

discussions, experiment, project works, field works, social action projects, field trips, role plays or socio - drama or simulation methods.

Evans cited by Pires (2000: 40) defines Experiential learning "to mean all the knowledge and skills people have acquired through life and work experience and study which have not been formally tested through any educational or professional certification". As much as the experiential methods aim at exposing students to the reality of life outside the classroom, Jerome (1966) was said to have lamented that school tends to "shield" young people from the reality of this world. The school is supposed to be a preparation for life yet the school seems to keep school students away from life. Perhaps, a more reason why Obanya (2005) contended that "Education (in its true sense) was in fact first threatened by schooling, and most societies have been questioning the educational effectiveness of schools ever since they were invented."

Pire (2000) argues that Experiential modes of education are alternative, yet academically acceptable, ways to approach learning, problem solving, and personal development that take place mostly outside the traditional classroom setting. According to him, well-designed study-abroad and cultural exchange programs based on the experiential learning model allow students to build upon knowledge obtained in the classroom by effectively applying it in real world situations. The Experiential learning approach is an active one in which students must assume responsibility for the organization of their own learning rather than relying on more passive classroom processes.

Motivation stems from the need or desire to be able to conduct oneself successfully in various situations, rather than from academic rewards or sanctions. Since the outside environment substitutes for the classroom in the experiential approach, students must develop skills applicable in both academic and general life situations. These include techniques of observation, listening, communication, and problem solving. Experiential learning also requires a willingness on

the part of students to take certain risks that can lead to important learning opportunities. Such risks include opening oneself to unfamiliar, ambiguous, or socially uncomfortable situations, initiating interpersonal contact with groups of people whom one is not likely to encounter otherwise, and venturing more often down the road less travelled.

The University of Ilorin Experience

The Centre for International Education is 'an extension of the office of the Vice Chancellor,' University of Ilorin; it was 'licensed by the Senate and established in 2009.' Since its inception, the centre has been in charge of international affairs of the University.

In line with the corporate plan of the University and as one of its main objectives, the centre is responsible for achieving the aim of internationalization of the University of Ilorin through initiating, facilitating, and coordinating international programs and linkages, exchanging of Faculty, students and collaborating research projects across academic discipline as well as global networking. The Centre is also responsible for bringing staff and students from all over the world.

During the years (2012- 2014) under review, we found out that Unilorin has witnessed an 'applaudable increase in the number of international students enrolled for immersion, undergraduate and post graduate courses in the university' (CIE, 2012/2013: 1). Before now, the University could hardly boast of international students; the few available were more or less Nigerians because they were either born here or have been residents for a long time. Presently, the Institution has as much as 229 international students from across 17 countries enrolled for various programmes. Similarly, the University has recruited up to 25 fulltime International staff and is still recruiting, all in a bid to meet up with the global trends.

Through linkages and collaboration, the then Vice Chancellor, in 2013, visited several institutions and organizations in the USA, UK,