UK	Joint academic and educational activities
7	University of Stellenbosch, Stellenbosch, South Africa	Joint academic and educational activities
8	University of Pretoria, Pretoria, South Africa	Joint academic and educational activities
9	University of Maryland, Baltimore, Maryland, USA	Joint academic and educational activities
10	Universidade Federal do Espírito Santo, Vitória, Brazil	Joint academic and educational activities
11	University of Camerino, Camerino, Italy	Joint academic and educational activities
12	Michigan State University, East Lansing, Michigan, USA	Joint academic and educational activities
13	North Dakota State University, Fargo, North Dakota, USA	Joint academic and educational activities
14	Kansas State University, Manhattan, Kansas, USA	Joint academic and educational activities
15	University of Winnipeg, Winnipeg, Canada	Joint academic and educational activities
16	University of Prince Edward Island, Charlottetown, Canada	Joint academic and educational activities
17	University of Laval, Quebec City, Canada	Joint academic and educational activities
18	University of Western Ontario, London, Canada	Joint academic and educational activities
19	University of Tromsø, Tromsø, Norway	Joint academic and educational activities
20	University of Groningen, Groningen, Netherlands	Joint academic and educational activities
21	Shivaji University, Kolhapur, India	Joint academic and educational activities
22	Johns Hopkins University, Baltimore, Maryland, USA	Joint academic and educational activities
23	University of Pittsburgh, Pittsburgh, USA	Joint academic and educational activities
24	Howard University, Washington, DC, USA	Joint academic and educational activities




S/N	Foreign partner	Details
25	Delft University of Technology, Delft, Netherlands	Joint academic and educational activities
26	University of Murdoch, Perth, Australia	Joint academic and educational activities
27	University of Nottingham, Nottingham, UK	Joint academic and educational activities
28	University of Malaya, Kuala Lumpur, Malaysia	Students/staff exchange and research
29	University of South Florida, Tampa, USA	Joint academic and educational activities
30	Hebrew University of Jerusalem, Jerusalem, Israel	Joint academic and educational activities
31	University of Florida, Gainesville, USA	Joint academic and educational activities
32	Universität Würzburg, Würzburg, Germany	Joint academic and educational activities
33	Universität des Saarlandes, Saarbrücken, Germany	Joint academic and educational activities
34	Volgograd State University, Volgograd, Russia	Joint academic and educational activities
35	National Aerospace University, Kharkiv, Ukraine	Joint academic and educational activities
36	University of Tsukuba, Tsukuba, Japan	Joint academic and educational activities
37	University of Hokaido, Tokyo, Japan	Joint academic and educational activities

Other research and industry partnerships

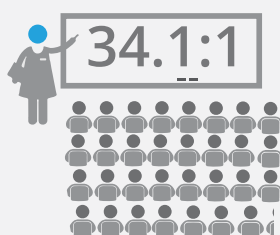
- Centre for Community Excellence, Pasadena, Maryland, USA
- National Institute for Pharmaceutical Research and Development, Abuja
- Agricultural Research Council of Nigeria
- Nigeria French Language Village, Ajara Badagry, Nigeria.
- International Institute of Tropical Agriculture, Ibadan
- National Root Crops Research Institute, Umudike
- West Africa Agricultural Productivity Programme, Nigeria



University of Port Harcourt

Acronym:	UNIPORT	Chancellor Alhaji Muhammad Iliyasu Bashar (Emir of Gwandu)	Pro-Chancellor Chief Gesi Asamowel
Website:	www.uniport.edu.ng		
Type:	Federal	Vice Chancellor Professor Ndowa E.S. Lale	
Year Founded:	1975		
State of Location:	Rivers State		
Primary Campus:	Port Harcourt		

Student: teacher ratio



Size of faculty (2013)



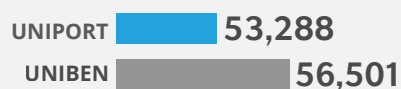
Ahmadu Bello University has the largest faculty

JAMB applicants (2016)



UNILORIN has the highest number of JAMB applicants

Number of students (2013)

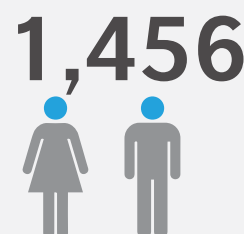


UNIBEN has the highest number of students of the 12 universities

Number of colleges



Non-academic staff (2013)



