NEEDS ASSESSMENT OF NIGERIAN EDUCATION SECTOR

by

INTERNATIONAL ORGANIZATION FOR MIGRATION, ABUJA, NIGERIA

MAY, 2014
CONTENTS

List of Tables 3
List of Figure 4
Acronyms and Abbreviations 5
Executive Summary 6
CHAPTER ONE: INTRODUCTION 7
  1.1 Background 7
  1.2 Purpose and Objectives 8
  1.3 Specific Objectives of the Needs Assessment 8
  1.4 Specific Activities 8
CHAPTER TWO: METHODOLOGY 10
  2.1 Study Design 10
  2.2 Key Informant In-depth Interview 11
  2.3 Briefs on Agencies Selected for Data Collection 12
  2.4 Desk Review of Documents 13
  2.5 Desks Assessment Tools 14
  2.6 Study Limitations and Challenges 15
CHAPTER THREE: OVERVIEW OF EDUCATION SECTOR 16
  3.0 Preamble 16
  3.1 Structure of Nigeria’s Education Sector 16
  3.2 Access to Quality Education 19
  3.3 Administration of Nigerian Education Sector 22
  3.4 Challenges of Quality Education 23
  3.5 Teacher Education and Preparation 23
CHAPTER FOUR: REVIEW OF DOCUMENTS AND POLICIES 26
  4.1 Nigeria’s Vision 20:2020 26
  4.2 National Economic Empowerment and Development Strategy 26
  4.3 National Policy on Education 26
  4.4 National RoadMap for the Education Sector 27
  4.5 Labour Migration Policy for Nigeria 27
  4.6 Nigeria’s Education Sector Analysis by World Bank 28
  4.7 UNESCO Report on Nigerian Education 29
  4.8 Report on Needs Assessment of Nigerian Public Universities 29
  4.9 Research on Teachers’ Skills and Competencies 30
  4.10 Diaspora Skills and Competency Exchanges Programmes 32
  4.11 Administrative Structures for Managing Diaspora Issues in Selected Nigerian Universities 33
CHAPTER FIVE: RESULTS AND DISCUSSION 36
  5.1 Number, Composition and Qualifications of Personnel 36
  5.2 Skills and Competency Gaps in the Education Sector 42
  5.3 Addressing Skills and Competency Gaps 43
  5.4 Existing Diaspora Skills Exchange Programmes in Tertiary Education 45
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1. Policy Environment for Diaspora Engagement in Education
6.2. Need for Diaspora Engagement in Education Sector
6.3. Modalities for Diaspora Engagement in Education
6.4. Disciplines and Competencies Requiring Diaspora Engagement
6.5. Leveraging on Existing Programmes of Diaspora Engagement
6.6. Difficulties in Attracting Diaspora to Engage in Education
6.7. Conducive working conditions for Nigerian Academics
6.8. Insecurity and Diaspora Engagement
6.9. Diaspora Engagement through Virtual Participation
6.10. Establishment of Diaspora Office in Tertiary Institutions
6.11. Establishment of Reliable National Diaspora Database

REFERENCES

APPENDIX
LIST OF TABLES

2.1 Data Collection Regime 11
2.2 Schedule of Key Informant Interview 12
3.1 Growth of Nigeria’s University Education 20
3.2 UTME Applicants and Tertiary Admission (2003-2013) 21
3.1 Number and Composition of Personnel in Education Sector 20
5.1 Number and Composition of Personnel in Education Sector 36
5.1.2 Qualifications of Teachers in the Education Sector 38
5.1.3 Distribution of Qualified and Unqualified Teachers 39
5.1.4 Teacher Shortage in Education Sector 40
5.1.5 Qualitative Analysis of Extent/Areas of Teacher Shortage 41
5.2.1 Proportion of Teachers with Professional Competencies 42
LIST OF FIGURE

1. Structure of Nigerian Education System

16
# ACRONYMS AND ABBREVIATIONS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADF</td>
<td>African Diaspora Fellow</td>
</tr>
<tr>
<td>DFID</td>
<td>Department for International Development</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>EU</td>
<td>European Union</td>
</tr>
<tr>
<td>FGN</td>
<td>Federal Government of Nigeria</td>
</tr>
<tr>
<td>FME</td>
<td>Federal Ministry of Education</td>
</tr>
<tr>
<td>HND</td>
<td>Higher National Diploma</td>
</tr>
<tr>
<td>ICT</td>
<td>Information and Communications Technology</td>
</tr>
<tr>
<td>ILO</td>
<td>International Labour Organization</td>
</tr>
<tr>
<td>IOM</td>
<td>International Organization for Migration</td>
</tr>
<tr>
<td>LEADS</td>
<td>Linkages with Experts and Academics in the Diaspora Scheme</td>
</tr>
<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MIDA</td>
<td>Migration for Development in Africa</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>NBTE</td>
<td>National Board for Technical Education</td>
</tr>
<tr>
<td>NCCE</td>
<td>National Commission for Colleges of Education</td>
</tr>
<tr>
<td>NCE</td>
<td>Nigeria Certificate in Education</td>
</tr>
<tr>
<td>NEEDS</td>
<td>National Economic Empowerment and Development Strategy</td>
</tr>
<tr>
<td>NIS</td>
<td>Nigeria Immigration Service</td>
</tr>
<tr>
<td>NNVS</td>
<td>Nigerian National Volunteer Service</td>
</tr>
<tr>
<td>NPE</td>
<td>National Policy on Education</td>
</tr>
<tr>
<td>NUC</td>
<td>National Universities Commission</td>
</tr>
<tr>
<td>O.A.U.</td>
<td>Obafemi Awolowo University</td>
</tr>
<tr>
<td>OIP</td>
<td>Office of International Programmes</td>
</tr>
<tr>
<td>SUBEB</td>
<td>State Universal Basic Education Board</td>
</tr>
<tr>
<td>U.I.</td>
<td>University of Ibadan</td>
</tr>
<tr>
<td>UBEC</td>
<td>Universal Basic Education Commission</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UNILAG</td>
<td>University of Lagos</td>
</tr>
<tr>
<td>UTME</td>
<td>Unified Tertiary Matriculation Examination</td>
</tr>
</tbody>
</table>
EXECUTIVE SUMMARY

This report presents the results of a needs assessment survey of the education sector in Nigeria. The survey was conceptualized to identify skills and competency gaps in the education sector. The goal of the assessment was to provide government with recommendations on how identified skills and competency gaps in education could be addressed. It was envisaged that the outcome of this assessment would provide government with necessary information on existing skills and competency gaps in its education sector in order to support the Nigeria National Volunteer Service to develop its outreach to identify Nigerians in diaspora who are willing to contribute their competencies and skills towards the development of the education sector.

The needs assessment utilized a research design of a mix-method of data collection procedures. These include a comprehensive desk review of relevant need assessment documents in the education sector; a survey questionnaire responded to by relevant officials of government and semi-structured in-depth interviews with chief executives of commissions or agencies which superintend the three strata of Nigerian education.

The results of the needs assessment survey indicated the presence of an enabling policy environment for diaspora engagement in the Nigerian education sector. The results showed that there are currently debilitating skills and competency gaps in the nation’s education sector. The analysis of both qualitative and quantitative data revealed acute skills gaps in the core disciplines of science, foreign languages, mathematics and basic technology at the basic and post-basic education levels while special education, computer science, technology, law, engineering, medicine and surgery were identified as domains of skills shortage in tertiary education. The results of the assessment further revealed that teachers at all levels of education generally lacked ICT, counselling and pedagogical competencies. The results also showed that lack of modern infrastructure, scarcity of teaching materials and inadequate research equipment in Nigerian educational institutions are “push” factors accounting for the exodus of Nigerian academics to other countries in search of greener pastures.

Based on the results of the assessment, it was clear that diaspora engagement in Nigerian education should be restricted, at least for now, to interventions at the tertiary level of education. Though skill shortages requiring diaspora intervention were found at the lower levels of education, there was the absence of institutional administrative structures to manage diaspora engagement at the basic and secondary education levels. General improvement in working conditions of workers in the sector is crucial if those in the diaspora are to be persuaded to return home to contribute to educational development even on short term basis.

Consequent upon the results of the assessment, it was recommended that the government, educational institutions, development partners and other stakeholders in the education sector should explore diaspora virtual participation as an intervention strategy to target diasporas who are willing to contribute their knowledge, skills and competence to Nigerian education but are not willing to return to Nigeria. The Federal Ministry of Education should direct all tertiary institutions to set up offices mandated with the mission of working closely with diasporas. The government should collaborate with relevant organizations and agencies to obtain current and accurate data on Nigerian academics in the diaspora in order to facilitate their engagement in the education sector. The IOM should increase its technical assistance to Nigeria to enable it generate and update its national diaspora database.
CHAPTER ONE
INTRODUCTION

1.1 Background
Nigeria has the largest population of African people in the world. With a population of approximately 167 million people\(^1\), the country has networks of diaspora communities spread across many countries. It is estimated that about 15 million Nigerians work abroad and attract high volumes of remittances to Nigeria yearly. In 2012, statistics from the Central Bank of Nigeria on official remittances indicate that Nigerians in the diaspora remitted about 21 billion dollars\(^2\), with the possibility that the figure might increase in subsequent years as a result of current interventions to engage Nigeria diaspora for national development.

There had been increasing evidence of Nigeria’s huge diaspora population constituting a potent force for national development. Such evidence generally focused on financial contributions of remittances and investments. Of recent, however, is the growing awareness of the diaspora population’s non-financial contributions to national development. In addition to remittances, it is recognized that diaspora members can be encouraged to contribute their competencies and skills to national development, especially in the critical sector of education.

It has been recognized also that Nigerians in the diaspora who attract remittances to the country contribute mainly to short-term economic empowerment of relatives and immediate family members. Though remittances may have some impact on national economy, there is a need to fashion out strategies by which Nigerian diaspora communities are encouraged to contribute to national development through sustainable and well-coordinated platforms of knowledge and skills transfer. The process of encouraging skills and knowledge flow from the diaspora to Nigeria for the development of the education sector is in recognition of the relevance and usefulness of diaspora’s skills and competencies in that sector.

In its concerted efforts to leverage the knowledge, skills and experience of Nigerian professionals abroad for national development, the Nigerian government began in 1999 the process of effectively engaging Nigerians in the diaspora to contribute their quota to various sectors of the nation’s development. In the education sector, the highest level of government initiative to mobilize Nigerians in the diaspora to revitalize the nation’s higher education system was the appointment of three Nigerian diaspora academics as Vice Chancellors of three newly-established universities in 2011. The immediate consequence of the appointments was the ease at which the new Vice Chancellors were able to attract other eminent Nigerian professors in the diaspora to return home to work as pioneer professors in the new universities.

It is apparent that the strength and sustainability of the process of engaging diaspora in Nigeria’s education sector depend, to a large extent, on the technical assistance of international development partners in improving the capacity of government to manage migration in order to maximize its development potentials. The International Organization for Migration (IOM), among other state actors in Nigeria, is taking a lead in this process.

In 2012, IOM Nigeria began the implementation of a project funded by the European Union which aimed at promoting better management of migration in Nigeria. The overall objective of the project was to enhance the capacity of Government to manage migration in order to maximize its development potentials. With diaspora mobilization being a key component of the project, IOM has

---

\(^1\) National Population Commission, 2012

been providing technical support to the Nigerian National Volunteer Service (NNVS) to strengthen its capacity to fulfill its mandate of mobilizing the Nigerian diaspora for national development. The current project is part of IOM’s efforts to enhance the capacity of NNVS to engage and mobilize diasporas for development through investment schemes and temporary return of highly qualified diaspora members to Nigeria.

One major type of technical support which IOM has provided to the NNVS to achieve its mandate is the development of an online portal to facilitate a system for registration of Nigerians in the diaspora. The portal was developed to enable NNVS secure substantial information on socio-demographic characteristics, geographic location and professional profiles as well as gauge their willingness to invest in Nigeria. While registration was intended to create a data base of all Nigerians in the diaspora, the mapping targeted Nigerians in the health and education sectors in three pilot countries: United Kingdom, South Africa and the USA.

To complement the outcome of the mapping exercise, it became expedient for IOM to conduct a needs assessment of Nigeria’s education sector to identify skills and competency gaps in the sector. It was envisaged that the outcome of this process would provide the Government of Nigeria with necessary information on the existing skills gaps in its education sector in order to support NNVS to develop its outreach capacity to identify Nigerians who were willing to contribute their competencies and skills towards national development in the sector. The process of encouraging skills and knowledge flow from the diaspora to the country of origin for national development, otherwise called brain gain, is in recognition of the presence of relevant skills and competencies in the diaspora that could be harnessed for national development alongside remittances sent by her nationals.

1.2 Purpose and Objectives
The main purpose of the needs assessment of the education sector was to identify skills and competency gaps in the sector and provide government with recommendations on how the gaps could be addressed. The data gathered would assist the government to establish a matching system to mobilize diasporas for national development through a pilot scheme to encourage the temporary or permanent return of highly skilled diaspora members to contribute to national development in the education sector.

1.3 Specific Objectives of the Needs Assessment
The needs assessment was designed to:

- determine the number, composition, qualifications of personnel in the education sector.
- analyze available skills and competencies in the education sector
- Identify skills and competency gaps in the education sector
- determine how identified skills and competency gaps in the education sector can be addressed
- Identify strengths, challenges and weaknesses of existing skills and competency exchange programmes with the Nigerian diaspora

1.4 Specific Activities
To achieve the objectives of the needs assessment, the following specific activities were carried out at different stages:

- Development of assessment tools and a work plan for the needs assessment exercise.
- Development of a questionnaire to gather data on the number, composition and qualifications of personnel in the education sector.
- Visit to stakeholders implementing similar programmes, such as the National Universities Commission.
- Identifying the strengths, challenges and weaknesses of existing skills and competency exchange programmes with the Nigerian diaspora.
- Briefing and debriefing meetings with IOM throughout the period of the project.
2.1 Study Design
The needs assessment utilized a research design of a mix-method of data collection procedures. These include:

(i) comprehensive desk review of relevant need assessment documents in the education sector;

(ii) survey questionnaire responded to by relevant officials of the supervising commissions or agencies saddled with the responsibilities of managing the three strata of the education sector (primary, secondary and tertiary education); and

(iii) semi-structured and in-depth interviews with representatives of the supervising commissions of each stratum of the education sector.

