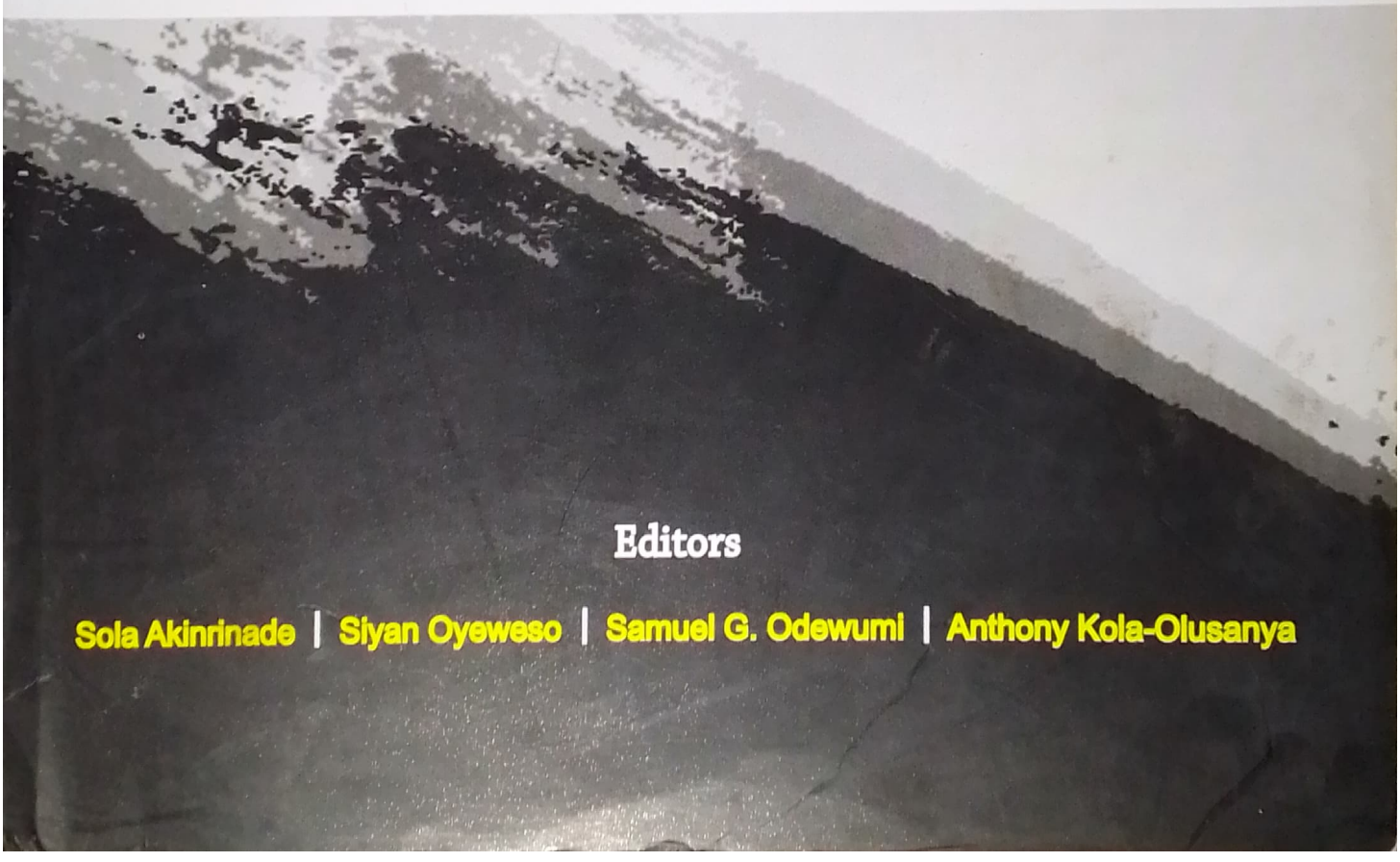
# PIVOTAL ISSUES IN HIGHER EDUCATION DEVELOPMENT IN NIGERIA

Essays in Honour of Distinguished

**PROFESSOR PETER OKEBUKOLA, OFR**




**Editors**

Sola Akinrinade | Siyan Oyeweso | Samuel G. Odewumi | Anthony Kola-Olusanya

# Pivotal Issues in Higher Education Development in Nigeria

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*Editors*
Sola Akinrinade
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**Editors**

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# 6

# Synchronizing Cacophony: Interrogating Some Issues of Concepts and Perception in the Nigerian Higher Education Topology

*Is'haq O. Oloyede*

## Introduction

Tertiary education in Nigeria has over the years been a centre of cacophony with reference to policy formulation and implementation. The cacophonies are, in our view, concocted and no disagreement is as difficult to resolve as a concocted one. This is in line with an axiom among the Yoruba of south-west Nigeria that 'it is easier to wake up a person who is in a slumber than a person feigning sleep'.

The axiom mirrors the discordance or dissonance in some government policies on higher education and general understanding of such policies due to the gap between the theory and implementation of such policies as are evident in divergent interpretation of such words and phrases as "higher education", "tertiary education", "institutions of higher learning", "national cut-off mark", "qualification", "merit", "institutional autonomy", "supervision", "inspection", "coordination", "Gross Enrolment Ratio" and "tuition-free". The interrogation of these words, concepts and usages that are susceptible to divergent and even contradictory interpretations among stakeholders in the Nigerian higher education system have become urgent because they affect the purpose and performance of certain educational functions and structures for which the terms are deployed.

Thus, in attempting to synchronize the "cacophonous" terminologies mentioned above, attention is paid to trends in and outside Nigeria where data on Nigerian higher education are often compared with those of other countries. It has however become incontrovertible that due to the cacophonous nature of policies on higher education in this country and lack of robust data on the sector, such comparisons are usually reminiscent of the juxtaposition of orange with apple. The data usually relied

upon for such exercises from Nigeria usually exclude what other nations include or vice versa. The purpose of this chapter therefore is to contribute a perspective in this direction by focusing on Concept, Goals and Operation of Higher Education in the country. The chapter discusses the lack of symphony in existing notions and activities of agencies statutorily vested with authorities to regulate and supervise institutions of higher learning in the country. It also explores the current hubbub in the nation that centres around university autonomy and funding. The objective is to generate awareness about these issues, enhance the deliverables, and ultimately lead to the re-engineering of the philosophy, structure, mechanisms and procedure of higher education infrastructure in Nigeria.

## Cacophony in the Concept and Goals of Higher Education

"Higher Education" (hereafter, HE) is often used as a synonym of "Tertiary Education" (hereafter, TE) with the general understanding that higher education is wider and inclusive of advanced research. TE, which is generally perceived as any post-secondary formal education with a duration of not less than one academic session (one academic year), is used as either a subset of higher education or as a collection of both research oriented and non-research oriented post-secondary education. "HE" appears in usage as a more rigorous and challenging concept to the operators and students than "TE".

The lack of precision in the definition of HE in Nigeria started during the colonial period when, in 1932, the colonial masters established Yaba Higher College as the first Higher Institution in Nigeria. The natives cried foul because their demand was a university – a higher institution – and not a vocational school.[1] About two decades after the establishment of the Yaba College, i.e., 1948, the British colonial powers decided to establish the University College, Ibadan in the hope that the decision would assuage Nigerians' thirst for HE and put an end to agitations in that direction. But this was not to be. Nigerian nationalists did not celebrate the new University College because admission into the College did not lead to more recognition for the products or the certificates issued to them in comparison to the one accorded to private external candidates who were involved in private home study. Rather, certificates issued to graduates of the College referred to all of them "as external students" just as the external candidates who were involved in private home study. The icon of the history of education in Nigeria, Fafunwa[2] describes it more vividly:

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1 Babs Fafunwa, "The Beginnings and Evolution of University Education in Nigeria", in *50 Years of University Education in Nigeria*, Julius Okojie, Is-haq Oloyede and Pai Obanya (eds) (Ilorin: University of Ilorin and NUC, 2010), 5-6.

2 Babs Fafunwa (2010), 10-11.

> the difference between (University College) Ibadan students and the private students who stayed at home and sat for the degree examination of the same university was that the Ibadan students were better housed, well-fed and systematically tutored or coached as a group and in one location by experienced academics and therefore led a life of corporate existence. The degree certificate issued by London to successful candidates at Ibadan between 1952 and 1962 was not different in any way from those issued to private candidates. The two carried the inscription "As an External Student" in big bold letters.

Two other events later complicated discourses around the designation of post-secondary education in the post-colonial era. The first relates to Ashby Commission that was set up by the Government of Nigeria in 1959 to examine the future of HE in the country. The Commission was named "Commission for Post-School Certificate and Higher Education in Nigeria" for the period of 20 years (1960-1980).[3] In other words, "Post-School Certificate Education" is "Tertiary Education".

Paradoxically, the department charged with the supervision of Higher or Tertiary Education in Nigeria in the Federal Ministry of Education was known prior to 2006 as the Department of Higher Education. Prof. A.A. Gwandu from the then University of Sokoto was at a time on secondment to the Ministry as the Director of the Higher Education Department. In 2006, the name of the department was changed to "Tertiary Education". No record was found of any reason for the change other than that

> ... its (Department) mandate was... University Education. In March 2003, all aspects of Higher Education were moved into the new Department. The name was changed to "Tertiary Education" in December 2006 as a result of the initiatives of the reform.[4]

It was assumed that as both Polytechnics and Colleges of Education have no serious business with research, the coordinating department should be known as TE Department. This change, in our view, has implications for the capacity of, and expectations from, the department particularly regarding research. The National Policy on Education which ought to be the source of the applicable term was not in sync with the practice. The 1st (1977) National Policy on Education has been reviewed six times since its debut. The 2nd to 7th editions were published in 1981, 1998, 2004, 2007, 2013 and 2014. Different editions of the policy use different terms ranging from the initial University Education to "University and Professional Education" and in 1998 "Tertiary Education". As far back as 1998, the National Policy on Education

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[3] Babs Fafunwa (2010), 14.

[4] FME, *Ministerial Briefing on Tertiary Education* (July 2019), 1.

(3rd edition), Section 6, has adopted "TE" for Post-Secondary Education, which the Policy defines as:

> the education given after secondary education in Universities, Colleges of Education, Polytechnics, Monotechnics including those Institutions offering Correspondence Courses.[5]

The change to "Department of Tertiary Education" could therefore be considered, if deliberately done, as an attempt by the ministry at synchronizing the cacophony – but was it? Probably not.

Meanwhile, prior to the extraction of Science and Technology from the Federal Ministry of Education, the ministry was known as the Federal Ministry of Education, Science and Technology. Even after the extraction, a strong view continued to be canvassed in HE circles for the establishment of a separate Federal Ministry of Higher Education to superintend HE, Science and Technology. Prof. Ade Ajayi[6] was one of the leading advocates of a synergy between Higher Education and Research on the basis of which he argued for the establishment of the Federal Ministry of Higher Education. There was even a proposal for a Federal Ministry of Higher Education, Science, Research, Technology and Innovation (FMHESRT&I) to replace the present Federal Ministry of Science and Technology which, though completely detached from the universities, is coordinating and supervising major research institutes which in turn rely heavily on the ad hoc services of researchers from universities. An indication of cacophony.

There is also an awareness among experts in the field of HE that just as Science and Technology are inseparable, higher learning cannot be completely compartmentalized into Science and Humanities. The existence of the disciplines of science education, social sciences, architecture, classics, and jurisprudence among others, illustrates the interdependence of learning particularly at the HE level despite the orchestrated absolute differences among them. Another sphere of cacophony is the scope of higher or tertiary education.