Webometrics ranking of Nigerian universities (2015)



UI has the highest webometrics ranking of Nigerian universities

4ICU ranking of Nigerian universities (2015)



UI has the highest 4ICU ranking of Nigerian universities

Broadband availability on campus



History

The University of Port Harcourt was established in 1975 as the University College, Port Harcourt. It was one of seven institutions of higher learning established by a decree of the Federal Military Government in August 1975. This step, taken to implement one of the educational directives of the country's Third National Development Plan, was aimed at providing more opportunities for Nigerians aspiring to acquire university education, and to generate high-level manpower, so vital for the rapidly expanding economy.

UNIPORT was granted full university status in 1977 and presently has an enrolment of over 50,000.

Academics and research

Unsurprisingly, UNIPORT has strong ties with the oil and gas industry. For example, the university currently hosts some key research centres in the field:

- Centre for Petroleum Geosciences—under the umbrella of the Institute of Petroleum Studies of the University of Port Harcourt
- Centre for Gas, Refining and Petrochemical Technology (CGRP-UNIPORT)
- Institute of Agricultural Research and Development—federal government funded.

The IPS is co-sponsored/facilitated by several organisations, including the following:

- The MacArthur Foundation
- FUGRO
- University of Mines and Technology, Tarkwa, Ghana
- University of the Western Cape, Cape Town, South Africa
- University of Texas at Austin, Austin, Texas
- Moni Pulo
- International Foundation for Science

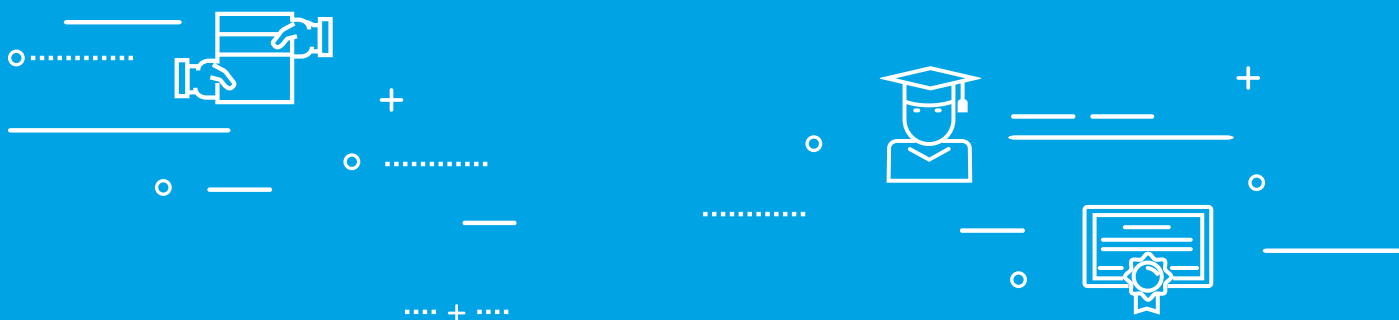
TNE partnerships

In addition to the foreign institutions involved in the IPS, UNIPORT has existing linkages with the following foreign institutions:

S/N	Foreign partner	Details
1	University of Witwatersrand, Johannesburg, South Africa	Partnership in oil and gas studies
2	University of Manitoba, Winnipeg, Canada	Joint academic and educational activities
3	Imperial College of Science and Technology, London, UK	Joint academic and educational activities
4	Colorado School of Mines, Golden, Colorado, USA	Joint academic and educational activities
5	University of Gothenburg, Gothenburg, Sweden	Institute for natural resources, Environment and Sustainable Development (INRES) at UNIPORT MSc programme is run in partnership with the University of Gothenburg
6	Washington State University, Pullman, Washington, USA	Joint academic and educational activities
7	Southern Illinois University, Carbondale, Illinois, USA	Joint academic and educational activities