The data gathering procedures involved three stages. At the first stage, a Survey Questionnaire (SQ) was sent in advance to relevant officials of the selected commissions, agencies or educational institutions for completion. This was followed by a visitation to each organization/institution for the verification of the information supplied in the SQ. The third stage involved face-to-face semi-structured and in-depth interviews with representatives of the commissions, agencies or institutions. The information sought at all stages of the project was guided by the objectives of the assessment as indicated in Table 2.1:
Table 2.1: Data collection regimen

<table>
<thead>
<tr>
<th>Specific Objective</th>
<th>Data Collection Tool</th>
<th>Target Organizations</th>
<th>Target Officials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine the number, composition, qualifications of personnel in the education sector</td>
<td>Survey Questionnaire</td>
<td>UBEC, FME, NCCE, NBTE, NUC</td>
<td>Directors of Personnel in each agency</td>
</tr>
<tr>
<td>Analyze available skills and competencies in the education sector</td>
<td>Survey Questionnaire + In-depth Interview</td>
<td>UBEC, FME, NCCE, NBTE, NUC</td>
<td>Director of Personnel or Head of each agency</td>
</tr>
<tr>
<td>Identify skills and competency gaps in the education sector</td>
<td>Survey Questionnaire + In-depth Interview</td>
<td>UBEC, FME, NCCE, NBTE, NUC</td>
<td>Director of Personnel or Head of each agency</td>
</tr>
<tr>
<td>Determine how identified skills and competency gaps in the education sector can be addressed</td>
<td>Survey Questionnaire + In-depth Interview</td>
<td>UBEC, FME, NCCE, NBTE, NUC</td>
<td>Director of Personnel or Head of each agency</td>
</tr>
<tr>
<td>Identify strengths, challenges and weaknesses of existing skills and competency exchange programmes with the Nigerian diaspora</td>
<td>In-depth Interview</td>
<td>FME, NCCE, NBTE, NUC, NNVS.</td>
<td>Head of each Agency</td>
</tr>
</tbody>
</table>

2.2. Key Informant In-depth Interview

In addition to quantitative data collected through the administration of the survey questionnaire, in-depth interviews were conducted to obtain qualitative data from officials of the agencies charged with the monitoring of different strata of education at the federal level. A total of 14 interviews were conducted. The schedule of the in-depth interviews conducted with selected officials of government is as presented in Table 2.2:
Table 2.2: Schedule of key-informant interviews

<table>
<thead>
<tr>
<th>Education Strata</th>
<th>Monitoring Agency</th>
<th>Officials Interviewed</th>
<th>No of interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>UBEC</td>
<td>Executive Secretary</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Directors</td>
<td>2</td>
</tr>
<tr>
<td>Secondary</td>
<td>FME</td>
<td>Director of Schools</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Director of Personnel</td>
<td>2</td>
</tr>
<tr>
<td>Tertiary</td>
<td>NUC</td>
<td>Secretary/Directors</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>NCCE</td>
<td>Secretary/Directors</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NBTE</td>
<td>Secretary/Directors</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

2.3 Briefs on Agencies Selected for Data Collection

Data for the needs assessment were collected from organizations which, at the time of the assessment, were serving as monitoring agencies for different tiers of the Nigerian education sector. Three universities were included in the assessment to examine existing structures for academic linkages and skill exchange programmes in Nigerian universities. Briefs on all agencies and institutions which participated in assessment are presented below.

2.3.1 Federal Ministry of Education (FME)
The Federal Ministry of Education is the government body that directs education in Nigeria. The Ministry is headed by a Minister appointed by the President. Its functions include formulating a national policy on education, collecting and collating data for purposes of educational planning and financing, maintaining uniform standards of education throughout the country, controlling the quality of education in the country through the supervisory role of the Inspectorate Services Department within the Ministry. The FME harmonizes educational policies and procedures of all the states of the federation through the instrumentality of the National Council on Education. It also effects co-operation in educational matters on an international scale. The FME coordinates the activities of a number of parastatals under it such as the National Universities Commission (NUC), National Board for Technical Education (NBTE), National Commission for Colleges of Education (NCCE) and the Universal Basic Education Commission (UBEC).

2.3.2 National Universities Commission (NUC)
The National Universities Commission is a parastatal under the Federal Ministry of Education (FME). The Commission was established in 1962 with the task of developing and managing of university education in Nigeria. Its functions include granting approval for all academic programmes in Nigerian universities; granting approval for the establishment of all higher educational institutions offering degree programmes and ensuring quality assurance, through regular accreditation, of all academic programmes in the universities. The Commission currently regulates the academic programmes of 40 federal, 38 state and 51 private universities in Nigeria.

2.3.3 National Commission for Colleges of Education (NCCE)
The National Commission for Colleges of Education (NCCE) is a parastatal of the Federal Ministry of Education established by Decree 13 of 1989. The establishment of the commission was a resultant effect of the utmost importance accorded to quality teacher education by the Federal Government of Nigeria. Since inception, the Commission has continuously pursued the goals of quality assurance in teacher education. It has continuously reviewed and standardized the curriculum of Colleges of Education in the country through the process of programme accreditation, which is carried out once
in five years for all the 20 Federal Colleges of Education, 41 State Colleges of Education and 5 Private Colleges of Education under the Commission.

2.3.4. **National Board of Technical Education (NBTE)**

The National Board for Technical Education is a parastatal of the Federal Ministry of Education specifically created to handle all aspects of Technical and Vocational Education falling outside University Education. It was established by Act No. 9 of 1977. The Board supervises and regulates, through an accreditation process, the programmes offered by technical institutions at secondary and post secondary school levels. It is also involved with the funding of Polytechnics owned by the Government of the Federation of Nigeria.

2.3.5. **Universal Basic Education Commission:**

The Universal Basic Education Commission (UBEC) is a Federal Government Agency charged with the responsibility for coordinating all aspects of UBE programmes in Nigeria in order to promote uniform, qualitative and functional basic education in all states of the Federation. In recognition of the multi-sectoral and cross-cutting nature of UBE programme implementation, UBEC pursues and implements critical sub-sector related programmes in collaboration with other agencies with distinct responsibilities within the Federal Ministry of Education. The Commission is responsible for the production and distribution of the new 9-year Basic Education Curriculum to all public primary and junior secondary schools in Nigeria. It also organizes regular training programmes for teachers and other personnel involved in the implementation of the 9-year basic education curriculum.

2.3.6. **Nigerian National Volunteer Service (NNVS)**

The Nigerian National Volunteer Service (NNVS) is a volunteer management institution set up by the Federal Government of Nigeria to complement national development effort through encouraging, harnessing, managing and effectively deploying volunteer services and activities of both Nigerians in diaspora and those at home. The Department was established in 2002, on the premise that Nigeria has a vast reservoir of human capital, technical expertise, and investment potentials which if properly mobilized, could fast-track developmental processes, especially in rural communities. Government’s initiative in setting up the NNVS is supported by the desire of Nigerians abroad to be involved in national development.

2.4. **Desk Review of Documents**

The needs assessment was guided by a rigorous desk review of research and assessment reports on manpower needs in the Nigerian education sector. The purpose of the review was to generate a knowledge base about the current state of Nigeria’s three tiers of education. In this regard, existing literature, government documents and reports were reviewed in addition to information obtained from websites of some organizations.

The desk review leveraged on information from previous needs assessment reports on the education sector from government and other organizations. Statistical digests on education and other government documents on the composition of the personnel in the education sector were collated and reviewed. In instances where sufficient data were not available, relevant calculations were made to estimate projected skill needs and competency gaps in the sector. Also, the review drew upon documents and reports produced by diaspora organizations and other institutions and agencies. Specifically, the following issues were explored in the desk review of documents for the needs assessment:

- Description of Nigeria’s education system
- Assessment of each source and selection of the most accurate information on current manpower needs of the sector
- Identification of skill and competency gaps
- Factors related to the shortage of education professionals.
• Policies and responses proposed and/or implemented to fill gaps in existing needs assessment
• Strengths and weaknesses of existing needs assessment.

2.5 Need Assessment Tools

Both quantitative and qualitative data were collected for the needs assessment. The quantitative data were sourced through the administration of a Survey Questionnaire (SQ) on officials of the commissions, agencies and institutions selected for the study. On the other hand, qualitative data were obtained through in-depth interviews conducted with the selected officials.

2.5.1 Survey Questionnaire

The items in the questionnaire were sourced from a comprehensive review of literature on issues relating to skills and competencies in education as well as the analysis of documents dealing with diasporas. The questionnaire contains both structured and unstructured items to give respondents the opportunity for further elaboration. The items in the questionnaire were structured to obtain existing data on the number, composition, and qualifications of personnel in the education sector to identify skill and competency gaps in the sector.

2.5.2 Interview Schedule

An interview schedule was used to generate ideas on how identified skill and competency gaps in each tier of education could be addressed. The in-depth interview focused on existing gaps and skill exchange programmes in the education sector with a view to analyzing their strength and weaknesses.

2.5.3 Persons/officials Interviewed in Selected Agencies/institutions

In order to identify skills and competency gaps in the education sector and provide government with recommendations on how the gaps could be addressed, various stakeholders were contacted and interviewed. A list is provided below:

IOM Nigeria
- Ms. Lily Sanya, Programme Officer
- Mr. Tarsoo Ade, National Officer,

Nigerian National Volunteer Service (NNVS)
- Mrs. Umma Amina Abdullahi, Director
- Mrs. Obiechina, Principal Executive Officer

National University Commission
- Prof Okogie, Executive Secretary
- Dr Chris Maiyaki, Chief of Staff to ES

National Commission for Colleges of Education
- Prof Junaid Executive Secretary -
- Dr Sanni Aliyu, Director, Academic Programmes –

Universal Basic Education Commission
- Alh. Dr Dikko Suleiman, Executive Secretary,

Federal Ministry of Education
- Mrs J.N. Ibe, Director, Education Support Services Dept.
- Mrs M.O. Oludoun, Migration Desk Officer
2.6 Study Limitations and Challenges

The vastness of Nigeria’s education sector comprising federal, state and local levels made the conduct of a comprehensive field research on education needs assessment extremely challenging within the timeframe of this project. Considering the scope of the current assessment vis-à-vis the vastness of the entire education sector, it is reasonable to describe this report as a snapshot of Nigeria’s education sector. A more elaborate study of specific sub-sectors of the education system would no doubt yield more detailed assessment of Nigeria’s education.

The robustness of this report, especially on how to address skill and competency gaps in the education sector, was limited by the small sample of key informants interviewed from selected government establishments. Nevertheless, considering the high status of the few government officials who provided information for the assessment, the report constitutes a reliable snapshot of the status of Nigerian education usable for IOM’s pilot project of diaspora engagement in the education sector.

It was challenging to obtain data with current statistics for the assessment mainly due to the fact that current data on the education sector were generally not available in the public domain. The assessment therefore relied on available data some of which were more than three years old and had not been updated at the time of the study. The assessment was also limited by the reluctance of government officials to release data or respond to surveys and inquiries despite several follow-up visits, contacts and reminders.

Another major limitation of the report is the non-availability of qualitative data on polytechnic education. Though contacted, the Executive Secretary of the National Board for Technical Education, who is the head of government parastatal in charge of Polytechnic education in Nigeria, could not participate in the key information interview used to gather qualitative data for the assessment. It was difficult to visit the head office of the Board in Kaduna because of the security situation in Northern Nigeria at the time the needs assessment was carried out. Thus, qualitative data for the needs assessment for the tertiary education sub-sector covered Colleges of Education and Universities. Notwithstanding, this report provides an adequate assessment of Nigerian tertiary education as the assessment of Polytechnic education is not likely to be different from those of the two sub-sectors of tertiary education covered in this report.
CHAPTER THREE
OVERVIEW OF NIGERIAN EDUCATION SECTOR

3.0. Preamble
This chapter presents an overview of Nigeria’s education sector, with the aim of identifying suitable issues for diaspora intervention and engagement. The review of the status of Nigerian education as presented in the chapter relies partially on data from the International Bureau on Education, a UNESCO’s institute specializing on educational contents methods and structures (UNESCO, 2011). The review covers topics among which are the structure, administration, and quality of Nigerian education system.

3.1 Structure of Nigerian Education Sector
Education in Nigeria is generally stratified into three sectors, which are basic, post-basic/senior secondary, and tertiary education. However, another stratification based on the horizontal division of education into types is also available (FGN, 2009). In this regard, Early childhood Care and Development (or pre-primary education) is viewed as part of basic education but is specialised for younger children who are not yet of primary school age. Similarly, Nomadic education is part of basic education but is for special groups of migrants. Adult and Non-Formal education may be part of basic education or may transcend it, as it can go as high as the post-basic level. Within basic, post-basic and even tertiary education, technical/vocational education is a subset. Teacher education is also a sub-set of tertiary education. Figure 1 shows the structure of the Nigerian education system based on the general stratification into three sectors.
### 3.1.1 Basic Education

Basic education is expected to be free and compulsory for Nigerian children. It begins at the age of six and consists of six years of schooling in a primary school and three years in a junior secondary school. Subjects taught at the primary school level include Mathematics, English Language, Religious Knowledge, Basic Science and Technology, and one of the three major Nigerian languages (Hausa, Igbo, and Yoruba). The goal of primary education is to inculcate functional literacy and numeracy, develop the ability to communicate effectively, and enhance positive attitudes towards cooperation, work, community, national development, and continuing learning (UNESCO, 2011). The curriculum for the first six years of basic education is discipline-based, and addresses the goals of primary education. Seven main subjects are specified in the curriculum. These are language arts, elementary science, mathematics, social studies, cultural arts; agriculture; and home economics. Students’ evaluation at the primary education level is now carried out by a system of continuous...
assessment as the primary school leaving certificate examination has been abolished. Consequently, Nigerian children are expected to have a continuous, uninterrupted stretch of education for 9 years from primary school to the third year of the junior secondary school (Labo-Popoola, Bello & Atanda, 2009).

The junior secondary school level comprises three years of schooling after the primary school education. The curriculum at this level is both pre-vocational and academic. It is designed to enable pupils to acquire further knowledge and develop skills. The core curriculum includes: English; French; mathematics; language of the environment taught as first language; one major Nigerian language taught as second language; integrated science; social studies and citizenship education; and introduction to technology. Pre-vocational electives include: agriculture; home economics; business studies; local crafts; and computer education. Non-prevocational electives include: creative arts (music and fine art); religious and moral education; physical and health education; and Arabic. Students are expected to take a minimum of 10 and a maximum of 13 subjects, including all the core subjects. All the subjects are examinable, leading to the award of the Junior School Certificate examination. Students who complete junior secondary education are streamed into either the senior secondary school, the technical colleges or vocational training centres offering three-year programmes leading to the award of National Technical/Commercial Certificates. The streaming is expected to be based on the result of tests to determine academic ability, aptitude and vocational interest. However, most students and parents prefer the senior secondary schools to technical colleges or vocational schools.

3.1.2. Post-Basic or Senior Secondary Education
The broad aim of secondary education within the overall national objectives is the preparation for useful living within the society and for higher education. Upon the completion of nine years of basic education, most students proceed to the post-basic level, known as senior secondary education for a period of three years.

