

Guidelines ON TRANSNATIONAL EDUCATION IN NIGERIA

NATIONAL
UNIVERSITIES
COMMISSION

National Universities Commission
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Nigeria



FEDERAL MINISTRY OF EDUCATION



Guidelines

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FOREWORD TO TRANSNATIONAL EDUCATION (TNE) GUIDELINES



By the 1995 General Agreement on Trade in Services (GATS), signed by all members of the World Trade organizations (WTO), including Nigeria, education was considered as an exportable service. With this understanding and the design of GATS to enhance trade liberalization, the National Universities Commission (NUC) hopes to widen access to higher education and fully exploit the provisions of GAT for the benefits of Nigerians. A way of achieving the above is to open the space for TNE to foster collaboration between stakeholders in the Nigerian University System and their international counterparts.

Hence, this document, containing policy framework and guidelines for TNE is put together for the first time as a holistic document. It consists of elements of TNE that had existed in various collaborative initiatives and Memoranda of Understanding.



Some considerations have made the TNE framework imperative. These include a growing demand for entrance into the Nigerian education market through diverse forms of offer. Indeed, TNE has increasingly become a crucial component of higher education, with globalization and digital technologies making it easier for institutions to operate across borders. Today, we have a consistent flow of educational goods and services within the context of global trade and movement of human populations. These come in the form of education tourism, international student flows and the export of technology that have become integral aspects of TNE and of prevailing human realities.

In the context of internationalization, it is important to emphasize that the flow of skills and services has mainly been from the North to the South, with developing nations expending much of their resources to develop talents that end up in developed nations to help develop the economies of these nations while leaving their own countries stranded. The incidence of students going to Western countries for studies aggravates the brain drain and talent migration from the South to the North, as many of them choose to stay behind in the North after their studies. TNE could be one of the means of solving this problem.

This document provides a guideline for all interested international players in Nigeria's higher education sector and enables Nigerian universities to leverage on the opportunities provided by TNE. The vision and fundamental principles of the Nigerian state is substantiated in the framework, in addition to the general principle of equity and global best practices.

The NUC is aware of the vast potentials of TNE, as well as the challenges of properly operationalising it. While the Commission is disposed to open the Nigerian space and thus align with the realities of the 21st century and global best practices in relation to transnational education, the TNE framework will provide clear regulatory guidelines that will govern the operations of each model of TNE for the benefit of the nation, while ensuring that the risks are minimized if not eliminated. It is for this reason that the framework provides definitions, conceptual clarifications, guidelines, and procedures for operationalizing TNE in the Nigerian University system.

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GUIDELINES ON TRANSNATIONAL EDUCATION IN NIGERIA



1.0 INTRODUCTION

Transnational Education (TNE) refers to the movement of people, programmes, providers, knowledge, ideas, projects and services across national boundaries. The term is often used interchangeably with “offshore education” and “borderless education”. Transnational Education involves educational partnerships, developmental cooperation projects, academic exchange programmes and commercial initiatives. It is the type of higher education that takes place in situations where the teacher, student, programme, institution, provider or course materials move across national jurisdictional borders. Transnational Education may include higher education by public/private and not-for-profit/for-profit providers. It encompasses a wide range of modalities in a continuum ranging from face-to-face (which takes various forms, such as students travelling to campuses

abroad) to distance learning, and a range of technologies including e-learning are used. It presents a wide range of opportunities such as increasing access to higher education and promoting strategic alliances between countries and regions. Transnational Education has other benefits, which include: international security arising from bilateral relationships, the maintenance of economic competitiveness and understanding across nations, the spread of technologies, the promotion of the knowledge economy and the creation of regional networks, as well as the attaining of international levels in research and teaching.

Nigeria has been a member of the World Trade Organization (WTO) since 1st January, 1995. All members of the organization are parties/signatories to the 1995 General Agreement on Trade in Services (GATS), which was designed to increase trade liberalization. Education was also considered as an exportable service. The National Universities Commission (NUC) hopes to widen access and fully exploit the provisions of GATS for the benefit of Nigerians. An additional advantage of opening up the space for TNE is the opportunity it would afford to foster collaboration between stakeholders in the Nigerian University System and their counterparts in foreign countries.