Other research and industry partnerships

- Regional Centre, Central Tuber Crops Research Institute, Orissa, India.
- Technical Centre for Agricultural and Rural Co-operation, ACP-EU Cotonou Agreement, Netherlands.
- The African Network for Agriculture, Agroforestry and Natural Resources Education, Nairobi, Kenya.
- International Livestock Research Institute
- Bioversity International
- National Animal Production Research Institute
- National Root Crops Research Institute
- National Institute of Oceanography and Marine Research
- Galilee International Management Institute, Israel
- United Nations Institute for Training and Research
- International Centre for Energy, Environment and Development
- FMC Technologies, Inc–collaboration on sub-sea research
- Google
- Food Development Centre, Manitoba Agriculture, Food and Rural Initiatives, Canada





APPENDIX 2 – Other relevant programmes

Presented in the following section is a summary of other relevant programmes funded by government and international donors

All the information provided was correct at the time of the study, 2016

Programmes funded by the federal government of Nigeria

A few FGN-funded schemes targeted at the HE sector are in existence. Key among them are:

- i The Tertiary Education Trust Fund (TETFund)
- ii The Nigerian Research and Education Network (NgREN)

The two programmes are briefly described in the following two tables:

Name	Establishment	Source of Funding
The Tertiary Education Trust Fund (TETFund)	As an intervention agency under the Tertiary Education Trust Fund (Establishment, etc.) Act, 2011. The Act replaced the Education Tax Fund Act Cap. E4 laws of the Federation of Nigeria 2004 and Education Tax Fund (Amendment) Act No 17, 2003.	The 2% education tax paid from the assessable profit of companies registered in Nigeria. The levies are collected by the Federal Inland Revenue Service.
Objectives <p>TETFund is charged with managing, disbursing and monitoring the education tax to public tertiary institutions in Nigeria, specifically for the provision and maintenance of the following:</p> <ul style="list-style-type: none">➤ essential physical infrastructure for teaching and learning;➤ instructional materials and equipment➤ research and publication➤ academic staff training and development➤ any other need which, in the opinion of the board of trustees, is critical and essential for the improvement of quality and maintenance of standards in higher educational institutions. <p>TETFund is also charged with ensuring that funds generated from the education tax are used to improve the quality of education in Nigeria.</p>		
Disbursements and qualifying criteria <p>Beneficiaries of the fund are required to apply the money for the following:</p> <ul style="list-style-type: none">➊ provision of essential physical infrastructure for teaching and learning➋ provision of instructional materials and equipment➌ research, book development and publication (journals, et al)➍ academic staff training and development➎ any other need that in the opinion of the board of trustees, is critical and essential for the improvement of quality and maintenance of standards in the educational institutions.		

Profile of NgREN

Name	Establishment	Source of funding
The Nigerian Research and Education Network (NgREN)	NgREN is the result of a collaboration between the Federal Ministry of Education, The World Bank and the Federal Ministry of Communication Technology. It was incorporated as a private company limited by guarantee on 21 February 2012 and commissioned in July 2014.	The first phase of the project began in 2012, with an initial \$10m funding envelope from the Science and Technology Education Post Basic Project (a World Bank-assisted project for Nigeria)

Objectives

- ▶ NgREN is a specialised Internet Service Provider (ISP) which serves as a platform for universities to communicate, collaborate, access and share resources across national and international boundaries, primarily for the purpose of research and learning, but with added capabilities to offer the efficiencies of unified communications and consolidation of digital content
- ▶ provides more and cheaper bandwidth for member institutions
- ▶ provides network services and applications such as identity federation, e-content, hosting, network security, bandwidth management, IP telephony and video-conferencing, among others, to the research community
- ▶ promotes linkages and collaboration between the research community, industry, government and other international research and education communities in order to transform research into commercial products for the benefit of the nation
- ▶ makes use of technology to promote new and innovative ways of teaching and learning.

Beneficiaries

- ▶ The University Inter-Campus Connectivity initiative is a collaborative project with the National Universities Commission under the NgREN project. The project is being deployed in two phases. The first phase involves the interconnection of the permanent (main) campuses of selected universities and their corresponding teaching hospitals or annex campuses through optic fibre cable (OFC) and the second phase is the deployment of end-user electronics that will enable the use of the OFC.
- ▶ The first phase of the project covered 27 older federal universities in line with the scope of the World Bank-assisted Science and Technology Education Post Basic (STEP-B) project, which supports only federal institutions

Consequently, the foundation members of the NgREN are: the University of Ibadan; University of Maiduguri; University of Benin; Obafemi Awolowo University, Ile Ife; Federal University of Technology, Minna; Federal University of Technology, Owerri; Federal University of Technology,