The senior secondary school has a diversified curriculum, with subjects designed to broaden students’ knowledge and outlook. The language of instruction is English for all secondary school grades, except for special courses that require another language. Every student takes six core subjects, plus a minimum of two and a maximum of three from the list of elective subjects, resulting in a minimum of eight and a maximum of nine subjects. The core subjects are English language; Mathematics; one major Nigerian language; one elective out of biology, chemistry, physics or integrated science; one elective out of English literature, history, geography or social studies; agricultural science or a vocational subject. One of the three elective subjects may be dropped in the last year of the senior secondary course. The promotion of students from one class to another is determined by a combination of continuous assessment scores and end-of-term examinations. The Senior School Certificate examination is taken in the last year of senior secondary course and is conducted by the West African Examination Council or the National Examinations Council.

3.1.3. Tertiary Education
Tertiary education in Nigeria is provided by universities, colleges of education, and polytechnics. The duration of studies in universities ranges from three to seven academic sessions, depending on the nature of the programme. An academic session consists of nine months, divided into two semesters of fifteen to eighteen weeks each. First year entry requirement into most universities is a minimum of SSCE/GCE Ordinary Level Credits at maximum of two sittings. In addition, minimum cut-off marks of 180 and above out of a maximum of 400 marks in Joint Admission and Matriculation Board Entrance Examination (JAMB) are required.
Universities produce high-level manpower in various fields. There are conventional universities which produce graduates in the pure and applied sciences and arts. There are also specialized universities, which produce graduates in their areas of specialization. In the latter category there are: universities of technology, universities of agriculture, and one military university. By the end of 2013 there were 129 universities in Nigeria, comprising 40 federal, 39 state and 50 private universities.

Polytechnics train middle-level technical manpower. They award national certificates and diplomas, namely: the National Diploma (ND), awarded after two years of study following the senior secondary school; and the Higher National Diploma (HND), awarded after a further course of two years’ duration. Students are expected to have at least one year industrial attachment after obtaining the ND and before pursuing the HND course. As at the end of 2013, there were 81 polytechnics in Nigeria recognized by the National Board of Technical Education. Twenty-one of the polytechnics are owned by the Federal Government, 38 by state governments and 22 by private individuals.

Colleges of education produce middle manpower in teacher education. The Colleges, under the supervision of the National Commission for Colleges of Education, offer three-year programmes leading to the award of the Nigerian Certificate in Education (NCE), which is the minimum teaching qualification in Nigeria. As at 2013 there were 21 federal, 43 state-owned, 24 privately-owned colleges of education in the country. In addition, the National Teachers Institute and some polytechnics in the country offer NCE programmes of teacher education. Furthermore, all conventional universities offer teacher education programmes leading to the award of Bachelor of Education degrees in different teaching subjects.

3.2. Access to Quality Education

In realization of the important role of education as an agent of development, there has been agitation for more functional and qualitative education all over the world. This agitation and concern for quality education is reflected in the resolutions of the Education for All (EFA) Conference in Jomtien (Thailand) in 1995 and Dakar in 2000. This was followed by resolutions of the meeting of the 56th General Assembly of the United Nations which stressed the importance of quality education in the implementation of the Millennium Development Goals (MDGs).

3.2.1. Access to Primary Education

Primary education is the foundation for further educational activities. Primary education in Nigeria is for children aged between 6 and 11 years, with six years of compulsory education for every child. Aremu (2014) observed that the revolution witnessed in the education sector in the early 1970s gave rise to enrollment of school-age children between 1970 and 1984; while the period from 1985 to 1990 witnessed unstable decline in enrollment. Thus, the Gross Enrollment Ratio (GER) reduced sharply from 82% in 1985 to 68% in 1990; it rose to 86% in 1993 and slumped to 70% in 1996. According to 2010 Nigeria DHS EdData Survey, sixty-one per cent of children aged six to eleven years attended primary schools.

There are regional disparities in primary school enrollment between the Southern and Northern zones with the north having lower access to primary education than the south. For instance, the enrollment rate in 2010 was as high as 95% in Southern zones and as low as 19.91% in the Northern zones. According to Aremu (2014), in some northern states, such as Jigawa, Kebbi, Katsina, Sokoto and Yobe, primary school enrolment is less than 25%. This is in contrast with what obtains in the southern states such as Akwa-Ibom, Anambra, Cross River, Edo, Delta, Imo, Lagos, Ogun, Oyo, Osun and Rivers, where the enrollment is more than 80%. Gender disparities exist and are also similar to the general patterns for enrollment in different regions. Female enrollment is lower than male enrollment in the North, while in the Southeast, female enrollment is generally higher than male enrollment and is at par with male enrollment in the Southwest (World Bank, 2000).
Also, there are disparities between rural and urban environments in enrollment and performance patterns. There are higher attendance rates and more overcrowding of classes due to space shortages in the urban areas than in the rural areas.

Statistics from international agencies on access to primary education appear worrisome. According to UNESCO’s most recent Education for All Global Monitoring Report (2012) one in five Nigerian children is out of school, giving it the largest population of out-of-school children in the world at 10.5 million in 2010, a figure that has risen almost three million since 1999. Indeed, the Net Enrollment Ratio (NER) at the primary level (number of primary age children enrolled in school as a percentage of the total primary-age population) has fallen since 1999 from 61 per cent to 58 per cent (2010). Over the same period, the regional average increased from 58 per cent to 76 per cent. Of recent, some states in the South West have recorded large enrollments of pupils occasioned by their educational policies.

### 3.2.2. Access to Secondary Education

Secondary education occupies a critical place in Nigeria’s educational system. It is designed to prepare students for entry into tertiary level of education or groom them to join the labour market. In 2010, there were 7,104 secondary schools in the country with 4,448,981 students. The teacher-pupil ratio was approximately 32:1. The Education Sector Analysis study report shows that total enrolment in SSS was 2,773,418 students (of whom 43% were girls). The gross enrolment rate at secondary school level was estimated at 31.4%, with an estimated 7.2 million young persons (age group 15 – 19+ years) not enrolled in school. There is also the problem of low transition rates around 16% from junior to senior secondary school. This picture is even more daunting with respect to technical and vocational education and training, where the short-fall in enrolment is over 80%.

### 3.2.3. Access to Tertiary Education

In 2013, 1.7 million candidates registered for Nigeria’s centralized tertiary admissions examinations, all competing for available places of less than 400,000. By implication, over a million qualified college-age young Nigerians will be left without a post-secondary education in just one year. Though the number of available places has grown significantly in recent years as the government established more institutions, the nation is far from satisfactorily meeting the demand for tertiary education (Aremu, 2014). Since 2005, the number of universities (as shown in Table 3.1) has grown from 51 to 128, while capacity at existing universities has been stretched to its limits.

#### Table 3.1: Growth of Nigeria’s university education

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NO OF UNIVERSITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>51</td>
</tr>
<tr>
<td>2006</td>
<td>94</td>
</tr>
<tr>
<td>2007</td>
<td>117</td>
</tr>
<tr>
<td>2012</td>
<td>122</td>
</tr>
<tr>
<td>2013</td>
<td>128</td>
</tr>
</tbody>
</table>

Source: Aremu (2014).

While the expansion effort as shown in Table 3.1 may be perceived as generally positive for access in absolute terms, it has created issues with serious implications for instructional quality. For instance, physical infrastructure such as lecture halls and hostel accommodation are severely overcrowded. Student-teacher ratios have skyrocketed and faculty shortages have become a major problem, with an estimated 40 per cent of university positions and 60 per cent of polytechnic positions currently unstaffed. High unemployment among university graduates is also a major problem, but does not appear to be a deterrent to those seeking admission into institutions of higher learning.
The growth in demand for university places is largely a function of Nigeria’s rapidly growing youth population, and comes despite a school system that is failing to educate a large percentage of its youth. The literacy rate for 15-24 year olds stands at 72.1 per cent, just 11 percentage points higher than an adult literacy rate of 61.3 per cent. At the secondary level, the gross enrollment ratio (the total enrollment at that level as a percentage of the total secondary-age population) is just 44 per cent, or 21 percentage points below the global average (but four higher than the African Sub-Saharan average), while the lower secondary ratio is just 47 per cent (versus a global average of 82%). This means that significantly less than half of Nigeria’s youth are currently making it through basic education, which helps explain the extremely low youth literacy rate. At the tertiary level, the gross enrolment rate is just 10 per cent, which is at par with the Sub-Saharan average but well below the global average. The data in Table 3.2 show the percentage of applicants admitted into Nigerian tertiary institutions from 2004 to 2013.

Table 3.2: Unified Tertiary Matriculation Examination applicants and tertiary admissions (2003-2013)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NO OF APPLICANTS</th>
<th>NO ADMITTED</th>
<th>PERCENT ADMITTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004/05</td>
<td>841,878</td>
<td>122,492</td>
<td>14.5</td>
</tr>
<tr>
<td>2005/06</td>
<td>916,371</td>
<td>76,984</td>
<td>8.4</td>
</tr>
<tr>
<td>2006/07</td>
<td>803,472</td>
<td>88,524</td>
<td>11.0</td>
</tr>
<tr>
<td>2007/08</td>
<td>911,653</td>
<td>107,370</td>
<td>11.8</td>
</tr>
<tr>
<td>2008/09</td>
<td>1,054,060</td>
<td>N.A.</td>
<td>N.A.</td>
</tr>
<tr>
<td>2009/10*</td>
<td>1,182,381</td>
<td>148,000</td>
<td>12.5</td>
</tr>
<tr>
<td>2010/11</td>
<td>1,375,652</td>
<td>360,000</td>
<td>26.2</td>
</tr>
<tr>
<td>2011/12</td>
<td>1,493,604</td>
<td>400,000</td>
<td>26.8</td>
</tr>
<tr>
<td>2012/13</td>
<td>1,503,889</td>
<td>500,000</td>
<td>33.3</td>
</tr>
<tr>
<td>2013/14</td>
<td>1,670,833</td>
<td>520,000</td>
<td>31.1</td>
</tr>
</tbody>
</table>

From 2010, UTME has been used for admission into Universities, Polytechnics and Colleges of Education. Before 2010, it was used only for Universities.

As the figures in Table 3.1 reveal, the number of available places is less than the demand for tertiary education, as represented by UTME test takers. Currently, just one in three applicants is admitted into a Nigerian tertiary institution, although this is a significant improvement when compared to 10 years ago when the ratio was one to ten for university entry.

While the capacity of Nigerian universities has been increased in recent years with the establishment of new institutions and the upgrade of some colleges of education and polytechnics to degree-awarding institutions, only one fifth of the 1.5 million qualified applicants are admitted yearly into first degree programmes. Consequent upon the massive expansion, quality issues have arisen related to overcrowding and inadequate lecturer qualifications. According to a 2013 report from the Nigerian Universities Needs Assessment Committee established by the federal government to look into the problems of universities, just 43 per cent of Nigeria’s 37,504 university lecturers have PhDs. The report also notes that Nigeria has one of the worst lecturer-to student ratios in the world, with the National Open University, University of Abuja and Lagos State University having ratios of 1:363; 1:122; 1:114 respectively (FME, 2012)
3.3. Administration of Nigerian Education Sector

The responsibilities for administering the education sector in Nigeria are shared among the federal, state and local governments. Thus, in the country’s constitution, education is on the concurrent list but the Federal Government is empowered to regulate all its sectors, engage in policy formation and ensure quality control. Also, the provisions of the constitution allow each tier of government to focus its responsibilities mainly on a sector of education. The Federal government is involved directly in tertiary education. The states take care of secondary while the local government handles primary education. Despite this arrangement, the Federal government is expected to support the state and local governments on counterpart funding to enhance the quality of education in the country.

The administration of the education system is shared mainly amongst the Federal and State Ministries of Education as well as statutory bodies referred to as Commissions. There are Commissions established for different sub-sectors of the education system and are charged with various responsibilities for the sub-sectors. The Federal Ministry of Education has the responsibility for the coherence of national policy and procedures and for ensuring that the states’ policies operate within the parameters of national policy as adapted for local needs. Co-ordination of policy at the political level takes place through the National Council of Education. This is the highest policy making body, chaired by the Federal Minister of Education and includes all the State Commissioners of Education. This body is advised by the Joint Consultative Committee on Education, which consists of all the Federal and State Directors of Education, Chief Executives of education statutory bodies, and Directors of University Institutes of Education.

The States’ Ministries of Education are responsible for the development and implementation of educational policies, management and supervision of educational institutions in their respective states. Specifically, the responsibilities for maintaining all public elementary and secondary schools are vested in the Ministry. Such responsibilities include the control of teachers’ salaries, recruitment, appointment, promotion and discipline of staff; providing guidelines on the establishment of new schools and training and re-training of teaching and non-teaching staff. The oversight functions of the Ministry of Education are carried out through a number of agencies. For instance, the State Universal Basic Education Board (SUBEB) is responsible for the management of Basic Education while the Teaching Service Commission takes charge of senior secondary education at the state level.

Tertiary education is under the supervision of commissions set up by law and which operate as parastatals of the Federal Ministry of Education. For instance, universities are supervised by the National Universities Commission (NUC) while Colleges of Education are supervised by the National Commission for Colleges of Education. The National Board for Technical Education oversees Polytechnic education. The Commissions are responsible for policy decisions affecting their institutions, maintenance of standards through a system of periodic accreditation of courses, distribution and monitoring of government funding, appointment of members of governing councils, as well as the day-to-day running of the institutions.

3.4 Challenges of Quality Education

A number of challenges have been identified as clogs in the realization of good access, equity and quality of education in Nigeria. One of these is the critical issue of teacher shortage at all level of education. For instance, at the basic education level, UBEC (2012) National Personnel Audit reports revealed gross inadequacy in the quality and quantity of teaching personnel in the nation’s primary and secondary schools. According to the reports, there were 564,569 teachers made up of 297,960 males and 266,609 females in the nation’s 59,007 primary schools in 2012. Also, there were a total of 133,338 teachers comprising 68,085 males and 65,253 females in the nation’s 11,295 junior secondary schools. Considering that pupil enrolment in primary and junior secondary subsectors
during the period was put at 20,291,709 and 4,313,164 respectively, the pupil-teacher ratios of 1:60, and 1:37 were obtained for the nation’s primary and secondary schools respectively (UBEC, 2012). There is no doubt that the inadequacy of qualified teachers has negative impacts on the general quality of basic education in the country.

In addition to teacher shortage, many other challenges militate against the realization of quality education in Nigeria. According to the US Embassy in Nigeria (2012), access to quality education is hampered by the non-enrollment in school of about ten million out of the 30 million school-aged children. The Embassy posits that Nigerian education system suffers from deteriorating quality and insufficient investment to keep pace with the country’s burgeoning school-age population.

The challenge of declining quality of education has attracted research attention and comments from many social and educational researchers in Nigeria. Aremu (2014) summarized the problems affecting the quality of Nigeria’s education thus:

- Gender disparity especially of regional dimension is obviously an issue at all levels of education. In spite of the increasing advocacy for the education of the girl child by the Government and some NGOs, the gap in enrolment in most schools, especially in the north, is still negatively skewed to girls, while ironically; in the eastern part of the country there are more girls than boys enrolled in schools.

