

# Nigeria Higher Education Dialogue Abuja

Transnational Education,  
Access and Quality in  
Nigeria's Higher Education.  
23rd February 2017

Conference Report  
and Communique



# Nigeria Higher Education Dialogue

Transnational Education, Access and Quality in  
Nigeria's Higher Education

Held at  
Transcorp Hilton Hotel, Abuja, Nigeria

Report by  
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23rd February 2017



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## 1.0 PREAMBLE

The British Council is committed to supporting the Government of Nigeria's on-going efforts to transform Higher Education institutions into agents of national development. Towards this end, the Higher Education Dialogue, the second in the series of engagement with Higher Education stakeholders, was held on 23rd February 2017 at the Transcorp Hilton Hotel. The Dialogue, entitled Transnational Education, Access and Quality in Nigeria's Higher Education, was organized under the following themes:

- Universities, Employability and Inclusive Development (Report Launch)
- Curriculum reform, a catalyst for change
- Exploring the role of industry in Higher Education design.
- Transnational education as a tool for improving access in Higher Education.
- The NUC's cross border Higher Education guidelines, a tool for internationalizing Nigeria's Higher Education

The Report and Communiqué of the Dialogue are presented herein under the following headings:

- Profile of participants
- Presentation, discussion and major outcomes of papers presented under:
  - Universities, Employability and Inclusive Development
  - Transnational Education, Access and Quality in Nigeria's Higher Education
- Communiqué

## 2.0 PROFILE OF PARTICIPANTS

The Dialogue was aimed at engaging with high level stakeholders in Nigeria to develop initiatives and interventions to support institutional/system development and reform. The expected key stakeholders were:

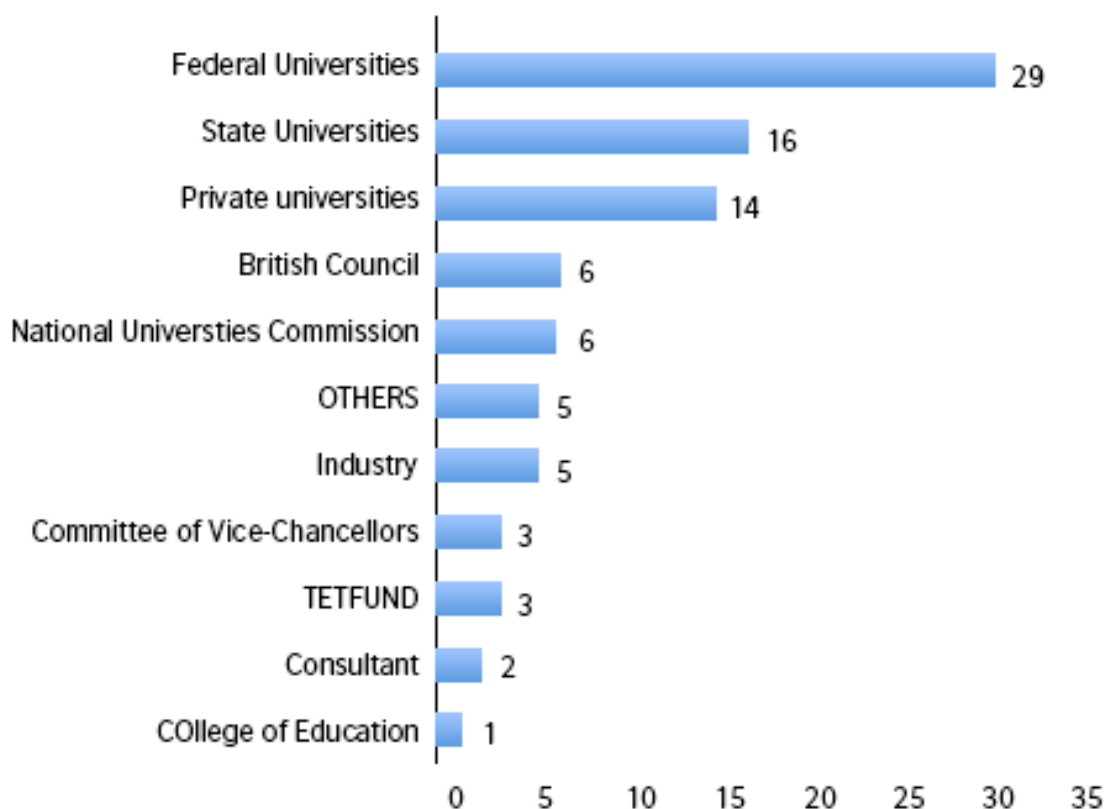
- Heads of higher education institutions (HEIs) in Nigeria comprising 338 HEIs (152 universities, 103 polytechnics and 83 colleges of education). The 152 universities are made up of 40 Federal, 44 State and 68 Private.
- Regulatory Agencies such as the National Universities Commission (NUC) for universities, the National Board for Technical Education (NBTE) for Polytechnics, and the National Commission for Colleges of Education (NCCE).
- The main funding agency for higher education in Nigeria – the Tertiary Education

