

**AHMADU BELLO UNIVERSITY, ZARIA
(ACENTDFB & ACENPEE)**

**REPORT OF THE COMMITTEE FOR
DEVELOPMENT OF A REGIONAL POLICY
DOCUMENT FOR ADMISSION OF FOREIGN
STUDENTS AND RECRUITMENT OF FOREIGN
STAFF INTO AHMADU BELLO UNIVERSITY,
ZARIA**

**VOLUME 2
AUGUST 2021**

TABLE OF CONTENTS

COVER PAGE - - - - -	i
TABLE OF CONTENTS - - - - -	ii
LIST OF ABBREVIATIONS - - - - -	viii
EXECUTIVE SUMMARY - - - - -	ix
 A: OBSERVATIONS PERTAINING TO INTERNATIONAL STUDENTS AND STAFF - - - - -	 xvi
 B: RECOMMENDATIONS PERTAINING TO INTERNATIONAL STUDENTS AND STAFF - - - - -	 xix
 C. RECOMMENDATIONS PERTAINING TO INTERNATIONAL STUDENTS - - - - -	 xxiii
 D: OBSERVATIONS PERTAINING TO INTERNATIONAL STAFF - - - - -	 xxix
E: RECOMMENDATIONS PERTAINING TO INTERNATIONAL STAFF - - - - -	xxiii
F. RECOMMENDATIONS FROM INTERACTION WITH HOST COMMUNITY LEADERS - - - - -	xxxvii
1.0 INTRODUCTION - - - - -	1
1.1. Concept of Internationalisation: - - - - -	5
1.2. Global Trend in Internationalisation of Higher Education - - - - -	7
1.3. Internationalisation of Tertiary Education in Nigeria - - - - -	10
1.4. Efforts at Internationalisation in Some Nigerian Universities - - - - -	11
1.5. Internationalisation at the University of Ilorin, Ilorin (Unilorin) - - - - -	
1.6. Internationalisation at the University of Ibadan (UI) - - - - -	12
1.7. Internationalisation at Ahmadu Bello University, Zaria (ABU) - - - - -	13
1.8. Status of Internationalisation in Nigerian Tertiary Institutions - - - - -	14
1.9. Road Map for Internationalisation of Education in Nigeria. - - - - -	15
1.10. Responsibilities for the Implementation of Road map - - - - -	16
1.11. Agencies for the Implementation of Internationalisation Road map- - - - -	17

2.0. THE REGIONAL POLICY COMMITTEE

2.1. Inauguration and Membership-	-	-	-	-	-	-	-	18
2.2. Secretariat-	-	-	-	-	-	-	-	19
2.3. Terms of Reference-	-	-	-	-	-	-	-	20
2.4. Modus Operandi-	-	-	-	-	-	-	-	21

3.0 THE COMMITTEE'S FINDINGS

3.1. History and Background of Internationalisation in ABU-	-	24
3.2. Nigerian College of Arts, Science and Technology, Zaria-	-	25
3.3. Institute of Administration-	-	27
3.4. Institute of Agricultural Research -	-	28
3.5. Ahmadu Bello College/ Abdullahi Bayero College	-	28
3.6. Pioneer Governing Council, Academic and Administrative Staff of ABU in 1962 -	-	29
3.7. Current Status of Internationalisation in ABU. -	-	31

4.0. THE COMMITTEE'S OBSERVATIONS AND RECOMMENDATIONS

4.1A. Observations Pertaining to International Students and Staff	-	39
4.1B. Recommendations Pertaining to International Students and Staff	-	39
4.2. Recommendations Pertaining to International Students	-	42
4.3A. Observations Pertaining to International Staff	-	46
4.3B. Recommendations Pertaining to International Staff	-	52
4.4A. Recommendations from Interaction with Host Community Leaders	-	60