Overall, transnational education has increasingly become a crucial component of higher education, as globalization and digital technologies have made it simpler for institutions to operate across borders.

The flow of educational goods and services already exists within the context of global trade and movements of human populations. Education tourism, international student flows and the export of technology have become the norm in the human realities. Transnational Education should therefore be properly defined in such terms that give clarity.

In the context of internationalization, it is important to emphasize that the flow of skills and services has mainly been from North to South, where developing nations expend much of their resources to develop talents that end up in developed nations to help develop the economies of these nations while leaving their own countries stranded. The incidence of students going to Western countries for studies assists in aggravating the brain drain and talent migration from the North to South, as some of them stay behind after their studies. TNE could be one of the means of solving this problem.

2.0 THE NEED FOR POLICY GUIDELINES

As the agency charged with quality assurance in university education in Nigeria, the National Universities Commission (NUC) believes that it is critical to have a clear and strong policy that will guide transnational education in the country. If done properly, transnational education has the potential to increase access to education for Nigerians, as well as providing global exposure to Nigerian students and universities.

On the other hand, however, there are risks involved if transnational education is pursued wrongly. Properly drawn and implemented policy guidelines should eliminate or, at least, minimize such risks, which include the following:

- a) Nigeria becomes simply a recruitment ground for foreign universities.
- b) TNE leads to the failure of Nigerian private universities
- c) TNE creates more opportunities for capital flight, while the Nigerian university system fails to benefit significantly from the competition. It becomes an opportunity for financial gain and immigration control.
- d) A lower workload is provided by these institutions than Nigerian universities and therefore becomes a disincentive for students to apply to Nigerian institutions.
- e) If it is easier for students to get admission, without the stress of JAMB, they may prefer the TNE institutions over the Nigerian ones
- f) Institutions must not leave students stranded if their expectations are not met. They should also not offer students a solution in such cases that such students cannot reasonably meet. There should be enforceable provisions that protect students. Let us imagine cases of sanctions by governments as a result of global conflicts.
- g) TNE may further aggravate the brain drain and talent migration from the North to South. But this time we prepare and make the talents market ready in their home country. There is, therefore, the need to develop and implement a policy framework that will ensure a win-win situation for all concerned.

Indeed, there are real opportunities for Nigeria if the TNE is framed with the realities of global and local contexts in mind and if we engage in the pursuit of the common good through equity.

Some issues that arise therefrom among others, are the nature of programs, the delivery modes, medium of instruction, curriculum and content;

As a multicultural, multireligious and linguistically diverse nation with neighbors that are equally diverse, Nigeria has an aspiration to engage effectively and productively with its neighbours and support them through the production of high-level human capital assets and resources.

Equity is a principle that ensures that the national goals of the Nigerian state are kept in view. This pertains to the following:

- i. The vision of the state
- ii. Philosophy of education in Nigeria and associated policy instruments. Specifically, the educational standards requirements for HE education in Nigeria shall apply and be in focus through various instruments for the regulation of curricula and practices.
- iii. The application of relevant international laws, bilateral instruments and applicable laws of the Nigerian Federation.
- iv. The preservation of the Nigerian cultural heritage.
- v. Non-discrimination against any interested nation or participants.
- vi. Bilingual Education. In line with the National Language Policy, TNE shall be open to the use of diverse languages as medium of instruction in addition to the English Language or as a subject.
- vii. Cultural Sensitivity. Curriculum, content and behavioral characteristics should be sensitive to the Nigerian cultural environment and conform to the laws and statutes of the Federal Republic of Nigeria. This in no way limits academic freedom to teach and research unrestrained, unhindered and uninhibited.
- viii. Specific programme requirements: Participants will in addition to the preferred programme listing be required to commit to a heritage programme in an indigenous knowledge area, culture and language that will enhance and project the Nigerian heritage.
- ix. IP requirements: Copyright and patents; access to and use of content generated shall be subject to applicable laws and regulations
- x. Employment laws and equity considerations. Recruitment of staff that weeds out Nigerians for one reason or the other. Staff participation will reflect the laws of the land. Conditions of service will align with the laws of the land and correspond to similar positions based on the currency in which fees are paid.
- xi. Need for interoperability of QA systems and practice in order to prevent an undue burden on the



institutions and discriminatory practices based strictly on opinion. Second is the instituting of international participation in Nigeria's QA process by countries that are represented in the TNE.