- Geographical differences remain a significant issue in Nigerian education. Obviously because of state autonomy and regional integration and drive, there are still fundamental gaps in primary school enrolment. In the southwest, it is 83%, 82% in the south-south, 80% in the south-east, 42% in the north-west, and 44% in the north-east.

- Access to formal schooling still poses a problem. It is estimated that 7.5 million children, of whom 60% are girls, are not in school. The phenomenon of drop-outs is more pronounced at Grade 6, when more than 17% of children drop out of school annually. The drop-out issue is still a multi-dimensional problem. More girls drop out of school in the north and are forced into early marriage, while more boys than girls in the east have been indoctrinated to undertake commercial activities early in life.

- Funding of education remains a great challenge in Nigeria. This has been a recurring decimal in the national polity. Allocation to the education sector falls abysmally below the United Nations’ recommended 26% of the total budget. With the total deregulation of the educational sector in Nigeria at all levels, funding remains a great challenge to the sector.

3.5. Teacher Education and Preparation

Teachers serve as catalysts for the intellectual, socio-economic, scientific, technological growth and development of the society (Nwogu and Esobhawan, 2014). Thus, teacher education and preparation for quality service delivery are vital components of the nation’s education system.

The National Commission for Colleges of Education (NCCE) has responsibility for teacher education in Nigeria. The Commission was established in 1990 to oversee all colleges of education and set minimum standards for all programmes of teacher education. The World Bank (2000) provided an apt summary of the status of teacher education in the country. According to the World Bank reports, three levels of pre-service teacher training existed in the country. These are:

- Teacher Training Colleges which used to be part of the secondary education programme. They awarded the Teacher Certificate, Grade II, which in the past was the qualification required for primary school teaching across the country. However, since the National Policy
on Education made the National Certificate in Education (NCE) the minimum qualification for teaching in the country, the Grade II colleges are now being phased out.

- Colleges of Education offering post-secondary National Certificate in Education training programmes. The NCE is also the qualification required for teaching in junior secondary schools and technical colleges. Colleges of Education used to train teachers for junior secondary school, but now they also train primary teachers. The NCE has become the minimum qualification for primary school teaching as from 1998. Some of the colleges also offer NCE pre-primary courses in order to produce teachers for the pre-primary level of education.
- Universities in Nigeria offering the Bachelor of Education degree programs to both senior secondary school graduates and senior secondary school teachers who already have NCE qualifications.

The requirements for admission for teacher trainers differ from one level to the other in terms of academic qualifications. For admission into colleges of education, prospective candidates must have at least three credits and two other passes in the senior school certificate examination. At the university level, the entry requirement is five credits which must include the chosen major teaching subjects. Prospective colleges of education students are required to sit for and pass the Polytechnic and College of Education Matriculation Examination, while prospective university students are required to pass the Joint Admission and Matriculation Board examination.

The NCE is the minimum basic qualification for entry into teaching at the basic education level. This came about in an attempt to create a uniformity of standards. The teaching qualification requirements at the senior secondary level are the Bachelor of Education degree or the single subject Bachelor’s degree plus a post-graduate diploma in education. However, holders of specialized qualifications like the National Diplomas (awarded by polytechnics) can be employed to teach in secondary schools and technical colleges. For teaching in colleges of education, at least a Master’s degree is required, while a doctoral degree is required for teaching in universities. Lecturers in colleges of education are required to have a Teaching Qualification, in addition to their degree. According to the World Bank (2000) reports, some of the major issues in Nigeria’s teacher education that need attention are:

- The shortage of primary school teachers needed to attain the proposed 1:30 (1:40 in the transition years) teacher-pupil ratio. This ratio is far from being met as it is currently operating at about 1:76.
- The low number of graduates going into the teaching profession is of grave concern. The major causes are due to inadequate funding levels and poor salaries. The fact that teachers have become marginalized and the profession is the most impoverished of all sectors of the labor force in Nigeria. In almost every area of the system the conditions of the work environment, access to information, resources needed for supplies and equipment, salaries and benefits are extremely poor. Access to new technologies is virtually non-existent.
- Teacher quality throughout the 36 states in Nigeria is unequal. There are also inequities in the availability of qualified teachers in the different States.
- Most current primary school teachers are yet to attain the minimum qualification (NCE) as required by the National Policy on Education.
- Most Colleges of Education offer courses which are not appropriate or relevant to the level and needs of most primary teachers. Teacher trainees in the Colleges largely receive an education that is suited more to junior secondary level than the primary level. The courses are
largely of an academic nature as opposed to the development of processes, skills, and career
development geared towards the primary school.

- There is an over-supply of NCE and graduate teachers in some disciplines and subject
  combinations while there is a general shortage of teachers in Physics, Mathematics, Home
  Economics, Business Education, Technical Education, Primary Education Studies, Nursery
  Education and Computer Science.
- The leadership in colleges needs to be streamlined by the NCCE. Not all colleges are led by
  professionally qualified and competent staff with at least a higher degree in education.
- The serious gender imbalance in some states is of concern, particularly a decline in the
  numbers of male teachers and their importance as role models.
CHAPTER FOUR
REVIEW OF DOCUMENTS AND POLICIES

The aim of this chapter is to review existing documents and policies which guide the education sector in Nigeria; and which have concomitant implications for diaspora intervention and engagement. In this vein, the following national and international documents, protocols and policies are considered:

- Nigeria’s Vision 20:2020
- National Economic Empowerment and Development Strategy (NEEDS)
- National Policy on Education
- National Roadmap for the Education Sector
- Labour Migration Policy for Nigeria
- Nigeria’s Education Sector Analysis by World Bank
- UNESCO Report on Nigerian Education
- Report on Needs Assessment of Nigerian Public Universities
- Diaspora Skills and Competency Exchange Programmes
- Administrative Structures for Managing Diaspora Issues in Nigerian Universities.

4.1 Nigeria’s Vision 20:2020
The Vision 20:2020 is Nigeria’s blueprint for economic transformation. Launched in 2003, it is Nigeria’s long term development agenda aimed at repositioning it to become one of the twenty largest economies in the world by the year 2020. The National Vision of Nigeria expresses the country’s aspiration to improve the quality of Life of its people through the development of an information and knowledge based economy which the people can use to gain social, economic and educational benefits and fulfill their potentials. The vision is all encompassing and recognized the need to develop not only economically but for transformation and advancements in the social, economic, political, educational and cultural ways.

To attain the overarching goal of reaching the top twenty economies by year 2020, the Government realized the need to enhance development in key sectors such as education. In education, the goal is to develop a modern and vibrant education system which will provide for every Nigerian the opportunity and facility to achieve his or her maximum potential and provide the country with adequate and competent manpower.

4.2. National Economic Empowerment and Development Strategy
The National Economic Empowerment Development Strategy (NEEDS) is an initiative set up by the Federal Government in 2003. It was designed to achieve macroeconomic stability, wealth creation and employment generation. A key component of the initiative is poverty alleviation.

NEEDS redefines the role of private and public sectors within the Nigerian economy. The public sector is expected to provide enabling environment for the private sector to grow the economy and drive socio-economic development. NEEDS provides a framework for nationally coordinated programmes of action by the federal, state and local governments. In addition to programmes initiated by the federal government, state and local governments are encouraged to design and implement equivalent programmes based on the objectives of NEEDS.

4.3. National Policy on Education
Nigeria’s “National Policy on Education,” was published in 1977. It was revised in 1981 to ensure that the policy addressed the perceived needs of the government in power and also to ensure that the education sector was supportive of government development goals. Again, in 1990, government
acknowledged the need to review and update the policy following recent political changes, which saw the reintroduction of democracy in the country.

Nigeria’s vision of education as an instrument for national development is reflected in the NPE. The government relies on education as a springboard for its development and reform agenda. This is reflected in the emphatic resonance in the NPE that “no nation can rise about the quality of its education system”. Thus, five main national objectives have been endorsed as the necessary foundation for the National Policy on education. These are the building of:

(a) a free and, democratic society;
(b) a just egalitarian society;
(c) a united, strong and self-reliant nations;
(d) a great and dynamic economy;
(e) a land full of bright opportunities for all citizens.

The National Policy on Education (NPE) defines the structure of Nigeria’s education. The document consists of 13 sections which handle critical issues about the educational sector. As stipulated in the NPE (2004), basic education covers nine years of formal (compulsory) schooling consisting of six years of primary and three years of junior secondary. Post-basic education comprises three years of senior secondary education in either an academic or technical stream. At the tertiary level, the system consists of the university, polytechnics, and colleges of education sub-sectors.

The National Policy on Education (NPE) document addresses the issues of imbalance in the provision of education in different parts of the country with regard to access, quality of resources and girls’ education. Education is organized into 9 years of basic education, 3 years of senior secondary education and 4 years of university/polytechnic/college education.

4.4. National RoadMap for the Education Sector

In 2009 the Federal Ministry of Education published the Roadmap for the Nigerian Education Sector. The roadmap was developed to address issues in the education sector related to mismanagement and inadequacy of resources commensurate with national needs, population growth and demand. As a result of these challenges, education as a strategic priority of the government has not been well positioned as a transformational tool and a pillar for socio-economic empowerment and development (FME, 2009).

The roadmap outlines improvement and turn-around strategies for each of the sub-sectors of education namely basic, post-basic and tertiary. The plan is to use a representative sample of schools and institutions across the country as demonstration projects.

4.5 Labour Migration Policy for Nigeria

In 2004, at the request of the Federal Ministry of Labour and Productivity the ILO provided technical support in setting up an International Labour Migration Desk at the Ministry, and in October, 2008, the Minister of Labour formally requested both ILO and IOM to assist in preparing a national labour migration policy, and to help establish bilateral arrangements for employment of Nigerians abroad.

The Labour Migration Policy addresses three broad objectives, namely: promotion of good governance of labour migration; protection of migrant workers and promotion of their welfare and that of families left behind; and optimizing the benefits of labour migration on development, while mitigating its adverse impact.

This policy is divided into three parts. Part 1 deals with ‘Promoting Good Governance in Labour Migration’, which aims to facilitate rights protection and to achieve equitable social and economic outcomes; Part 2 is headed ‘Protection of Migrant Workers and Promotion of their Welfare’, which includes that of members of their families, and Part 3, covering ‘Optimizing the Benefits of Labour
Migration for Development’, deals with how migration contributions can be mainstreamed into national development plans.

The Labour Migration Policy for Nigeria has been developed with the active involvement of key stakeholders: the relevant ministries, departments, and agencies., The Federal Ministry of Labour and Productivity is responsible for coordinating and monitoring the implementation of the policy, in collaboration with the identified key stakeholders, especially the Social Partners – labour unions and employers’ associations. It will also periodically evaluate the process, to ensure that labour migration from and to Nigeria takes place in an atmosphere of freedom, dignity and respect of workers’ rights.

4.6. Nigeria’s Education Sector Analysis by World Bank

The World Bank is a major international development partner that has supported the education sector in Nigeria. It focused its role in supporting the implementation of the universal basic education. The Bank provided financial assistance to support the Primary Education Project in Nigeria. The project was aimed at upgrading and monitoring quality in primary education, improve planning and research capacities, and contribute to the improvement of resource allocations (World Bank, 2000).

The first phase of the project was more of a consolidation phase that provided support for planning the UPE. The second phase was more focused and concentrated upon a limited number of schools throughout Nigeria. Five main issues were addressed: human resource capacity, access and equity, quality, and information for decision-making. These choices were strategic and based upon the experience gained in the first phase, such as the capacity within the country, the cost of interventions, the need to make an early and visible impact, and the contribution that could be made by all levels of government and local communities (World Bank, 2000).

According to the World Bank Reports, some of the major issues in Nigerian teacher education that need attention are:

- The shortage of primary school teachers required to attain the projected population of primary school pupils;
- The extremely high teacher-pupil ratio which is currently operating at 1:76;
- The low numbers of graduates going into the teaching profession;
- The fact that teachers have become marginalized and the profession is the most impoverished of all sectors of the labor force in Nigeria;
- Poor salaries and benefits of teachers, poor conditions of the work environment, unimpressive access to information and new technology;
- Inequities in the availability of qualified teachers in the different States.
- Most current primary school teachers have yet to attain the minimum qualification (NCE) as required by the National Policy on Education.
- Most Colleges of Education offer courses which are not appropriate or relevant to the level and needs of most primary teachers.
- Oversupply of NCE and graduate teachers in some disciplines and subject combinations while there is a general shortage of teachers in others such as Physics, Mathematics, Home Economics, Business Education, Technical Education, Primary Education Studies, Nursery Education and Computer Science.
- Lack of professionally qualified and competent staff in management positions in tertiary institutions.
The serious gender imbalance in some states is of concern, particularly a decline in the numbers of male teachers and their importance as role models.

4.7. UNESCO Report on Nigeria Education

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) is another international development partner which has contributed significantly to the development of Nigeria’s education sector. Periodically, the organization carries out a situational analysis of the state of Nigerian education pointing out necessary areas for intervention. The latest of such efforts is the 2012 Education For All (EFA) Global Monitoring Report (GMR) of the International Bureau of Education, an agency of UNESCO.

The EFA Global Monitoring Report, launched in January, 2014 by UNESCO, tells a very sad tale of Nigerian education. According to it, Nigeria has some of the worst education indicators globally. The EFA GMR indicates that Nigeria has about 10.5 million of out-of-school children, which is the largest in Africa in absolute terms. It also identifies inequity and education costs as indices that have contributed to the damning evidence on the state of education. From these indications, it is obvious that Nigeria might not achieve the millennium development goal of Education For All, by the 2015 global timeline in spite of the commitment and efforts of the Federal Government toward the attainment of same (UNESCO, 2014).

The report proposes a pathway that is seen as a template or framework for government to address the basic, transferable and technical skills of the youth, as well as the challenges of access, equity, quality, gender and poverty trap. In ‘Teaching and learning: Achieving quality for all’, the report indicates that Nigeria is among the 37 countries that are losing money spent on education, because children are not learning. UNESCO disclosed that the menace is already costing governments $129 billion a year. It stressed further that despite the money being spent, the rejuvenation of the primary education is not in the near future because of poor quality education that is failing to ensure that children learn.

The bleak future that Nigeria’s education sector faces means that it would not be able to meet EFA’s Goals 1, 2 and 4 by the year 2015. According to the UNESCO’s report, Nigeria is one of the only 15 countries that are projected to have fewer than 80 per cent of its primary school age children enrolled in school by 2015. Nigeria’s out-of-school population not only grew the most in terms of any country in the world since 2004-2005 by 3.4 million, but also had the 4th highest growth rate in the world (UNESCO, 2014).


Government through its agencies and commissions carries out periodic needs assessment of different sectors of education. It is believed that periodic appraisal of government institutions is the best way to reposition and transform them. (FGN, 2012).