Trust Fund (TETFUND).

- Consultants for the research on graduate employability commissioned by the British Council.
- Staff of British Council in Nigeria
- Committee of Vice-Chancellors of Nigerian Universities (CVC)
- Industry as employers of labour
- Others from the UK Higher Education sector

Suffice it to note that a total of 90 participants took part in the Dialogue with the profile of attendance as depicted graphically below.

**Profile of the 90 Participants at the Dialogue**



It can readily be seen from Figure 1 that the Dialogue essentially involved the Nigerian university system, the regulatory agency for universities (NUC), the funding agency for public tertiary institutions – TETFund, and other stakeholders. The other arms of the Nigerian HE system – the polytechnics and the colleges of education - were not represented. It is hoped that this is not symptomatic of the ongoing policy stance of government which tends to relegate the polytechnic system through the conversion of some of the established polytechnics into degree-awarding institutions. This issue cropped up during the Dialogue session with some noting the danger it portends to the production of the requisite technical manpower to face the challenges of global competition. It is pertinent to note that the polytechnic system is designed to produce the requisite middle-level technical manpower, without which technology cannot be delivered to the economy. The importance of this ladder in the education and training system is accentuated by the on-going practical measure in the Chinese higher education system. In a bid to reduce the huge number of university graduates with similar academic degrees competing with each other for the same jobs, China, in 2014, embarked upon the plan to turn at least half of its public universities (amounting to close to 600 universities) into institutions of applied learning or polytechnics to produce more technically trained graduates. The radical, wide-ranging move was, according to education experts in the country, aimed at a “gradual transition” of the country’s higher education landscape into the dual system, with the new applied institutions focusing on training engineers, senior technicians and other highly skilled workers rather than pursuing what they referred to as over-academic, highly theoretical studies. It is worth noting that the emerging Chinese commitment to polytechnic education is similar to the German system with its research universities and high quality technical fachhochschulen or polytechnics. Furthermore, the planners of the Chinese polytechnic system noted:

***“The switch to more technical and vocational higher education has a lot to do with the relevance of higher education. Rapid growth in universities caused many programmes that were not very relevant to be offered,... The polytechnics would help reduce the unemployment rate among university graduates.”***

This issue should interest the British Council as well as all other stakeholders in the efforts to help reposition HE in Nigeria and beyond.



### 3.0 PRESENTATIONS, DISCUSSIONS AND MAJOR OUTCOMES OF PAPERS PRESENTED UNDER UNIVERSITIES, EMPLOYABILITY AND INCLUSIVE DEVELOPMENT

The research project, Universities, Employability and Inclusive Development was commissioned by the British Council in 2012 in the context of the organisation’s broader higher education programme in Sub-Saharan Africa. It emerged from a seven-country scoping study conducted in 2011, which identified a range of challenges faced in the region that were seen to limit the positive impact of higher education on society, and particularly to constrain its ability to produce employable graduates.