- xii. How do we ensure enforce parity of conditions of learning and esteem between students in programs across boundaries, including access to scholarships and support applicable to the collaborating institution.

3.0 THE CONCEPT OF TRANSNATIONAL EDUCATION

Many universities in industrialised countries, for example, maintain branch campuses overseas and have students who are learning through face-to-face, blended or e-learning education in other countries. This approach of internationalisation in the provision of post-secondary education transactions overseas is referred to as Transnational Education.

In simple etymology, the word "transnational" implies actions, practices, or contacts that extend or go beyond national boundaries. When used in combination with other concepts such as education, the term "transnational" still implies the idea of transactions across national borders, but with a specific contextual meaning. This meaning holds for all types and modes of delivery of higher education, study programmes, or sets of courses of study, or educational services including distance education, where learners are located in a country different from where the awarding institution is based. Such programmes may belong to the education system of a state different from the state in which it operates, or it may refer to a programme which may operate independently of any national education system, in line with the UNESCO and the Revised Code of Good Practice in the Provision of Transnational Education developed by the Council of Europe and UNESCO and recognized by the United States as good practice in that area. The NUC however deems it expedient to put in place quality assurance measures for the operation of TNE in Nigeria as a safety measure against the provision of substandard TNE.

Hitherto, the NUC, in full awareness of the possibilities and threats associated with transnational provision of university education, had intervened through the following:

- i. liaising and collaborating with the quality assurance agencies of other countries to develop a database of recognised universities and their accreditation status, in order to obviate the threat posed by degree and accreditation mills; and



- ii. facilitating and strengthening the development of institutional and professional capacity in the Nigerian University System (NUS) for sustainable optimisation of Transnational Education opportunities by Nigerian universities and other stakeholders.

4.0 JUSTIFICATION FOR TRANSNATIONAL EDUCATION

Due to the increase in the demand for education globally, which has led to an unprecedented worldwide mobility of people and educational services, it has become necessary to provide guidelines that will regulate the transaction of Transnational Education in Nigeria. However the inherent benefits in Transnational Education are many, and enough justification for a regulatory agency as NUC to standardise the operations of the various providers within the shores of Nigeria. Below are some of the benefits accruable from TNE:

- Increased access to quality education;
- Strengthening of the academic capacity in research for national development;
- The Provision of internationally recognised education at one's space and time;
- The improvement of international partnerships for the commercialisation of educational commodities;
- The development of indigenous academic potentials;
- The reduction of the brain-drain and of pressure in local educational systems;
- The promotion of regional co-operation for the harmonisation of educational qualifications;
- Diversity and cultural exchange;
- Economic benefits to both host and home country;
- The provision of international innovative experience through the deployment of modern technologies in teaching and learning; and in particular;
- The reduction in the exodus of Nigerians to neighboring countries for degree programmes that may not necessarily be of comparable quality to those in the Nigerian university system; and

5.0 SCOPE OF TRANSNATIONAL ACTIVITIES

The concept of Transnational Education is generally taken to mean the importation of education from the "North" to the "South." In other words, it is seen as a one-way flow of education from the developed countries to the developing countries of the world. This notion has greatly influenced the perception and approach of Nigerians towards it. However, Transnational Education is two-dimensional, as it involves both the importation and exportation of educational services. This understanding is reflected in this document.



