



**National Universities Commission
Strategy Advisory Committee**

Report of the Study Visits to Egypt and the United Kingdom for Partnership for the Revitalisation of University Education in Nigeria

September 24 to October 6, 2018



Executive Secretary: Professor Abubakar Adamu Rasheed

Signature page

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Executive Summary

The National Universities Commission (NUC)'s *2018-2023 Blueprint for the Revitalisation of the Nigerian University System* initiated and superintended by H.A.E. Professor Abubakar Adamu Rasheed, *mni, MFR, FNAL*, Executive Secretary of NUC, rests on sixteen drivers including access, quality, relevance and funding. A latent component of these drivers is the harnessing of good practices from all over the world from where lessons can be learned for possible adoption for the Nigerian context. It was in the spirit of seeking such good practices that the Executive Secretary approved that the NUC Strategy Advisory Committee (STRADVCOM) undertake a study visit of the university systems of selected countries including Egypt and the UK. The objectives of the first phase of the study visits were to: undertake a critical onsite assessment of the Egyptian and UK university systems; draw lessons for the revitalisation of the Nigerian university system and the advisory work of STRADVCOM; and seek areas of possible collaboration between the Supreme Council of Universities (SUC) of Egypt, the National Authority for Quality Assurance and Accreditation in Education (NAQAAE) of Egypt and the Quality Assurance Authority (QAA) of the UK as well as with universities in Nigeria. Over 40 lessons were learned with significant potential for the implementation of the 2018-2023 NUC Blueprint. All the sites visited also learned lessons from NUC for improving their delivery systems and productivity. All expressed the desire to enter into partnership with NUC, via Memoranda of Understanding (MoU). Highlights of conclusions are:

- **Supreme Council of Universities:** eager to enter into a Memorandum of Understanding (MoU) with NUC to accelerate partnership between both bodies for a mutually-beneficial relationship particularly in areas of strength of both organisations.
- **The National Authority for Quality Assurance and Accreditation of Education (NAQAAE):** authorities were impressed with the commonalities in the accreditation procedures of NAQAAE with those of NUC but learned the lesson of applying sanctions on institutions and programmes that underperform in accreditation. Such sanctions encourage universities to take steps towards remediation. NAQAAE is willing to partner NUC in implementing the Blueprint in the area of quality assurance.
- **Quality Assurance Agency (QAA) of the UK:** QAA expressed its willingness to support NUC in the implementation of the 2018-2023 Blueprint. It is desirous of entering into official partnership with NUC to include activities such as joint institutional quality assurance (QAA does not conduct programme accreditation), exchange of relevant documents that can help enhance quality assurance work of the NUC, running of international conferences on quality assurance, capacity building for NUC quality assurance staff.
- **Cairo University, Egypt:** Wishes to explore partnership with NUC including staff and student exchange with Nigerian universities and sharing of best practices in university management.
- **Al-Azhar University, Egypt:** The university is desirous of entering into partnership with NUC that will give it ample chance to directly partner Nigerian universities.
- **Kafrelsheikh University, Egypt:** The President expressed his eagerness to sign an MoU with NUC to foster different layers of cooperation between Kafrelsheikh and Nigerian universities through NUC.

The lessons learned, and the drafts of such MoUs (sample in the Appendix) are to be conveyed to the Executive Secretary of NUC through **Strategy Advisory Notes** of STRADVCOM.

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Acronyms

AAU	Association of African Universities
AC	Academic Corruption
AI	Artificial Intelligence
AVCNU	Association of Vice Chancellors of Nigerian Universities
BCE	Before Common Era
BMAS	Benchmark Minimum Academic Standard
CIQG	CHEA International Quality Group
ES	Executive Secretary
H.A.E	His Academic Eminence
HE	Higher Education
HEIs	Higher Education Institutes
HME	Honorable Minister of Education
IAU	International Association of Universities
MOOC	Massive Open Online Course
MoU	Memorandum of Understanding
MTIs	Middle Technical Institutes
NAQAAE	National Authority for Quality Assurance and Accreditation in Education
NUC	National Universities Commission
NUS	Nigeria University System
ODE	Open and Distance Education
ODL	Open and Distance Learning
QA	Quality Assurance
QAA	Quality Assurance Agency
SCU	Supreme Council of Universities
SG	Secretary-General
STRADVCOM	Strategy Advisory Committee
TVET	Technical and Vocational Education and Training
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization

Introduction

On assumption of office in May 2015, the Buhari Administration set in motion, the machinery for breaking down barriers to quality education which had endured since independence in 1960. A key instrument in the pursuit of the reformation plan was the development of a 10-pillar Ministerial Strategic Plan 2016-2019 which the Honourable Minister of Education, Malam Adamu Adamu developed through broad-based stakeholder participation and approved by the Federal Executive Council. One of the pillars is the promotion of quality education at all levels which builds on the gains of previous administrations but steered to new trajectories reflecting contemporary and future developments in the production of nationally-relevant and globally-competitive graduates.

A derivative of the 2016-2019 Ministerial Strategic Plan is the National Universities Commission (NUC) *2018-2023 Blueprint for the Revitalisation of the Nigerian University System*. The Blueprint initiated and superintended by **H.A.E. Professor Abubakar Adamu Rasheed, mni, MFR, FNAL**, Executive Secretary of NUC, rests on sixteen drivers including access, quality, relevance and funding. A latent component of these drivers is the harnessing of good practices from all over the world from which lessons can be learned for possible adoption for the Nigerian context. It was in the spirit of seeking such good practices that the Executive Secretary approved that the NUC Strategy Advisory Committee (STRADVCOM) undertakes a study visit of the university systems of Egypt, Israel and the UK. To ensure diversity of experience sharing and gleaning, other NUC groups studied national and institutional practices in other countries.

The choice of Egypt and the UK as commencement countries for STRADVCOM was strategic. Egypt, like Nigeria, has an expansive higher education system with successful practices in programmes such as medicine. It will be beneficial for Nigeria to learn lessons from such practice. Additionally, with the on-going NUC effort at developing a Blueprint for Nigeria's development by 2050, Egypt presents a classic case of strengthening higher education to cope with exploding population in the quest to solve emerging development challenges. As for the UK, the filial relations in education induced by Nigeria's colonial heritage overhangs the education system. With the global quality assurance colour of UK's Quality Assurance Agency (QAA), it is deemed expedient to learn a lesson or two that can strengthen the quality assurance activities of NUC within the 2018-2023 Revitalisation Plan and beyond.

The study visit was to be equally advantageous to the Egyptian and QAA authorities as NUC brings to the experience-sharing table, years of outstanding performance in delivering on its quality assurance mandate which Egypt and the UK can learn from.

This report presents the objectives of the study visit and proceeds to describe the findings at every site visited including lessons learned from both parties. It concludes with harmonised lessons learned and recommendations to the Executive Secretary by way of further action to be contained in Advisory Notes to the Executive Secretary. Annexed to the report are draft Memoranda of Understanding for possible consideration by NUC Management and Board.

Objectives of the Visit

The objectives of the study visit were to

1. undertake a critical onsite assessment of the Egyptian and UK university systems;
2. draw lessons for the revitalisation of the Nigerian university system and the advisory work of STRADVCOM; and
3. seek areas of possible collaboration between the Supreme Council of Universities (SUC) of Egypt, the National Authority for Quality Assurance and Accreditation in Education (NAQAAE) of Egypt and the Quality Assurance Authority (QAA) of the UK as well as with universities in Nigeria.