## Cacophony on the Scope of Higher/Tertiary Education in Nigeria

Furthermore, when carefully contemplated, it would be discovered that lack of symphony in the policy on HE in Nigeria actually penetrates deeper than just the ordinary issue of dissonance in concepts and nomenclatures as has been shown above. Rather, it also features a cacophony in the delineation of the boundaries of TE

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5 Federal Republic of Nigeria, *National Policy on Education* (Lagos: NERDC, 1998), 31.

6 See Michael Omolewa, "Highlights of Historical Development of University Education in Nigeria", in *50 Years of University Education in Nigeria*, Julius Okojie, Is'haq Oloyede and Pai Obanya (eds) (Ilorin: University of Ilorin and NUC, 2010), 45.

administration as is evident in Section 5 (paragraphs 86-109) of the National Policy on Education, 2013 and 2014 editions, which classifies TE into the following areas:[7]

(i) University Education;
(ii) Teacher Education;
(iii) Technology Education; and
(iv) Innovation Enterprise Institutions (IEIs)

Apart from the fact that Innovation Enterprise Institutions ought to be regarded as a subset of technology education, a large number of tertiary institutions which offer one to three years of post-secondary formal and professional training are, inadvertently excluded from the Nigerian scope of tertiary education. For example, of the 238 approved Schools of Nursing and Midwifery in Nigeria, only four[8] are officially recorded as tertiary institutions for data purposes. The other 234 schools of Nursing and Midwifery which award a three-year RSN (Registered Staff Nurse) certificate, with combined annual entrants of over twenty-five thousand students, do not have their students captured as part of TE students in Nigeria.[9] Schools of nursing and midwifery do not fall within any of the four classes.

*De facto*, students of schools of nursing and midwifery are tertiary education students but *de jure*, they are not. The implication for the calculation of Nigeria-Gross Enrolment Ratio for Tertiary/Post-Secondary Education is significant as neither the Joint Admissions and Matriculation Board (JAMB) which is charged with the enrolment of candidates into tertiary education institutions in Nigeria, nor the Federal Ministry of Education can account for, or include the students in the national data for higher education enrolment in the country. Thus, while scholars from countries other than Nigeria are eager to present the statistics of Gross Enrolment Ratio into their tertiary institutions as being higher than that of Nigeria, the reality is that the poor report on the country is self-inflicted.

## Landscape of Tertiary Education in Nigeria

A recent comparative study[10] of TE in Nigeria and Ghana graphically exposes the lack of integration and coherence in the structure of the coordination of Higher or TE in Nigeria. At the press of a button, the Ghanaian National Accreditation Board (for

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7 Federal Republic of Nigeria, *National Policy on Education* (6th ed.) (Abuja: NERDC, 2013), Sections 86-109.

8 Bartholomew College of Health Sciences, Shao, Kwara State; Gombe State College of Nursing and Midwifery, Gombe; ATBU School of Nursing and Midwifery, Bauchi and Nigerian Army College of Nursing, Yaba, Lagos.

9 Is'haq Oloyede, "Admissions into Tertiary Educational Institutions in Nigeria", a paper presented to the Nigerian Academy of Education at the NCCE, Abuja, on Friday, 3 May 2019, 4.

10 Is'haq Oloyede, "Exploring Alternative Sources of Funds for Public Universities in Africa", a paper presented to Conference of Vice Chancellors, Ghana (VCG) at the University of Ghana, Legon, Accra, Ghana, 5-7 April 2018, 36.

the quality assurance of tertiary education) and the National Council for Tertiary Education (for coordination and supervision) would provide the comprehensive statistics on enrolment into all tertiary institutions in Ghana. The provision of similar statistics about Nigeria may be difficult due to the absence of symphony and coherence in structure and implementation. Table 6.1 speaks to this reality.

**Table 6.1: Comparative Analysis of National Tertiary Education Gross Enrolment Ration of Nigeria and Ghana as at 2016**

| GROSS ENROLMENT RATIO | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 2010 – 2016 NIGERIA/GHANA ANALYSISIS | | | | | | | | | |
| COUNTRY | POPULATION | NUMBER OF HEIs | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| NIGERIA | 186 Million | 662[11] (excludes 214 Nursing Colleges and over 100 other Allied Tertiary Institutions not in any way captured) | 444,165 | 442,269 | 446,706 | 513,207 | 467,074 | 522,856 | 560,925 |
| GHANA | 28.21 Million | 171 (includes Nursing Colleges) | 203,376 | 266,123 | 283,506 | 389,897 | N/A | 422,122 | 443,978 |

**Source:** NIGERIA – Joint Admissions and Matriculation Board (JAMB)
GHANA – National Accreditation Board (NAB) and National Council for Tertiary Education (NCTE)

If the statistics from the table were to be used to calculate the National Tertiary Education Gross Enrolment Ratio of Ghana and Nigeria, Nigeria would be grossly underreported, not only because of the exclusion of the entrants into the over 300 excluded tertiary institutions but also because the 662 (better still, 824) reported institutions have been programmed to exclude a substantial number of their intakes from the official data. It is common knowledge that institutions of higher learning in Ghana are not known to be significantly more overcrowded than their Nigerian counterparts to such an extent that 171 institutions would admit almost 80% of the number admitted by 662 (generally bigger) institutions when there is a multitude of Nigerian admission seekers.

Like in Ghana, Nigerian universities and polytechnics also admit candidates into numerous one or two or three-year Post-Secondary School Diploma and Certificate courses. These candidates are usually not captured in the Nigerian Data for Tertiary Education Enrolment. In the course of this study, we came across some credible information that a Peter Okebukola-led team once embarked on the collection and

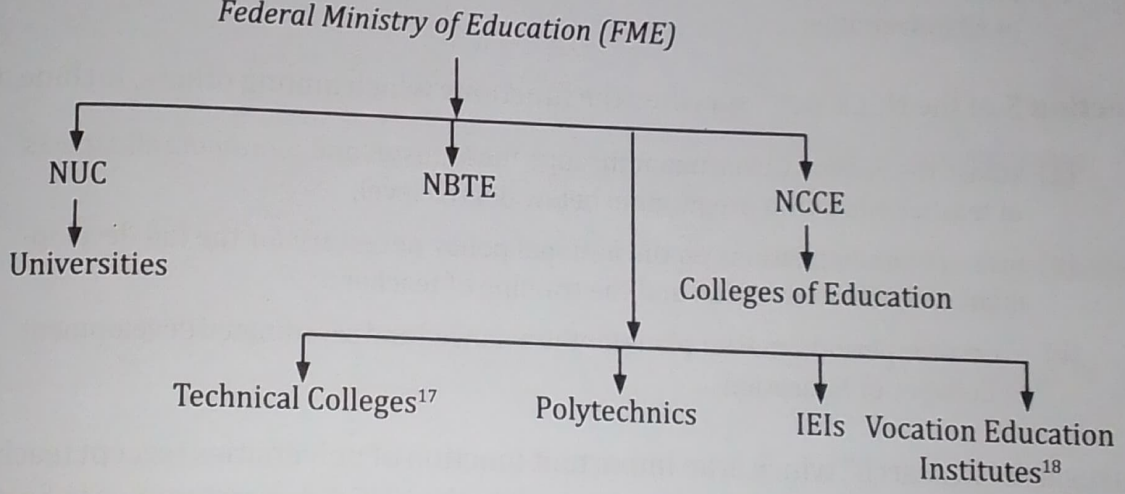
[11] The number of institutions which admitted the candidates included additional 162 university-affiliates, thus the actual number was 662 + 162 which is equal to 824 institutions.

collation of data from the various sources with a view to having a more accurate Gross Enrolment Ratio (GER) for TE but were unable to obtain the result of the effort. The parlous situation of lack of robust data on enrolment into tertiary institutions in the country therefore awaits the moment it would be remedied; perhaps that is when the current efforts of the Federal Ministry of Education on data management would come into fruition.

Meanwhile, IJMB[12]/JUPEB[13] continue to run programmes which are subscribed to in large numbers without being captured into the national data of gross enrolment into tertiary institutions. The same scenario applies to many other post-secondary institutes that are excluded from the official records of JAMB and the main Tertiary Education Regulatory Agencies in Nigeria. One other administrative gap is the lack of proper monitoring and regulation of tutorial colleges which daily spring up and operate largely from many uncompleted or dilapidated buildings purporting to be offering tuition towards Higher School Certificate or its equivalence which qualifies candidates for the second year of university-degree-programmes. Many of such centres have been found to be incubators for examination and certificate-falsification. There is hardly a zone without one of such centres in every city of Nigeria.

## Cacophony from Mandates of Tertiary Education Regulatory Agencies: NUC[14], NBTE[15] and NCCE[16]

The statutory organogram for the coordination of TE in Nigeria is as shown below:




[12] Interim Joint Matriculation Board.
[13] Joint Universities Preliminary Examination Board.
[14] National Universities Commission.
[15] National Board for Technical Education.
[16] National Commission for Colleges of Education.
[17] Secondary education institutions.
[18] Post-basic education institutions.

At face value, the three agencies are statutorily required to regulate/supervise and *coordinate* the three (which NPE has cacophonously made four) arms of TE in Nigeria. But a deeper analysis reveals more. While the NUC and NCCE regulate only Universities and Colleges of Education respectively, the NBTE regulates and coordinates (as the name suggests all levels of technical education – primary, secondary and tertiary, formal and informal. Section 5 of the Act (CAP 237)[19] stipulates the functions of NBTE as:

> (a) to advise the Federal Government on and to *coordinate* all aspects of technical and vocational education falling outside the Universities and to make recommendations on the national policy necessary for the full development of technical and vocational education for the training of technicians, craftsmen and other middle-level and skilled manpower;
>
> (b) ... to prepare periodic master plans for the balanced and coordinated development of polytechnics and colleges of technology ...

It is our view that this comprehensive mandate is a move in the right direction and should have been extended to NCCE for the teaching profession. On the other hand, **Section 4** of the NUC Act[20] stipulates that the functions of the Commission shall be to:

> (a) advise the President and the Governors of the States through the Minister on the creation of new universities and other degree granting institutions in Nigeria.
>
> (b) prepare ... periodic master plans for the balanced and coordinated development of all universities ...

**Section 5** of the NCCE Act[21] specifies the functions which among others, include, to:

> (a) advise the Federal Government through the Minister and *coordinate* all aspects of teacher education programme below degree level.
>
> (b) make recommendations on the national policy necessary for the full development of teacher education and the training of teachers.
>
> (c) ... prepare periodic master plans for the balanced and coordinated development of Colleges of Education ...

As regards "Research", which is an important function of universities (except teaching universities), particularly in a developing nation, the NUC Act merely states in Section 4 (e) that NUC shall:

---

19 Federal Republic of Nigeria, *National Board for Technical Education Act CAP N9* (LFN 2004).
20 Federal Republic of Nigeria, *National Universities Commission Act CAP N81* (LFN 2004).
21 Federal Republic of Nigeria. *National Commission for Colleges of Education Act CAP N17* (LFN 2004).

> inquire into and advise the Federal Government on the financial needs, both recurrent and capital, of University education in Nigeria and, in particular, to investigate and study the financial needs of *university research* and ensure that adequate provision is made for this in the universities.

There is the need to expand the functions of the NUC to (as it is with NCCE and NBTE) "*coordinate*" and emphasize the functions on research beyond offering mere advice on its finances. A Federal Ministry of Higher Education and Research having one of its major regulatory agencies as "National Research and Universities Commission" is most appropriate to replace the current Federal Ministry of Science and Technology and NUC respectively. Similarly, NCCE could be merged with the National Teachers Institute and converted to National Commission for Teacher Education.