The most-recent assessment of manpower needs of Nigerian public universities was conducted in 2012 by an inter-ministerial committee set up by the Federal Government. The purpose of the assessment was to elicit information on issues of concern to university education in order to formulate policies and take decisions for addressing such issues. The exercise was conducted to determine, among other issues, the quantity and quality of academic staff required for effective teaching and learning in Nigerian universities. It was intended to be an appraisal of the existing situation in the university sub-sector with a view to determining what was needed for revitalization and transformation.
The report of the Needs Assessment was presented to the Federal Government in November, 2012. It identified manpower shortage as one of the reasons why Nigerian universities have been unable to compete favourably with universities in many other parts of the world. According to the report, a combination of infrastructural and manpower challenges is responsible for the sharp decline in scholarship in Nigerian universities.

On manpower challenges, the report indicated that as at November 2012, there were 37,504 academic staff in 74 public universities in Nigeria. Considering the number of staff vis-a-vis the student population, the report revealed an unmanageable student-lecture ratio. For example, at the National Open University the academic staff-to-student ratio was 1:363, at Lagos State University it was 1:144 and at the University of Abuja it was 1:122. Kano State University which was eleven years old at the time of the Needs Assessment had one professor and 25 lecturers with PhDs while Kebbi State University had two professors and five lecturers with doctorate degrees. These statistics revealed wide disparities between Nigerian universities and their counterparts in other parts of the world. For instance, staff-student ratio in Harvard University is 1 to 4, Massachusetts Institute of Technology- 1 to 9, and the University of Cambridge is 1 to 3.

Gender disparities were also found in the distribution of academic staff. About 83% of academic staff in the universities were men and 16% women. Further classification of academic staff by qualification and rank indicated that the university system was experiencing a staffing or manpower crisis. For illustration, only about 16,127, representing 43% of academic staff in the universities have doctorate degrees, instead of 75% recommended by the NUC. Only about 16,502 (44%) are within the bracket of Senior lecturers and Professors. Surprisingly, only seven out of 74 public universities in Nigeria have up to 60 per cent of their teaching staff with PhD qualifications. These deficiencies have led to a situation in which many universities had to rely exclusively on part-time and under-qualified academics with negative implications for quality education in the institutions.

4.9 Research on Teachers' Skills and Competencies

An understanding of skills and competencies required for effective teaching is necessary to be able to identify skill and competency gaps in the education sector. A number of social and educational researchers such as Olatunji (2013), Boyer (1990), Oldsjo (2010) and Apelgren & Giertz (2010) have identified a list of teaching skills and core competencies that teachers must have to be able to function effectively at all levels of education.

Olatunji (2013) examined skills and competencies required for effective teaching and learning in the classroom, most especially in higher educational institutions in Africa. He came up with the concept of pedagogical competence as a comprehensive definition of teaching skills and competencies, in which the teacher is expected to have a scholarly attitude towards the teaching task and in that way contribute to the formation of knowledge of teaching and learning. Though pedagogical competence includes teaching skills and the scholarship of teaching, it goes beyond them. According to Oldsjo (2010), the traditional view of pedagogical competence is primarily a question of practice “in the classroom” whereby a skillful teacher through knowledge, methods, actions and ability to communicate gets teaching situation to function and creates conditions for learning. He however pointed out that this view is deficient in the sense that it does not include a scientific attitude towards teaching and learning. He opined that the teacher’s ability lies primarily in a scientifically
based subject competence and the practical teaching skills that he/she has acquired and continued to develop.

In agreement with Magin (1998), Olsson et al. (2010) also confirmed that pedagogical competence is a broader concept than teaching skills. They opined that pedagogical competence presupposes good, broad and deep knowledge of the subject of teaching. A pedagogically proficient teacher would demonstrate in different contexts the ability to use subject knowledge in research–related, practical, pedagogical actions with student learning in focus.

In the same vein, Apelgren & Giertz (2010) defined teaching competence as “the ability and will to regularly apply the attitude, the knowledge, and the skills that promote students’ learning in the best way. This shall be in agreement with the goals that apply, and within the framework available and presupposes continuous development of the teacher’s own competence and instructional design. They highlighted a number of aspects in their definition which they deem to be of importance for the teacher’s pedagogical competence. These include attitude, knowledge, ability, adaptation, perseverance and continuous development.

Several international research studies emphasized three major aspects when defining teaching skills and competencies. These are:

- What teachers do (that is, different kinds of abilities);
- Knowledge that teachers need in order to be able to act in the best possible way; and
- Attitudes and underpinning values that teachers embrace and apply in the classroom.

In consonance with these aspects of competencies, Melrose (2011), in his research on competencies of university teachers in the Philippines, identified instructional planning, strategies and techniques; communication with learners; learner-reinforcement involvement; and adherence to professional standards as competencies of instructors which affect students’ academic performance.

As reported by Oldsjo (2010), the Uppsala University published eleven major criteria for determining the skills and competencies of University teachers. According to the University, these criteria were based on research in higher education and were formulated in consultation with teachers from different academic disciplines. The criteria are summarized as follows:

(i) Attitude that furthers students’ learning
(ii) Scientific Approach to teaching
(iii) Broad and appropriate subject knowledge
(iv) Knowledge about how students learn
(v) Knowledge about teaching
(vi) Knowledge about educational goals and organization
(vii) A holistic view of teaching and learning
(viii) Application of teaching skills
(ix) Striving for continuous improvement
(x) Excellent leadership and administrative skills
(xi) Cooperation with others and contacts with the surrounding society.
In Nigeria, skills and competencies of university teachers are traditionally evaluated in three domains of teaching, research and services. Most universities emphasize scholarly research publications as a major determinant of lecturers’ academic competencies. Though teaching or pedagogical competencies are required for elevation from one cadre to another, these are rarely scientifically evaluated. Competencies in the domain of services are evaluated in terms of a lecturer’s contributions to the administrative functioning of the institution such as membership of committees, participation in students’ mentoring and advisory services. Thus, the three domains of teaching, research and services can be considered core competencies necessary for teachers in Nigerian higher education.

From the foregoing review of literature on teaching skills and competencies, six basic areas can be considered as core competencies or skills of teachers that are necessary for effective teaching at all levels of education. These are subject-matter, pedagogical, communication, evaluation, ICT and counselling competencies. The six core competencies were investigated in this study to determine skills and competency gaps in the Nigerian education sector.

4.10 Diaspora Skills and Competency Exchange Programmes

There are various programmes of diaspora engagement spread across tertiary institutions in many countries in Africa. The aim of such programmes is to facilitate knowledge and skill transfer from the diaspora toward building the capacity of academics in African universities. Ferede (n.d) provided an apt summary of some of these programmes as presented below.

4.10.1 The Carnegie African Diaspora Fellows Programme

ADF is a scholar exchange program in which African-born academics from Canada and the United States working in higher education can register to participate in short-term exchanges in universities in the partnership countries of Ghana, Kenya, Nigeria, South Africa, Tanzania and Uganda. Universities in partnership countries, with priority given to public institutions, also register to host an academic. ADF is funded for two-years by a grant from Carnegie Corporation of New York (CCNY) in partnership with Quinnipiac University (QU) and managed by the Institute for International Education (IIE). Public and private higher education institutions in Ghana, Nigeria, Kenya, Tanzania, South Africa and Uganda, accredited by the national agency in their respective countries, qualify to host a scholar. The programme is designed to meet the needs identified by host universities by bringing short-term faculty exchange fellows to Africa to co-develop curriculum, collaborate on research, and train, teach and mentor graduate students. Projects can be conducted in the African host country for periods of time ranging from two weeks to one semester. The African Diaspora Fellow receives a daily stipend plus health insurance coverage and money for transportation and visa expenses. Host institutions are required to contribute to the Fellow’s meals, lodging and in-country transportation during the project.

4.10.2 UNESCO-HP Brain Gain Initiative

The UNESCO-HP Brain Gain initiative, with the aim of advancing science and technology, currently connects 19 African and Arab universities in Burkina Faso, Cameroon, Côte d’Ivoire, Ethiopia, Ghana, Kenya, Kuwait, Lebanon, Morocco, Nigeria, Senegal, Tunisia, Uganda and Zimbabwe. Researchers at these institutions propose projects that are chosen following a highly competitive process. Selected researchers conduct joint research projects with experts in the diaspora using grid computing—shared computing facilities networked online with software that allows access and use of the grid. An IT grant provides for servers, workstations, training and operational funds to update infrastructure and computing knowledge.
4.10.3 IOM’s Migration for Development in Africa
The International Organization for Migration’s (IOM) MIDA programme developed in 2001 and a successor to the Return of Qualified African Nationals (RQAN) programme, aims to develop capacity in Africa by harnessing the skills of the African professional diaspora. In addition to other activities, IOM manages a diaspora database of those willing to contribute to their homelands through permanent, sequenced / repeated short-term or virtual returns in the area of technology, education, health and business. Governments, public, and private sectors are able to access the database.

4.10.4 World Bank African Programme
In 2010, as part of its African Diaspora Programme, the World Bank launched its Database of Skilled Professionals. The long-term goal for the database is to make it available to African governments and donor partners so that they may utilize the skills of the diaspora in meeting Africa’s development challenges in the health, education, and technology sectors.

4.10.5 Academics Without Borders Canada
Academics without Borders Canada has a mission to build the capacity of higher education institutions in developing countries (including those in Africa) by mobilizing a volunteer network of academics for advising, teaching, research, and administrative projects. Volunteer academics are not limited to, but can be, members of the diaspora.

4.10.6 Royal Society–Department for International Development: Africa Capacity Building Initiative
This initiative of the Royal Society-DFID’s stated mission is to “strengthen the research capacity of universities and research institution in sub-Saharan Africa by supporting the development of sustainable research networks.” Scientists in sub-Sahara Africa collaborate with scientists in the UK for mentorships, training PhDs, and building institutional research capacity. Scientists in the UK are not limited to but can include members of the diaspora.

4.10.7 Royal Association of Universities and Colleges Canada & International Development Research Centre Canada-Africa Research Exchange Grants
The Canada-Africa Research Exchange Grants (CAREG) is a grant program funded by IDRC and managed by the AUCC to support short-term exchanges (for research and graduate student training) between African and Canadian universities. The exchanges facilitate research on the developmental priorities of agriculture, social and economic policy, science and economics, and global health policy. Applicants from Canada are not limited to but can include members of the diaspora.

4.11 Administrative Structures for Managing Diaspora Issues in Nigerian Universities
Most Nigerian universities do not have well-established administrative structures specifically devoted to the management of diaspora engagement issues. However, many public universities have departments or units headed by Professors with the mandate of promoting linkages with academics and agencies from foreign institutions. The mandate of such units can be extended to include the management of diaspora engagements in the institutions. The section that follows provides briefs on selected Nigerian universities and existing administrative structures for managing academic linkages with the diaspora.
4.11.1 University of Lagos

The University of Lagos, founded in 1962, is a federal government university in Lagos State, Nigeria. It is one of the largest and most competitive universities in Nigeria in terms of admissions. For over five decades, UNILAG has provided qualitative and research-oriented education to Nigerians and all those who have entered its domain in search of knowledge. The University has a student population of approximately 23,000. It has a staff strength of 967 academic staff and 1725 non-academic staff.

UNILAG’s administrative structure for managing academic linkages and collaboration with diasporas and foreign institutions is known as the Office of International Relations, Partnerships and Prospects. The office is a unit under the Vice-Chancellor’s office. It has a Professor of International Law and Jurisprudence as the Chairman and three other professors as members. The office is responsible for:

- Serving as a central coordinating office for the university’s various international initiatives, projects, undertakings and encouraging collaboration among faculty members and among the various schools and colleges.
- Maintaining a central database containing information on all international undertakings of the University, including mission, personnel, budget, activities and programmes
- Developing opportunities for the University’s students to engage in international service, undertake international internships, and study abroad, through student exchange programmes
- Facilitating and supporting faculty and staff participation in international projects, programmes, research and scholarly pursuits, as well as faculty/staff exchange programmes.
- Assisting faculty and staff in the sourcing of grant support for international endeavours.
- Establishing and maintaining information resources, including an active and dynamic website that will inform faculty, staff and students of international resources and opportunities.

The Office of International Relations, Partnerships and Prospects has considered and recommended to the management of the University of Lagos a number of Memoranda of Understanding (MoU) between University of Lagos and many foreign universities and institutions for beneficial partnerships and collaboration. This office can be given an additional mandate of managing diaspora issues in the University.

4.11.2 University of Ibadan

The University of Ibadan is the oldest and one of the most prestigious universities in Nigeria. It was established in 1948. The university runs undergraduate and postgraduate programmes in thirteen faculties. At present, it has a student population of about 30,000. The university is reputed for its graduate studies programmes which produce high-level manpower of about 3,000 graduates yearly. The University has a staff population of 1,149 academic staff, and 1611 non-academic staff.

The Unit of the University with a mandate to manage international collaborations is known as the Office of International Programmes (OIP). The OIP, established in 2009 has a mandate to enlarge the University of Ibadan’s frontiers of international relationship. It coordinates all activities relating to foreign nationals intending to visit or study at the University of Ibadan. It also oversees the activities of any foreign national who has been invited by any unit of the University for academic related-activities such as research, teaching, exchange activities, programme development, training, courses, conferences, meetings, sports, arts and the like. It also handles welfare matters relating to international visiting lecturers, research scholars, specialists and short term visitors.
To accomplish its mission, OIP engages in activities such as promoting the University’s vision of internationalization, coordinating and supporting international academic programmes and promoting and sustaining international partnerships. The University of Ibadan Office of International Programmes can take on additional tasks of managing diaspora engagements for the University.

4.1.3 Obafemi Awolowo University, Ile Ife

The Obafemi Awolowo University (OAU) is owned by the federal government of Nigeria. It was founded in 1962 as the University of Ife by the regional government of Western Nigeria. The university has 13 faculties and two colleges with staff strength of 1,343 academic staff and 1,626 non-academic staff. It also has a student population of about 26,000. The university offers undergraduate and post-graduate programmes in the fields of specialization spanning the humanities, arts, natural sciences, social sciences, medical sciences, engineering and technology.

The Unit of the Obafemi Awolowo University in charge of academic linkages and collaboration with foreign institutions is known as the Linkages Office. The office was established with a mandate to coordinate the university’s external relations to enable it maximally exploit the benefits of local and global partnerships which will contribute to placing it among the world’s best universities. The goal of the Linkages Office is to connect the university to institutions, organizations and communities at various levels as a means of enriching the university’s curricula, promoting research and generating funds.