Delegation

The delegation was made up of the following:

- | | |
|--|---------------------------------------|
| 1. Professor Peter Okebukola, OFR- | Chairman and Team Lead |
| 2. Professor Ruqayyatu Ahmed Rufa'i, OON- | Member (former Minister of Education) |
| 3. Professor Nimi Briggs, OON - | Member |
| 4. Professor Michael Faborode - | Member |
| 5. Ibukun Olagbemiro - | Secretariat |
| 6. Femi Adebayo Jenrola - | Secretariat |

Study Visits in Egypt

About Egypt and the Egyptian University System

Egypt, officially the Arab Republic of Egypt, is a country spanning the northeast corner of Africa and southwest corner of Asia by a land bridge formed by the Sinai Peninsula. With over 95 million inhabitants, Egypt is the most populous country in North Africa, The Middle East, and the Arab world, the third-most populous in Africa (after Nigeria and Ethiopia), and the fifteenth-most populous in the world. The great majority of its people live near the banks of the Nile River, an area of about 40,000 square kilometres (15,000 sq mi), where the only arable land is found. The large regions of the Sahara desert, which constitute most of Egypt's territory, are sparsely inhabited. About half of Egypt's residents live in urban areas, with most spread across the densely populated centres of greater Cairo, Alexandria and other major cities in the Nile Delta.



It is a Mediterranean country bordered by the Gaza Strip and Israel to the northeast, the Gulf of Aqaba to the east, the Red Sea to the east and south, Sudan to the south, and Libya to the west. Across the Gulf of Aqaba lies Jordan, and across from the Sinai Peninsula lies Saudi Arabia, although Jordan and Saudi Arabia do not share a land border with Egypt. It has one of the longest histories of any country, tracing its heritage back to the 6th–4th millennia BCE.

Considered a cradle of civilisation, Ancient Egypt saw some of the earliest developments of writing, agriculture, urbanisation, organised religion and central government.

Egypt has a very extensive higher education system. About 30% of all Egyptians in the relevant age group go to university. However, only half of them graduate. The Ministry of Higher Education supervises the tertiary level of education. There are a number of universities catering to students in diverse fields. In the current education system, there are 17 public universities, 51 public non-university institutions, 16 private universities and 89 private higher institutions. Out of the 51 non –university institutions, 47 are two-year middle technical institutes (MTIs) and four are 4–5 years higher technical institutes’. The higher education cohort is expected to increase by close to 6 percent (60,000) students per annum through 2020.

There are both private and public institutions of higher education in Egypt. Public higher education is free in Egypt, and Egyptian students only pay registration fees. Private education is much more expensive.

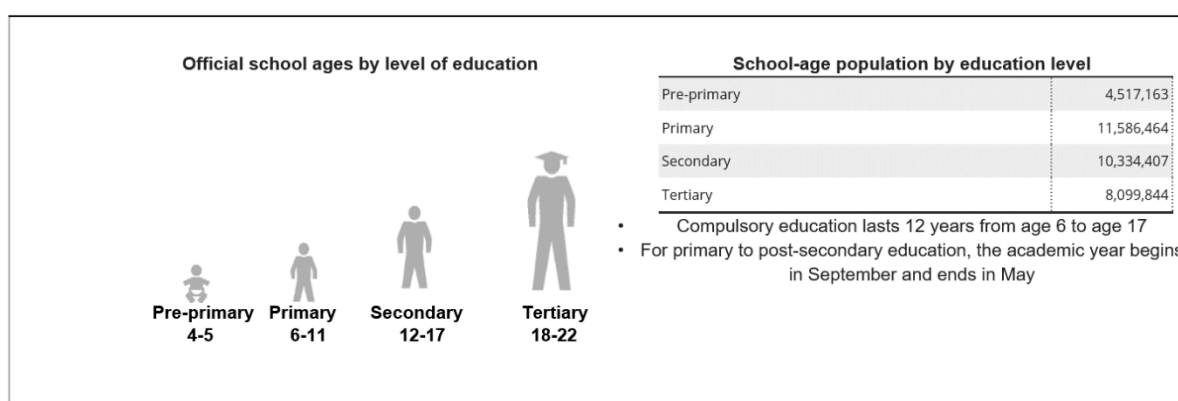
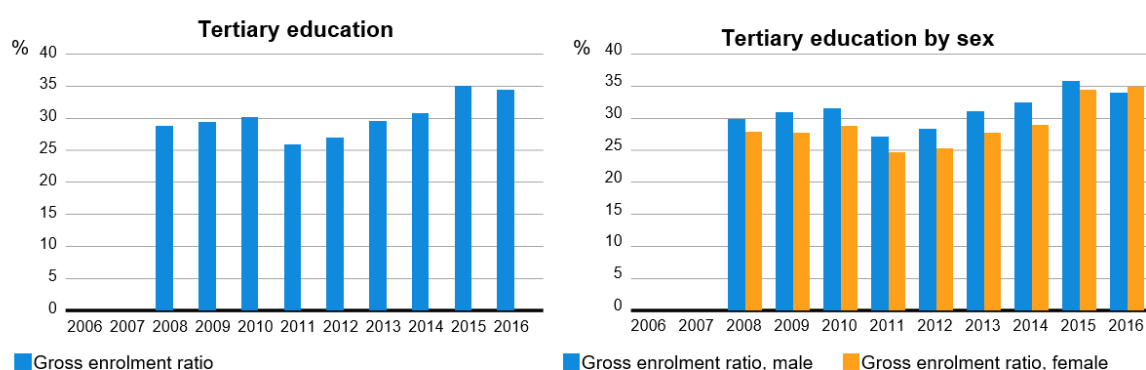


Fig 1: Education System of Egypt
Source: UNESCO Institute of Statistics, 2018



Tertiary education	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Gross enrolment ratio (%)										
Total	28.88	29.35	30.21	25.87	26.91	29.5	30.77	35.13	34.44	...
Female	27.86	27.75	28.87	24.62	25.38	27.79	29.02	34.44	34.85	...
Male	29.85	30.88	31.5	27.06	28.38	31.13	32.44	35.78	34.04	...

Directions of Reform of Egypt's Higher Education System

At the time of the study visit, reforms were on-going in the Egyptian higher education system. These are in several directions with similarities with the thrusts of the pillars of Nigeria's 2016-2019 Ministerial Strategic Plan. New approaches to teaching and learning are required to develop employability skills. In this connection, qualifications descriptors and pathways are being developed for individuals to build their levels of educational attainment progressively. There is also the reform aimed at improving the balance of graduate output to fit labour market needs. This requires: (1) a more balanced supply of graduates of university and technical and vocational education with a view to increasing the proportion of graduates with practical skills relevant to labour market needs; (2) wider opportunities for students to undertake studies that can lead to employment; (3) greater discretion for institutions to offer courses in response to student demand having regard to labour market opportunities; (4) engagement with employers and professional bodies in designing and evaluating courses; (5) timely information about labour market supply and demand; and (6) professional career advice to help students and parents make informed educational choices.

Another direction of reform is the diversification of the supply of higher education opportunities to meet a larger student body with varying needs, aptitudes and motivations. Currently, the technical and vocational education and training (TVET) system is very weak and poorly regarded by Egyptian society, and is an unattractive alternative in its present form. A priority is to renew the TVET system, including enhancing the status of TVET qualifications, upgrading facilities, and marketing the value of technical skills to the community.

There is also the reform to increase institutional operating flexibility and self-management capacity. To align Egyptian universities with their international counterparts, public universities with the status of a public corporation might be governed by a Board of Trustees with authority to oversee their academic and operational affairs according to their agreed mission and subject to appropriate accountabilities.

Sharing costs more equitably is another area of reform. The cost burden of higher education provision falls disproportionately on the Government and general taxpayers, while those who benefit the most do not pay their fair share of the costs. Few countries have been able to expand their higher education system while at the same time raising its quality without requiring a significant contribution from students and their families.

Reform to raise input quality and embed quality assurance as an institutional responsibility is also ongoing. To improve the quality of teaching and learning, the poor physical condition of the nation's higher education institutions requires a major capital injection. Additionally, public institutions need to develop their capacity for responsible self-management, including monitoring and reviewing the quality of their programmes. Particular effort needs to be directed to the adoption of performance-based management practices, and professional development of faculty and staff.