Another twist in the management and regulation of TE was introduced by the use of "institutions of higher learning" by the Education (National Minimum Standards and Establishment of Institutions) Act.[22] Section 8 of the Act entrusts the NBTE with the responsibility of maintaining and ensuring "minimum standards in Polytechnics, Federal Technical Colleges and other technical institutions in the Federation". It also gives it the power to accredit the technical programmes.

Section 10(1) of the Act surprisingly states that:

> Higher education
> Minimum standards in universities
> The power to lay down minimum standards for all *universities and other institutions of higher learning in the Federation and the accreditation* of their degrees and *other academic awards* is hereby vested in the National Universities Commission in formal consultation with the universities for that purpose, after obtaining prior approval therefor through the Minister, from the President.

But subsection (3) of the same Section 10 whittles down the effect of subsection (1) by stating that:

> Nothing in this section shall be construed as preventing or restricting the National Board for Technical Education from carrying out its functions under section 8 of this Act.

No clause, however, in the Act exempts the functions of NCCE from the omnibus provision in subsection (1). The implication is that setting standards for and accrediting courses in Colleges of Education is vested in the NUC. Section 21 states

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[22] Federal Republic of Nigeria, *Education (National Minimum Standards and Establishment of Institutions) Act CAP E2* (LFN 2004).

that the application for the establishment of institutions of higher learning shall be made to the Minister through NUC, NBTE and NCCE for universities, polytechnics and colleges of education respectively. Section 26(2) of the Act completely punctures the effect of Section 10 by stating that:

> The provisions of the Act are in addition to and not in derogation of the provisions of any other enactment or law relating to education.

The cacophony in these provisions is such that while certain sections grant the NUC absolute power to regulate TE as a whole, others are not only inhibitive of those powers but are actually deleterious of NUC's regulatory roles in the Nigerian University System (NUS). One way to resolve this dissonance is for Section 10(1) to either be amended in favour of NUC such that it would now supervise all TE institutions or be restricted to universities.

Indeed, by law, the NUC is already the appropriate authority on Colleges of Education. Only NUC (not NCCE) can close a college of education because Section 25 of the Act states that:

> ... "The appropriate authority" means –
> (a) the Minister in respect of pre-primary, primary and secondary education and in respect of teacher education *not given as part of higher education*;
> (b) the Minister or, as the case may require, the National Board for Technical Education *in respect of technical education*; and
> (c) the National Universities Commission in respect of *higher education*.
> "Higher education" means education which is given *at the tertiary state* which covers the post-secondary section of the national education system and which is given at institutions such as *universities, polytechnics, colleges of technology, colleges of education, advanced teachers colleges, professional institutions and such other institutions as may be allied to any of the foregoing*...

## Cacophony in Regulation of HE by Professional Bodies

Lack of synergy and standard for the registration of bodies which usually quality-assure the professional practices of graduates in the various disciplines such as the Teachers' Registration Council of Nigeria (TRCN), Council for the Regulation of Engineering in Nigeria (COREN), Council of Legal Education (CLE) and Medical and Dental Council of Nigeria (MDCN) have equally increased incidences of cacophony in the HE sector in the proliferation and hodgepodge of all kinds of professional registration councils. It is only through the establishment of a better rapprochement among the statutory professional bodies that some sanity may prevail in the sector.

In addition to the above, few adjustments also need to be made by the National Assembly, such as, for example, widening "Engineer" (in COREN) to include "Technologists and Scientists" and changing "Medical" (in MDCN) to "Health" would bring about a more harmonious relationship in the various subsectors of the professional landscape rather than the current chaotic situation of stand-alone bodies which breeds parochialism and exclusion. In the same direction, our numerous national academies should be persuaded to merge and integrate into two or three National Academies – Science, Letters (Humanities) and Social Sciences. This would assist in instilling some sanity. There might be more benefit to the nation as a whole if scholars in Science Education were to operate under the umbrella of the Nigerian Academy of Science while professional educators in the Humanities function under the umbrella of the Academy of Letters.

Further, the current situation in which professional registration bodies/councils also regulate and supervise tertiary institutions without appropriate feedback to the relevant ministries and government agencies is detrimental to the system. registration councils which presently combine the supervision and regulation of Institutions of TE include the Nursing and Midwifery Council of Nigeria (for the 238 schools of nursing and midwifery), Health Record Officers Registration Board of Nigeria, Association of Medical X-Ray Technicians of Nigeria (AMEXTON), National/West African Health Examination Board (N/WAHEB), Dental Therapists Registration Board of Nigeria, Community Health Practitioners Registration Board of Nigeria and the Medical Laboratory Science Council of Nigeria (LTTS Diplomas). As the names suggest, the registration councils are to limit themselves to practice-training and the issuance of practice licence and not the award of certificates. Apart from central coordination, the proposal would ensure more accurate data of post-secondary (tertiary) education enrolment which would then be easily obtainable for national planning and development.

**Cacophony in the Establishment of Specialized Universities**

Specialized universities of agriculture are currently being supervised by the Federal Ministry of Agriculture which had previously yielded the supervision to the Federal Ministry of Education. It is a retrogressive policy summersault. One can imagine the confusion if specialized universities of technology are transferred to the Ministry of Science and the supervision of Universities of health sciences is ceded to the Federal Ministry of Health.

In the pandemonium, different non-educational agencies of government compete with one another in the establishment, maintenance and control of universities from the budgets earmarked for their statutory core functions. One obvious disadvantage

in the establishment of federal universities and institutes by federal government agencies other than the Federal Ministry of Education is that such funded universities domiciled outside the purview of the Ministry of Education makes the percentage of allocation to education from the national budget indeterminable and grossly underrepresented particularly in comparison with other countries of the world where the actual percentage is obtainable with little or no difficulties. In the same vein, the huge investment of the Central Bank of Nigeria (CBN), Tertiary Education Trust Fund (TETFund), Petroleum Trust Development Fund (PTDF) and the Nigerian Communications Commission (NCC) on TE is usually from the same national budget which further complicates the process and procedure of extracting the actual percentage of the national budget being spent on TE.

The argument this chapter is making, is not that of complete negation of one or two specialized universities mainly for military and paramilitary personnel. On the contrary, it is recognized that the Nigerian Defence Academy (NDA), Kaduna, for example, and the Nigeria Police Academy (NPA), Wudil are justifiable. However, the avalanche of conventional and civilian-dominated "Military" universities such as the Nigerian Army University Biu, the Air Force Institute of Technology, Kaduna, and the Navy's Admiralty University of Nigeria (ADUN) are diversionary from the core mandate of the Armed Forces particularly if the military insists on perpetual involvement in the management and control of such universities. It has been reported that the Nigerian Security and Civil Defence Corps (NSCDC) and the Federal Road Safety Corps (FRSC) are in the process of establishing their own universities in addition to the Nigerian Port Authority's troubled Maritime University of Nigeria and another (proposed) Air Force University in Bauchi.

The above discussions should not be taken to mean that there is lack of knowledge here about the necessity for the military to discharge its Corporate Social Responsibility (CSR) particularly in newly liberated zones as a strategy for demilitarization. The argument here is that the military should as soon as possible divest its interest from such institutions to avoid the temptation of distraction from its core duty which is the securitization of the corporate entity known as Nigeria. Thus, rather than stretching its limited allocations for national security perpetually on universities, the military and other security agencies should retain the control of at most, three universities for the military, paramilitary and others. These may be the Nigerian Defence Academy for the Military, Nigeria Police Academy for the Police and Paramilitary Forces and the National Institute of Security Studies (for the intelligence communities).

## Cacophony from Goals of Tertiary Education

In a recent study, Oloyede[23] compared the goals of tertiary education in the 2004 and 2013 editions of the National Policy on Education and concluded that the outcome is premised on chance, not design. It was in many respects retrogressive. The study equally observes that from the 6th edition of the National Policy on Education which was published in 2013 (following those of 1977, 1981, 1998, 2004 and 2007), it was clear that though much is expected of the education system, not much is, in reality given. The principles in operation appear to be "To whom nothing is given, little or nothing is expected". The comparison of the seven goals of TE contained in the two editions of the NPE is shown Table 6.2 below.

**Table 6.2: Comparative Analysis of 2004 and 2013 Editions of Nigerian NPE on Goals of Tertiary Education**

| S/N | 2004 | 2013 | Remarks |
|---|---|---|---|
| 1. | To contribute to national development through high-level **relevant** manpower training | Contribute to National Development through high level manpower training | **"Relevant" was removed from manpower training in 2013** |
| 2. | To develop and inculcate **proper values** for the survival of the individual and the **society** | Provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interest of all **Nigerians** | **(i) "Proper values" removed**<br>**(ii) "Society" reduced to "Nigeria"** |
| 3. | To develop the intellectual capabilities of individuals to understand and appreciate the **local and external environments** | Provide high quality career counselling and lifelong learning programmes that prepared students with the knowledge and skill for self-reliance and **world of work** | **"Local and external environment" reduced to "world of work"** |

[23] Is'haq Oloyede, *From Whom Much is Expected, Enough should be Given* (Lagos: LASU, 2015), 25-29.

| | | | |
|---|---|---|---|
| 4. | To acquire both **physical and intellectual** skills which will enable individuals to be self-reliant and useful **members of the society** | Reduce skill shortages through the production of **skilled** manpower relevant to the need of the **labour market** | **(i) "Useful members of the society" changed to "needs of the labour market"**<br>**(ii) "Physical and intellectual skill" merged with unspecified "skill"** |
| 5. | To promote and encourage scholarship and community service | Promote and encourage scholarship, **entrepreneur** and community service | **"Entrepreneur" is added** |
| 6. | To forge and cement national unity | Forge and cement national unity | Retained |
| 7. | To promote national and international understanding and interactions | To promote national and international understanding and interactions | Retained |

**Source:** Oloyede 2015

Oloyede posits further that loss of values and ethics is a major cause of the parlous ocean in which the country contemporarily swims. Surprisingly, materialism and limited understanding are obvious in the restrictions of what constitutes the environment of a product of tertiary education as envisioned in the 2013 and 2014 (current) National Policy on Education. The elimination of "relevant" from manpower training is, in our view, unfair to a nation that is notorious for mass producing what is neither required nor useful.

Oloyede argues that while countries that we (Nigerians) aspire to catch up with in advancements, such as India, Japan and Singapore, have placed higher education at the centre of their development (see NPE of India, 1992 Sections 5.24 and 5.27), African governments, on the other hand, are largely scared, if not scornful, of their universities. As rightly observed by C.F. Okorotah, in Singapore, Confucianism (i.e. that the good life is an endless aspiration for ethical perfection) is an integral part of the education system. The Japanese National Policy on Education is rooted in Shiushin (morals, ethics, moral science, moral training and morality) to produce honourable persons of integrity.

Nigeria, which has an incontrovertible moral deficit, continues to discard ethics and morals in the pursuit of an ill-conceived idea of material growth without moral character. Our public life is replete with the evidence of chasing an illusive shadow instead of concrete substance as vividly shown by the retrogressive amendments to the goals of education. Nigeria (universities inclusive) appears to have substituted marriage for wedding (spend a lot on wedding for the neglected marriage to collapse), safety for security, monks for the hood, scholarship for quantity of publications, recognition for awards, appreciation for applause, satisfaction moderated by contentment for happiness, education for schooling, wealth for money (health is wealth), privilege for liberty, training for certification, strength for power, being famous for popularity, respect for obedience, home for house and vision for hallucination.

A cursory examination of the stated philosophy of many of the courses in Nigerian universities reveals a disconnect between national or global goals (the big issue) and the highly limited vision of drafters and formulators of the courses thereby breaking the chain of, and inhibiting national development. Instead of a pilot's holistic route charting, we now adopt a piecemeal headlamp approach in our national, institutional and individual planning.