The OAU Linkages Office has over the years succeeded in harnessing the rewards and benefits of developing academic and industrial linkages and networks with other educational institutions, funding bodies and private and public sector organizations both within and outside Nigeria. In broader terms, the Office has strategically expanded the university’s global and community development programs in order to enhance their impact and relevance. The Linkages Office can take on additional tasks of managing diaspora issues in the University.
CHAPTER FIVE
RESULTS AND DISCUSSION

The chapter presents the analyses of data collected for the education needs assessment. The presentation of results is organized thematically to cover the five specific objectives of the assessment. Both quantitative and qualitative data obtained from relevant stakeholders are analyzed and inferences made about the education sector.

5.1 Number, Composition and Qualifications of Personnel in the Education Sector.

Data on personnel in the education sector were obtained from government agencies which superintend each sub-sector of the education system. Available data on personnel consisted of reports from the most-recent staff audit conducted by the monitoring agencies for each sub-sector of the education system. Generally, two types of personnel namely teaching and non-teaching staff were identified in each sub-sector as shown in Table 5.1

Table 5.1.1: Number and composition of personnel in education sector

<table>
<thead>
<tr>
<th>SUB-SECTOR</th>
<th>NO OF SCHOOLS</th>
<th>STUDENT ENROLMENT</th>
<th>COMPOSITION OF PERSONNEL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BASIC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRY</td>
<td>61,305</td>
<td>2,427,8332</td>
<td>285,968 (53.8%)</td>
<td>255,878 (47.2%)</td>
</tr>
<tr>
<td>JSS</td>
<td>10,090</td>
<td>4,313,164</td>
<td>68,085 (51.8%)</td>
<td>65,253 (48.2%)</td>
</tr>
<tr>
<td>POST-BASIC</td>
<td>9,212</td>
<td>2,981,387</td>
<td>2,981,387 (61.6%)</td>
<td>43,358 (38.4%)</td>
</tr>
<tr>
<td>TERTIARY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COE</td>
<td>95</td>
<td>338,237</td>
<td>11,656 (76%)</td>
<td>3,688 (24.0%)</td>
</tr>
<tr>
<td>Poly.</td>
<td>45</td>
<td>166,121</td>
<td>4,721 (84%)</td>
<td>915 (16%)</td>
</tr>
<tr>
<td>Univ</td>
<td>79</td>
<td>1,252,913</td>
<td>31,128 (83.0%)</td>
<td>6,376 (17.0%)</td>
</tr>
</tbody>
</table>


The data in Table 5.1.1 suggest acute shortage of teaching staff at all levels of education. The primary education sub-sector has only 541,846 teachers for its student population of 24,278,332 in 61,305 schools. These figures represent a national student:teacher ratio of 1:45, which is one of the highest in Africa. The data also reveal acute teacher shortage at the tertiary level of education. For instance, there are 37,504 teachers in the nation’s public universities with a student enrolment of 1,252,913, representing a student:teacher ratio of 1:33.
Statistics on teacher shortage as presented in Table 4.1.2 are corroborated with data obtained from other secondary sources such as the reports of the Needs Assessment of Nigerian Public Universities presented by the Federal Ministry of Education to the Federal Executive Council in 2012. According to the reports, the teaching staff-student ratio is very high in many Nigerian universities. For illustration, the National Open University of Nigeria was reported to have a student:staff ratio of 1:363, University of Abuja 1:122 and Lagos State University 1:114. When compared with the student:staff ratio of some highly-rated universities such as Harvard (1:4); MIT (1:9); Yale (1:4); and Cambridge (1:3), the reports concluded that the majority of universities in Nigeria were grossly under-staffed.

Series of similar reports on the education sector have indicated that the primary and secondary sub-sectors also experience the problem of teacher shortage. Addressing the shortfall in the number of available teachers at the basic education level, the Executive Secretary, National Commission for Colleges of Education (NCCE) disclosed that Nigeria needed 1,320,135 teachers to meet the demands of basic education by 2015. To this end, the nation needed to produce a total of 330,033 teachers annually in order to achieve the Education For All (EFA) goal by 2015 (Junaid, 2013).

Research findings have also shown that Nigerian teachers are almost always in short supply in schools and their turnover is high because they tend to leave the teaching profession if and when more attractive jobs become available in government, politics or private enterprise (Aghenta, 2001 and Adeyemi, 2008).

The data in Table 5.1.1 also reveal some facts about the composition of personnel in the education sector. As shown in the Table, there are more support or non-teaching staff than lecturers in the tertiary education sub-sector. However, in the basic education sub-sector, the teaching staff tend to outnumber the non-teaching staff. The composition of personnel with regard to gender distribution shows significant gender disparities in favour of male staff at all levels of education. In basic education, 53.8% and 51.8.2% of available staff in primary and junior secondary schools respectively were male teachers. Gender disparities in favour of male teachers were more pronounced in tertiary education as only 24% and 17% of lecturers in Colleges of Education and Universities respectively were female teachers.

The distribution of teachers in the education sector according to qualifications is presented in Table 5.1.2 while Table 5.1.3 shows the proportion of qualified and unqualified teachers in the sector.
<table>
<thead>
<tr>
<th>SUB-SECTOR</th>
<th>TEACHERS’ QUALIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below NCE</td>
</tr>
<tr>
<td>BASIC</td>
<td></td>
</tr>
<tr>
<td>Pry</td>
<td>150,740 (27.8%)</td>
</tr>
<tr>
<td>JSS</td>
<td>8,054 (6.0%)</td>
</tr>
<tr>
<td>POST-BASIC</td>
<td>27,964 (24.8%)</td>
</tr>
<tr>
<td>TERTIARY</td>
<td></td>
</tr>
<tr>
<td>COE</td>
<td>-</td>
</tr>
<tr>
<td>Univ</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 5.1.3: Distribution of qualified and unqualified teachers

<table>
<thead>
<tr>
<th>SUB-SECTOR</th>
<th>NO OF STUDENTS</th>
<th>TOTAL NO OF TEACHERS</th>
<th>QUALIFIED TEACHERS</th>
<th>UNQUALIFIED TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>NO</td>
<td>%</td>
</tr>
<tr>
<td>BASIC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pry</td>
<td>24,278,332</td>
<td>541,846</td>
<td>363,510</td>
<td>67.09</td>
</tr>
<tr>
<td>JSS</td>
<td>4,313,164</td>
<td>133338</td>
<td>115,059</td>
<td>86.29</td>
</tr>
<tr>
<td>POST-BASIC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2981387</td>
<td>112,840</td>
<td>65,466</td>
<td>58.02</td>
</tr>
<tr>
<td>TERTIARY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COE</td>
<td>33,8237</td>
<td>15,344</td>
<td>6,850</td>
<td>44.64</td>
</tr>
<tr>
<td>Univ.</td>
<td>1,252,913</td>
<td>37,504</td>
<td>16,126</td>
<td>43.0</td>
</tr>
</tbody>
</table>


Data from Table 5.1.2 and 5.1.3 indicate that shortage of personnel in the education sector transcends the issue of quantity. As shown in Table 5.1.3, about 176,336 teachers representing 32.91% of teachers in primary schools did not have the minimum NCE qualifications prescribed in the National Policy on Education for primary school teachers. The proportion of unqualified teachers is higher at the tertiary level. More than 50% of teachers in Colleges of Education and Universities did not possess the minimum qualifications for teaching at these levels.

The shortage of qualified teachers in Nigerian universities is well articulated in the reports of the Federal Government’s Needs Assessment of Nigerian Public Universities carried out in 2012. According to the reports, instead of having 100% of University lecturers with PhDs, only about 43% do so. The remaining 57% have qualifications below Ph.D. Only seven Universities have up to 60% of their teaching staff with Ph.D qualifications. There are universities with less than five professors. For instance, the Kano State University of Science and Technology, Wudil, established eleven (11) years ago and has been turning out graduates, had only one Professor and 25 Ph.D holders. Similarly, the Kebbi State University of Science and Technology, established in 2006 has only two professors and five Ph.Ds.

The understaffing of universities in Nigeria has serious implications for quality instruction and academic productivity in the institutions. The situation has led to the increasing culture of visiting lecturership in the system. The few available qualified lecturers are recycled as Visiting, Adjunct, Sabbatical and Contract lecturers to work in many universities at the same time. Many of them are always on the road travelling from one university town to another and unable to meet their primary obligations with their tenure-employer (FGN, 2012).

Efforts at resolving teacher shortage in the education sector require accurate data not only on the extent of the shortage but also on the number of teachers required for effectiveness in the sector.
Table 5.1.4 provides an estimate of the number of teachers required at all levels of Nigeria’s education.

5.1.4: Teacher shortage in the education sector

<table>
<thead>
<tr>
<th>SUB-SECTOR</th>
<th>NO OF STUDENTS</th>
<th>TOTAL NO OF AVAILABLE TEACHERS</th>
<th>TOTAL NO OF TEACHERS REQUIRED</th>
<th>SHORTAGE (B – A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASIC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pry</td>
<td>24,278,332</td>
<td>541,846</td>
<td>601,789</td>
<td>59,944</td>
</tr>
<tr>
<td>JSS</td>
<td>4,313,164</td>
<td>133,338</td>
<td>170,672</td>
<td>37,334</td>
</tr>
<tr>
<td>POST-BASIC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2981387</td>
<td>112,840</td>
<td>117,353</td>
<td>4,513</td>
</tr>
<tr>
<td>TERTIARY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COE</td>
<td>338,237</td>
<td>15,344</td>
<td>16,878</td>
<td>1,534</td>
</tr>
<tr>
<td>Poly.</td>
<td>166,121</td>
<td>5,636</td>
<td>8,454</td>
<td>2,818</td>
</tr>
<tr>
<td>Univ</td>
<td>1,252,913</td>
<td>37,504</td>
<td>61,881</td>
<td>24,377</td>
</tr>
</tbody>
</table>


From Table 5.1.4, it is apparent that the problem of staff shortage in the education sector is enormous. The primary sector requires 59,944 teachers, which is more than the capacities of all the teacher trainee institutions in the country. It has been estimated that additional 22,496 teachers will be required to improve quality of teaching and academic productivity in Nigerian universities.

It would seem that the problem of teacher shortage, in terms of quantity and quality, require both short and long term solutions. To be able to do this, there is the need to identify critical areas or disciplines where teacher shortage is most acute and short-term interventions can be made to yield positive results. The data presented in Table 5.1.5 summarizes the view of selected government officials on disciplines in which teacher shortage is experienced in the education sector.
### Table 5.1.5: Qualitative analysis of extent/areas of teacher shortage

<table>
<thead>
<tr>
<th>SUB-SECTOR</th>
<th>EXTENT OF TEACHER SHORTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NONE</td>
</tr>
<tr>
<td>Primary</td>
<td>Local languages</td>
</tr>
<tr>
<td>Junior Secondary</td>
<td>Local languages, Arts</td>
</tr>
<tr>
<td>Senior Secondary</td>
<td>Local languages, Arts</td>
</tr>
<tr>
<td>Polytechnics</td>
<td>Business Studies, Finance &amp; Related Studies</td>
</tr>
<tr>
<td>Universities</td>
<td>Administration, Management, Arts, Education, Social Sciences</td>
</tr>
</tbody>
</table>

**Source:** Field Survey (2014).

As shown in Table 5.1.5, the basic education sub-sector, comprising primary and junior secondary schools, experienced acute shortage of teachers in Mathematics, English Language and the Sciences. The French Language and Basic Technology were identified as subjects in which teacher shortage was very acute in primary and junior secondary school levels. At the tertiary level, Colleges of Education experienced very acute staff shortage in disciplines such as Special Education and Early Childhood Development while Polytechnics reported very acute shortage of staff in Health Technology. Data from the NUC revealed that universities experienced acute shortage of staff in computer science and technology-based disciplines, but staff shortage was very acute in disciplines such as Law, Engineering, Medicine and Surgery. Several reasons were adduced for teacher shortage in these areas. They include poor incentives for serving teachers, inadequate turn-out of teachers in these subjects by teacher-training institutions in the country, and exodus of lecturers to western countries in search of greener pastures.
Skills and Competency Gaps in the Education Sector

Skills and competency gaps in the education sector were investigated from two dimensions. First, quantitative data were obtained from government agencies and commissions which superintend the education sector on the number of teachers who were professionally trained for service delivery in the different sub-sectors of the education system. Data which show the distribution of qualified and unqualified teachers in Nigeria’s education sector have been presented in Table 4.1.3. The second dimension was to determine the proportion of teachers who possessed specific specialized abilities, skills or competencies considered necessary for effective service delivery at all levels of education. Data from this dimension are presented in Table 5.2.1.

Table 5.2.1: Proportion of teachers with professional competencies

<table>
<thead>
<tr>
<th>SUB-SECTOR</th>
<th>TYPES OF PROFESSIONAL COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Subject-Matter</td>
</tr>
<tr>
<td>BASIC</td>
<td>Pry</td>
</tr>
<tr>
<td></td>
<td>JSS</td>
</tr>
<tr>
<td>POST-BASIC</td>
<td></td>
</tr>
<tr>
<td>TERTIARY</td>
<td>COE</td>
</tr>
<tr>
<td></td>
<td>Poly</td>
</tr>
<tr>
<td></td>
<td>Univ</td>
</tr>
</tbody>
</table>

Source: Field Survey (2014).

From a review of research on teachers’ skills and competencies, six major competencies were identified as paramount to effective teaching and learning at all levels of education. These were investigated in the current study. They included subject-matter, pedagogical, communication, evaluation, ICT and counselling competencies. Data presented in Table 5.2.1 show that less than 50% of Nigerian teachers in primary, junior and senior secondary schools were perceived as having subject-matter competency; about 50% to 75% had pedagogical and counselling competencies. However, evaluation and ICT competencies were very low among the teachers as less than 50% of teachers demonstrated these competencies. Data from tertiary institutions tend to follow the same trend. Teachers in Colleges of Education were perceived to be deficient in evaluation, pedagogical and ICT competencies with less than 50% having these competencies. In the same vein, more than 50% of university teachers did not have pedagogical skills, counselling and ICT competencies required for efficient service delivery in tertiary institutions.
5.3 Addressing Skills and Competency Gaps

A major objective of the needs assessment was to determine how to address skills and competency gaps in the education sector. In this regard, in-depth interviews were conducted with selected stakeholders in the education sector. The stakeholders were interviewed on issues relating to skill shortage and competency of personnel in the education sector.

Findings from the interviews revealed three types of skill or personnel shortage in the education sector. The first type is overt shortage, measured by the number of subjects in a school without teachers. The second type is referred to as hidden shortage, in which some subjects are taught in a school by teachers who are inadequately qualified or who lack the pedagogical skills required for effective teaching. The third type is described as suppressed shortage, in which some subjects do not feature on the school curriculum because there are no suitable teachers for them. Respondents were of the opinion that skill shortage, in whatever form, has negative impact on the quality of education at all levels of schooling. If urgent actions are not taken, the Nigerian education sector might be heading for the worst as student enrollment continues to increase without a commensurate increase in manpower supply to the sector.