There is also the reform aimed at strengthening university research capacity and its links to innovation. To identify areas for future investment and inter-institutional collaboration, it would be useful to map the research strengths of public universities. Subsequently, a select

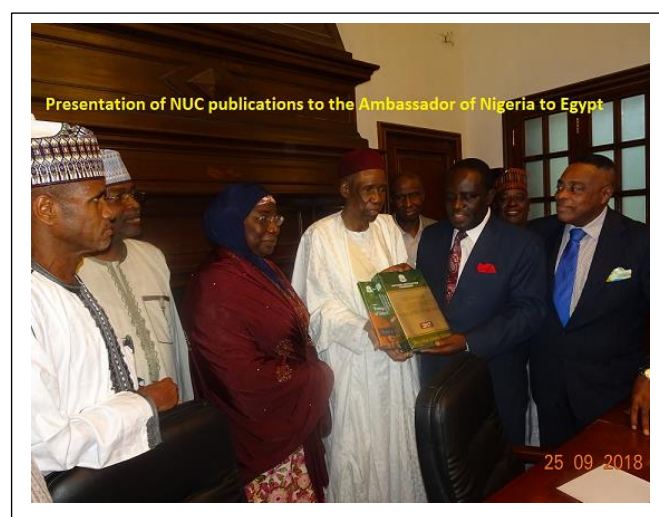
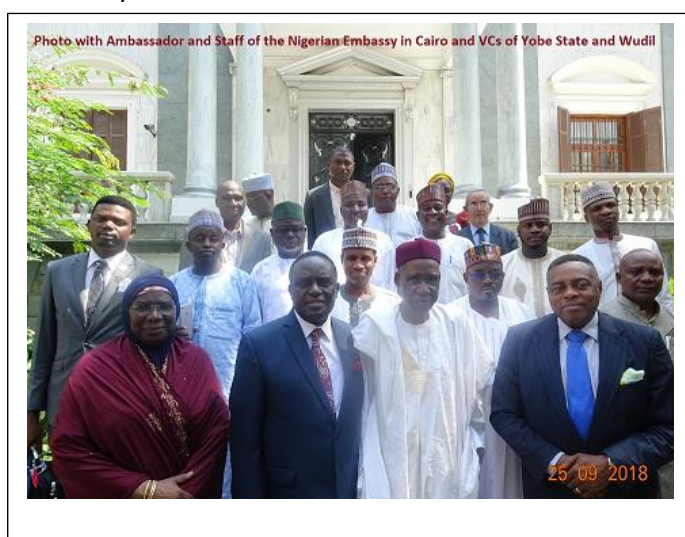
number of universities, or faculties or centres within them, might be invited to apply through a competitive programme to establish graduate schools or research clusters in designated fields where Egypt seeks to build its capacity.

Meeting with the Ambassador and Embassy Staff of the Nigerian Embassy in Cairo

His Excellency, Professor Abdulkadri Dandatti, the Ambassador of Nigeria to Egypt was gracious to meet the delegation on arrival at Cairo airport on September 24 as late as 11p.m. Full VIP courtesies were extended to members of the delegation. On September 25, a meeting was held to brief the Ambassador and staff of the Nigerian Embassy in Cairo on the nature of the study visits and to seek logistical support for the study sites. Vice-Chancellors of Yobe State University and Kano State University of Science and Technology, Wudil who were in Egypt on similar visits for their universities, attended the briefing session.

The session began with introductions followed by a brief welcome address by His Excellency, Ambassador Abdulkadri Dandatti who extolled the virtues of the Executive Secretary NUC, Professor Abubakar Adamu Rasheed, appreciating the ES's foresight in setting up STRADVCOM and lauding him for the numerous initiatives at NUC since he assumed office as Executive Secretary.

The Chairman, Professor Peter Okebukola, in his remarks, noted that the STRADVCOM team was humbled by the Ambassador's generosity to the team. H.E. Professor Ruqayyatu Rufai thanked the Ambassador for his hospitality and assistance to make the visit a success. Professor Nimi Briggs joined others in commending the Ambassador for his kindness to the Committee and in assisting with every stage of the visit to make it a success. In his closing remarks, H.E. Ambassador Professor Abdulkadri Dandatti, thanked the Committee again and wished it well in the assignment in the land of the Pharaohs. A set of some NUC publications was presented to the Ambassador.



Lessons learned

- The Nigerian Embassy in Cairo can provide an enabling ambience for Egypt-Nigeria partnership in the promotion of quality university education. This vista of opportunity is available for all Nigerian universities to tap. NUC and AVCNU should disseminate this information to all universities.
- Passion and commitment of the leader can open doors as demonstrated by His Excellency, the Ambassador Professor Abdulkadri Dandatti.
- All interphases with Egyptian authorities that could have slowed the pace of interactions were smoothened by the commitment and diplomatic reach of His Excellency the Ambassador. We learned a lesson of attributes that leaders of Nigerian missions abroad, even internally at all levels should cultivate to foster their contribution to national development.

Meeting with the Honourable Minister of Higher Education and Scientific Research of Egypt

His Excellency Professor Abdulkadri Dandatti, Nigeria's Ambassador to Egypt facilitated a high-level meeting with Dr. Khaled Abdel Ghaffar, Minister of Higher Education and Scientific Research of the Arab Republic of Egypt. The meeting discussed the mission of the NUC-STRADVCOM team and Dr. Ghaffar, the Egyptian Minister of Higher Education and Scientific Research was quite pleased with the thrust of the visit. He highlighted recent reforms in higher education in Egypt and was hopeful that some lessons can be learned from success stories from Nigeria. He encouraged the team to visit Kafrelsheikh University to see an example of how Egypt is responding to demands of production of high-quality graduates. He informed the team that Egypt has declared 2019 year for education.



Lesson learned

- A lesson that indirectly emerged from interacting with the Honourable Minister of Higher Education of Egypt is that the Nigerian education system is lauded outside our shores and that Ministers of Education of different countries delight in onsite study of the Nigerian education system. Arising from this lesson, no effort should be spared by all stakeholders in education in Nigeria to ensure that the lustre of the Nigerian education system is not dimmed.

Study Visit to Cairo University

About Cairo University

Cairo University is Egypt's premier public university. Its main campus is in Giza, immediately across the Nile from Cairo. Founded on 21 December 1908, it was housed in various parts of Cairo and took off with the Faculty of Arts. Cairo University is usually ranked among the top universities in Egypt, and one of the top universities in Africa. Cairo University includes a School of Law and a School of Medicine. The Medical School, also known as Kasr Alaini was one of the first medical schools in Africa and the Middle East. It counts three Nobel Laureates among its graduates and is one of the 50 largest institutions of higher education in the world by enrolment

Highlights of meeting with Cairo University officials and tour of facilities

The delegation met with the Vice-President of the University and some senior officials who welcomed the delegation to university which was over a decade old. He highlighted some of the strengths of the university including its Medicine and Engineering and expressed optimism that the university would be glad to establish strategic partnership with NUC and through NUC to Nigerian universities.



Lessons learned and agreement on partnership with NUC and Nigerian universities

Areas of partnership with NUC include staff and student exchange with Nigerian universities and sharing of best practices in university management.

Study visit to the Supreme Council of Universities SCU

About SCU

The Supreme Council of Universities (SCU) was founded in 1950 to plan university education system in Egypt. It was previously named the Advisory Council for Universities. In 1954, a Presidential Decree was issued to reorganise the universities and to establish a Supreme Council of Universities as an organised autonomous public body under the Ministry of Higher Education. SCU is presided over by the Minister of Higher Education and has a member of Presidents of the Egyptian state universities, five members of the most experienced in university education and public affairs assigned for two renewable years by the Minister and Secretary-General.

The SCU has three sub-councils which are Supreme Council for Higher Education and Students' Affairs; Supreme Councils for Post-Graduate Studies and Research and Supreme Council for Community Services and Environmental Development. The responsibilities of the SCU include future national policies and planning of higher education and scientific research in universities; enhancement of higher education system to measure up with international standards; organise students admission policy to universities; approve bylaws of degrees and programmes in universities; and ensure employment and development of academic staff.