The research project that was subsequently proposed sought to identify the changes that need to be made in universities so as to make them more effective in enhancing the employability of their graduates. The project was underpinned by a commitment to the development of higher education systems across the participating countries, as part of a broader process of social transformation for the benefit of all.

The research project ran from March 2013 to February 2016, and involved five countries – Ghana, Kenya, Nigeria, South Africa, and for comparative purposes, the UK. The research was led by the UCL Institute of Education, London, and was conducted in partnership with four universities, one in each of the focus countries: University of Education, Winneba, Ghana; Kenyatta University, Kenya; University of Ibadan, Nigeria; and University of the Free State, South Africa.

The main research questions addressed in the research were:

- Given the increasing global importance attached to employability, how are universities in the five countries contributing to the preparation of graduates for work and participation in society?
- Furthermore, how does a cross-country comparative perspective influence understandings and explanations of graduate employability; and with what implications for policy and practice?

It is pertinent to note that the research study focused primarily on the teaching function of universities at undergraduate level, rather than the research and

community engagement functions of a university as well postgraduate programmes delivery. This was to keep the project within an implementable scope as these functions as well as postgraduate studies play an essential part of the university’s role in enhancing a country’s development.

### 3.1 PAPERS PRESENTED

The following three papers were presented on the outcome of the research, followed by discussions by the participants:

1. Universities, Employability and Inclusive Development by Dr. Tristan McCowan, the Consultant Researcher and Project Coordinator from UCL Institute of Education, London;
2. Research and Training Responses to the Employability Challenges in Nigeria by Prof Segun Adedeji, Consultant Researcher, University of Ibadan; and
3. Enhancing Graduate Quality, Employability & Relevance by Dr. Nan Yeld, Higher Education Advisor, Sub-Saharan Africa, British Council.

The major findings and recommendations from the presentations are presented below.





## Paper No.1: Universities, Employability and Inclusive Development

- The basic concept of employability refers to the ability of an individual to gain and maintain employment. It involves a range of attributes, involving knowledge and skills, but also values and social networks. Employability, however, is not identical to employment. Whether a graduate will actually be employed is dependent partly on their employability, but also on a range of other factors, most importantly the availability of jobs in the different sectors of the economy and the socio-economic and political situation in the nation state. The challenge of graduate unemployment is therefore multifaceted.
- From the survey of career aspirations of several hundreds of students in Nigeria and Kenya, for example, 23.4% of Nigerian students were looking forward to self-employment while 28.4% were looking forward to further studies. This is to be compared to 64.4% looking for self-employment while a paltry 7% wanted further studies in Kenya.
- A significant percentage of Nigerian students felt that lack of networks and family connections are among militating factors against getting employment. Students from disadvantaged backgrounds face an uphill struggle.
- Students no longer see their future solely in conventional salaried employment.
- Entrepreneurship and social enterprise have now become key areas of interest for graduates, along with combined careers in various sectors.
- While all universities provide some employability activities, provision is patchy, and reaches only a minority of students.
- Many universities are still characterised by

rote learning. A fundamental shift needs to be made towards critical thinking, enquiry-based learning and real-life application of knowledge.

- Students lack benchmarks by which to evaluate the provision they are receiving and a platform on which to express their views. Empowering students can have a transformative effect on institutions and systems.

## Paper No.2: Research and Training Responses to the Employability Challenges in Nigeria

- As at the time of the survey, the 150 universities in Nigeria had a total student enrolment of 1,131,312; the 98 polytechnics/monotechnics had 360,535 students; while the 86 Colleges of Education had a total enrolment of 354,387. This brings the total students enrolment in the Nigerian HEIs to 1,846,234.
- Graduate unemployment was estimated at 29.5 per cent as at 2013 in Nigeria. This situation was ascribed to the following factors: skill gap/mismatch; significant disparity between needed skills and the current capabilities of the graduates to get jobs; disconnect between admission policies and practices and labour market requirements; traditional teaching-learning processes unable to leverage on technology; deficient curricula from the viewpoint of producing employable graduates; unstable academic calendar due to incessant strikes by staff unions; poor teaching and learning environment; weak university–industry linkage; and weak implementation of the Students Industrial Work Experience Scheme as a window for connecting to the private sector.
- Vacancies for graduate-calibre jobs were in short supply in Nigeria because of the

economic slowdown and the embargo placed on new recruitment. Every graduate vacancy attracted an average of 83 applicants in 2014, compared to 69 in 2010, with competition for each available position intensifying as more students leave higher education each year.