Akure; Modibbo Adama University of Technology, Yola; Federal University of Agriculture, Abeokuta; University of Agriculture, Makurdi; Michael Okpara University of Agriculture, Umudike; University of Lagos; Nigerian Defence Academy, Kaduna; Usmanu Danfodiyo University, Sokoto; University of Ilorin; University of Nigeria, Nsukka; Nnamdi Azikiwe University, Awka; University of Uyo; University of Calabar; University of Port Harcourt; Federal University of Petroleum Resources, Effurun; University of Jos; University of Abuja; Ahmadu Bello University, Zaria; Abubakar Tafawa Balewa University, Bauchi; Bayero University, Kano; National Open University of Nigeria; NUC and the Secretariat of the CVC.

Programmes funded by international development agencies

The Nigerian HE sector has a long history of partnering with international developmental agencies. The World Bank has been the single most important of such bodies, though there are others currently running research programmes. Three of these popular programmes are:

- African centres of excellence – World Bank sponsored
- Graduate tracer study of selected universities in the Nigerian university system–United Nations Industrial Development Organization (UNIDO) sponsored
- Development research uptake in Sub-Saharan Africa (DRUSSA)–UK Department for International Development (DFID)

Profile of ACE project		
Name	Establishment	Source of Funding
African centres of excellence	The ACE project was launched in 2013 by the governments of Benin, Burkina Faso, Cameroon, Ghana, Nigeria, Senegal and Togo, with support from the World Bank.	The World Bank
Objectives <p>The objective of the ACE project is to promote regional specialisation among participating universities in areas that address particular regional development challenges and strengthen the capacities of these universities to deliver high-quality training and applied research.</p>		
Beneficiaries <p>The project consists of two components: the first is to build capacity in competitively selected institutions to produce in-demand, high skilled labour and applied research. The second component will facilitate the regional impact and benefit of the strengthened African centres of excellence through talent and labour mobility and higher education services.</p> <p>Under the ACE project, grant awards are made to lead institutions to address specific regional development challenges primarily focusing on the following priority fields:</p> <ul style="list-style-type: none">➊ science, technology engineering and mathematics (STEM)➋ health sciences➌ agricultural sciences. <p>The first selection process produced 19 centres of excellence that were approved for the West and Central African sub-regions. Of these, Nigerian universities won ten.</p> <p>The universities from Nigeria that won the grants are:</p> <ul style="list-style-type: none">➤ Redeemers University, Ede, Osun State (African Centre of Excellence for Genomics of Infectious Diseases, ACEGID)		

- African University of Science and Technology, Abuja (Pan-African Materials Institute)
- Federal University of Agriculture, Abeokuta (Centre for Agricultural Development and Sustainable Environment)
- Ahmadu Bello University, Zaria (Centre of Excellence on Neglected Tropical Diseases and Forensic Biotechnology)
- University of Jos, (Phytomedicine Research and Development)
- University of Benin (Centre for Excellence in Reproductive Health and Innovation)
- University of Port Harcourt (ACE Center for Oil Field Chemicals)
- Obafemi Awolowo University, Ile Ife (OAU Knowledge Park)
- Bayero University, Kano (African Centre of Excellence in Dryland Agriculture)
- Benue State University, Makurdi (Centre for Food Technology and Research).

Profile of graduate tracer study

Name

Graduate tracer study of selected universities in the Nigerian university system (pilot)

Establishment

United Nations Industrial Development Organization (UNIDO)

Objectives

The main objective of the study is to trace the employability status and on-the-job satisfaction of science and engineering graduates of the listed universities, from 2009 to 2014, in comparison with the skills and knowledge acquired from the university.

The study also focuses on the petro-chemical and steel sub-sectors of the economy, which is in line with the national industrial revolution plan (NIPR) of the FGN.