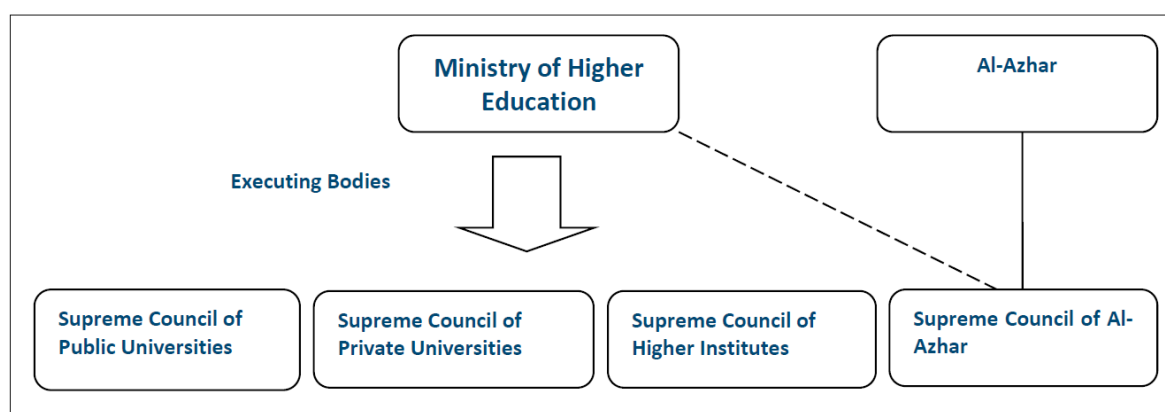


Fig. 3: Structure of the Ministry of Higher Education Education

Highlights of meeting with Secretary General, SCU and officials

The Secretary-General (SG) of the SCU, Professor Mohammed Lotayef, welcomed the NUC team and expressed his optimism that the visit would be mutually beneficial for NUC, the SCU and the universities they superintend. He indicated that the meeting was timely as Egypt is now looking towards working with African countries.

In his remarks, the Chairman, Professor Peter Okebukola, thanked the SG for warmly welcoming the team from Nigeria. He introduced members of the delegation. He gave a background of the NUC and noted that the purpose of the visit was to understudy the Egyptian Higher Education system and exchange best practices with NUC in areas such as access, funding, curriculum development and quality assurance. The visit was to further strengthen the working relationship between NUC and SCU. He congratulated Professor Lotayef on his appointment as the SG of SCU. The following issues in the NUC revitalisation programme were discussed.

Curriculum Review

SCU allows universities to include courses beyond the minimum requirements, subject to SCU's approval. 2019 was declared by the President of Egypt as the year of Education as part of the country's National Project for the Development of a new education system. The Council of Ministers was also to link the university curriculum with the needs of the state. For example, medical education in Egypt that had six years of teaching and one year of housemanship training has been reviewed to five years of teaching and two years of housemanship training. Unlike before, students are now exposed to clinical settings in hospitals from their first year. Overall, Egypt provides a good model of medical education for Nigeria.

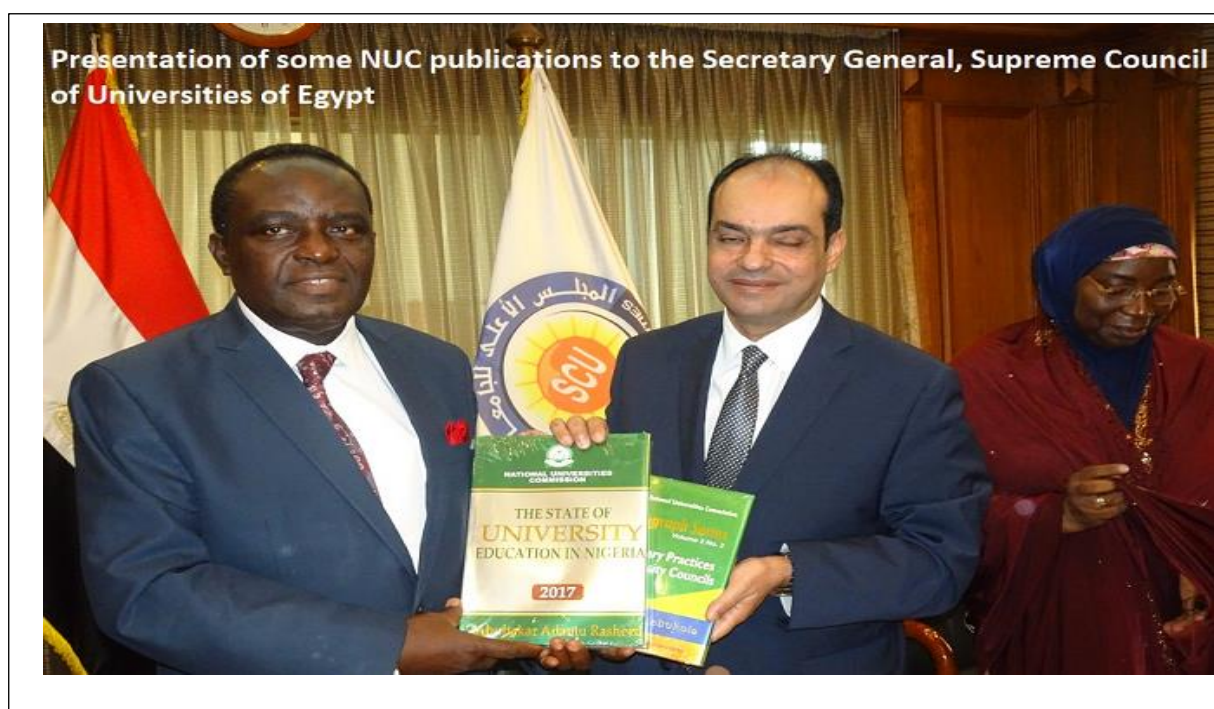
Professor Nadia Badrawi informed the delegation that universities are required to have a teaching hospital before commencing programmes in Medicine and Surgery. The move, she added, has helped the growth of medical education in the country. SCU has also started the implementation of an integrated curriculum in medicine after securing the buy-in of all stakeholders including faculties and students. To implement the integrated curriculum, awareness campaign for all stakeholders was embarked upon by the Council, capacity building of staff was enhanced to teach the new curriculum and best practices were shared among faculties as the implementation progressed.

Access and Quality

The approval of private universities has helped Egypt to solve, to some extent, some of the challenges of access to university education. However, the challenge of access still persists. The problem of employability for graduates persists in Egypt hence the on-going reform at reviewing academic programmes and introducing new and innovative ones that have higher job prospects.

Academic Corruption

SCU created a digital library where staff applying for promotion can check their papers for plagiarism. A percentage is set that cannot be exceeded depending on the level being applied for. NUC was to work with SCU to see how the digital library approach works and how it can be adopted to soothe the Nigerian university system. Professor Lotayef was to send a brief to the delegation on how the system works. The practice in Nigeria is to compile a list of predatory journals for screening the publications of academic staff.



Lessons learned and agreement on partnership

- The SCU shares a lot in common with the NUC in terms of overseeing the university but does not carry out quality assurance. A separate agency does this.
- The SCU allows universities to be innovative in their curriculum but gives the final approval to such courses to ensure universities are not drawing up haphazard courses. This is similar to the recommendation of STRADVCOM to the ES that Nigerian

universities should be given some freedom to add innovative courses to the BMAS subject to the approval and continued scrutiny of the NUC.

- Universities in Egypt are required to own teaching hospitals before starting Medicine. This is a good practice for the Nigerian university system to model.
- Medical students are to be introduced to clinical work from year one as part of the integrated curriculum being introduced.
- Faculties, students, parents and other stakeholders were involved in the process of introducing integrated curriculum in medicine to the universities.
- Egypt was looking at starting licensing exams for its medical graduate in no distant future, a practice that Nigeria has been doing for a long time.
- SCU created a digital library where academic staff seeking promotion can check their publications for plagiarism.
- SCU approves special programmes for universities to run. These programmes are charged tuition to supplement funding for the universities.
- The SCU was eager to enter into a Memorandum of Understanding (MoU) with the NUC to accelerate partnership between both bodies for a mutually beneficial relationship particularly in areas of strength of both organisations.