## Cacophony on UTME Cut-Off Marks and Qualifications for Admission into Tertiary Education Institutions in Nigeria

The Joint Admissions and Matriculation Board (JAMB) is the federal government agency charged with the responsibility for the:

> placement of suitably qualified candidates in collaboration with the Tertiary Institutions after having taken into account:
> (i) the vacancies available in each institution
> (ii) the guidelines approved for each Institution by its proprietor or other competent authority
> (iii) the preferences expressed or otherwise indicated by candidates for certain tertiary institutions and courses[24]

As has been catalogued elsewhere,[25] similar agencies exist for the placement of candidates into tertiary Institutions in one form or the other in many other countries such as China, Iran, Republic of Georgia, Spain, Turkey, Canada, Indonesia, Brazil, Australia, Hong Kong (JUPAS), India, Israel and to some extent the United Kingdom (UCAS).

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[24] Federal Republic of Nigeria. *The Joint Admissions and Matriculation Board Act CAP J1* (LFN 2004), Section 5 (1)(c).

[25] Is'haq Oloyede, "Admissions into Tertiary Institutions in Nigeria", a paper presented to the Nigerian Academy of Education at the NCCE, Abuja on Friday, 3 May 2019, 11-16.

Though examinations may or may not be conducted for such placements, such bodies are not examination bodies. They are Educational Assessment Agencies. But here lies the first feature of cacophony in relation to JAMB. This has to do with the erroneous perception of the agency, even in official quarters, as an examination agency, simply because it conducts placement examinations for a section (not all) of candidates to be admitted into tertiary institutions. JAMB conducts Unified Tertiary Matriculation Examination (UTME) for candidates into the first year of TE while direct-entry candidates into the second or third year are assessed/evaluated for placement without examination. The general misconception about JAMB ignores the fact that all educational bodies award certificates to clients as evidence or proof that they have attained certain levels of achievement. In addition, the word "Examination" is usually included in the names of such (non-educational) institutions. They include West African Examination Council (WAEC), National Examination Council (NECO), National Business and Technical Examination Board (NABTEB), etc. JAMB does not however award certificates.

Furthermore, while a proclamation of "Pass" or "Fail" is usually made by the examination agencies, the UTME conducted for some candidates in Nigeria is a ranking (placement) examination which does not permit the use of "Pass" or "Fail" since it is a complementary examination, not the prima-facie qualification into tertiary institutions. No matter the high level of performance of a candidate in the UTME, he/she cannot be admitted into a tertiary institution of learning in most (if not all) places in the world without obtaining the minimum international standard of Secondary School Certificate as specified by the Arusha (now Addis Ababa) Convention on higher education equivalence. The second misconception with regard to the activities of JAMB which often leads to much cacophony has to do with the assumption that JAMB makes use of "Pass" or "Fail".

The third source of cacophony in relation to the policy that guides the activities of JAMB is the wrong notion that a large mass of a Nigerian populace has of the phrase "National cut-off mark" that is often made use of in the admission process. The global best practice in this direction is such that the matriculation placement authority (Educational Assessment Agency) is requested to forward the grades made by each candidate in the assessment exercise to institutions of the candidate's choice so that the institutions may make a determination as to what grade is acceptable to it as its sole requirement for the admission of prospective candidates or in conjunction with other additional requirements (if necessary). Similarly, JAMB, at the end of each UTME, forwards results to institutions, based on the number and performance of applicants for each institution, to determine the minimum UTME score (popularly called cut-off mark) acceptable to each institution and whether or not an additional

assessment or screening is required by the institution for the overall ranking of the candidates. While many institutions in Nigeria rank the candidates only on the basis of UTME score (for 100 level candidates), others, particularly where high scoring candidates are in excess of the available spaces in the institutions, prescribe further evaluation (Post-UTME) and for some institutions, in addition to the scoring of the grades in the School Certificate Examination.

Subsequent to the above, JAMB usually convenes a National Policy meeting of all stakeholders in the TE sector at which "cut-off" advisories from all institutions are considered. At such meetings JAMB prevails on institutions which had indicated the readiness to accept a UTME score (which the meeting considers too low on the basis of national performance) to raise such low marks to a certain higher minimum score and seek high-scoring candidates from other over-subscribed institutions which might not be able to accommodate all their high-scoring candidates. The minimum score prescribed for such few institutions is notoriously but erroneously called the 'national cut-off mark' for admission into tertiary institutions. This error constitutes the basis of chains of wrong assumptions and false expectations on tertiary institution-admissions in the country.

Unfortunately, however, possession of the "national cut-off mark" is usually considered by many, including educated stakeholders, as a guarantee for placement. This, ironically, is not so for many reasons. Apart from the fact that the UTME score is only one of the two or three components of the final grading, for many programmes (courses of study), the institutions are unable to admit more than a fraction of candidates above the declared minimum score. From this premise alone, the attainment of a national minimum score in UTME is only a step (50%) but not a guarantee for placement. It is common in the Nigerian public space for UTME candidates, their parents and even media houses to mispresent scores above the "national minimum score" as conclusive right to admission.

Another popular myth among stakeholders concerning the admission process is that a high score in UTME absolutely places a candidate in the admission process at an ultimate advantage over the candidates with lower UTME scores. This is also not true as would be illustrated with the real scores of four 2019 UTME candidates.

**Candidate A** scores **300** out of 400 in UTME; 60 out of 100 in Post-UTME assessment, and has A1, A3, C6, C6 and C6 in five Secondary School Certificate examination.

**Table 6.3: Analysis of Candidate A's Grades**

| | | | |
|---|---|---|---|
| UTME Score | 300/400 | 300/400 x 50/1 = | 37.5 + |
| Post-UTME Score | 60/100 | 60/100 x 30/1 = | 18 + |
| SSCE Score | A1 = 6, A3 = 4, three C6 = 1 x 3 = 3 | 6 + 4 +3 = 13/30 x 20/1 = | 8.6 |
| | | TOTAL | 64.1 |

Therefore, Candidate A's total score out of 100 marks is 37.5 (UTME) + 18 (Post-UTME) + 8.6 (School Certificate) = **64.1%**

**Candidate B** scores **250** out of 400 in UTME, 75% in Post-UTME and 5 A1s which is 30/30 in the Secondary School Certificate examination.

**Table 6.4: Analysis of Candidate B's Grades**

| | | | |
|---|---|---|---|
| UTME Score | 250/400 | 250/400 x 50/1 = | 31.25 |
| Post-UTME Score | 75/100 | 75/100 x 30/1 = | 22.5 |
| SSCE Score | A1 = 6 x 5 | 30/30 x 20/1 = | 20 |
| | | TOTAL | 73.75 |

His UTME score translates to 31.25 of the total marks, his post-UTME is 22.5 and his School Certificate is 20. Candidate B's aggregate score is **73.75%** (which is much higher than that of Candidate A with a UTME score of 300). In other words, Candidate B who scored less than Candidate A in UTME is now ranking much higher than Candidate A in the admission process.

In the same vein, **Candidate C** scores 200 out of 400 in UTME, 90% in post-UTME and five A1s in the School Certificate result which translates to 25 in UTME, 27 in post-UTME and 20 in the School Certificate.

**Table 6.5: Analysis of Candidate C's Grades**

| | | | |
|---|---|---|---|
| UTME Score | 200/400 | 200/400 x 50/1 = | 25 + |
| Post-UTME Score | 90/100 | 90/100 x 30/1 = | 27 + |
| SSCE Score | A1= 6 x 5 | 30/30 x 20/1= | 20 |
| | | TOTAL | 72 |

Candidate C has an aggregate score of **72%**. His ranking is much higher in the eventual score than the candidate with a UTME score of 300. It has been advocated in some

quarters that 200 in UTME should be the cut-off mark, but another illustration would further show that a candidate who scores 150 in UTME can still rank higher than Candidate A who scores 300 in UTME. In this respect, let us consider **Candidate D** who scores 150 in UTME out of 400, 90% in post-UTME and five A1s in the School Certificate result.

**Table 6.6: Analysis of Candidate D's Grades**

| | | | |
|---|---|---|---|
| UTME Score | 150/400 | 150/400 x 50/1 = | 18.75 + |
| Post-UTME Score | 90/100 | 90/100 x 30/1 = | 27 + |
| SSCE Score | A1= 6 x 5 | 30/30 x 20/1= | 20 |
| | | TOTAL | 65.75 |

The above result translates to 18.75 in UTME, 27 in post-UTME and 20 in the School Certificate result with an aggregate score of **65.75%** which is higher than the score of Candidate A with a UTME score of 300.

**Table 6.7: Ranking of the Four Candidates**

| Candidate | A | B | C | D |
|---|---|---|---|---|
| UTME Score | 300 | 250 | 200 | 150 |
| Total Ranking Score | 64.1<br>4th | 73.75<br>1st | 72<br>2nd | 65.75<br>3rd |

If the eventual cut-off is 65%, Candidate A would not even be qualified whereas Candidate D with the initial least UTME-score of 150/400 would be admitted. The essence of the cut-off mark is only to remove those who are totally and irredeemably hopeless. It is not meant to prematurely deny candidates with the potential of making higher grades. This is the essence of the annual policy meeting mentioned above where all the analyses are presented by JAMB and an acceptable minimum score is then agreed upon by all the higher institutions. That minimum is to be accepted only by the few institutions which had prescribed such (low) or lower score.

It is also instructive that what institutions refer to as programmes[26] (B.A. History for example) is what is commonly called courses, though a degree programme comprises many courses (such as HIS 101). This has led some researchers to erroneously compare the candidate's UTME score with the Cumulative Grade Point Average

[26] Or Course of study

(CGPA) performance of his/her first year in the tertiary institution. Performance in courses (subjects) are being wrongly compared with performance in the programme.

The fourth source of cacophony in relation to the activities of JAMB borders on what could be described as the interplay of the economic theory of demand and supply on the admission process in the country. Specifically, over the years, JAMB has been criticized for the placement of the UTME low-scoring candidates into programmes in Agricultural Science and Teacher Education. Proponents of the latter argument would want the cut-off marks for these fields of learning to be raised higher so that an arbitrary scarcity of spaces may be created. However, what JAMB tries to do in each admission process is to create opportunities for the mass of applicants through a careful application of the above-named theory into its operations.

The graph below on the 2020 UTME applications illustrates the reality.