5.0. POLICY STATEMENTS AND PROCEDURES FOR TORs

5.1 Term of Reference 1: To Review Existing Policy of the University on Foreign Students and Staff Recruitment	-	62
5.1.1. Proposed Centre for International Education, Advancement and Linkages (CIEAL) -	-	62
A. Policy Statement --	-	62

B.	Policy Procedure-	-	-	-	-	-	-	-	63
B1.	Responsibilities of the Centre:	-	-	-	-	-	-	-	63
B2.	Ahmadu Bello University, Zaria Organogram For The Proposed Centre For International Education, Advancement And Linkages (CIEAL)-								65
B3:	Proposed Statute for the Establishment of the Centre for International Education Advancement and Linkages	-	-						66
B4.	Duties, Responsibilities of Organs and Officials of the Proposed Centre for International Education, Advancement and Linkages (CIEAL)	-	-	-	-	-	-	-	69
B5.	Phase I: Proposed Road Map for Internationalisation of Education in ABU: Establishment of Centre for International Education, Advancement and Linkages: Senate and Council Approval of ABU- IPD	-	-						74
B6.	Phase II: Proposed Road Map for Internationalisation of Education ABU: A 4 Year Admission Plan for International Students into ABU (2021/2022 to 2024/2025)	-	-	-	-	-	-	-	75
B7.	Phase iii: Proposed Road Map for Internationalization of Education in ABU: A 4-year Recruitment Plan for International Staff	-	-						76
5.2.	Term of Reference 2: Develop Admission Processes for International Students	-	-	-	-	-	-	-	77
A.	Policy Statements-	-	-	-	-	-	-	-	77
B.	Admission Process and Procedure for International Students	-							78
B1.	Information for International Students-	-	-	-	-	-	-	-	78
B2.	Financial Requirements-	-	-	-	-	-	-	-	78
B3.	Method of Payment-	-	-	-	-	-	-	-	78
B4.	Application Requirements	-	-	-	-	-	-	-	78
B4.1.	Undergraduate Applicants-	-	-	-	-	-	-	-	79
B4.2.	Postgraduate Applicants	-	-	-	-	-	-	-	79
B4.3.	International Transfer Students-	-	-	-	-	-	-	-	80
B5.	Admission Letter and Acceptance	-	-	-	-	-	-	-	80

C.	Immigration Requirements -	-	-	-	-	-	-	-	80
C1.	Eligibility for Subject to Regularisation Visa	-	-	-	-	-	-	-	80
C2.	Requirements for Principal (Applicant) -	-	-	-	-	-	-	-	81
C3.	Requirements for Dependants -	-	-	-	-	-	-	-	82
C4.	Validity -	-	-	-	-	-	-	-	82
C5.	How to Apply -	-	-	-	-	-	-	-	82
C6.	Timeline -	-	-	-	-	-	-	-	83
C7.	Fees -	-	-	-	-	-	-	-	83
D.	Arrival in Zaria -	-	-	-	-	-	-	-	83
D1.	Registration-	-	-	-	-	-	-	-	84
D2.	Health Insurance -	-	-	-	-	-	-	-	84
D3.	Accommodation -	-	-	-	-	-	-	-	84
E.	Admission Forms -	-	-	-	-	-	-	-	84
5.3.	Term of Reference 3: Develop recruitment procedure and conditions of service for international academic staff	-	-	-	-	-	-	-	94
B.	Policy Procedure -	-	-	-	-	-	-	-	94
B1.0.	Recruitment Procedure for International Staff -	-	-	-	-	-	-	-	94
1.1	Title-	-	-	-	-	-	-	-	94
1.2.	Purpose -	-	-	-	-	-	-	-	94
1.3.	Scope -	-	-	-	-	-	-	-	94
1.4.	Procedures and Guidelines -	-	-	-	-	-	-	-	94
1.5.	Recruitment Documentation -	-	-	-	-	-	-	-	96
1.6.	Application procedure -	-	-	-	-	-	-	-	96
1.7.	Acknowledgment -	-	-	-	-	-	-	-	97
1.8.	Application Screening -	-	-	-	-	-	-	-	97
1.9.	Shortlisting -	-	-	-	-	-	-	-	97
1.10.	Invitation to Interview -	-	-	-	-	-	-	-	97