- Analysis of graduates securing employments showed that about 43 per cent were from social sciences, humanities and arts disciplines, followed by graduates from business studies (26 per cent) and natural sciences (22 per cent).
- Skills being sought by employers are, in varying degrees: Analytical, Entrepreneurial, Critical Thinking, Communication, Decision-making, Information Technology, Interpersonal Relationship, Problem-solving, Self-Directed Learning, Technical, and Numeracy.
- The Nigerian study made the following recommendations as a way forward:
  1. Curricula reforms - Curriculum reforms and a shift from certificate acquisition to equipping students with 21st century work-ready skills;
  2. University – Industry linkages - Building a strong relationship among institutions, industries and regulatory agencies;
  3. Embed skills for employability programmes - analytical, critical thinking, entrepreneurial skill, problem solving and communication skills;
  4. Teaching pedagogy – to be entrepreneurial driven;
  5. Youth employment initiatives – Embarking on Graduate Internship Scheme (GIS), U-Win, Subsidy Re-investment Programme, N- Power programmes; etc.

### **Paper No.3: Enhancing Graduate Quality, Employability & Relevance**

- The paper was predicated on identifying

the means of enhancing graduate quality and employability; strengthening the connections between universities and employers/the world of work, to mutual benefit; and contributing to national, regional & continental prosperity & quality of life.

- The excellent paper identified the following means of achieving the above:
  1. Professional development of Careers Service staff and other institutional staff involved in ‘employability’/ entrepreneurial activities, through the provision of courses at various levels, the mentoring of such staff during this process, and the building of professional networks;
  2. The collection of institutional data on student learning and the establishment of ‘first destination’ surveys and studies, labour market profile, and building of capacity to analyse, interpret, and act on such information;
  3. Promoting the integration of Careers Service work into the core work of institutions;
  4. Develop and make maximum use of strong links with employers and alumni.

Interested institutions were asked to complete a questionnaire that would be processed to help the British Council to gauge the level of need and interest in strengthening ‘Institutional functions & processes directly linked to the ‘employability’ agenda’.

### **3.2 HIGHLIGHTS OF THE CONTRIBUTIONS FROM THE FLOOR**

As to be expected, the quality of participation by the audience was quite commendable. Provided below are the highlights of the major submissions.

- The sample size and choice of only three universities for the country-level case studies was considered inadequate

towards some form of generalisation of outcomes.

- The impression should not be created that graduates are only for employability but, rather, the universities must also impart knowledge.
- The present curricula are high in knowledge but deficient in skills being sought from graduates.
- The university-industry linkage must be strengthened with employers making necessary inputs to curriculum re-design.
- Government must create a macro-economic climate that promotes industrialisation and job creation. The environment for business must be improved.
- Plan is now afoot to address the issue of over-regulation by NUC through its design of the Benchmark Minimum Academic Standards (BMAS) by creating room for innovation in curriculum development on institutional basis.
- The non-operation of stable academic calendar in the public institutions due to funding-related strikes by the staff unions will continue to have negative impact on the quality of graduates from the system.
- Governments must therefore address the issue of funding to stem strikes by university staff unions.
- The staff in the system will have to undergo training on pedagogy if they are to handle the proposed revised curricula. There is a need to identify institutions abroad that can help with appropriate training of staff.
- There is a need to encourage performance-based system with students encouraged to assess their lectures with the outcomes professionally analysed to provide feedbacks to improve course delivery by lecturers.
- British Council should endeavour to hold similar dialogue with employers of labour, proprietors of universities, government agencies, and funding agencies.
- There is a need to carry out a study of the employment generating capacity of the different sectors of the economy together with the requisite skill sets to enter each sector.
- There is a need to analyse the HE system on an input-process-output basis with attention paid to the quality of input into the system as produced by the high school system with most public schools not in good shape at the moment. The public school system has more or less collapsed with negative impact on output quality.
- Experience from developing economies shows that Nigeria must pay due attention to the middle-level technical manpower training as engendered in the polytechnic programmes.
- There is a need for quality infrastructural support, most especially the information and communication technology (ICT) equipped with adequate and affordable bandwidth to support voice and data transmission as well as leveraging technology into teaching and research.
- Government must pay due attention to the quality of leadership of the university system to manage the change engendered in the implementation of the various initiatives.
- The significant differences in the aspirations of students from the different countries covered in the study would have to be studied further on country basis.
- The notion of overproduction of graduates was largely informed by the paucity of jobs in the economy; more graduates