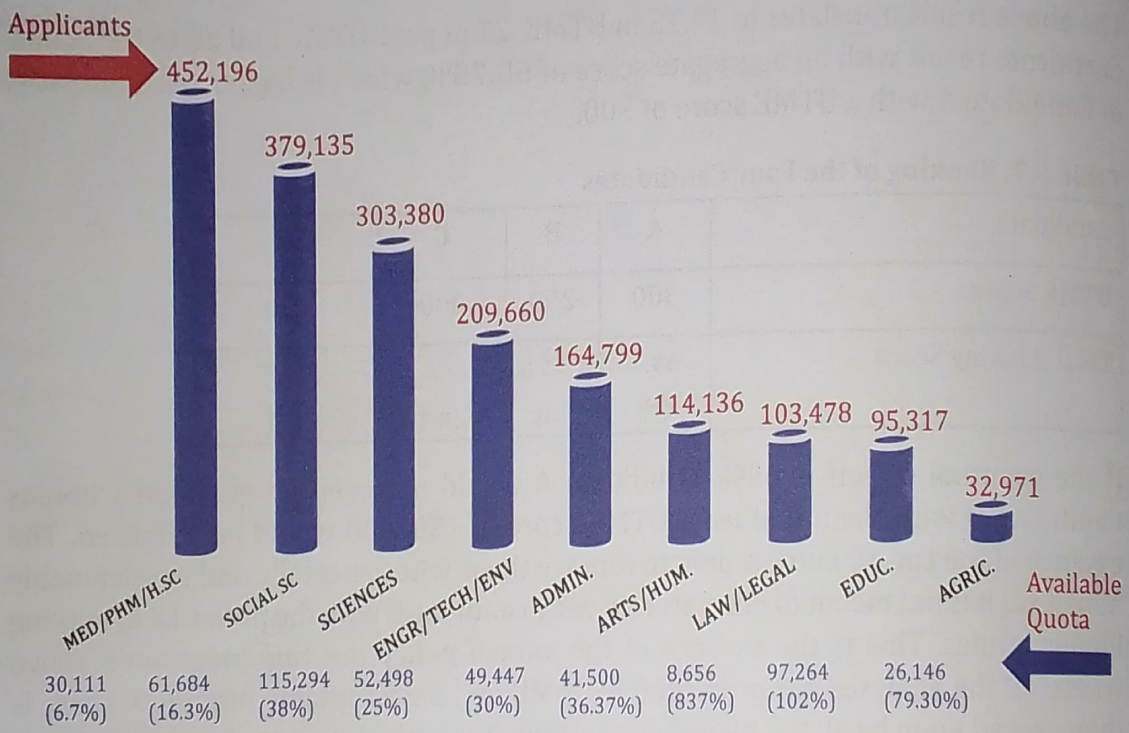



**Fig 6.1: Statistics of 2020 UTME Application According to Faculty**

From the scenario painted by the graph, all candidates for Teacher Education irrespective of their scores in UTME are assured of placement once they meet the required basic qualifications of the Secondary School Certificate. In most cases, the facility and faculties (i.e. lecturers) needed to cater for the available spaces have already been engaged and deployed by the respective institutions. The demand that the "cut-off" mark for Education programmes should be raised is baseless, more

so that there is a national need for more teachers and the number of candidates interested in studying the course is less than the available spaces. The real issue, however, is that candidates are rushing and competing to study medicine, as an example, because of the reward system.

Another illusion in the admission process is the prescription of uniform qualifications for entrance into all categories of tertiary institutions. If the prescription is strictly applied, a large number of the institutions will remain empty. The prescription of five credits including English and Mathematics in Senior Secondary Certificate Examination (SSCE) for non-degree programmes such as NCE is not only unnecessary but unrealistic. Similarly, the demand for credit in Mathematics for a candidate for NCE in Arabic, Hausa, Yoruba or Igbo creates an unnecessary hurdle.

There is, therefore, the need for genuine alignment of theory with practice in order to avoid situations that have the potential to adversely affect and make a mockery of quality of the data on tertiary education in Nigeria.

## Cacophony on Rewards for Achievements in Tertiary Education

It is generally accepted that the pursuit of qualifications in HE is for both personal (private) and public good. The former is influenced in the main by the reward system. Poor reward system has been adduced as reason for the low subscription to the teaching profession and its inability to attract or retain the brilliant and qualified personnel. A comparison of the career prospects of a medical student and a science student gives a vivid disparity. A first class graduate in science education who spent four years in the university and who is fortunate to secure the best federal government teaching job in Nigeria, will earn between ₦68,000 and ₦78,000 per month (Salary Grade Level 8 or 9) and by career progression for the best performance, he, fifteen years after graduation, would at best, be on a monthly salary of a maximum of ₦175,000 (Grade Level 15). Conversely, a medical doctor who spent six years in the university earns in his first year of work (i.e. internship) a minimum of ₦140,000 in a month and three years later in service earns between the range of ₦250,000 and ₦300,000 per month (i.e. CONMESS 03) which is more than what his teacher-counterpart would be entitled to in the latter's twentieth year in the same Federal Public Service. This partly explains the phenomenal rush for admission into the medical profession. The disparity in the reward system tilts against the teaching profession[27] and has been a major disincentive for a career in the profession in Nigeria.

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[27] Is'haq Oloyede, *From Whom Much is Expected, Enough should be Given: Making a Case for Teachers in Nigeria*, Convocation Teacher Lecture delivered at the 10th Convocation of Tai Solarin University of Education, Ijebu-Ode on 27 November 2018, 21.

## Cacophony on Funding and Institutional Autonomy

Table 6.8 provides the statistics of mainstream tertiary educational institutions under the three regulatory agencies (NUC, NBTE and NCCE) in Nigeria.

**Table 6.8: Tertiary Education Landscape in Nigeria (2019)**

| Category | Proprietors | | | Total | Regulatory Agency |
|---|---|---|---|---|---|
| | Federal | State | Private | | |
| University | 43 | 48 | 79 | 170 | National Universities Commission |
| Affiliates for Degree | 33 | 41 | 37 | 111[28] | National Universities Commission |
| Polytechnics | 30 | 50 | 55 | 135 | National Board for Technical Education |
| Specialized Programmes Institutions | 24 | 3 | 4 | 31 | National Board for Technical Education |
| Colleges of Agriculture | 18 | 16 | 0 | 34 | National Board for Technical Education |
| Colleges of Health Sciences | 19 | 16 | 3 | 38 | National Board for Technical Education |
| Innovation Enterprise Institutions (IEIs) | 2 | 1 | 151 | 154 | National Board for Technical Education |
| Colleges of Education (COE) | 22 | 56 | 84 | 162[29] | National Commission for Colleges of Education |
| Total | 191 | 231 | 413 | 835[30] | Federal Ministry of Education and *Federal Ministry of Agriculture* |

**Source:** Is'haq Oloyede[31]

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[28] In addition, the following number institutions also offer degree programmes in affiliation with university.

| Polytechnics | COE | IEIs | Total |
|---|---|---|---|
| 3 | 46 | 2 | 51 |

[29] In addition, nine polytechnics also offer NCE programmes with NCCE accreditation. Fourteen other institutions

[30] Excluding over 338 uncaptured other registered tertiary institutions.

[31] Is'haq Oloyede, "Towards Repositioning the Conduct and Management of (Sub-) Regional Examinations for Nigeria's Educational Development", a Lecture delivered at the 4th Convocation of Federal University, Dutse on 21 June 2019, 14.

Governments and experts testify to the shortage of qualified technologists and teachers in Nigeria. Many government policies are therefore directed towards increased production of scientists and technologists for the country. This has been backed up by the 60-40 admission ratio in favour of science and technology-related subjects in tertiary institutions in the country. One would therefore expect that government policies would be directed towards providing incentives for enrolment into the disciplines with acute manpower shortage. This is yet to be the case.

## Cacophony in Policy on Tuition-Free TE

Another sphere of TE where a cacophony is evident is the federal government policy that provides for tuition-free regime in federal institutions of higher learning across the country. The critical issue here is not simply the loss of huge revenue that would have accrued to the institutions, had they been permitted to charge tuition fees. Rather, it is common knowledge that most of these federal institutions are actually imposing different charges for every service they render to students. These range from registration for library services, to provision of electricity, Internet services, cleaning services, etc. Perhaps the most egregious feature of this cacophony is that these institutions also impose huge non-refundable acceptance fees on candidates offered provisional admissions into the said universities in a bid for survival.

In other words, despite this subsisting policy of tuition-free education for all Nigerians, irrespective of discipline, students in these federal institutions still pay for most of what ought to have been an integral part of tuition-free. It is clear that the institutions require the fee for survival. Without a realistic policy on funding TE up to the level recommended by the report of the Federal Government NEEDS Assessment Committee of 2012, it would not be able to meet the demand of national development. This is in line with the recent call for the declaration of a state of emergency in the education sector of the country.

It is often argued that with a significant reduction in the mismanagement of public resources, a free and properly funded university education is feasible. Statistics of the gross national income *vis-à-vis* the funding requirements of existing federal universities do not support such optimism. In our view, well-funded fee-charging tertiary institutions (with strong support scheme for financially incapable students) are more beneficial than free but poorly-funded institutions of higher learning. It should however be noted that the Constitution[32] of the country is in support of the

[32] Federal Republic of Nigeria, *The Constitution of the Federal Republic of Nigeria 1999 CAP C23* (LFN 2004).

popular school of thought that university education in Nigeria should be free. Section 18 (2) and (3) of the Constitution states that:

> Government shall strive to eradicate illiteracy; and to this end Government shall as and when practicable provide:
> (a) free, compulsory and universal primary education
> (b) free secondary education
> (c) free university education
> (d) free adult education

## IPPIS and Institutional Autonomy of Tertiary Education Institutions

The most recent issue that has brought the cacophonies in the TE sector to the fore relates to the autonomy of federal tertiary institutions, the mode of public funding and the decision to implement a centralized or direct pay system for salaries and emoluments to individual employees of all tertiary institutions of the Federal Government. The Universities (Miscellaneous Provisions) (Amendment) (appropriately called University Autonomy) Act No. 1 2007 categorically 'provides for the autonomy of (Federal) universities and other related matters.' In exploring the debate around the issue, Oloyede[33] calls attention to Section 4 (f) of the NUC Act that stipulates that NUC shall:

> receive block grants from the Federal Government and allocate them to Federal Universities in accordance with such formula as to may be laid down by the Federal Government.

An almost identical clause is contained in Section 5 (d) of the NBTE Act and Section 5(g) of the NCCE Act for Federal Polytechnics and Colleges of Education respectively. Going by the explicit provisions of the Acts, the conclusion can be drawn that the Integrated Payroll and Personnel Information System (IPPIS) policy is therefore in violation of the provisions and other extant statutes governing TE in the country.

The IPPIS Controversy in federal universities[34] has another dimension to it because the federal government insists that the extension of IPPIS to federal tertiary institutions is justified by the need to block leakages in government finances and reduce corruption in the sector.[35] The Academic Staff Union of Universities (ASUU)

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[33] Is'haq Oloyede, "University Autonomous Act and Stakeholders' Responsibility", a paper presented at the 2019 Conference of Pro-Chancellors of Nigerian Universities, Abuja on 21 November 2019, 20-21.

[34] Is'haq Oloyede, "University Autonomy Act and Stakeholders' Responsibility" (2019), 15.

[35] See www.ippis.gov.ng accessed 17 November 2019.

however sees the IPPIS as an erosion of university autonomy and a scam on national security. The President of ASUU, Prof. Biodun Ogunyemi[36] posits that:

> The IPPIS is not a home-grown initiative, rather it is a prescription of the World Bank, which ultimate consequence is to create anarchy. It does not, for example, capture the remuneration of staff on sabbatical, external examiners, external assessors, and Earned Academic Allowances. It does not address the movement of staff as in the case of visiting, adjunct, part-time, consultancy service, which academics offers across universities in Nigeria.

ASUU equally identifies some other drawbacks and inadequacies in the IPPIS. These include:

(i) Localization of operations of universities culminating in negative impact on ranking in the global academic community;
(ii) Problem of payment of arrears in respect of promoted staff to professorial cadre as a result of delay in the completion of the process;
(iii) Non-recognition of 70 years' retirement age of academic staff as against that in the civil service which is fixed at 60 years;
(iv) Restriction on the ability of universities to employ much-needed academic staff at short notice and consequent negation of dynamism associated with staff recruitment; and
(v) Inability to deduct union and cooperative check-offs.

There is also the reported erroneous claim that such centralized control of universities is not done anywhere in the world. Many, if not all, of the grouses of ASUU on this matter can be easily addressed and accommodated in the implementation of the IPPIS. Unfortunately, the imbroglio has been the basis of the ongoing strike in public universities where lecturers have downed tools for over seven months (at the time of this book going to press). It must be stated that while some of the arguments of ASUU against IPPIS are sound, others including the claim that centralized payment of salaries and emoluments of lecturers is not done anywhere else may be weak after all. For the avoidance of doubt, centralized and direct payment of university staff emoluments by government is practised in not less than ten countries in Africa. Even if the practice is not common elsewhere, nothing precludes a sovereign nation from deploying the system into the HE sector if it is found to be beneficial.