- Abubakar Tafawa Balewa University, Bauchi
- Adekunle Ajasin University, Akungba
- Ambrose Alli University, Ekpoma
- American University of Nigeria, Yola
- Babcock University, Ilishan-Remo
- Bayero University, Kano
- Bells University of Technology, Ota
- Bowen University, Iwo
- Redeemers University, Mowe
- Covenant University, Otta
- Ekiti State University, Ado-Ekiti
- Enugu State University of Science and Technology
- Federal University of Agriculture Makurdi

- Federal University of Agriculture, Abeokuta
- Federal University of Technology, Akure
- Federal University of Technology, Minna
- Federal University of Technology, Owerri
- Igbinedion University, Okada
- Kano State University of Science and Technology
- Ladoke Akintola University of Science and Technology
- Lagos State University, Ojo
- Modibbo Adama University of Technology, Yola
- Nnamdi Azikiwe University, Awka
- Obafemi Awolowo University, Ile Ife
- Rivers State University of Science & Technology, Port Harcourt
- University of Benin, Benin City
- University of Calabar, Calabar
- University of Ibadan, Ibadan
- University of Ilorin, Ilorin
- University of Jos, Jos
- University of Lagos, Akoka
- University of Maiduguri, Maiduguri
- University of Nigeria, Nsukka
- University of Port Harcourt
- University of Uyo, Uyo
- Usmanu Dan Fodiyo University, Sokoto

Profile of DRUSSA Programme

Name

Development Research Uptake in Sub-Saharan Africa (DRUSSA)

Establishment

UK Department for International Development (DFID)

Objectives

Development research uptake in Sub-Saharan Africa (DRUSSA) was a five-year, DFID-funded programme supporting 22 universities across Africa to strengthen the management of research uptake. It ran from October 2011 to September 2016.

The purpose of DRUSSA was to help improve the capacity of universities to contribute research evidence in pro-poor policy and practice. DRUSSA achieved this through sharing learning on institutional change and research uptake strategy, supporting the training of university staff in research uptake and communication, and through facilitating and strengthening networks between DRUSSA universities, other research management bodies, external stakeholders and research users, including policymakers.

DRUSSA was led by the Association of Commonwealth Universities.

Beneficiary University

- University of Ibadan

Programmes funded through partnerships with the private sector

Partnerships between universities and corporations have existed around the world for centuries. Indeed, collaborations between universities and businesses are becoming more robust and intertwined, evolving to meet shifting economic, marketplace and educational needs.

In Nigeria, institutions like the University of Lagos and the University of Port Harcourt have used their unique proximity to the financial services and petroleum centres, respectively, to develop ties with key corporations. The following tables illustrate the scope of these partnerships and those of other institutions.

Profile of private-sector-funded programmes		
CORPORATION	PROGRAMME SCOPE	BENEFICIARY UNIVERSITIES
Esso Exploration and Production Nigeria Limited	<p>ExxonMobil has revealed that its affiliates have—through the University Partnering Programme (UPP) and a related programme, the University Assistance Programme (UAP)—invested over ₦9.2 billion in the Nigerian university system.</p> <p>The UPP funds geological fieldwork and analysis in Nigerian universities for a three-year period as a means of improving geoscience education in Nigeria and helps shore up the nation's map archives.</p> <p>The UAP is aimed at enriching the quality of geoscience training in the Nigerian university system</p>	<ul style="list-style-type: none"> ▶ UPP pilot (2007) six universities: Ahmadu Bello University, Zaria; Delta State University, Abraka; University of Ibadan; University of Benin; University of Calabar; and Nnamdi Azikwe University, Awka. ▶ UPP second batch (2011) – two universities: Obafemi Awolowo University, Ile Ife; and University of Nigeria Nsukka ▶ UPP third batch (2016) – six universities: Akwa Ibom State University; Anambra State University, Uli; University of Jos; Federal University of Technology, Akure; University of Ilorin; and Federal University of Petroleum Resources, Effurun
Shell Nigeria	<p>In 1996, Shell began an initiative that would enable experts from various disciplines in Nigerian universities, particularly Shell professors, to help in providing solutions to the company's exploration and production challenges through research and development projects</p>	<p>The following research and development studies have been conducted:</p> <ul style="list-style-type: none"> ▶ In search of evidence for hydrocarbon-induced magnetic anomalies in the Niger Delta province – a cost saving approach to finding prospects. Prof S.B. Ojo, Shell Professor of Geophysics, Obafemi Awolowo University, Ile Ife. 2009