To drive the process of mainstreaming Transnational Education, and in line with the outlook of the global community, the National Universities Commission established the Department of Open and Distance Education (now the Directorate of Open Distance and e- Learning) in 2011. A Division of Cross-Border Education (now the Transnational Education) division was created and charged with the responsibility of handling Transnational Education issues. This was informed by the need to put the necessary quality assurance framework and guidelines in place, in line with international best practices for the regulation of the provision of Transnational Education in the Nigerian university system. These guidelines provide for the transnational provision of university education to Nigeria by foreign providers.

The initial conception of Transnational Education, was that of providers coming into Nigeria. This conception informed the adoption only of models that encouraged providers importing educational provisions into Nigeria. However, with TNE as a two-dimensional flow of educational provision, the Commission is well disposed to universities in Nigeria that may wish to take education provision to other climes, provided that the Commission is formally kept in the know from the conception of the idea. Moreover, all MoUs emanating from such a venture would need the NUC's scrutiny from the inception in order to preclude untoward developments. The University must submit a detailed proposal to the Commission, stating its capacity to run the programme abroad without whittling down the quality of delivery in the home institution, including the names and the number of programmes it intends to run, the mode of delivery, staffing (faculty and administrative), an MoU with the foreign university, permission by government of the importing country and evidence that the proposed venture has been indicated as an addendum in the university's statutory documents.

In line with global trends, the Commission found it necessary to expand the scope of TNE provision by the addition of more models to the initial three. This is aimed at further liberalizing the provision of TNE.

6.0 MODELS OF TRANSNATIONAL EDUCATION

The following are the various models of Transnational Education as approved for the Nigerian space.



MODEL 1 BRANCH CAMPUS

The Branch Campus Model is one in which a foreign university establishes its campus in Nigeria, following the NUC approved procedures for the establishment of Branch Campus(es). Programmes offered in the Nigerian campus must be of a standard comparable with that of programmes offered in the parent institution. The NUC will periodically monitor compliance.

(See Appendix 1: Steps and Procedures for the establishment of Branch Campus Model)

MODEL 2 FRANCHISE/ INDEPENDENT

- a) **Franchise:** The foreign sending Higher Education Institution (HEI)/provider has primary responsibility for the design, delivery and external quality assurance of academic programmes offered in the host country. The qualification is awarded by a sending HEI. Face-to-face, distance and blended education can be used. Programmes offered in the Nigerian campus must be of a standard comparable with that of programmes offered in the parent institution. The NUC will periodically monitor compliance. *(See Appendix 1)*
- b) **Independent Institution:** In this model, the foreign provider (a traditional university, a commercial company or alliance/network) establishes in Nigeria a stand-alone university to offer courses/programmes. There is usually no "parent institution" in the country of the foreign provider and it is therefore independent. The National Universities Commission will need to work together with the foreign providers on the design, delivery and quality assurance of the academic programmes. The procedures for the establishment of private universities are applicable.





MODEL 3 TWINNING AND ARTICULATION

a) Twinning

(i) Joint Degree Option

In the Joint Degree option, a single degree programme is undertaken to obtain a single certificate bearing the signatures of the competent authorities of all degree-awarding bodies involved. It is an arrangement whereby universities in different countries collaborate to offer a programme for which students receive qualifications from the universities or a joint award from the collaborating partners. Arrangements for programme provision and the criteria for awarding the qualifications are customized for each collaborative initiative in accordance with the national regulations in each country. The Commission will oversee the necessary quality assurance processing.

(ii) Parallel (Dual) Degree Option

In the Parallel Degree option, two separate degree programmes are studied alongside each other, leading to two separate awards. It may involve the mutual accreditation of prior learning and/or in-course credit transfer as well as some curriculum mapping between both institutions. As a prerequisite, a detailed agreement with partners on the legal, academic and financial parameters is painstakingly undertaken.

b) Articulation

In this model, a foreign university (recognized and accredited by competent authorities in its home country) and an approved Nigerian university collaborate to offer courses, enrich curricula content, pedagogy, and offer degrees with articulation arrangements, which involve study on host and home campuses. This may be acceptable to/recognized by government, provided that under the articulation arrangements, upon successful completion of an approved course of study, students are awarded degrees of the Nigerian university. However, if the arrangement is such that the Nigerian students in the programme will be awarded the degree of the foreign university, then such students will be required to spend a minimum of two semesters or one academic year on the overseas campus of the foreign university, and this would form part of the graduation requirements.