This author is, however, of the view that the enrolment of universities, in particular, and other tertiary institutions, in general, into the IPPIS will be counterproductive and injurious to national development. In fact, the decision amounts to a policy summersault from the federal government particularly in federal universities where

[36] Pulse online of 29 October 2019 www.pulse.com assessed on 17 November 2019.

there has been, to a large extent, effective administration of meagre resources and allocations from the federal government. One recalls, with nostalgia, the time in the past when the National Universities Commission (NUC) used to prepare for approval at the National Assembly and superintended bulk budgetary allocations of federal universities. The Commission equally used to monitor and evaluate the finances of universities through what was then known as the University System Annual Review Meetings (USARM). Unfortunately, it was some vocal individuals in search of absolute freedom that succeeded in divesting the NUC of this supervisory role in federal universities. The Commission was eventually left with only regulatory roles. The finances of federal universities now run the risk not only of centralisation but integration into a system that is completely strange to the traditional vision and mission of universities across the world, i.e. Office of the Accountant General of the Federation.

Perhaps, more importantly, the federal government appears to have overlooked the fact that the bureaucracy and university system are diametrically opposed to each other. It therefore portends great danger for universities to be subjected to the bureaucratic apparatus of the civil service that the IPPIS engenders in the TE system. Vice Chancellors and other officers have to commute to and from Abuja frequently at a great cost (financial and otherwise) to obtain approvals which may not be forthcoming. The system would worsen the existing situation in our universities where to replace retired or deceased members of academic staff has become very difficult. The TE runs the risk of more exposure and initiation into the corruption laden public service with catastrophic effects on university administration.

Further, the dynamic nature of the university system, particularly the teaching and research aspects of its mandate, is likely to be impaired by the bureaucratic and regimented process of centralization in a general pool. What ought to be done is to restore and strengthen the supervisory roles of the NUC on the finances of federal universities through the infusion of some IPPIS spirit and guidelines into the system while the NUC itself is then held accountable for its supervisory duties.

A careful comparative study of the trends in university funding up to 2004 when NUC was allowed to coordinate, regulate and monitor federal universities' funding on one hand and post-2004 when each university is directly funded, tends to support the need to reconsider the direct and unregulated funding of federal universities.

**Table 6.9: University Funding of Federal Universities, 1990-2017**

**A. Amount Requested by Universities**

| Year | Amount Requested by Universities | | |
|---|---|---|---|
| | Capital | Recurrent | Total |
| | ₦ | ₦ | ₦ |
| 1990 | 93,200,000.00 | 1,123,401,329.00 | 1,216,601,329.00 |
| 1991 | 93,200,000.00 | 1,359,991,051.00 | 1,453,191,051.00 |
| 1992 | 745,797,000.00 | 2,917,415,945.00 | 3,663,212,945.00 |
| 1993 | 1,149,835,000.00 | 3,926,024,925.00 | 5,075,859,925.00 |
| 1994 | 1,164,000,000.00 | 6,178,861,713.00 | 7,342,861,713.00 |
| 1995 | 2,240,000,000.00 | 9,088,520,905.00 | 11,328,520,905.00 |
| 1996 | 3,900,000,000.00 | 8,542,699,358.00 | 12,442,699,358.00 |
| 1997 | 5,298,000,000.00 | 10,522,155,501.00 | 15,820,155,501.00 |
| 1998 | 5,340,500,000.00 | 17,427,030,158.00 | 22,767,530,158.00 |
| 1999 | 6,189,000,000.00 | 34,695,109,125.00 | 40,884,109,125.00 |
| 2000 | 18,233,724,860.00 | 47,346,272,832.00 | 65,579,997,692.00 |
| 2001 | 19,761,500,000.00 | 49,150,259,219.11 | 68,911,759,219.11 |
| 2002 | 4,609,802,000.00 | 57,545,682,641.00 | 62,155,484,641.00 |
| 2003 | 13,246,000,000.00 | 65,516,123,727.00 | 78,762,123,727.00 |
| 2004 | 16,945,000,000.00 | 199,677,706,206.00 | 216,622,706,206.00 |
| 2005 | N/A | N/A | N/A |
| 2006 | N/A | N/A | N/A |
| 2007 | N/A | N/A | N/A |
| 2008 | N/A | N/A | N/A |
| 2009 | N/A | N/A | N/A |
| 2010 | N/A | N/A | N/A |
| 2011 | N/A | N/A | N/A |
| 2012 | N/A | N/A | N/A |
| 2013 | N/A | N/A | N/A |
| 2014 | N/A | N/A | N/A |
| 2015 | N/A | N/A | N/A |
| 2016 | N/A | N/A | N/A |
| 2017 | N/A | N/A | N/A |

**B. Appropriation**

| Year | Appropriation | | |
|---|---|---|---|
| | Capital | Recurrent | Total |
| | ₦ | ₦ | ₦ |
| 1990 | 93,200,000.00 | 655,145,040.00 | 748,345,040.00 |
| 1991 | 74,454,574.00 | 704,887,817.00 | 779,342,391.00 |
| 1992 | 745,297,000.00 | 2,243,733,126.00 | 2,989,030,126.00 |
| 1993 | 776,000,000.00 | 3,756,229,830.00 | 4,532,229,830.00 |
| 1994 | 1,164,000,000.00 | 4,305,345,420.00 | 5,469,345,420.00 |
| 1995 | 1,480,420,570.00 | 4,912,228,282.00 | 6,392,648,852.00 |
| 1996 | 1,611,544,520.00 | 5,924,050,010.00 | 7,535,594,530.00 |
| 1997 | 2,130,085,265.00 | 4,929,093,300.00 | 7,059,178,565.00 |
| 1998 | 2,781,050,000.00 | 5,415,461,292.00 | 8,196,511,292.00 |
| 1999 | 2,939,000,000.00 | 7,568,388,580.00 | 10,507,388,580.00 |
| 2000 | 5,582,721,446.00 | 28,206,218,865.91 | 33,788,940,311.91 |
| 2001 | 4,896,323,619.00 | 26,948,001,227.42 | 31,844,324,846.42 |
| 2002 | 7,352,901,000.00 | 26,425,549,500.00 | 33,778,450,500.00 |
| 2003 | 0.00 | 34,411,319,280.00 | 34,411,319,280.00 |
| 2004 | 11,973,338,699.00 | 41,051,218,783.61 | 53,024,557,482.61 |
| 2005 | 11,253,660,000.00 | 50,961,971,536.00 | 62,215,631,536.00 |
| 2006 | 6,976,417,723.00 | 75,400,267,475.00 | 82,376,685,198.00 |
| 2007 | 8,808,205,850.00 | 81,757,053,487.00 | 90,565,259,337.00 |
| 2008 | 15,422,383,430.00 | 92,859,232,237.00 | 108,281,615,667.00 |
| 2009 | 10,891,152,735.00 | 100,379,991,211.00 | 111,271,143,946.00 |
| 2010 | 21,732,130,830.00 | 178,125,613,129.00 | 199,857,743,959.00 |
| 2011 | 15,956,588,967.00 | 170,044,397,625.00 | 186,000,986,592.00 |
| 2012 | 18,335,921,415.35 | 191,162,904,183.27 | 209,498,825,598.62 |
| 2013 | 17,097,970,000.00 | 212,533,470,175.00 | 229,631,440,175.00 |
| 2014 | 12,104,654,227.00 | 217,528,042,916.06 | 229,632,697,143.06 |
| 2015 | 3,298,748,612.00 | 232,694,260,797.43 | 235,993,009,409.43 |
| 2016 | 4,593,368,039.00 | 215,282,082,070.00 | 219,875,450,109.00 |
| 2017 | 9,322,350,359.00 | 232,045,961,540.00 | 241,368,311,899.00 |

**C. Amount Received by Universities**

| Year | Amount Received by Universities | | |
|---|---|---|---|
| | Capital | Recurrent | Total |
| | ₦ | ₦ | ₦ |
| 1990 | 93,200,000.00 | 641,570,950.00 | 734,770,950.00 |
| 1991 | 78,929,078.00 | 704,887,817.00 | 783,816,895.00 |
| 1992 | 741,064,220.00 | 2,244,173,126.00 | 2,985,237,346.00 |
| 1993 | 575,300,000.00 | 3,226,229,278.00 | 3,801,529,278.00 |
| 1994 | 965,535,350.00 | 3,405,345,420.00 | 4,370,880,770.00 |
| 1995 | 1,480,420,570.00 | 4,576,364,236.00 | 6,056,784,806.00 |
| 1996 | 1,611,544,519.00 | 5,924,050,010.00 | 7,535,594,529.00 |
| 1997 | 1,650,354,002.00 | 3,697,819,940.00 | 5,348,173,942.00 |
| 1998 | 2,502,945,000.00 | 7,295,447,523.50 | 9,798,392,523.50 |
| 1999 | 1,469,500,000.00 | 10,362,430,271.98 | 11,831,930,271.98 |
| 2000 | 1,936,785,632.00 | 28,206,218,865.91 | 30,143,004,497.91 |
| 2001 | 4,226,691,359.00 | 28,419,719,502.84 | 32,646,410,861.84 |
| 2002 | 0.00 | 30,351,483,193.00 | 30,351,483,193.00 |
| 2003 | 0.00 | 34,203,050,936.33 | 34,203,050,936.33 |
| 2004 | 11,973,338,699.00 | 41,492,948,787.01 | 53,466,287,486.01 |
| 2005 | 8,822,869,440.00 | 49,453,098,168.72 | 58,275,967,608.72 |
| 2006 | 6,976,416,815.00 | 75,400,267,475.00 | 82,376,684,290.00 |
| 2007 | 8,808,205,850.00 | 81,757,053,487.00 | 90,565,259,337.00 |
| 2008 | 14,414,135,937.00 | 92,219,484,808.00 | 106,633,620,745.00 |
| 2009 | 10,873,152,735.00 | 98,028,449,198.00 | 108,901,601,933.00 |
| 2010 | 19,984,157,369.00 | 161,829,458,684.60 | 181,813,616,053.60 |
| 2011 | 10,596,114,052.00 | 169,322,746,169.00 | 179,918,860,221.00 |
| 2012 | 9,605,691,637.00 | 191,162,803,562.68 | 200,768,495,199.68 |
| 2013 | 733,543,426.00 | 212,360,334,707.00 | 213,093,878,133.00 |
| 2014 | 12,004,654,227.00 | 217,397,640,915.06 | 229,402,295,142.06 |
| 2015 | 1,719,374,295.00 | 231,670,528,701.18 | 233,389,902,996.18 |
| 2016 | 3,014,946,156.00 | 214,196,354,013.00 | 217,211,300,169.00 |
| 2017 | 5,599,072,457.00 | 224,202,225,436.00 | 229,801,297,893.00 |

**Source:** NUC

It is axiomatic from the above that by 2004, capital release to federal universities was ₦11.7 billion, while release for recurrent expenditure was ₦41.49 billion. In 2005, capital release decreased to ₦8.8 billion and further plummeted to ₦1.71 billion in 2015 before picking up only to between ₦3.0 and ₦5.59 billion in 2016 and 2017. Conversely, funds for recurrent expenditure moved up to ₦49.45 in 2005 and astronomically increased to ₦224 billion in 2017. Salary increase and expansion cannot fully explain the humongous increase.