would have to be produced and deployed towards the realization of the sustainable development goals being pursued by the country.

- The Nigerian university system can gain a lot from other institutions on the handling of the developments of the different employability skills such as critical thinking, team work.
- There is a need to have a common benchmark to aid inter-university transfer of credits by students.
- TETFUND currently funds only public universities; there is a need to change the Act establishing the Fund to enable it also fund private universities since their products also contribute to the economy and the Fund is being financed from taxes paid by companies in the private sector.



- Each university should establish career development centre including counseling.
- The admission policy into universities, which has for several years been based on only 45% merit, should be changed to at least 70% being on merit. Such policy designed to take care of the so-called educationally disadvantaged states should have been time-bound.
- A system should be put in place in which universities are ranked on the basis of the employability of their graduates. Towards this end, each institution should put the

mechanism in place for tracing their graduates after graduation.

- The educational system should place emphasis on character building.
- In his contribution at the Dialogue, the Executive Secretary of the National Universities Commission noted that:
  1. NUC and the British Council are going to work together in the efforts of the former to reform the Nigerian HE.
  2. NUC is to undertake a comprehensive review of the present BMAS to align the curricula towards the production of graduates with requisite skill sets to thrive in the economy and beyond.
  3. NUC to consult all the critical stakeholders, including accreditation agencies from Africa and beyond, in the planned comprehensive review of the BMAS with attention on the peculiarities of the different disciplines. There is already useful contact with the National Accreditation Board (NAB) of Ghana. As a matter of fact, both NUC and NAB together with University of Sussex, England, collaborated in the preparation of the proposal recently submitted under the Sustainable Partnership for Higher Education Innovation and Reform (SPHEIR) research grant which closed recently.
  4. The industrial sector must cooperate in ensuring the success of the SIWES as a window for students to gain practical experience in line with their chosen disciplines.
  5. The process of curriculum review has, however, started in the medical and health sciences discipline with participation by the Provosts of the Colleges of Medicine in Nigeria, National Postgraduate College, West African College of Surgeons, and Medical and Dentistry Council of Nigeria.
  6. Similar model has also been adopted to handle the review of ICT-driven programmes in the Nigerian University System.



## 4.0 PRESENTATION, DISCUSSION AND MAJOR OUTCOMES OF PAPER PRESENTED UNDER TRANSNATIONAL EDUCATION (TNE) PARTNERSHIP

The paper titled, Transnational Education, Access and Quality in Nigeria's Higher Education, was presented by Sephora Imomoh, Higher Education Programme Manager, British Council. The importance of the paper is derived from the lingering access problem in the Nigerian HE accentuated by only about 30% to 40% of qualified candidates seeking admissions to the universities, in particular, being admitted while the rest have to wait for another chance in subsequent admission exercises by JAMB. It is also pertinent to note that the liberalisation by government of the establishment of universities by interested individuals and organisations, which has led to the emergence of 68 private universities in the past ten years, has not solved the access problem. The 68 private universities, out of the 152 universities in the country, account for only about 7% of the total admissions.