Profile of private-sector-funded programmes

CORPORATION	PROGRAMME SCOPE	BENEFICIARY UNIVERSITIES
Shell Nigeria	The programme seeks to use the capacity in Nigerian universities to conduct research and development studies and enable select universities (Shell Chair institutions) to become not only centres for resolving exploration and production challenges, but also platforms for effective training and development of future exploration and production recruits	<ul style="list-style-type: none"> ▶ Locating by passed oil and enhanced definition of prospects using rock properties, reservoir petrophysical parameters and 4D seismic in two fields. Prof J.O. Ebeniro, Geophysics Research Group, Department of Physics, University of Port Harcourt, Port Harcourt. 2009 ▶ Hazardous air pollutants in urban, rural and industrial areas. Lead researcher: Prof C.T.I. Odu, Shell Professor of Environmental Studies, Rivers State University of Science and Technology, Port Harcourt. 2006 ▶ Development of a realistic simulation model for the Diebu Creek E1000X reservoir. Lead researcher: Prof G.K. Falade, Shell Professor of Petroleum Engineering, University of Ibadan, Ibadan. 2005
Etisalat Nigeria	Training partnership	Ahmadu Bello University, Zaria, in association with the Etisalat Academy in Dubai are collaborating to train engineers for Etisalat Nigeria's needs
Microsoft	Microsoft Student Partner (MSP) programme	<ul style="list-style-type: none"> ▶ Ahmadu Bello University ▶ Baze University ▶ Benson Idahosa University ▶ Bowen University ▶ Covenant University ▶ Ekiti State University ▶ Elizade University ▶ Enugu State University of Science and Technology ▶ Federal University of Technology, Akure ▶ Federal University of Technology, Owerri

Profile of private-sector-funded programmes

CORPORATION	PROGRAMME SCOPE	BENEFICIARY UNIVERSITIES
Microsoft	Microsoft Student Partner (MSP) programme	<ul style="list-style-type: none"> ➤ Kwara State University ➤ Ladoke Akintola University of Technology ➤ Obafemi Awolowo University ➤ University of Ibadan ➤ University of Ilorin ➤ University of Lagos ➤ University of Port Harcourt
Pearson VUE	Pearson VUE delivers certification testing in over 150 countries for regulatory and certification boards	<ul style="list-style-type: none"> ➤ Ahmadu Bello University ➤ University of Abuja ➤ University of Benin ➤ University of Nigeria, Enugu campus
Afrihub	Afrihub aims to provide human capacity building technologies, including satellite and wireless internet access, telephony and US instructor-led technical training to federal universities in Nigeria	<ul style="list-style-type: none"> ➤ Bells University of Technology ➤ Chukwuemeka Odumegwu Ojukwu University ➤ Enugu State University of Science and Technology ➤ Federal University of Technology, Minna ➤ Federal University of Technology, Owerri ➤ Micheal Okpara University of Agriculture ➤ University of Abuja ➤ University of Benin ➤ University of Calabar ➤ University of Nigeria ➤ University of Port Harcourt
Total exploration and production	The Institute of Petroleum Studies is a collaboration between TOTAL exploration and production Nigeria, Nigerian National Petroleum Corporation and the University of Port Harcourt. It was established to meet the needs of the petroleum industry through a commitment to excellence in training, applied research, continuing education and capacity building	<ul style="list-style-type: none"> ➤ University of Port Harcourt

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CORPORATION	PROGRAMME SCOPE	BENEFICIARY UNIVERSITIES
Huawei	Huawei-UNILAG Openlab opened in October 2016. It will drive innovation and research in areas including the Internet of Things (IoT), cloud computing and big data to build safer and smarter cities.	<ul style="list-style-type: none"> ▶ University of Lagos
LG	Commercial Air Conditioning Academy—the faculty of engineering has a partnership with the LG Company, which has an air conditioning centre. Students are trained to be self-employed and market ready for companies that deal in the mechanics of air conditioning	<ul style="list-style-type: none"> ▶ University of Lagos
IBM	Trains students in cyber-security and mobile systems	<ul style="list-style-type: none"> ▶ University of Lagos
MTN	MTN has a project called Universities Connect, where they build computer libraries in universities	<ul style="list-style-type: none"> ▶ Ahmadu Bello University, Zaria ▶ University of Benin ▶ University of Lagos ▶ University of Nigeria, Nsukka