Lessons learned by SCU from NUC

- NUC is more comprehensive in the scope of its activities, covering public and private universities and all degree-awarding institutions in Nigeria. In contrast, SCU is limited in scope to only public universities. SCU learned the lesson in terms of the advantage of the NUC comprehensive scope.

Lessons for the implementation of the 2018-2023 Blueprint

- Strengths of SCU, shared by its Secretary General, suggest that NUC can partner SCU in implementing the recommendations in the access and governance components of the Blueprint.

Study visit to the National Authority for Quality Assurance and Accreditation of Education (NAQAAE)

About NAQAAE

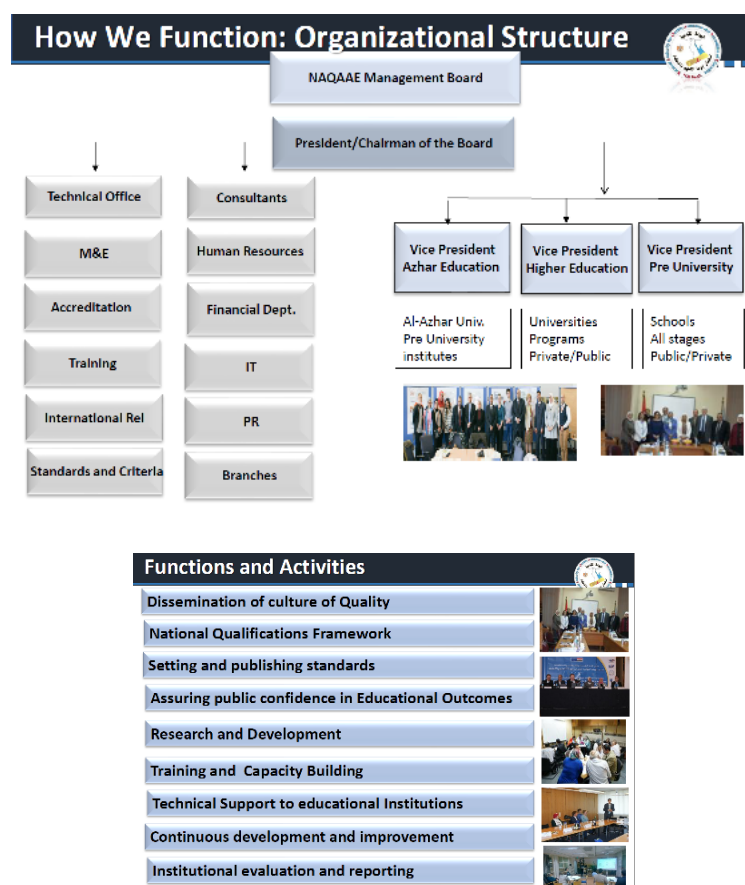
The National Authority for Quality Assurance and Accreditation of Education (NAQAAE) was established by Law No.82 of 2006. It is one of the main pillars of the National Plan for Education Reform in Egypt. The Authority is responsible for spreading the culture of quality in educational institutions. It seeks to continuously develop and ensure quality of education

in accordance with a set of principles and values that emphasise transparency, objectivity and justice and keen to help educational institutions to adjust their situation and improve their overall performance to qualify and obtain accreditation.

The Authority is not a supervisory body. It is a body for accreditation of educational institutions which meet the requirements of national standards. It provides all forms of guidance and support to these institutions to help them continuously improve the quality of their outputs through objective and realistic mechanisms for self-evaluation and accreditation. The delegation was received by the President of NAQAAE, Professor Youhansen Eid.

Highlights of meeting with NAQAAE officials and tour of facilities

The meeting with NAQAAE officials was largely experience sharing and exploration of areas of collaboration. The structure and activities of NAQAAE are summarised in Fig..



- The NUC model of accreditation is regarded as exemplary and shares a lot in common with that of the Egyptian National Authority for Quality Assurance and Accreditation in Education (NAQAAE). Commonalities are seen in accreditation instruments and use of full professors for the exercise. There is a move to adopt the NUC model of full, interim and denied accreditation in contrast to the binary full and denied which NAQAAE currently operates. However, NAQAAE currently only does institutional accreditation and not programme accreditation.

- Like it is with NUC, NAQAAE is finalising curriculum review in its 21 disciplines (compared with NUC's 15) notably in developing competency-based standards. Medicine is taking the lead.
- NAQAAE has its head office in Cairo and operates through six office branches across branches that manage the pre-university education.
- Unlike NUC that is limited to the universities by law, NAQAAE's scope of quality assurance by law covers all levels of education from kindergarten to PhD. The advantage of the NAQAAE model is the harmony and synergy among the different levels in the quality assurance processes. While the law of NUC does not permit "poke nosing" outside the university system, it is becoming clear that the poor quality assurance at the basic education level is a major cause of the poor quality of entrants into the university system.
- Unlike NUC that is autonomous and apply sanctions on programmes operating below the BMAS, NAQAAE reports erring universities to the Minister of Education to take appropriate action. Its law also requires that universities and other institutions voluntarily apply for accreditation unlike in Nigeria where the setup requires universities to be accredited before they can be allowed to graduate students.
- NAQAAE facilities are a smaller version of the imposing NUC structure and both share similar departments, although NUC has more directorates.
- NAQAAE is desirous of entering into a partnership agreement with NUC for joint accreditation of courses, participation in curriculum development and organising other activities in line with their mandates to provide a classic example of intra-African cooperation.





Lessons learned and agreement on partnership with NUC

- NAQAAE's comprehensive coverage of quality assurance from kindergarten to PhD ensures seamless assurance of quality across the education system. This is in contrast with NUC whose legal mandate narrows only to the university sub-sector.
- NAQAAE has a bird's eye-view of quality in the entire Egyptian education system. This advantage is lost in Nigeria in the face of the motley agencies attending to quality assurance tasks at the different levels of the education system. Unfortunately, these agencies at the state and federal levels are not handshaking to ensure synergy. The lack of such synergy is a key factor that is implicated in observed depressed quality of the education system.
- It will be useful to examine the 21 disciplines of NAQAAE with a view to updating NUC's 15.

Lessons learned by NAQAAE from NUC

- NAQAAE authorities were impressed with the commonalities in the accreditation procedures of NAQAAE with those of NUC but learned the lesson of applying sanctions on institutions and programmes that underperform in accreditation. Such sanctions encourage universities to take steps towards remediation.

Lessons for the implementation of Blueprint 2018-2023

- NAQAAE is willing to partner NUC in implementing the Blueprint in the area of quality assurance.

About Al-Azhar University

Al-Azhar University, one of the oldest in the world, has about 15,155 faculty members, serving approximately 500,000 students, including foreign students. The University has 23 faculties including four colleges of medicine, three faculties of pharmacy and three faculties of dentistry. It also has six university hospitals and offers a medical service to the public six times that of any other university. It promotes medical education across gender by having separate faculties of medicine for male and female.

Highlights of meeting with the President of Al-Azhar University and tour of facilities

The President of the university, Professor Mohamed Al Mahrasawy, received the delegation in his office with some senior members of management in attendance. He expressed his delight to receive STRADVCOM members from NUC and noted that his university was willing to enter into a strategic partnership. The Chairman, Professor Okebukola, conveyed special greetings of the ES of NUC, Professor Abubakar Adamu Rasheed to the President and entire Al-Azhar University community. He thanked the President for hosting the delegation and assured him of NUC's commitment to stimulate Nigerian universities to partner Al-Azhar in its medical science programme. The delegation went on a tour of the huge facilities and was highly impressed especially with the separate facilities in anatomy for male and female students.





Lessons learned and agreement on partnership with NUC and Nigerian universities

- The university has separate faculty of medicine for male and female to provide equal opportunity across gender.
- The anatomy laboratories are fully equipped to promote active learning.
- The walk-ways of the departments are adorned with the vision and mission of the school and department, labelled diagrams of images to stimulate learning.
- Lectures in medicine are delivered in English to make graduates globally competitive.
- The university is desirous of entering into partnership with NUC that will give it ample chance to directly partner Nigerian universities.