The universities must inform the National Universities Commission as the regulator from the time of conception, submit the Memorandum of Understanding, and ensure that the NUC approval is obtained before the collaboration is finalized. Responsibility for Quality Assurance will be borne by both institutions and in line with their respective minimum standards.

The Commission will oversee the necessary quality assurance processing.

MODEL 4 ACQUISITION

The Acquisition model is where one or more legally incorporated foreign universities or interests purchase a part or 100% of an established university in Nigeria on a mutual agreement between the foreign universities and the Nigerian University and retain all the terms of the initial licence except proprietorship, membership of the Board of Trustees, and some aspects of governance.

The Commission will oversee the necessary quality assurance processing.

MODEL 5 THE OPEN & DISTANCE LEARNING (ODL) MODEL

The ODL model refers to the provision of quality academic programmes and courses leading to the award of degrees, without the constraints of time and space by the foreign Open or Dual Mode Universities. Interested universities are however expected to comply with the ODL model approved for the Nigerian university system, which is the **ICT-Enabled Supported Blended Learning (IESBL)** model. It is the acceptable and practicable model in Nigeria for now. The IESBL model places high premium on the centrality of quality interactive course materials produced in mixed-media format, and the deployment of appropriate technologies and provision of a robust learner support mechanism. Minimum learner-tutor contact in a face-to-face environment and periodic pen-on-paper examinations are also imperative in this model. The acceptability of the IESBL as the model of choice in the NUS is informed by the Commission's commitment to ensure that, while mechanisms are in place to address the problem of access through the veritable tool of ODL, the quality of the ensuing products is not compromised.



MODEL 6 TEACHING INSTITUTIONS

A foreign provider (Open or Dual Mode University) establishes a teaching institution of institutions in Nigeria to support students taking its courses/programmes. The teaching institution may be independent or in collaboration with a university in Nigeria. The NUC will regulate the operations of these institutions in addition to the regulatory measures adopted by the foreign provider. (See Appendix 2)

7.0 ELIGIBILITY CRITERIA FOR FOREIGN UNIVERSITIES

The Nigerian Government will grant approval for a transnational arrangement between a Nigerian university and a foreign university for the award of degrees provided that:

- i. The home country of the foreign university has a subsisting diplomatic relationship with Nigeria and a bilateral agreement that covers the provision of education at university level including the mutual recognition of degrees.
- ii. The foreign university will be recognised by its home country for the purpose of offering degree programmes.
- iii. The programme(s) of the foreign university will be recognised by the national and regional quality assurance agencies in its home country as appropriate.
- iv. The foreign university will be recognised and duly endorsed by the National Universities Commission to deliver the preliminary content of its degree in Nigeria.
- v. The foreign university shall provide in Nigeria the physical infrastructure for the takeoff of the programme. (where applicable)
- vi. The home country of the foreign university must subscribe to the principle of reciprocity with Nigeria in matters of Transnational Education.

If and when a foreign university wishes to engage in transnational collaboration with a Nigerian university, there are several issues to consider. Among the essential requirements are:

- a) **Accreditation:** The foreign university must be recognized and accredited by the relevant accrediting bodies in its country. Such accreditation bodies must be recognized by the National Universities Commission (NUC) in Nigeria.