Thus, Nigeria has to look beyond the present brick-and-mortar model to seriously address the access problem. It is in this context that this paper on TNE offers an additional platform for programme delivery. Transnational education (TNE) is award- or credit-bearing higher education learning undertaken by students based in a different country from that of the awarding institution. Transnational Education is growing in scope, scale and complexity and represents a significant component of the international higher education landscape. In some countries TNE accounts for over 10% of HE provision. For example, as at 2013, the Malaysian HE had seven Foreign Branch Campuses running 163 programmes and 105 providers running 603 programmes in collaboration with local providers. Quality assurance of TNE in Malaysia involved serious interactions between the two higher education systems in the host country and the TNEs' countries.

The paper presenter, Sephora Imomoh, identified six types of TNE in operation worldwide:

- i. Collaborative TNE Provision: Academic programme collaboration between host and sending HEI's



- ii. Partnership Programmes: Twinning, Joint/Double degree, Conjoint
- iii. Joint Universities: Binational, Co-developed, Co-funded
- iv. Independent TNE Provision: Foreign Sending HEI responsible for academic programme and award
- v. Franchise Programmes: Import/Export, Validation
- vi. International Branch Campus: Satellite campus, international private HEI's

***The Executive Secretary of the National Universities Commission reiterated the Commission's commitment to supporting more TNE in the country. He stated that credible international HE institutions will be welcome and will contribute to improving access in Nigeria's Higher Education system.***

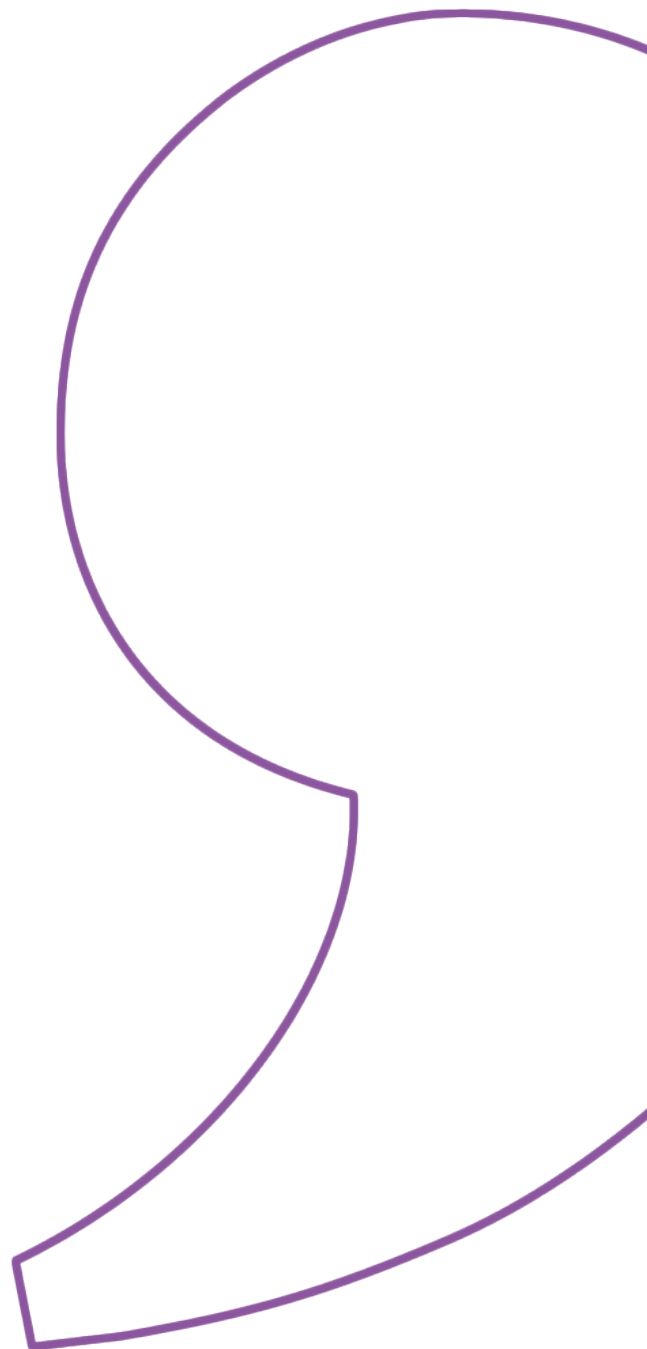
Three categories of TNE are being promoted by NUC under its Cross Border Higher Education (CBHE), namely:

- i. Twinning/Articulation Model
- ii. Branch Campus Model
- iii. Open and Distance Learning Model

The operations of the different elements of the CBHE are subjected to the following conditions:

1. The foreign university must be accredited by its home country for the purpose of offering degree, diploma and certificate programmes.
2. The programme(s) of the foreign university must also be recognised by the national (appropriate) quality assurance agency in its home country.
3. The partner university in Nigeria must be duly licensed by the NUC for the purpose of offering degree, diploma and certificate programmes.
4. The partner university in Nigeria must provide the physical infrastructure for the takeoff of the programme (or in conjunction with the foreign university).

Suffice it to note that TNE, under the CBHE platform, is still to take solid root in the Nigerian HE system. It is however heartwarming that NUC is set to revisit TNE with greater flexibility to promote its operation in Nigeria. This is undoubtedly another area of possible cooperation between the British Council and NUC bearing in mind the considerable experience of British Council and some UK universities in TNE partnership and distance learning.



## 5.0 COMMUNIQUE

***In the last two decades, higher education worldwide has moved from the periphery to the center of governmental agendas in most countries. Universities are now seen as crucial national assets in addressing many policy priorities, and as: sources of new knowledge and innovative thinking; providers of skilled personnel; contributors to innovation; attractors of international talent and business investment; agents of social justice and mobility; contributors to social and cultural vitality; and determinants of health and well-being.***

**Geoffrey Boulton**

Little wonder that developed and developing economies continue to pay great attention to their higher education institutions, which are increasingly becoming agents of development. It is in this context that there is a pressing need to address the following identified challenges, among others, facing the Nigerian higher education:

- **Access:** In spite of the impressive increases in enrolments in recent years there is still considerable unmet demand, while the country still lags behind global average levels of enrolment.
- **Equity.** Access to universities is for the most part restricted to the privileged few, with under-representation of many groups, including lower-income groups, those from rural areas and those with disabilities.
- **Quality.** Rapid expansion has placed considerable strain on university infrastructure, and there are substantial concerns about staff quality and students' learning outcomes.
- **Links.** Universities do not always have strong relationships with broader society, including local communities, schools, and

industry; leading in respect of the latter to graduate employability problem in terms of disconnect between the skills provided graduates and the skill sets required by the economy.

- **Research and data.** Most higher education systems lack adequate information in many areas, even relating to basic enrolments, and there are significant needs for research on universities and their impact.

Presented below are the major recommendations from the Dialogue as they concern the following key stakeholders:

1. The Governments
2. The Higher Education Institutions, particularly the universities
3. The National Universities Commission (NUC)
4. The Tertiary Education Trust Fund (TETFUND)
5. Industry, as employers of labour  
The British Council

### Government

Government refers to the Federal and State governments with responsibility for funding public universities and setting the general policy environment for the operations of the institutions.

- Governments are to promote funding mechanisms that will ensure adequate funding of the institutions to enable them perform their basic functions of teaching, research and community engagement.
- TETFUND currently funds only public universities; there is, however, a need to revisit the Act establishing the Fund to enable it to also fund selected activities of private universities.
- Governments are to strengthen the existing law that makes it mandatory for companies operating in the country



to participate in the implementation of the Students Industrial Work Experience Scheme (SIWES) through provision of places for meaningful attachments. In this context, the Industrial Training Fund should leave up to its mandate of funding SIWES and supporting capacity building of industrial coordinators.