Study visit to Kafrelsheikh University

About Kafrelsheikh University

Kafrelsheikh University started as a branch of Tanta University in 1984 with eight faculties. The university took off as an independent institution in 2006. Located in the Kafrelsheikh Governorate which lies in the northern part of Egypt along the western branch of the Nile, rapid physical development only began in 2012. With Professor Maged El-Kemary as President, the university has 21 faculties, research institutes and technical institutes including medicine, nursing, pharmacy, nano technology, agriculture, education, veterinary medicine, engineering, arts, and commerce, among others. The university currently ranks as one of the best in Egypt.

Highlights of meeting with the President of Kafrelsheikh University and tour of facilities

- The delegation was received by the President of the University, Professor Maged El-Kemary. The Chairman of STRADVCOM, Professor Peter Okebukola, thanked the President for the warm reception and informed him that the delegation represented a Strategic Advisory Committee set up by the Executive Secretary of the National University Commission, Professor Abubakar Adamu Rasheed. The Committee was on a study visit to the university system in Egypt to look at ways of collaboration and partnership with the Nigerian university system.
- The President, in his response, welcomed the delegation with delight. He assured the delegation of his university's readiness to partner the Commission and Nigerian universities for advancement of higher education in Africa. Matters of staff and student exchange were also favourably discussed. The delegation was taken on a tour of the facilities, imposing faculty buildings and modern equipment. Faculties of pharmacy, agriculture and the university teaching hospitals were among those visited.



Lessons learned and agreement on partnership with NUC and Nigerian universities

- The university has impressive facilities in each of its departments, a lesson worth learning and a model worth adopting by Nigerian universities.
- Laboratories and lecture halls visited were equipped with modern facilities with appealing learning environment.
- University teaching hospital is fully equipped and functional although medical students have not attained clinical year.
- Some of the departments were already commercialising their products.
- The architectural masterpieces of the university were designed by architecture staff and students. The services of the designers are exported to other organisations.
- Construction work was done by indigenous Egyptian companies and to enviable standards.
- Student-lecturer ratio makes teaching and learning conducive.
- The President expressed his eagerness to sign an MoU with NUC to foster different layers of cooperation between Kalfrelsheikh and Nigerian universities through NUC.

Study Visit in the UK

Study Visit to Quality Assurance Agency (QAA)

About QAA

The Quality Assurance Agency for Higher Education (QAA) is an autonomous body that maintains standards and quality in UK higher education. It conducts quality assessment reviews, develops reference points and guidance for providers, and conducts or commissions research on relevant issues. It checks how universities, colleges and alternative providers of UK higher education maintain their academic standards and quality. It does this through external peer review. Reviewers check that the 19 expectations of the Quality Code, agreed and recognised by the UK higher education sector, are met. It also provides advice to the Privy Council of the United Kingdom, on institutions' requests for degree awarding powers and the right to be called a university. In addition to its role in sustaining the reputation of UK higher education within and outside the country, QAA also regulates the Access to Higher Education Diploma, a qualification that enables individuals without A Levels or the usual equivalent to enter higher education.

QAA's main areas of work are:

- Setting and monitoring the standards of UK higher education including the development of the UK Quality Code for Higher Education.

Quality Code

- Setting and monitoring the standards for Access to HE Diploma courses. It also licenses the agencies who develop, approve and monitor these courses.

Access to HE

- Providing advice and support about quality and standards to universities and colleges, higher education sector organisations and governments.
- Advising governments on applications for degree awarding powers and the right to be called a university across the UK.
- Reviewing UK higher education wherever it is delivered in the world and publishing a report on the findings.
- Investigation of complaints (concerns) about academic standards and quality in higher education.
- Training, guidance and events to help UK higher education providers develop and improve their own quality assurance processes.
- Consultancy, training and international services to develop approaches to higher education quality both in the UK and internationally for professionals, institutions and governments.

The work that QAA does supports its mission to safeguard standards and improve the quality of UK higher education wherever it is delivered around the world.





Highlights of meeting with officials of QAA

How NUC Works

After introductory pleasantries, Prof Okebukola – expressed NUC’s and STRADVCOM’s appreciation for the visit and the prior reaction of the QAA Team to the Nigerian Higher Education Sector Revitalisation Blueprint, 2018-2013, which had earlier been remitted, noting that the appraisal was thorough, comprehensive and very helpful. Part of the aim of the visit was to discuss the appraisal and the blueprint, to clarify some issues and jointly identify areas where QAA can support/assist NUC in its effective and sustainable implementation. Other issues of interest include how QAA works, vis-a-vis her resources and capacity for collaboration. The Chairman then explained in very great detail the role of the NUC and its activities over the years, especially with respect to its powers to recommend licensing of new universities, Open and Distance Learning Centers to the Federal Government, quality assurance and accreditation.

How QAA Works

In response, the leader of the QAA team welcomed the NUC team, extolled the NUC HE revitalisation initiatives and pledged QAA’s continued support to the NUC. QAA will assist with implementation of the blueprint especially in several areas where it has things to offer. He thereafter explained, also in great details, the workings of the QAA, as the main quality assurance agency for the UK. Her specific mode of operation however varies from England, to Wales, Scotland and Northern Ireland. While it undertakes Institutional QA in England and Wales working alone, using external quality review processes like the NUC, in Scotland it works in tandem with other Scottish Agencies. The situation in Northern Ireland is still fluid because of the autonomous governance which prevails. In all, QAA works as an external body for degree awarding bodies all over the world, where UK degree is awarded, including transnational HE institutions. It also recommends the establishment of degree awarding institutions to Governments of the countries in the empire.

QAA’s mode of operation is very flexible and hardly overbearing because of the inherent autonomy of HE institutions. Hence it cares more about what Institutions do above the baseline to enhance their programmes, including management of quality codes, ensuring best

practices, and academic integrity (as opposed fighting to eliminate academic fraud), in a more positive sense.

Review of the Blueprint

The HME, Prof. Ruqayyatu Ahmed Rufa'i, OON led the discussion on the response of QAA to the Blueprint point-by-point, to clarify some grey areas, starting with Point 4.1:

4.1: Issue of fees, which QAA considers very important to sustain student Numbers, with some course being encouraged with a differential fee structure (lower fees, etc) or bursaries. Also use of ODL mode is a way out of the problem of access, once quality is assured.

HME explained the constraint and reality of the Nigerian situation with the fees option in public institutions, as the political will to do what is rational is lacking, due to political pressures of fixed and short tenures of office, among other factors.

4.2: Issue of difference between accreditation and curriculum review?

QAA was concerned at the level of autonomy of Nigerian universities especially in terms of institutional setting of curricula and standards. The contention is that “processes of improvement are better when done as a continuous process with the participation of the community or stakeholders”.

QAA was very pleased with the participatory approaches that had been adopted in developing, reviewing and ratifying the blueprint and other new innovations in the NUS, particularly of the moves by NUC to open up more space for institutions to set their own curricula and standards, and anticipating the challenges and capacity building needs to overcome such.

4.3 Issues of incentives to boost professional development. QAA is recommending well established fellowship programmes and staff development, to enhance professionalism. (Dan to supply details of the Higher Education Academy, with which we can partner on this). QAA also advocates reward/recognition for teaching as much as for research.

We had very interesting discussion on our divergent views of teaching excellence, reward system and the supremacy of research intensity for overall HE quality. We agreed at the end that research is key to HE relevance, but we must reward all aspects of contribution including, teaching excellence, research excellence, research output/technology transfer in terms of patents, prototypes, products, policy and impact of people's well being etc.

4.5 On promoting graduate employability, through strengthening the accumulation of practical experience during training. Devising how employers can be more involved in skills requirement setting, and making the ideas intrinsic into the learning process. Study/Analysis of good industry collaboration practices in some institutions should be useful.

4.6 On PG Student research strengthening through global approaches? QAA recommends the development of research excellence frameworks to be embed throughout the academic benchmarks.

We discussed that there are some existing work that can guide our approach on this, including the work of IAU/AAU on best practices for postgraduate studentship. There is also an independent UK Agency working on this, whose experience can be tapped. Dan will also provide further details.