- b) **Memorandum of Understanding (MoU):** The foreign and Nigerian universities must sign a Memorandum of Understanding (MoU) outlining the terms and conditions of their collaboration. The MoU should be approved by the NUC.
- c) **Curriculum Alignment:** The curricula of both institutions should be aligned to ensure that students can transfer credits between the institutions.
- d) **Quality Assurance:** The foreign university is required to provide evidence that they have reliable quality assurance mechanisms in place. Regular review of programmes, assessments, and teaching methodologies should be part of the mechanism.
- e) **Faculty Exchange:** The institutions are required to set up a framework for faculty exchange, which should include the method for choosing faculty staff, the duration of the exchange, and the anticipated results.
- f) **Student Exchange:** The institutions must design a framework for student exchange, including the method for choosing students, the time frame of the exchange, and the results that should be anticipated.
- g) **Sharing of Resources:** Resource sharing, such as libraries (electronic and physical), laboratories and other facilities, must be agreed upon by the institutions.
- h) **Funding:** The institutions must agree on how they will fund the collaboration, including who will bear the expense of the exchange of faculty staff and students, and other related costs.
- i) **Legal and Regulatory Framework:** The institutions are required to adhere to all legal and regulatory frameworks in Nigeria and the foreign university's home country.
- j) **Student Protection:** Institutions are required to provide adequate support services to students enrolled in transnational education programmes. This covers counselling services, academic guidance, and financial aid. Institutions should also provide clear and transparent information on fees, transfer of credits, and other policies affecting students.
- k) **Regular Evaluation:** Institutions offering transnational education programmes must regularly evaluate the quality and effectiveness of the programme. This includes monitoring student outcomes, faculty performance, and programme effectiveness, and making improvements where necessary.

Essentially, the foreign university and Nigerian university must engage and properly plan to establish an effective partnership that is mutually beneficial and supports both institutions' academic goals.



8.0 MULTILINGUAL APPROACH

The current emphasis has been on North-South relationships: Nigerian universities (South) collaborating with universities from Europe and other developed countries (North), or even universities from the North providing transnational education in Nigeria. To minimize the overdependence on Western countries and also take advantage of our similarities with countries from other parts of the world, TNE in Nigeria needs to pay special attention to universities from such countries (South-South activities).

Considering that English may not be the language of instruction in non-Western countries, there is the need for flexibility on the means of delivery of TNE in Nigeria. Taking into account current global developments and trends; taking cognizance of the official languages of Nigeria's neighbouring countries; and noting that a large percentage of Nigerians who are very literate in languages beyond English, the following languages could be used as a medium of instruction for TNE:

- French
- Arabic
- Chinese
- Portuguese

For approval to be given for the use of such languages for instruction, it is necessary that the same language is the official language used by the foreign university that plans to operate in Nigeria and/or partner with a Nigerian university. Moreover, where any of the four languages is used as the language of instruction, there should be courses in English as a second language.

9.0 APPLICATION

The appropriate application form (NUC/TNE-QAC) may be obtained from the National Universities Commission on payment of a specified non-refundable amount. The completed form is to be submitted to NUC with:

- i. Evidence of subsisting diplomatic relationship with Nigeria;
- ii. Evidence of recognition of exporting institution by its home country;
- iii. Evidence of accreditation of programme(s) to be exported by the appropriate national accreditation agency in the exporting country;



- iv. Evidence of facilities (e.g. classrooms, laboratories, workshops, offices and library) in the collaborating university in Nigeria, equivalent to the facilities available in the exporting university;
- v. Evidence of an MoU between the universities, including financial arrangements;
- vi. Evidence of a funding source.

10.0 PROCESSING

A processing fee will be paid by the exporting university as determined by the National Universities Commission.

The application will be processed by the NUC TNE Quality Assurance Committee (TNE-QAC).

The Committee will:

- i. Verify and authenticate claims in the application and supporting documents;
- ii. Verify the recognition status of institutions from the foreign quality assurance agency;
- iii. Conduct on-site visits to the teaching institution in Nigeria;
- iv. Make recommendations to the NUC Board through Management and the University Development Committee of the Board.
- v. The NUC will issue a letter of no objection and inform the Board.

11.0 POST APPROVAL ACTIVITIES

- i. The National Universities Commission will conduct periodic monitoring and evaluation of facilities and staff audit of the teaching institution.
- ii. The National Universities Commission will ensure that there is liaison between the NUC and the Quality Assurance Agency (ies) of the foreign university's country.

12.0 PARTICIPATION OF NIGERIAN UNIVERSITIES IN TNE IN OTHER COUNTRIES

The guidelines above do not cover instances where Nigerian universities may wish to participate as a foreign provider of education in other countries. In particular, the proposed models provide possibilities for such universities to offer degree programmes in Nigeria.