Furthermore, those who are old enough in the Nigerian system would recall with nostalgia, how in the days of NUC-coordinated fund-disbursement of "Estimate Review", and later "USARM", the strict application of funding parameters to federal universities was based on size, age, Science/Arts orientation, annual growth rate, use of classification of 1st, 2nd or 3rd generation for funding, among others. Shortly after direct funding to universities started, the basis of funding became a product of the ability of each university to lobby and induce decision. Under the non-regulated regime, smaller universities began to attract inexplicably higher funding than larger universities. There is no scientific basis for allocation of funds to federal universities any longer.

One other argument that has been canvassed against the application of IPPIS to tertiary institutions is its discriminatory nature. The exclusion of the Judiciary, the Legislature, Central Bank of Nigeria (CBN), Nigerian National Petroleum Corporation (NNPC), Universal Basic Education Commission (UBEC), Nigeria Deposit Insurance Corporation (NDIC) and other big public agencies strengthens the argument that the system actually lacks the aura of sanctity or indispensability with which it has been robed. Other features of universities which, in our view, make a return to the NUC-coordinated an imperative is that funding of research cannot be subjected to the strict civil service tradition where at the end of each budget year, unspent funds are mopped up into the treasury.

The global best practice is such that university budgets are rolled over from one year to the other since the gestation period of different research works may span more than one year. The implementation of IPPIS in tertiary institutions would therefore have huge negative impacts on the research work of the nation's institutions of higher learning. Generally speaking, university academic sessions run from August to July whereas the national budget runs from January to December. Even if we succeed in forcing universities to adjust their promotion exercises from August/September/October to January to December calendar in line with the trend in the civil service and as part of the components of the IPPIS, are we going to change the end of session of schools, colleges and universities from July to December? Of what implications

would this be on the operation of the NUS in relation to universities outside this country?

In other words, those who drafted the university acts were aware that the recruitment of academic staff in many instances requires spontaneous decisions, hence the granting of power of one-year temporary appointment to vice chancellors. For instance, a fortuitous meeting of a professor at a conference may be an opportunity to convince and recruit him into the service of a particular university which the bureaucratic demands of the Federal Character Commission, Office of the Head of Service of the Federation and Budget Office might make impossible under IPPIS. Contract, associate, adjunct, sabbatical and temporary appointments which are constant features of the university system may indeed be cheaper and more appropriate than permanent recruitment of a staff that is occasionally needed.

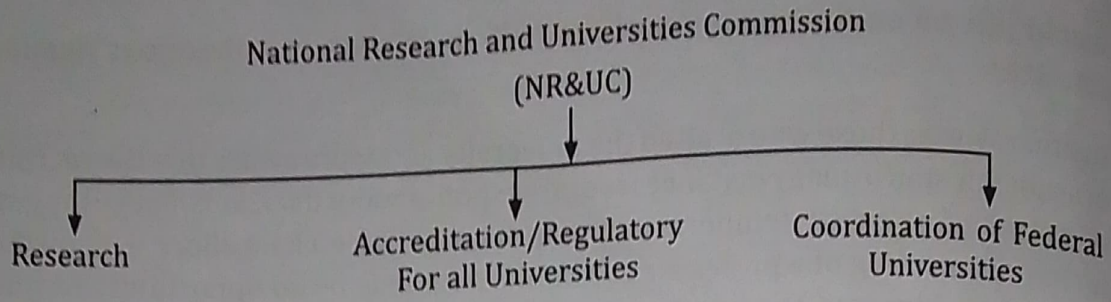
It is our well-considered opinion that the HE landscape requires a total overhaul so that it can effectively achieve the purpose of partaking in the development of the nation. Integration, synergy, flexibility, adaptability and inclusivity are key to this task. With this vision in mind, and pursuant to the above discussions, the following recommendations may be consequential and *ad rem* in the overarching goal of rejigging TE in Nigeria.

## Recommendations

(i) The coordinating Department for Higher Education at the Federal Ministry of Education (or Federal Ministry of Higher Education and Research) should be reverted to the "Department of Higher Education" for the needed emphasis on research.

(ii) A Federal Ministry of Higher Education, Research and Innovation should be established to replace the Federal Ministry of Science and Technology.

(iii) The coordination mandate of the NUC should be re-emphasized along with the regulatory mandate as is presently the case in Ghana. In other words, the Commission should be vested with the duty of supervising and regulating all tertiary institutions in Nigeria. In the present circumstance, if doing this becomes difficult, the Commission should be converted into National Research and Universities Commission (NR&UC) with three major components: Research, Accreditation/Regulation and Coordination/Supervision of federal universities. The idea is that the NR&UC would operate with three Deputy Executive Secretaries with Research, Accreditation/Regulatory and Coordination of federal universities in addition to regulatory authority over all universities. The proposed Commission would operate in line with the following organogram:




(iv) NBTE should, as it is now, continue to coordinate, supervise and develop the totality of Technical Education in Nigeria.

(v) NCCE should be converted to National Teachers Commission. NTI and all issues pertaining to supervision and development of Teacher education should be incorporated within the recommended Teachers Commission.

(vi) A special salary scale comparable to that of medical doctors should be implemented and enforced for all teachers.

(vii) The National Policy on Education should be reviewed and expanded to include in Higher Education, professional tertiary training institutes such as Schools of Nursing and Midwifery which should be renamed Colleges of Nursing and Midwifery.

(viii) Based on the reality of COVID-19 and its implication for Tertiary Education, "Institutions offering correspondence courses"[37] which was deleted in the 2007 edition of the National Policy of Education, from the scope of Tertiary Education, should be restored to strengthen the recognition and acceptance of the Open and Distance Learning (ODL) and virtual learning mode of tertiary education in the country.

(ix) The section in the NPE dealing with post-secondary education should be restored to "Higher/Professional Education" as it was up to the 1981 edition of the NPE (Paragraph 30).

(x) All universities should be regulated and supervised by NR&UC under the proposed Ministry of Higher Education, Research and Innovation.

(xi) NUC, NBTE and NCCE should be strengthened with appropriate manpower and training capabilities to coordinate the development and management of federal universities, polytechnics and colleges of education, respectively, including the finances of the institutions. The agencies should be prepared to be held responsible and accountable for the attainment of the philosophies of honesty and accountability that informed the introduction of IPPIS into the TE sector

[37] Federal Republic of Nigeria, *National Policy on Education* (Abuja, 2004), 36.

*ab initio*. In other words, the main IPPIS centre should be located in each of the regulatory agencies.

(xii) Conventional universities being established by security agencies, except the three recommended, should be handed over to the Federal Ministry of Education and possibly renamed.

(xiii) Learning from the short-lived experience of South Africa with the separation of Higher Education from Education, the Federal Ministry of Education and the proposed Federal Ministry of Higher Education, Research and Innovation should synergize not only operationally but also physically in a way that they would facilitate close and effective collaboration. In the alternative, or as a first step, the Federal Ministry of Education can be made to have two separate but coordinated arms (just like Finance, Budget and National Planning) with one Minister of Education and a Minister of State for Education for each of the:

(a) reformed Higher Education, Research and Innovation (current Federal Ministry of Science and Technology); and

(b) Educational Services, Basic and Secondary Education.

For sustainability, the State Governors, the National Council on Education and representatives of each of the registered political parties as well as labour and major professional associations should be active participants of a National Extraordinary Assembly on the reactivation of education in Nigeria where major proposals on education can be tabled and analysed for sustainable collective decision.

(xiv) The popular erroneous perception of a uniform national minimum UTME score for all tertiary institutions in Nigeria must be corrected. The notorious cut-off mark which is just the minimum UTME score (as a component of the assessment criteria) below which no institution can fix its own cut-off should be properly understood as there is no uniform national cut-off mark. Each institution fixes its own UTME score but which must not be below a jointly fixed benchmark. (Attached as Appendix I, is a shortlist of 2020 minimum UTME score for a few institutions).

## Conclusion

As the late African leader and South African nationalist, Nelson Mandela, said, 'Education is the most powerful weapon which you can use to change the world.' The change referred to can only happen if education is planned, managed and synchronized in its theory and practice to achieve its desired outcomes and goals. This chapter has however highlighted the existence of a systemic disjunction at the twin levels of policy formulation and implementation in the sector. The latter, it argues, is partly

attributable to the palpable limitations and perceived state of anomie regarding the attainment of sustainable development, a corollary of education at its best, in Nigeria. This includes the necessity to support the Ministerial Strategic Plan of the current Minister of Education, Mallam Adamu Adamu, in order that the Ministry may achieve its lofty goals and contribute to national development in an unprecedented manner. This becomes more pertinent given the centrality of HE in driving and propelling other levels of education in any nation. It goes without saying that if education is right, the nation will be all right and if education sneezes, the entire country must catch cold as being witnessed in Nigeria.

One strategic contribution this chapter has made in this direction, therefore, is that of interrogating some lingering but common issues in the HE topology in Nigeria with a specific focus on concepts and policies that have been source of cacophonies in the sector. These cacophonies border on the scope, landscape, mandates and regulatory agencies of tertiary education in Nigeria. They also include the unnecessary furore on the UTME cut-off marks and qualifications for admission into tertiary institutions as well as the dynamics of rewards for achievements, funding and institutional autonomy of tertiary institutions including the contentious migration of the payment platform to IPPIS.

It is emphasized that the whole tertiary education subsector requires a holistic overhaul in terms of nomenclature, organization and functionality. The chapter further recommends a structural reorganization of the current Ministry of Education as well as some agencies within its supervision as a way of revamping higher education in Nigeria and repositioning the country for excellence in the critical education sector. Proper articulation of the mission, vision and goals of higher education in Nigeria and the consistent implementation of the current Ministerial Strategic Plan are essential for the realization of the highly required development of Nigeria. This would be achievable only when the cacophonies in the system are properly snychronized.

# Appendix I (1/3)

## SHORTLIST OF DEGREE AWARDING INSTITUTIONS 2020 MINIMUM UTME PROPOSAL AND DECISIONS

| S/N | Name of Institution | Proposed Minimum Score by Institution | Approved Minimum Score after Policy Meeting |
|---|---|---|---|
| 1. | PAN-ATLANTIC UNIVERSITY, AHMED ONIBUDO STREET, VICTORIA ISLAND, LAGOS STATE | 210 | 210 |
| 2. | COVENANT UNIVERSITY, CANAAN LAND, OTA, OGUN STATE | 200 | 200 |
| 3. | OBAFEMI AWOLOWO UNIVERSITY, ILE-IFE, OSUN STATE | 200 | 200 |
| 4. | LAGOS STATE UNIVERSITY, OJO, LAGOS STATE | 190 | 190 |
| 5. | NIGERIAN ARMY UNIVERSITY, BIU, BORNO STATE | 180 | 180 |
| 6. | EKITI STATE UNIVERSITY, ADO-EKITI, EKITI STATE | 180 | 180 |
| 7. | FEDERAL UNIVERSITY OF AGRICULTURE, MAKURDI, BENUE STATE | 170 | 170 |
| 8. | IBRAHIM BADAMASI BABANGIDA UNIVERSITY, LAPAI, NIGER STATE | 170 | 170 |
| 9. | YUSUF MAITAMA SULE UNIVERSITY, KANO, KANO STATE | 160 | 160 |
| 10. | BINGHAM UNIVERSITY, KARU, NASARAWA STATE | 160 | 160 |
| 11. | EKO UNIVERSITY OF MEDICINE AND HEALTH SCIENCE, IJANIKIN, LAGOS STATE | 160 | 160 |
| 12. | YOBE STATE UNIVERSITY, DAMATURU, YOBE STATE | **150** | 160 |
| 13. | EDO UNIVERSITY, IYAMHO, EDO STATE | **150** | 160 |
| 14. | BABCOCK UNIVERSITY, ILISHAN-REMO, OGUN STATE | **150** | 160 |
| 15. | HALLMARK UNIVERSITY, IJEBU-ITELE, OGUN STATE | **150** | 160 |