4.7 On Institutional Governance? QAA's recommendation of International approaches to governance. VCs and Councils buy-in is part of this approach. Contends that moving away from the concept that only the Professoriate can manage a university is gaining some traction, in favour of tending towards multi-corporation approach to managing university estates and investments.

The group had a lively debate on how this approach undermines the concepts of university autonomy, and the need to recognise university governance as a distinct governance model, to which other practices can only be imported with serious modifications. Current global technological transformations (MOOCs, AI, robotics, etc) however posed very great threats and challenge.

4.8 On Academic Corruption – QAA advocates global approaches to AC, as related more to academic integrity, e.g. contract cheating, admission fraud, essay mills. Leaning on international networks that are available, such as UK wide academic integrity frameworks. *The Chairman explained that NUC is already in on this, with her prominent membership of CHEA, which the Chairman incidentally Chairs. Nigeria has inter-ministerial response to AC, and actually has a whole institute established to fundamentally tackle the menace with proactive preventive capacity building and advocacy, and this has been globally applauded. There is much national focus on the menace of all types of AC, hence it is accorded a chapter in the blueprint.*

4.12 On the Need for NUC to benchmark itself globally. QAA advises NUC to ascertain how efficiently it's functions are being accomplished. To encourage the development of her QA professionals. To consider Membership of AQUA. *The Chairman enjoined QAA to avail NUC of all necessary documents, references and leads to assist the Team, and advance/strengthen QAA/NUC collaboration.*

General

- The QAA team was impressed with the Rasheed Revitalisation Plan 2018-2023 and made detailed observations on every segment of the Plan. With the HME leading the discussion, QAA officials shed light on what were considered grey areas in their observations and were delighted to note that NUC is progressing well on the implementation of a number of the strategic goals with 2018 start date.
- QAA is impressed with the process leading to the development of the Plan especially the broad-based stakeholder participation.
- QAA agreed to support the implementation of the Plan in areas where it has comparative strength. Agreement was reached on QAA helping with capacity building for quality assurance specialists and professionals at NUC and support for curriculum development and renewal as well as research and innovation.

Formalising QAA-NUC Partnership

This then led to rounding up, with suggestions and agreement on areas of partnership, which would include:

1. Support for professional staffing development - capacity building for quality assurance specialists and professionals at NUC and support for curriculum development and renewal, as well as research and innovation.
2. Support with development of frameworks/approaches to the management of HEIs
3. Support with Governance framework templates/codes
4. Staff exchanges to secure necessary immersion for NUC/NUS staff and for QAA staff to understudy the Nigerian system.
5. QAA agreed to enter into official partnership with NUC to include activities such as joint institutional quality assurance (QAA does not conduct programme accreditation) and running of international conferences and training workshops on quality assurance.



Further lessons learned and partnerships

- The challenge of access to university education is not peculiar to the Nigerian university system but still a challenge for the UK too.
- While Open and Distance Education (ODE), to an extent, enhances access, the perception that on-campus graduates are better than online graduates is still pervasive among employers even in developed countries like the UK.
- Nigeria is not the only country grappling with the challenge of quality for ODE, the UK still has the same problem. Bringing ODE up to the face-to-face teaching requires a lot of financial investment as it is not as cheap as people erroneously believe.
- Although UK higher institutions are charity organisations, they still charge fees which keep them running and help them fund research and capacity building projects. The state of funding of universities in Nigeria suggests a rethinking of the funding model of public universities.
- It is advisable to involve employers of labour in curriculum review to help produce more rounded graduates. Allowing universities to introduce other courses into the curriculum beyond the benchmark is the hallmark of a mature higher educational system.
- Employability and entrepreneurship are also challenge for UK universities. This is being tackled by promoting hands-on teaching and prompting job placements and internships for students to enable them practice what they are learning. QAA was requested to share their present strategy with STRADVCOM to see what can be gleaned for the Nigerian university system.
- Incentives and positive assistance to good lecturers in the university system may help improve professionalism.
- UK's style of having business managers lead the universities is not a good model for the Nigerian education climate. However, Professors appointed as vice-chancellors may be encouraged to get trained in practical management programmes to enhance their administrative skills.
- Nigeria to continue to use the global model set by CHEA International Quality Group (CIQG) in dealing with academic corruption, a body that the Chairman of STRADVCOM currently presides over.
- QAA expressed its willingness to enter into official partnership with NUC to include activities such as joint institutional quality assurance (QAA does not conduct programme accreditation), exchange of relevant documents that can help enhance quality assurance work of the NUC, running of international conferences on quality

assurance, capacity building for NUC quality assurance staff and help to strengthen the codes of quality

Visit to the Nigerian High Commission in the UK

In Attendance: HE, the Nigerian High Commissioner to the UK, Justice Oguntade, *JSC, rtd.*
With same NUC TRADVCOM Team as for QAA.

Proceedings:

- Members of the Team were introduced to His Excellency.
- The High Commissioner was very delighted to meet the team and happy to learn of the new thrusts of the NUC, and the purpose of our visit to the UK and earlier, Egypt.
- The HC was happy to receive some NUC publications; **2017 State of University Education in Nigeria, and a Monograph**. He would read the books first before passing them to the library of the High Commission.

Follow up Actions:

1. To request Dan Murch to supply the information he was to avail the Team/NUC
2. To thank the QAA formally and request for draft MOU once we had agreed on the scope and content of the our collaboration. At the same time, we can request for an MOU template from the NUC and also produce a draft to be shared with QAA.
3. Obtain copies of the IAU/AAU Guide on PhD studies in SSA for circulation to Universities to assist PhD training.
4. Call the attention of the ES, NUC on the need for NUC to benchmark its activities.



Summary of all lessons learned

Nigerian Embassy in Cairo

- The Nigerian Embassy in Cairo can provide an enabling ambience for Egypt-Nigeria partnership in the promotion of quality university education. This vista of opportunity is available for all Nigerian universities to tap. NUC and AVCNU should disseminate this information to all universities.
- Passion and commitment of the leader can open doors as demonstrated by His Excellency, the Ambassador Professor Abdulkadri Dandatti.
- All interphases with Egyptian authorities that could have slowed the pace of interactions were smoothened by the commitment and diplomatic reach of His Excellency the Ambassador. We learned a lesson of attributes that leaders of Nigerian missions abroad, even internally at all levels should cultivate to foster their contribution to national development.

Minister of Higher Education, Egypt

- A lesson that indirectly emerged from interacting with the Honourable Minister of Higher Education of Egypt is that the Nigerian education system is lauded outside our shores and that Ministers of Education of different countries delight in onsite study of the Nigerian education system. Arising from this lesson, no effort should be spared by all stakeholders in education in Nigeria to ensure that the lustre of the Nigerian education system is not dimmed.

Cairo University

- Areas of partnership with NUC include staff and student exchange with Nigerian universities and sharing of best practices in university management.

Supreme Council of Universities

- The SCU shares a lot in common with the NUC in terms of overseeing the university but does carryout quality assurance. A separate agency does this.
- The SCU allows universities to be innovative in their curriculum but gives the final approval to such courses to ensure universities are not drawing up haphazard courses. This is similar to the recommendation of STRADVCOM to the ES that Nigerian universities should be given some freedom to add innovative course to the BMAS subject to the approval and continued scrutiny of the NUC.
- Universities in Egypt are required to own teaching hospitals before starting Medicine. This is a good practice for the Nigerian university system to model.

- Medical students are to be introduced to clinical work from year one as part of the integrated curriculum being introduced.
- Faculties, students, parents and other stakeholders were involved in the process of introducing integrated curriculum in medicine to the universities.
- Egypt was looking at starting licensing exams for its medical graduate in no distant future, a practice that Nigeria has been doing for a long time.
- SCU created a digital library where academic staff seeking promotion can check their publications for plagiarism.
- SCU approves special programmes for universities to run. These programmes are charged tuition to supplement funding for the universities.
- The SCU was eager to enter into a Memorandum of Understanding (MoU) with the NUC to accelerate partnership between both bodies for a mutually beneficial relationship particularly in areas of strength of both organisations.