The following possibilities may be allowed by the NUC under very strict conditions and supervision:

- Nigerian universities operating (branch) campuses in other countries, especially in other African countries, as well as in some Asian countries
- Nigerian universities operating franchises, whereby institutions in other countries offer degree programmes on their behalf

While considering each request strictly on its merit, NUC will carefully consider the following implications:

- a) On the plus side, such possibilities would provide some form of balance – Nigerian universities would not be just receivers, but givers as well.
- b) Nigerian universities would also have the opportunity of impacting positively on other African countries, especially neighbouring West African countries.
- c) The possibilities for abuse by some universities and students are huge. The recent 'Cotonou' degree certificate mills issue is a pointer to this problem. The NUC must, therefore, be satisfied that there would be no abuse if, and when, approval is given.
- d) It is also worth noting that most francophone countries in West Africa do not have quality assurance agencies similar to the NUC. Where a Nigerian university is to operate a branch or franchise in such countries, there should be clear and satisfactory arrangements for internal and external quality assurance.
- e) The NUC should ensure that a Nigerian university operating abroad does not misuse the opportunity. Specifically, such a university should not use TNE mainly for revenue generation without commensurate service provision.

13.0 RELATED POLICY DOCUMENTS

This policy document should be considered together with the related policy documents on E-Learning, Open Educational Resources (OER), and Guidelines on Establishment of Private Open Universities. For example, where TNE involves e-learning, this policy document should be considered alongside the E-learning Policy document.



14.0 CONCLUSION

In conclusion, the Commission is well aware of the vast potentials of TNE, as well as the challenges of properly utilizing it. While the Commission is disposed to open up the Nigerian space and thus align with the realities of the 21st century and global best practices in relation to Transnational Education, it will continue to provide clear regulatory guidelines that will govern the operations of each model of TNE to the benefit of the nation, but ensure that the risks are eliminated or minimised.





APPENDICES

APPENDIX 1

A. STEPS/PROCEDURES FOR THE ESTABLISHMENT OF BRANCH CAMPUS AND FRANCHISE MODELS

A foreign university intending to establish a campus in Nigeria is required to follow the steps/procedures or submit documents as highlighted below:

- i. Letter of intent to the Executive Secretary, National Universities Commission (NUC);
- ii. Interactive session between the senior officials of the foreign university and NUC Management;
- iii. Payment of a specified non-refundable application fee;
- iv. Completion and submission of the application form to the NUC with the following key documents:
 - a. Letter of introduction from the embassy/diplomatic mission of the home country of the parent university intending to establish a branch campus in Nigeria;



- b. Evidence that the foreign university intending to establish a branch campus in Nigeria is recognized and accredited by competent authorities in its home country for the purpose of offering degree programmes;
- c. Evidence that the programme(s) of the foreign university to be run at the proposed branch campus are recognized by the appropriate quality assurance agency in its home country;
- d. An academic portfolio which covers inter alia:
 - i. Historical, philosophical and visioning perspectives;
 - ii. Administrative structure;
 - iii. Academic structure and trajectory;
 - iv. Students and staff projections across faculties/college(s)/ departments;
 - v. Financial projections including funding sources;
- e. A physical development strategy which should encompass, among others, the following elements bearing in mind a minimum land area of 1 hectare:
 - i. Historical, philosophical and visioning perspectives
 - ii. Site appraisal
 - iii. Development of academic brief
 - iv. Preparation of strategic alternatives
 - v. Draft master plan
 - vi. Final master plan and publication

NB: The scope of work for each item listed above is as detailed in the current NUC's Procedures, Guide and Physical Development Manual.

A take-off facilities lay-out plan showing the administrative and academic facilities available for the take-off of the proposed branch campus is an integral part of the portfolio.

- f. The University Law containing the laws and statutes that will govern the operation of the proposed branch campus in its entirety. Accordingly, its laws and statutes should not conflict with the avowed traditional institutional autonomy.