| S/N | Name of Institution | Proposed Minimum Score by Institution | Approved Minimum Score after Policy Meeting |
|---|---|---|---|
| 16. | MICHAEL AND CECILIA IBRU UNIVERSITY, OWHRODE, UGHELLI NORTH, DELTA STATE | 150 | 160 |
| 17. | CROSS RIVER UNIVERSITY OF TECHNOLOGY, CALABAR, CROSS RIVER STATE | 150 | 160 |
| 18. | RITMAN UNIVERSITY, IKOT EKPENE, AKWA IBOM STATE | 140 | 160 |
| 19. | UNIVERSITY OF AFRICA, TORU-ORUA, BAYELSA STATE | 140 | 160 |
| 20. | EDWIN CLARK UNIVERSITY, KIAGBODO, DELTA STATE | 140 | 160 |
| 21. | MOUNTAIN TOP UNIVERSITY, MAKOGI-OBA, OGUN STATE | 130 | 160 |
| 22. | OBONG UNIVERSITY, OBONG NTAK, AKWA IBOM STATE | 120 | 160 |
| 23. | MADONNA UNIVERSITY, ELELE, RIVERS STATE | 120 | 16023. |
| 24. | SOUTHWESTERN UNIVERSITY, OKUN-OWA, OGUN STATE | 119 | 160 |
| 25. | ECWA COLLEGE OF EDUCATION, IGBAJA, KWARA STATE | 100 | 160 |
| 26. | FEDERAL COLLEGE OF EDUCATION (TECH.), GUSAU (AFFL. TO ABU ZARIA) | 100 | 160 |
| 27. | COLLEGE OF ARABIC AND ISLAMIC LEGAL STUDIES, ILORIN (AFFL. TO BAYERO UNIV, KANO) | 100 | 160 |
| 28. | OSUN STATE COLLEGE OF EDUCATION, ILESA, OSUN STATE (AFFL. TO UNIV OF IBADAN) | 100 | 160 |

**Source:** JAMB

## Appendix I (2 of 3)

### SHORTLIST OF NATIONAL DIPLOMA AWARDING INSTITUTIONS 2020 MINIMUM UTME

### PROPOSAL AND DECISIONS

| S/N | Name of Institution | Proposed Minimum Score by Institution | Approved Minimum Score after Policy Meeting |
|---|---|---|---|
| 1. | SCHOOL OF ORTHOPEDIC CAST TECHNOLOGY, UITH, ILORIN, KWARA STATE | 200 | 200 |
| 2. | FEDERAL POLYTECHNIC, NEKEDE, IMO STATE | 180 | 180 |
| 3. | AIR FORCE INSTITUTE OF TECHNOLOGY, KADUNA, KADUNA STATE | 170 | 170 |
| 4. | MARITIME ACADEMY OF NIGERIA, ORON, AKWA IBOM STATE | 160 | 160 |
| 5. | NIGERIAN ARMY COLLEGE OF ENVIRONMENTAL SCIENCE AND TECH., MAKURDI, BENUE STATE | 160 | 160 |
| 6. | ABDU GUSAU POLYTECHNIC, TALATA-MAFARA, ZAMFARA STATE | 160 | 160 |
| 7. | SCHOOL OF HEALTH INFORMATION MGT, UNIUYO TEACHING HOSPITAL, UYO, AKWA IBOM STATE | 150 | 150 |
| 8. | FEDERAL POLYTECHNIC, ILARO, OGUN STATE | 150 | 150 |
| 9. | FEDERAL POLYTECHNIC, BALI, TARABA STATE | 140 | 140 |
| 10. | SCHOOL OF HEALTH INFORMATION MANAGEMENT (UDU TEACHING HOSPITAL), SOKOTO STATE | 140 | 140 |
| 11. | COLLEGE OF AGRICULTURE, ZURU, KEBBI STATE | 120 | 120 |
| 12. | INSTITUTE OF MANAGEMENT AND TECHNOLOGY, ENUGU, ENUGU STATE | 120 | 120 |
| 13. | ADAMAWA STATE POLYTECHNIC, YOLA, ADAMAWA STATE | 110 | 120 |

| S/N | Name of Institution | Proposed Minimum Score by Institution | Approved Minimum Score after Policy Meeting |
|---|---|---|---|
| 14. | VALLEY VIEW POLYTECHNIC, OHAFIA, ABIA STATE | 110 | 120 |
| 15. | VILLANOVA POLYTECHNIC, IMESI-ILE, OSUN STATE | 110 | 120 |
| 16. | HASSAN USMAN KATSINA POLYTECHNIC, KATSINA, KATSINA STATE | 110 | 120 |
| 17. | GRUNDTVIG POLYTECHNIC, OBA, ANAMBRA STATE | 110 | 120 |
| 18. | CITI POLYTECHNIC, ABUJA | 110 | 120 |
| 19. | FEDERAL POLYTECHNIC, MUBI, ADAMAWA STATE | 110 | 120 |
| 20. | REDEEMERS COLLEGE OF TECHNOLOGY AND MANAGEMENT, OGUN STATE | 110 | 120 |
| 21. | DORBEN POLYTECHNIC, BWARI-GARAM ROAD, FCT – ABUJA | 110 | 120 |
| 22. | EASTERN POLYTECHNIC, PORT HARCOURT, RIVERS STATE | 110 | 120 |
| 23. | ALLOVER CENTRAL POLYTECHNIC, LYNSON CHEMICAL AVENUE, OTA, OGUN STATE | 110 | 120 |
| 24. | FEDERAL COLLEGE OF WILDLIFE MANAGEMENT, NEW BUSSA, NIGER STATE | 110 | 120 |
| 25. | SHAKA POLYTECHNIC, PRINCE SHAKA WAY, BENIN CITY, EDO STATE | 110 | 120 |
| 26. | LAGOS CITY POLYTECHNIC, IKEJA, LAGOS STATE | 110 | 120 |
| 27. | UMARU ALI SHINKAFI POLYTECHNIC, SOKOTO, SOKOTO STATE | 110 | 120 |
| 28. | MARIST POLYTECHNIC, UMUCHIGBO, IJI-NIKE, EMENE-ENUGU, ENUGU STATE | 110 | 120 |
| 29. | BAUCHI STATE COLLEGE OF AGRICULTURE, BAUCHI, BAUCHI STATE | 100 | 120 |

| S/N | Name of Institution | Proposed Minimum Score by Institution | Approved Minimum Score after Policy Meeting |
|---|---|---|---|
| 30. | NIGERIAN NAVY SCHOOL OF FINANCE AND LOGISTICS COLLEGE, OWERRINTA, ABIA STATE | 90 | 120 |
| 31. | GLOBAL POLYTECHNIC, OYEMEKUN ROAD, AKURE, ONDO STATE | 80 | 120 |
| 32. | DELTA STATE COLLEGE OF HEALTH TECHNOLOGY, UGHELLI, DELTA STATE | 80 | 120 |
| 33. | MATER DEI POLYTECHNIC, UGWUOBA TOWN, OJI RIVER, ENUGU STATE | 45 | 120 |

**Source:** JAMB

## Appendix I (3 of 3)

**SHORTLIST OF NCE AWARDING INSTITUTIONS 2020 MINIMUM UTME PROPOSAL AND DECISIONS**

| S/N | Name of Institution | Proposed Minimum Score by Institution | Approved Minimum Score after Policy Meeting |
|---|---|---|---|
| 1. | FEDERAL COLLEGE OF EDUCATION, EHA-AMUFU, ENUGU STATE | 180 | 180 |
| 2. | COLLEGE OF EDUCATION, MARU, ZAMFARA STATE | 180 | 180 |
| 3. | AKWA IBOM STATE COLLEGE OF EDUCATION, AFAHA NSIT, AKWA IBOM STATE | 180 | 180 |
| 4. | ONIT COLLEGE OF EDUCATION ABAGANA, ANAMBRA STATE | 180 | 180 |
| 5. | DELTA STATE COLLEGE OF PHYSICAL EDUCATION, MOSOGAR, DELTA STATE | 170 | 170 |
| 6. | GLOBAL COLLEGE OF EDUCATION, JOS, PLATEAU STATE | 160 | 160 |

| S/N | Name of Institution | Proposed Minimum Score by Institution | Approved Minimum Score after Policy Meeting |
|---|---|---|---|
| 7. | BILYAMINU OTHMAN COLLEGE OF EDUCATION, DASS, BAUCHI STATE | 160 | 160 |
| 8. | A.D. RUFAI COLLEGE OF EDU. FOR LEGAL AND ISLAMIC STUDIES, MISAU, BAUCHI STATE | 160 | 160 |
| 9. | ELIZABETH MEMORIAL COLLEGE OF EDUCATION, ODENIGBO, NSUKKA, ENUGU STATE | 150 | 150 |
| 10. | ADEYEMI COLLEGE OF EDUCATION, ONDO, ONDO STATE | 140 | 140 |
| 11. | ISA KAITA COLLEGE OF EDUCATION, DUTSINMA, KATSINA STATE | 135 | 135 |
| 12. | DELAR COLLEGE OF EDUCATION, IBADAN, OYO STATE | 120 | 120 |
| 13. | MOHAMMED GONI COLLEGE OF LEGAL AND ISLAMIC STUDIES, BORNO STATE | 120 | 120 |
| 14. | FEDERAL COLLEGE OF EDUCATION, KATSINA, KATSINA STATE | 120 | 120 |
| 15. | FEDERAL COLLEGE OF EDUCATION, YOLA, ADAMAWA STATE | 120 | 120 |
| 16. | YEWA CENTRAL COLLEGE OF EDUCATION, ABEOKUTA, OGUN STATE | 110 | 110 |
| 17. | KANO STATE COLLEGE OF EDUCATION AND PRELIMINARY STUDIES, KANO STATE | 100 | 100 |
| 18. | KASHIM IBRAHIM COLLEGE OF EDUCATION, MAIDUGURI, BORNO STATE | 100 | 100 |
| 19. | COLLEGE OF EDUCATION, AGBOR, DELTA STATE | 100 | 100 |
| 20. | COLLEGE OF EDUCATION, KURA, KANO STATE | 100 | 100 |
| 21. | IMO STATE COLLEGE OF EDUCATION, IHITTE-UBOMA, IMO STATE | 100 | 100 |

| S/N | Name of Institution | Proposed Minimum Score by Institution | Approved Minimum Score after Policy Meeting |
|---|---|---|---|
| 22. | NWAFOR ORIZU COLLEGE OF EDUCATION, NSUGBE, ANAMBRA STATE | 100 | 100 |
| 23. | TAI SOLARIN COLLEGE OF EDUCATION, IJEBU-ODE, OGUN STATE | 100 | 100 |
| 24. | UMAR SULEIMAN COLLEGE OF EDUCATION, GASHUA, YOBE STATE | 100 | 100 |
| 25. | NOSAKHARE COLLEGE OF EDUCATION, BENIN CITY, EDO STATE | 100 | 100 |
| 26. | ST. AUGUSTINE COLLEGE OF EDUCATION (PROJECT TIME), YABA, LAGOS STATE | 100 | 100 |
| 27. | FEDERAL COLLEGE OF EDUCATION, KONTAGORA, NIGER STATE | 100 | 100 |
| 28. | SINAI COLLEGE OF EDUCATION AND ENTREPRENEURIAL STUDIES, GBOKO, BENUE STATE | 100 | 100 |
| 29. | ANGEL CROWN COLLEGE OF EDUCATION, GIDAN-DAYA, FCT – ABUJA | 90 | 100 |
| 30. | COLLEGE OF EDUCATION, WARRI, DELTA STATE | 80 | 100 |

**Source:** JAMB