NAQAAE

- NAQAAE's comprehensive coverage of quality assurance from kindergarten to PhD ensures seamless assurance of quality across the education system. This is in contrast with NUC whose legal mandate narrows only to the university sub-sector.
- NAQAAE has a bird's eye-view of quality in the entire Egyptian education system. This advantage is lost in Nigeria in the face of the motley agencies attending to quality assurance tasks at the different levels of the education system. Unfortunately, these agencies at the state and federal levels are not handshaking to ensure synergy. The lack of such synergy is a key factor that is implicated in observed depressed quality of the education system.
- It will be useful to examine the 21 disciplines of NAQAAE with a view to updating NUC's 15.
- NAQAAE authorities were impressed with the commonalities in the accreditation procedures of NAQAAE with those of NUC but learned the lesson of applying sanctions on institutions and programmes that underperform in accreditation. Such sanctions encourage universities to take steps towards remediation.
- NAQAAE is willing to partner NUC in implementing the Blueprint in the area of quality assurance.

Al-Azhar University

- The university has separate faculty of medicine for male and female to provide equal opportunity across gender.
- The anatomy laboratories are fully equipped to promote active learning.

- The walk-ways of the departments are adorned with the vision and mission of the school and department, labelled diagrams of images to stimulate learning.
- Lectures in medicine are delivered in English to make graduates globally competitive.
- The university is desirous of entering into partnership with NUC that will give it ample chance to directly partner Nigerian universities.

Kafrelsheikh University

- The university has impressive facilities in each of its departments, a lesson worth learning and a model worth adopting by Nigerian universities.
- Laboratories and lecture halls visited were equipped with modern facilities with appealing learning environment.
- University teaching hospital is fully equipped and functional although medical students have not attained clinical year.
- Some of the departments were already commercialising their products.
- The architectural masterpieces of the university were designed by architecture staff and students. The services of the designers are exported to other organisations.
- Construction work was done by indigenous Egyptian companies and to enviable standards.
- Student-lecturer ratio makes teaching and learning conducive.
- The President expressed his eagerness to sign an MoU with NUC to foster different layers of cooperation between Kafrelsheikh and Nigerian universities through NUC.

QAA

- The challenge of access to university education is not peculiar to the Nigerian university system but still a challenge for the UK too.
- While Open and Distance Education (ODE), to an extent, enhances access, the perception that on-campus graduates are better than online graduates is still pervasive among employers even in developed countries like the UK.
- Nigeria is not the only country grappling with the challenge of quality for ODE, the UK still has the same problem. Bringing ODE up to the face-to-face teaching requires a lot of financial investment as it is not as cheap as people erroneously believe.

- Although UK higher institutions are charity organisations, they still charge fees which keep them running and help them fund research and capacity building projects. The state of funding of universities in Nigeria suggests a rethinking of the funding model of public universities.
- It is advisable to involve employers of labour in curriculum review to help produce more rounded graduates. Allowing universities to introduce other courses into the curriculum beyond the benchmark is the hallmark of a mature higher educational system.
- Employability and entrepreneurship are also challenges for UK universities. This is being tackled by promoting hands-on teaching and prompting job placements and internships for students to enable them practice what they are learning. QAA was requested to share their present strategy with STRADVCOM to see what can be gleaned for the Nigerian university system.
- Incentives and positive assistance to good lecturers in the university system may help improve professionalism.
- UK's style of having business managers lead the universities is not a good model for the Nigerian education climate. However, Professors appointed as vice-chancellors may be encouraged to get trained in practical management programmes to enhance their administrative skills.
- Nigeria to continue to use the global model set by CHEA International Quality Group (CIQG) in dealing with academic corruption, a body that the Chairman of STRADVCOM currently presides over.
- QAA expressed its willingness to enter into official partnership with NUC to include activities such as joint institutional quality assurance (QAA does not conduct programme accreditation), exchange of relevant documents that can help enhance quality assurance work of the NUC, running of international conferences on quality assurance, capacity building for NUC quality assurance staff and help to strengthen the codes of quality

Recommendations

Based on the findings of the study visit, STRADVCOM will develop a series of Strategic Advisories in the following areas:

1. NUC-SCU Partnership
2. NUC-NAQAAE Partnership
3. NUC-Cairo University
4. NUC-Al-Azhar University
5. NUC-Kafrelsheikh University

6. NUC-QAA
7. Invitation of the Minister of Higher Education and Scientific Research of Egypt

Conclusion

This report highlighted the key findings and lessons learned from study visits of members of STRADVCOM to Egypt and the UK. The National Universities Commission (NUC)'s *2018-2023 Blueprint for the Revitalisation of the Nigerian University System* initiated and superintended by H.A.E. Professor Abubakar Adamu Rasheed, *mni, MFR, FNAL*, Executive Secretary of NUC, rests on sixteen drivers including access, quality, relevance and funding. A latent component of these drivers is the harnessing of good practices from all over the world from where lessons can be learned for possible adoption for the Nigerian context. It was in the spirit of seeking such good practices that the Executive Secretary approved that the NUC Strategy Advisory Committee (STRADVCOM) undertake a study visit of the university systems of selected countries including Egypt and the UK.

The objectives of the first phase of the study visits were to: undertake a critical onsite assessment of the Egyptian and UK university systems; draw lessons for the revitalisation of the Nigerian university system and the advisory work of STRADVCOM; and seek areas of possible collaboration between the Supreme Council of Universities (SUC) of Egypt, the National Authority for Quality Assurance and Accreditation in Education (NAQAAE) of Egypt and the Quality Assurance Authority (QAA) of the UK as well as with universities in Nigeria. Over 40 lessons were learned with significant potential for the implementation of the 2018-2023 NUC Blueprint. All the sites visited also learned lessons from NUC for improving their delivery systems and productivity. All expressed the desire to enter into partnership with NUC, via Memoranda of Understanding (MoU). The lessons learned and the drafts of such MoUs are to be conveyed to the Executive Secretary of NUC through **Strategy Advisory Notes** of STRADVCOM.

Appreciation

The entire membership of STRADVCOM is deeply grateful to His Academic Eminence, Professor Abubakar Adamu Rasheed for the opportunity of this eye-opening study visit. We appreciate Director Chris Maiyaki for the extensive facilitation. We are hugely indebted to His Excellency, Nigeria's Ambassador to Egypt and his staff for the logistical and other arrangements which made the visit to the Egypt side of the mission, such a huge success. All officials at the Egypt and UK ends of our visits are appreciated for their contributions to making the mission a success.

Appendices

Appendix 1

- Draft Sample Memorandum of Understanding with SCU

**MEMORANDUM OF UNDERSTANDING
BETWEEN
THE SUPREME COUNCIL OF UNIVERSITIES OF EGYPT
AND
THE NATIONAL UNIVERSITIES COMMISSION OF NIGERIA.
(draft copy)**

1. Whereas the Supreme Council of Universities (SCU) is the body in Egypt with the legal authority to oversee the country's public universities, regulate higher education and accredit foreign qualifications,
2. Whereas the National Universities Commission of Nigeria (NUC), has corresponding authority and approves, licenses and supervises all universities in Nigeria,
3. Whereas the NUC further regulates all universities in Nigeria and accredits foreign qualifications,
4. And whereas Egypt and Nigeria are two friendly African nations with long standing bilateral relation,
5. Now therefore, and in furtherance of that relationship, this Memorandum of Understanding is hereby established between the SCU and the NUC to foster collaboration in research, student and staff exchanges as well as curriculum development and implementation between universities in Egypt and those in Nigeria.
6. The collaboration shall also include the establishment of joint quality assurance measures, cultural exchanges and the possible award of joint degrees by universities in the two countries.
7. The MOU also permits the two regulatory bodies to explore and implement any other measures that may be of mutual benefit to universities in the two countries.
8. It shall be the responsibility of each country to bear the financial implications of the execution of this MOU as they concern citizens of that country.
9. This MOU shall be in place for a period of four years from the date it is initialled by authorities of the two bodies and shall be up for a review thereafter.

Signed

Signed

Secretary General SCU

Executive Secretary NUC.