- The admission policy into universities, which has for several years been based on only 45% merit should be re-visited towards promoting merit as basis of admissions.
- Government should strengthen youth employment initiatives such as the Graduate Internship Scheme (GIS), U-Win, Subsidy Re-investment Programme, N-Power programmes; etc.
- Government must create a macro-economic climate that promotes industrialization and job creation.
- Government must pay greater attention to the quality of leadership being selected for the administration and management of the of the Higher Education Institutions
- The Higher Education Institutions, Particularly the Universities



It is important that our universities appreciate the fact that the central role of a university is education. Generation by generation universities serve to make students think. They do so by feeding and training their instinct to understand and seek meaning.

True teaching disturbs complacency. They are taught to question interpretations that are given to them, to reduce the chaos of information to the order of an analytical argument and to seek out what is relevant to the resolution of a problem. They learn progressively to identify problems for themselves and to resolve them by rational argument supported by evidence: and they learn not to be dismayed by complexity but to be capable and daring in unravelling it.

- Universities must therefore be ready to spearhead the change engendered in moving from the traditional teaching methodology that encourages rote learning to technology-enhanced pedagogy to promote critical thinking among other skills.
- Universities must be committed to change in curricula and training in new pedagogy to deliver the courses in their programme offerings.
- Universities must embrace the system of performance measurement involving students' assessment of lectures with the outcome professionally analysed to provide feedback to the lecturers and improve service delivery.
- Universities are to establish Career Services Unit with trained Careers Officers to shoulder the responsibility for:
  1. The collection of institutional data on student learning and the establishment of 'first destination' surveys and studies, labour market profile, and the analyses of data to provide credible information for action;
  2. Developing and making maximum use of strong links with employers and alumni.

### **The National Universities Commission**

- NUC may wish to sponsor a survey of the industrial sectors from the viewpoint of



articulating their employment-generating capacities and skills requirements.

- NUC is to undertake a comprehensive review of the present BMAS to align the curricula towards the production of graduates with requisite skill sets to thrive in the economy and beyond.
- NUC to consult all the critical stakeholders, including accreditation agencies from Africa and beyond, in the planned comprehensive review of the BMAS with attention on the peculiarities of the different disciplines.
- The commendable model by NUC, involving the key stakeholders, being utilized in the on-going curriculum review in the medical and health sciences as well as information and communication technology (ICT) disciplines should be adopted to handle other programmes being run in the Nigerian University System.
- NUC and the British Council should work together in the effort of the former to reform the Nigerian HE, particularly in the area of staff capacity building and the promotion of transnational education (TNE), an emerging and effective platform for tackling access and equity.

### **Tertiary Education Trust Fund**

- Tertiary Education Trust Fund (TETFUND) is the major source of capital funding for public tertiary education institutions in the country. The Fund should strengthen its efforts at getting institutions to identify priority projects for funding and the optimal and timely utilization of funds so provided.
- The staff capacity building window of the Fund should be extended to address the much-required training of staff in technology-driven pedagogical practices in our universities. This may involve short-

term training of staff on pedagogy and teaching on zonal basis by invited experts on the subject to be found in some universities in the UK.

### **Industry, as Employers of Labour**

- Industry, as the major employers of graduates, should be ready to play significant role in the design of curricula at the NUC and institutional levels.
- Industry should cooperatively provide places for meaningful industrial attachments of students under the Students' Industrial Work Experience Scheme (SIWES).

### **The British Council**

- While commending the British Council for the highly successful Dialogue, participants pleaded with the Council to endeavour to hold similar dialogue with polytechnics and colleges of education, employers of labour, proprietors of universities, government and funding agencies.
- The British Council is to work cooperatively with NUC in the following areas:
  1. The re-design of the NUC Cross-Border Higher Education to take advantage of transnational education (TNE) as currently being practised in most developing economies facing the problem of access.
  2. Training of Nigerian academia in pedagogy to achieve the expected outcomes of the revised curricula of programmes being run in the Nigerian university system.
  3. Training of Careers Officers to be charged with the responsibility of running the proposed institution-based Career Services Unit aimed at improving Institutional functions & processes directly linked to graduate employability.

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