Stakeholders attributed skill and personnel shortage to a number of factors, among which are poor salaries and low social prestige accorded teachers especially at the basic level of the education sector. Respondents expressed the view that teaching is generally viewed as a job of last resort by job seekers because of the harsh economic realities and poor prestige accorded teachers in the society. Most newly recruited teachers would not mind leaving the profession if and when more attractive jobs become available in the public and private sectors.

Suggestions by stakeholders for addressing skill shortage in the education sector vary according to levels of schooling. Below is a snapshot of opinions on how skill and personnel shortage that characterize each level of education in Nigeria can be addressed.

5.3.1. Skills Gaps at Basic Education Level

At the basic education level, respondents identified the need to strengthen the existing nationwide capacity building workshops for teachers to serve as in-service professional development programmes for primary school teachers. This will contribute to the improvement of the teachers’ professional competencies and knowledge of teaching subjects on a regular basis. Such programmes will also enable basic education teachers to update their pedagogical skills, and acquire new management techniques, methodology of teaching, and improve their instructional competence and computer literacy. Professional teachers’ associations, such as Teachers’ Registration Council of Nigeria (TRCN), should be mobilized in helping to develop professional competencies and regulate standard and practice.

Since the demand for qualified teachers after the introduction of the Universal Basic Education programme has outpaced the supply, respondents expressed the need for a virile programme of re-training the old teachers for better effectiveness while attempting to recruit new ones. The current national teacher-pupil ratio of 1:45 should be reduced significantly with the employment of new teachers in disciplines such as science, technology and foreign languages in which the nation currently experiences very acute shortage of teachers.

The need for government to overhaul teacher education programmes was perceived as crucial to bridging skill gaps at the basic education level. To improve the quality of teaching at this level, efforts must be made to ensure skilled teacher production by improving the curriculum of various College of Education where NCE teachers are produced for the primary and junior secondary schools. Curriculum improvement should focus on developing the skills of teacher-trainees in
modern pedagogical skills for effective delivery of instruction. In particular, there is an urgent need for curriculum improvement to equip teacher-trainees with new skills in science teaching and information and communication technologies, for which the majority of Nigerian teachers have not been adequately prepared.

The engagement of Nigerian professionals in the diaspora to bridge skills gaps in basic and senior secondary education was not seen as crucial by key informants. They expressed the view that the absence of formal institutions to midwife such engagements and the poor working conditions at these levels make it expedient to restrict diaspora engagement to the tertiary level of education. The strategies needed to address skill and competency gaps at the basic and senior secondary education levels are capacity building initiatives targeted at assisting teachers to upgrade their knowledge and pedagogical skills and competencies.

5.3.2 Skills Gaps at Secondary School Level

This study identified science and technical education as subjects experiencing acute skill shortage at the senior secondary school level. Study participants were of the opinion that teachers in these subjects should be exposed to in-service training in order to correct their skill deficiencies. They also expressed the need for the government to provide facilities, necessary tools and well-equipped workshops for teachers of technical subjects to practise technical skills acquired during their professional training. Adequate provision of facilities, laboratories and workshops would enhance practical work and bridge the gap between theory and practice.

The results of the assessment also indicated that personnel shortage in science and technical subjects could be addressed by the recruitment of more qualified teachers for the secondary school sub-sector. The recruitment of more teachers should be accompanied with a virile programme of continuous training and professional development of practicing teachers. Secondary school teachers should be encouraged to regularly update their knowledge. However, such updating should not involve just subject-based knowledge, but include professional competencies in communication, pedagogy, counselling and ICT.

5.3.3. Skills Gaps at Tertiary Education Level

Findings from quantitative data and analysis of in-depth interviews with key informants revealed that the majority of tertiary educational institutions in Nigeria have scarcity of qualified academic staff to undertake quality research and effective teaching. Skill gaps in this regard were more pronounced in science-based than humanity-based disciplines. Data from the NUC indicate that less than 50% of university staff had adequate counselling, pedagogical and ICT competencies required of teachers at the tertiary level of education.

A number of strategies for addressing skill and competency gaps at the tertiary education sub-sector were suggested. The strategies can be classified into short and long term measures. Short-term measures include the provision of incentives and motivation for practicing teachers such as enhanced salaries and general improvement in conditions of service. Staff should be provided with conducive work environment where there is constant supply of electricity, water and adequate teaching and research materials, internet connectivity with subscription to online journals and e-resources. The provision of incentives and good working conditions will not only ensure that existing academics are retained in the system but also help to attract international scholars into Nigeria’s tertiary education.

Findings from key informant interviews revealed that Nigerian tertiary institutions can bridge skill gaps in the system by leveraging on initiatives aimed at facilitating knowledge and skills transfer of international scholars from the diaspora. To do this, the institutions must identify their capacity
building priorities and areas of diaspora engagement following Ferede’s (n.d) suggestions of possible areas of diaspora engagement in African universities viz:

- Short-term or summer teaching and research visitations
- Facilitating seminars, workshops and conferences
- Partnerships and collaborations on research projects
- Providing access to funding, data, research and technology
- Serving as mentors and advisors
- Co-creating and reviewing teaching curricula and PhD training materials
- Investing in institutional advancement initiatives

As a long-term measure, special training and a variety of staff development programmes, both within and outside the country, are required to improve the competencies of academic staff in tertiary institutions. It has become expedient for institutions to embark on sustainable staff development programmes to improve academic staff competencies and qualifications. In order to meet the requirement of Ph.D as the minimum qualification for teaching in tertiary institutions, academic staff without doctoral degrees or who are currently pursuing one should be encouraged to start or complete their Ph.D programmes respectively. The provision of scholarship for staff will serve as impetus for speedy completion and acquisition of their doctoral degrees.

Findings from the assessment revealed that problems of skill shortage and competency gaps in tertiary education can be solved through the adoption of the e-learning platform. Where physical presence of international scholars and experts cannot be attained, teaching and research collaboration could take place by distance learning using modern information technologies.

5.4 Existing Diaspora Skills Exchange Programmes in Tertiary Education

Diaspora engagement in Nigeria’s education sector is a recent development. For many years, the government had made frantic but unsuccessful efforts through many of its parastatals to transform the education sector by collaborating with Nigerians in the diaspora. Till date, the National Universities Commission is the only government parastatal with a well-articulated programme of diaspora collaboration in the tertiary education sub-sector.

The NUC’s programme of diaspora engagement, known as the Linkages with Experts and Academics in the Diaspora Scheme (LEADS), was established in 2007. The main goal of LEADS is to attract experts and academics of Nigeria origin in the diaspora to contribute their quota to the development of Nigerian universities through short-term academic appointments. The specific objectives of the programme are:

- To encourage the relocation to Nigeria on a short-term basis of academics and experts of Nigerian origin in the diaspora to contribute to National development through engagement in teaching, research and community service activities in the Nigerian university system;
- To tap from the expertise of Nigerians based outside the country for the improvement of the delivery of quality university education in Nigeria.
- To encourage healthy staff movement, interaction and collaboration across and between Nigerian Universities using these experts and academics in the diaspora and with other sectors of education and national development, and;
- To encourage experts in industry to participate in teaching and research in Nigerian universities (NUC, 2014).

To ensure equitable participation in the diaspora engagement programme, the NUC made provision for experts and academics in the diaspora to serve at Nigerian Federal, state and private universities
in positions such as Visiting Lecturers, Visiting Professors or Researchers over a period of three, six and twelve months. Eligibility criteria for participation include:

- Terminal Degree at Doctoral or Professional level.
- At least 5 years experience in the relevant field
- Academic, teaching and/or research experience at a globally recognized university
- Article publications in referred journals
- Other relevant skills, discoveries, patents or experience deemed useful in target fields or national development.

At its inception, the Linkages with Experts and Academics in the Diaspora Scheme (LEADS) was limited to some disciplines which had hitherto experienced acute shortage of personnel at the tertiary education level. These are Information and Communications Technology (ICT), Management Science and Business Administration, Mathematics, Medicine and Dentistry, Mining Engineering, Natural Sciences, Oil and Gas Engineering.

To ensure successful implementation of the LEADS, the National Universities Commission coordinates the response of the host universities and monitors the activities of the experts and academics who have been selected to work in the universities. In addition to its administrative responsibilities, the Commission provides financial support to participants including return economy class air ticket and a monthly stipend of $2,500. On the other hand, the host university is expected to provide accommodation for the duration of a participants’ stay in Nigeria as well as local travel expenses relevant to the programme. According to statistics from the NUC website, by 2010/2011, about twenty-three million naira (about $144,000) had been spent on the scheme for which 35 diaspora scholars had participated. By 2012/2013, 41 scholars from six countries had participated in the scheme.

Diaspora scholars who are elected to participate in the scheme are expected to carry out a number of academic and administrative responsibilities. Specifically, they are required to:

- Teach at least two courses in their areas of expertise at the host institution
- Conduct research and develop a framework for authoring or co-authoring of research papers, in collaboration with partners at host institutions in globally recognized journals;
- Assist in the development of linkages and collaboration between the host university in Nigeria and their counterparts overseas (10%).
- Supervise Ph.d and MSc. candidates or groups of undergraduate research students at the host institution.

Among its achievements, LEADS has attracted Nigerian experts and academics in the diaspora back home to contribute to the education system, some of who have relocated to Nigeria permanently.

The scheme has succeeded in helping to bridge skills gaps and enhance skills acquisition in rare areas of expertise. It has encouraged experts in the industry to participate in teaching, research and cross fertilization in Nigerian universities, enriching curriculum review process with modern, high tech and new trends in the relevant discipline, and promoting re-union and re-integration of experts to their heritage and community life (Zeleza, n.d.)

5.4.1 Strength of LEADS

A critical review of the structure and implementation of the LEADS programme revealed its strengths and achievements as highlighted below:

- LEADS has been able to attract Nigerian experts and academics in diaspora back home to contribute to education system in Nigeria. The NUC reported that many academics who
participants in the programme have relocated permanently back to Nigeria. Though the programme provides opportunity for temporary return, the exposure of participants to academic and social life of host institutions is capable of setting the stage for permanent return to Nigeria.

- The programme has been able to create appropriate engagement positions and job satisfaction for Nigerian academics and experts. The opportunity provided by the programme for participants to conduct research during their stay enables the academic community to benefit from the flow of knowledge from diaspora, thereby turning the brain drain to brain gain for the nation.

- The LEADS has the capability to enhance skills acquisition in rare areas of expertise. According to the NUC, the programme has been able to bring experts who provided support in the installation of digital X-ray machines for panoramic and cephalometric radiographs in some hospitals in Nigeria.

- The programme has been able to encourage the experts in the industry to participate in teaching, research and cross fertilization in Nigeria Universities.

- It has contributed to the enrichment of tertiary education curriculum review process with modern, high tech and new trends in the relevant discipline.

5.4.2 Weaknesses of LEADS

Despite the contributions of LEADS to the development of Nigerian university education, there are significant challenges confronting the programme. From the interviews conducted, five major challenges were isolated. First, the scheme is restricted to seven disciplines which are believed to experience acute shortage of personnel in Nigerian universities. This imposes a limitation on Nigerians in diaspora who are willing to participate in the scheme but are not experts in the selected disciplines.

Inadequate funding was identified as a major challenge facing the implementation of the scheme. The NUC is expected to shoulder all the expenses while the host institutions provide accommodation and travel expenses. The monthly stipend of USD2,500 paid to participants by the NUC can be described as inadequate in the face of rising inflation and cost of living in the country. It is also inappropriate that participants are paid the same amount of stipend irrespective of their cadre. Though the Commission acknowledged the importance of diaspora engagement in the tertiary education sector, it lacked adequate financial resources with which to make LEADS more attractive to diasporas.

Another major challenge of the programme is the unsatisfactory state of facilities for research and teaching in most Nigerian universities. The infrastructure to support diaspora academics and enhance their engagement such as constant supply of electricity, water supply is lacking in many Nigerian universities.

The negative attitude of academics at host institutions to their diaspora colleagues was identified as a big challenge to implementation of diaspora engagement programmes in tertiary education. According to a Director in the NUC, it is not uncommon to find diaspora academics facing resentment and uncooperative attitude by their counterparts at home. The general feeling that diaspora academics abandoned the system when things were tough could lead to friction in building enduring academic relationships with colleagues in host institutions.

Finally, general instability in academic systems and calendars of Nigerian universities was isolated as a major challenge to diaspora engagement programmes in the education sector. Of recent, the academic calendars of many universities remain unpredictable as a result of incessant closure of
universities due to industrial actions by academic and non-academic staff. Irregularity in academic calendars makes it extremely difficult for academics in diaspora to use their vacation for programmes of temporary engagement in Nigerian universities.
CHAPTER SIX
CONCLUSION AND RECOMMENDATIONS

This needs assessment was conceptualized to identify skills and competency gaps in Nigerian education and determined how Nigerians in the diaspora could be engaged to contribute their quota to the development of the sector. Based on this conceptualization, and from the desk review of relevant literature, and more crucially from the in-depth interviews conducted with government functionaries, some conclusions are reached and recommendations made. These are organized into themes as presented in this section.

6.1. Policy Environment for Diaspora Engagement in Education

The findings from the needs assessment survey of the education sector indicate the presence of an enabling policy environment for diaspora engagement in the sector. Nigeria currently has a robust labour migration policy developed with technical assistance from the IOM. The policy, revised in 2013, addresses the broad objectives of promoting good governance of labour migration and promotion of the welfare of migrant workers and optimizing the benefits of labour migration on development while mitigating its adverse impact. In addition, there is on ground a government institution, the Nigerian National Volunteer Service (NNVS), charged with the task of managing and effectively deploying volunteer services and activities of both Nigerians in diaspora and at home. With formal structures and a policy framework in place, there is a conducive policy environment for diaspora engagement in the education sector. International development partners should leverage on existing diaspora policy framework to launch programmes of diaspora engagement and participation in the education sector.

6.2. Need for Diaspora Engagement in Education Sector

The results of the needs assessment have shown that there are currently debilitating skills and competency gaps in the nation’s education sector. The education sector currently operates in a resource-trapped environment, which requires additional resources and interventions such as diaspora engagement. In a resource-strapped environment, the nation must draw on all its resources, among which are its citizens in the diaspora. The hitherto exodus of Nigeria’s skilled professionals to the western world, derogatorily referred to as brain drain, can be reversed to the nation’s advantage and turned into brain gain or brain mobility. Thus, it is recommended that the education sector requires an urgent need for intervention to bridge existing skills and competency gaps in the sector and enhance the quality of education for its citizens.

6.3. Modalities for Diaspora Engagement in Education

From the interviews conducted for the needs assessment, it was clear that diaspora engagement in Nigerian education should be restricted, at least for now, to interventions at the tertiary level of education. Though skill shortages requiring diaspora intervention exist at the lower levels of education, there is currently no institutional structures available at these levels for the implementation of programmes of diaspora engagement. The consensus among key informants centered on the necessity to work out the modalities for diaspora engagement in the education sector and restrict its implementation to universities and other tertiary institutions.