**B. PROCESSING**

- a. At the appropriate time in the processing of the application, a study/inspection visit will be undertaken by a team of NUC officials to the parent university in its home country to ascertain the capacity of the institution to establish a campus in Nigeria.
- b. Following the first review of the institution's strategic documents, a team of NUC officials will conduct first assessment visit to the site acquired in Nigeria by the foreign university for the proposed branch campus to review the strategic documents with the university team on a one-on-one basis to determine the level of preparedness in terms of documentation. During the visit, the NUC team will also conduct a facility tour to ascertain the adequacy of the campus for the smooth take-off of the proposed College/Faculty/Departments/programmes in the first phase of academic development of the branch campus.
- c. Revision of strategic documents by the proprietor (foreign provider) based on the report by a Team of NUC officials will be carried out.
- d. There will be a second and final site assessment visit to ensure that the recommendations of the first visit are implemented and also to ensure that the facilities provided meet the approved NUC standards.

C. APPROVAL

Positive recommendations of a team of NUC officials will be subjected to three levels of an approval process:

- a. Approval by the NUC Management;
- b. Approval by the NUC Board; and
- c. Approval by the Federal Executive Council.

**APPENDIX 2****A. PROCEDURE FOR THE ESTABLISHMENT OF TEACHING INSTITUTION(S) IN NIGERIA BY FOREIGN OPEN/DUAL MODE UNIVERSITIES**

A foreign university intending to establish a teaching institution in Nigeria is required to follow the procedures or submit documents as set out below:

1. Letter of intent from the University to the Executive Secretary, indicating the rationale for the establishment of a teaching institution.
2. The Commission will organize an interactive session with the proprietor and other principal officials of the foreign open/dual university.
3. After due consideration, the university will collect application forms for the establishment of the teaching institution.
4. Submission of completed application forms should be accompanied with the following documents:
 - a. Approved Institutional ODL Policy Document covering all ramifications of the establishment and operations of the study institution(s) to include, inter alia, clear policy statements on:
 - i. Open Educational Resources (OER)
 - ii. course delivery modalities (not solely reliant on online modes)
 - iii. learner support
 - iv. Information, Advice and Guidance (IAG).
 - b. Evidence of approval for the establishment of the proposed teaching institution by the Governing Council and the Senate of the foreign open/dual mode university.
 - c. A strategic plan for the teaching institution.
 - d. A physical and infrastructural development plan. This should include:
 - i. adequate provision for a physical library/e-library;
 - ii. video conferencing facilities, audio visual systems and smart boards-dedicated exclusively to the Centre's use and other relevant ICT facilities.
5. Following the first review of the institution's documents, there will be a familiarisation visit to the foreign open university to ascertain the operational modalities of the university as well as a demonstration of teaching modalities.





6. After the familiarisation visit, there will be a **pre-validation visit to the teaching institution in Nigeria**. During the visit, inspection of facilities and an audit of the various categories of staff will be undertaken.
7. After the pre-validation site visit, the DODeL will write a report of the findings to the NUC Management and a technical advisory report will be submitted to the university.
8. There will be a second pre-validation site visit to ensure that the recommendation of the first visit has been implemented and also to ensure compliance with the approved NUC requirements. The DODeL will write a report of the pre-validation visit with an appropriate recommendation to the NUC Management for its consideration and necessary action.
9. Approval by the NUC Board:

The NUC Management, upon receipt of the DODeL report on the proposed study centre, will consider and make appropriate recommendation to the University Development Committee (UDC) of the NUC Board for its consideration, after which the latter will submit it to the Board for ratification. The Board will then forward its recommendation to the Federal Government through the Honourable Minister of Education for its consideration and approval.

B. Approval Steps

- Approval by NUC Management
- Approval by the Governing Board of NUC
- Approval by the Federal Executive Council

If approved, a three-year Provisional License is granted to the foreign Open/Dual Mode University. Only satisfactory performance during the probationary period will earn the University a Substantive License.

The NUC Management will communicate its decision on the teaching institution to the university.

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