Modalities for diaspora engagement in tertiary education would take various forms organized around the three core competencies of teaching, research and services. Thus, diaspora engagement in tertiary education would include activities such as short courses, summer classes, curriculum development, and supervision of graduate student dissertations. Other modalities for engagement
would include joint research and grants, publishing and manuscript reviews, building data bases and digital archives, and as external examiners, and mentoring.

6.4. Disciplines and Competencies Requiring Diaspora Engagement

Both qualitative and quantitative data collected for the needs assessment revealed general skills shortage in the core disciplines of science, foreign languages, mathematics and basic technology at the basic and post-basic education levels. Areas of skills shortage at the tertiary education level include special education, computer science, technology, law, engineering, medicine and surgery. Also, the assessment revealed that teachers at all levels of education generally lacked ICT, counselling and pedagogical competencies. The identified disciplines and areas of competency gaps should be prioritized in diaspora engagement programmes, though opportunities for engagement may vary according to disciplines.

6.5. Leveraging on Existing Programmes of Diaspora Engagement

The results of the assessment identified the Linkage for Experts and Academics in the Diaspora Scheme of the National Universities Commission as a good platform to launch IOM’s intervention programme of diaspora engagement in Nigerian education. The strengths of the programmes should be identified and its weak points improved upon. A major area where improvement is desirable is to increase and graduate the stipend paid to participants from USD2,500 to USD3,000 depending on their status.

Programmes of diaspora engagement in education are currently non-existent at Colleges of Education and Polytechnic levels of Nigerian tertiary education. Since the results of this assessment attest to the need for interventions to bridge skills and competency gaps at all levels of tertiary education, it is recommended that programme of diaspora engagement should be extended to Colleges of Education and Polytechnics to enhance quality of education and promote international mentoring for students in these institutions. The suitability of Polytechnics and Colleges of Education as institutional counterparts with potentials for robust programmes of diaspora engagement is high.

6.6. Difficulties in Attracting Diaspora to Engage in Education.

Lack of modern infrastructure, scarcity of teaching materials and inadequate research equipment in Nigerian institutions are “push” factors accounting for the exodus of Nigerian academics to other countries in search of greener pastures. Basic facilities such as furniture, office accommodation, classrooms and laboratory equipment are lacking or their capacities over-stretched in many institutions. Key informants argued that these inadequacies make it impossible for academic to engage in any cutting-edge research that can advance the frontiers of knowledge. The situation poses a big challenge to efforts targeted at persuading academics in diaspora to return home to contribute to national development. It is recommended that the nation’s institutions should undergo massive infrastructural upgrade and maintenance to set the stage for the return of diaspora academics and professionals.

6.7. Conducive working conditions for Nigerian Academics

General improvements in working conditions of Nigerian academics are crucial if those in the diaspora are to be persuaded to return home to contribute to educational development even on short term basis. Prompt payment of staff salaries and other entitlements would not only minimize systemic crisis in the education sector but also serve as motivation and incentives for diaspora academics to return home. Incentive package to entice temporary or permanent home return may include enhanced salaries, transport facilities, accommodation or rent allowance, medical insurance and tax rebates.
6.8. Insecurity and Diaspora Engagement

Political instability, insecurity and threat to life and property do not promote conductive environment for diaspora engagement. Also, irregularity in academic calendars of educational institutions occasioned by workers’ frequent industrial actions make it extremely difficult for academics in diaspora to use their vacation for programmes of temporary engagement in Nigerian education. Government should tackle problems of insecurity and systemic crisis in the education sector to create conducive environment to attract the intellectual diasporas back to their home countries.

6.9. Diaspora Engagement through Virtual Participation

Diaspora virtual participation in education is the involvement of diaspora professionals in the education sector without requiring any physical relocation to their home country. With the use of modern ICT facilities, Nigerians living abroad can share their knowledge and expertise with stakeholders in the education sector. This can be achieved through various platforms such as e-learning, online teaching and collaborations to execute research and academic projects. It is recommended that the government, educational institutions and development partners in the education sector should explore diaspora virtual participation as an intervention strategy to target diasporas who are willing to contribute their knowledge, skills and competence to Nigerian education but are not willing to return to Nigeria.

6.10 Establishment of Diaspora Office in Tertiary Institutions

Some Nigerian universities already have institutional structures for managing diaspora engagement issues. It is recommended that the Federal Ministry of Education should direct all tertiary institutions to set up offices mandated with the mission of working closely with diasporas. This will formally integrate diaspora affairs in the structures of tertiary institutions and foster knowledge and skills transfer for national development. There is need for periodic evaluation of diaspora-related activities in higher education to assess their effectiveness.

6.11. Establishment of Reliable National Diaspora Database

Effective management of diaspora engagements requires reliable database of intellectual diasporas. The government should collaborate with relevant organizations and agencies to collect current and accurate data on Nigerian academics in the diaspora. The IOM should increase its technical assistance to the country to enable it generate and update its national diaspora database.
REFERENCES

Adeyemi, T. O.

Aghenta, J.A.
2001 Educational planning: A turning point in education and development in Nigeria. *Inaugural Lecture Series*, 58 University of Benin.

Apelgren, K. and B. Giertz

Aremu, A.O.

Boyer, E.L.

Chee-Leong C., H.O. Yuen-Ping, T. Hwee-Hoon, and N.G. Kwan-Kee

DFID

Federal Government of Nigeria (FGN)

Federal Government of Nigeria (FGN)

Federal Government of Nigeria (FGN)

Federal Government of Nigeria (FGN)

Federal Government of Nigeria (FGN)

Federal Ministry of Education (FME)
Federal Ministry of Labour and Productivity

Ferede, M.K.

Gbenu, J.P.

Green, M. and Wilkinson

IOM and EU
2012 Presentation of the findings of institutional needs assessment for International Labour Migration Desk (ILMD), Federal Ministry of Labour and Productivity (FMLP), Nigeria National Volunteer Service (NNVS) and Nigerian Diaspora Organizations, Ivan Martin.

Junaid, I.M.

Labo-Popoola, S.O., A.A. Bello and F.A. Atanda

Magin, D.J.

Melrose, A.S.

National Universities Commission

National Commission for Colleges of Education

Nwogu, U.J. and B.I. Esobhawan

Olatunji, M.O.
Oldsjo, F.  

Olsson, T., K. Martensson and T. Roxa  

Universal Basic Education Commission  

UNESCO  

UNESCO  

United Kingdom Department for International Development  

US Embassy in Nigeria  

World Bank  

World Bank  

Zeleza, P.T.  
APPENDIX I

SURVEY QUESTIONNAIRE ON EDUCATION NEEDS ASSESSMENT (PRIMARY EDUCATION SECTOR)

Sir/Ma,
This questionnaire seeks to obtain data for a project on education needs assessment by the International Organization for Migration (IOM). The purpose of the needs assessment is to identify skills and competency gaps in Nigeria’s education sector and provide government with recommendations on how the gaps can be addressed. Your response will be used only for the purpose of research and will be treated with utmost confidentiality.

Name of your Board__________________________________________________________
Education Sector Supervised by your Board______________________________________
Your Current Position_________________________________________________________
No of years spent in current position:____________________________________________

SECTION A: DATA ON NIGERIA’S PRIMARY EDUCATION SECTOR
This section is meant to collect existing data or documents from your office on Nigeria’s primary education sector. It is expected that the requested documents will provide national data or statistics on the primary education sector. Kindly make available documents or official publications from which the items listed below can be extracted. Attach the documents to this questionnaire.

1. Documents/Data on Primary Education Sector

<table>
<thead>
<tr>
<th>REQUESTED DOCUMENT</th>
<th>AVAILABLE</th>
<th>NOT AVAILABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribution of primary schools in Nigeria according to states</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupil Enrolment in Nigerian Primary Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribution of Primary School Teachers by States</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribution of Primary School Teachers according to length of service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribution of Primary School Teachers by Sex, Age and Academic Qualifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribution of Nigeria’s Primary School Teachers by Subject Specializations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher shortage in Nigerian Primary Schools by Subject Areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Primary School Teachers with Minimum Teaching Qualifications (NCE or Below NCE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher-Pupil Ratio by states</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher shortage in Primary Schools by States</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hard-to-Fill Teaching Vacancies in Primary Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Non-teaching staff by categories of work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-teaching Staff Vacancies in Nigerian Primary Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present salary structure of Nigerian Primary School Teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Rate the extent of teacher shortage in Nigeria’s primary education sector in each of the following discipline
### DISCIPLINE

<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>EXTENT OF TEACHER SHORTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NONE</td>
</tr>
<tr>
<td>English Language</td>
<td></td>
</tr>
<tr>
<td>Foreign Language (French)</td>
<td></td>
</tr>
<tr>
<td>Local Languages</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td></td>
</tr>
<tr>
<td>Business Studies</td>
<td></td>
</tr>
<tr>
<td>Basic Technology</td>
<td></td>
</tr>
<tr>
<td>Others (Please specify)</td>
<td></td>
</tr>
</tbody>
</table>

### SECTION B: COMPETENCIES IN NIGERIA’S PRIMARY EDUCATION SECTOR

The purpose of this section is to seek your opinion on available competencies in Nigeria’s primary education sector. In this context, competencies are specialized abilities, skills or proficiencies that are necessary for effective teaching in schools. Kindly respond to each item by providing as much details as you can.

1. What proportion of primary school teachers in Nigeria possesses each of the following competencies? *(Mark X as appropriate)*

<table>
<thead>
<tr>
<th>TYPE OF COMPETENCY</th>
<th>PROPORTION OF TEACHERS WITH COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below 25%</td>
</tr>
<tr>
<td>Subject-matter Knowledge</td>
<td></td>
</tr>
<tr>
<td>Pedagogical Knowledge</td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td></td>
</tr>
<tr>
<td>Student Evaluation</td>
<td></td>
</tr>
<tr>
<td>Information Communication Technology</td>
<td></td>
</tr>
<tr>
<td>Pupil Counselling Skills</td>
<td></td>
</tr>
<tr>
<td>Others (Please specify)</td>
<td></td>
</tr>
</tbody>
</table>

2. In your opinion, in which of the disciplines is teacher shortage most acute?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

3. What do you think is responsible for the acute shortage in (3) above?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

4. What proportion of primary school teachers in Nigeria has professional training to work in the nation’s primary education sector?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
5. What do you think is the effect of professional training or lack of it on teachers’ competence in Nigeria?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

SECTION C: ADDRESSING SKILL AND COMPETENCY GAPS IN PRIMARY EDUCATION

This section seeks your opinion on how to address skill and competency gaps in the Nigeria’s primary education sector. Kindly respond to each item by providing as much details as you can.

1. Do you think the present salary of primary school teachers in Nigeria is attractive motivation for teachers?

___________________________________________________________________________

___________________________________________________________________________

2. What in your opinion is the best way to motivate Nigerian primary school teachers to improve their productivity?

___________________________________________________________________________

___________________________________________________________________________

3. In your opinion, what should be done to address the problem of teacher shortage in Nigerian primary schools?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

4. What, in your opinion, should be done to improve the quality of new entrants into the teaching profession in Nigeria?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

5. In subject areas where teacher shortage is pronounced, what incentives can be introduced to attract prospective teachers?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

6. Describe any programme(s) of international assistance to your Board toward meeting the country’s demand for teachers in the primary education sector.
7. In your opinion, how can Nigerians in diaspora be integrated and made to contribute to the development of Nigeria’s primary education sector?

8. Briefly describe your board’s current skill and competency exchange programme with Nigerians in Diaspora (if any)

9. What are the benefits of your Board’s current skill and competency exchange programme to the primary education sector in Nigeria?

10. Identify the challenges facing the skill and competency exchange programme with Nigerians in Diaspora.

11. Provide recommendations on how the challenges in (10) can be addressed.

12. Kindly suggest who else in your Agency to talk to about skills and competency gaps in the primary education sector.
APPENDIX 2

SURVEY QUESTIONNAIRE ON EDUCATION NEEDS ASSESSMENT (TERTIARY EDUCATION SECTOR)

This questionnaire seeks to obtain data for a project on education needs assessment by the International Organization for Migration (IOM). The purpose of the needs assessment is to identify skills and competency gaps in Nigeria’s education sector and provide government with recommendations on how the gaps can be addressed. Your response will be used only for the purpose of research and will be treated with utmost confidentiality.

Name of your University/College

Your Current Position

No of years spent in current position:

SECTION A: COMPETENCIES IN NIGERIA’S TERTIARY EDUCATION SECTOR

The purpose of this section is to seek your opinion on available competencies in your University/College. In this context, competencies are specialized abilities, skills or proficiencies that are necessary for effective teaching. Kindly respond to each item by providing as much details as you can.

1. What proportion of lecturers in your University/College possess each of the following competencies? (Mark X as appropriate)

<table>
<thead>
<tr>
<th>TYPE OF COMPETENCY</th>
<th>PROPORTION OF TEACHERS WITH COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below 25%</td>
</tr>
<tr>
<td>Subject-matter Knowledge</td>
<td></td>
</tr>
<tr>
<td>Pedagogical Knowledge</td>
<td></td>
</tr>
<tr>
<td>Research Skills</td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td></td>
</tr>
<tr>
<td>Student Evaluation</td>
<td></td>
</tr>
<tr>
<td>Information Com. Technology</td>
<td></td>
</tr>
<tr>
<td>Student Counselling Skills</td>
<td></td>
</tr>
<tr>
<td>Others (Please specify)</td>
<td></td>
</tr>
</tbody>
</table>

2. In your opinion, in which of the disciplines is lecturer shortage most acute?

___________________________________________________________________________
___________________________________________________________________________

3. What do you think is responsible for the acute shortage in (3) above?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

4. What do you think is the effect of lack of professional training on university teachers’ competence in Nigeria?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
SECTION C: ADDRESSING SKILL AND COMPETENCY GAPS IN TERTIARY EDUCATION

This section seeks your opinion on how to address skill and competency gaps in the University. Kindly respond to each item by providing as much details as you can.

1. Do you think the present salary of teachers in Nigeria is attractive motivation for teachers in your University/College?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

2. What in your opinion is the best way to motivate Nigerian tertiary education teachers to improve their productivity?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

3. In your opinion, what should be done to address the problem of teacher shortage in your University/College?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

4. What, in your opinion, should be done to improve the quality of new entrants into teaching in Nigerian tertiary institutions?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

5. In disciplines where teacher shortage is pronounced, what incentives can be introduced to attract prospective teachers?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

6. Describe any staff exchange or linkage programme in your University for staff development.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

7. Briefly describe the strength of the staff exchange or linkage programme in (6) above.

___________________________________________________________________________
8. Identify the challenges facing the staff exchange/linkage programmes in your University/College.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

9. Provide recommendations on how the challenges in (7) can be addressed.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________