1.11. Interview - - - - -	98
1.12. Recruiting Expenses - - - - -	98
1.13. After Interview - - - - -	98
1.14. Routine Employment Checks -- - - -	99
1.15. Contract - - - - -	99
1.16. Relocation Assistance - - - - -	99
1.17. New Employee first days - - - - -	100
1.18. Probation - - - - -	100
5.3.1. Conditions of Service for International Academic Staff - -	101
CHAPTER ONE INTRODUCTION - - - - -	102
CHAPTER TWO APPOINTMENT - - - - -	106
CHAPTER THREE EMOLUMENTS - - - - -	109
CHAPTER FOUR PROMOTIONS - - - - -	111
CHAPTER FIVE DISENGAGEMENT FROM SERVICE - - - - -	113
CHAPTER SIX DISCIPLINE - - - - -	115
CHAPTER SEVEN: DUTIES AND LEAVE - - - - -	122
CHAPTER EIGHT HEALTH SERVICES - - - - -	125
CHAPTER NINE PASSAGES AND BAGGAGE - - - - -	127
CHAPTER TEN ALLOWANCES - - - - -	130
CHAPTER ELEVEN HOUSING AND MUNICIPAL SERVICES - - - - -	133
CHAPTER TWELVE GRATUITY AND OTHER BENEFITS - - - - -	135
CHAPTER THIRTEEN PUBLICATIONS - - - - -	137
CHAPTER FOURTEEN INVENTIONS - - - - -	139
CHAPTER FIFTEEN SECURITY SERVICES - - - - -	142
5.4. Term of Reference 4: Recommend any other measures that will enhance foreign student enrolment and recruitment of academic staff into the University. - - - - -	144

5.4.1. Policy Recommendations:	-	-	-	-	-	-	-	-	144
6.0. Conclusion	-	-	-	-	-	-	-	-	148
7.0. Appreciation	-	-	-	-	-	-	-	-	149
8.0. Signature Page	-	-	-	-	-	-	-	-	150
References	-	-	-	-	-	-	-	-	152

Tables	-	-	-	-	-	-	-	-	-
Table 1: Distribution of Students at the Nigerian College of Arts, Science and Technology, Zaria (NCAST) in 1962.	-	-	-	-	-	-	-	-	156
Table 2: Distribution of Students transferred from the Nigerian College of Arts, Science and Technology into ABU in 1962	-	-	-	-	-	-	-	-	157
Table 3: Statistics of First Student Admissions into ABU in 1962	-	-	-	-	-	-	-	-	158
Table 4: Distribution of ABU Staff Between 1962 – 1963: the Old and the New	-	-	-	-	-	-	-	-	159
Table 5: Distribution of International Undergraduate (UG) Students who Graduated from some Faculties/Colleges/Institutes of ABU from 1962 to 2020	-	-	-	-	-	-	-	-	160
Table 6: Distribution of International Postgraduate (PG) Students who Graduated from some Faculties/Colleges of ABU from 1962 to 2020-	-	-	-	-	-	-	-	-	161
Table 7: Distribution of International staff who Worked in some Faculties of ABU from 1962 to 2020	-	-	-	-	-	-	-	-	162
Table 8: Distribution of International staff who Worked in some Institutes/Centers/Registry/Service Units of ABU From 1962 To 2020	-	-	-	-	-	-	-	-	163
Table 9: Statistics of Undergraduate Students Admission into ABU by Nationality and Gender from 2015/2016 to 2019/2020	-	-	-	-	-	-	-	-	164
Table 10: Distribution of Undergraduate Students Population of ABU by Nationality from 2015/2016 to 2019/2020-	-	-	-	-	-	-	-	-	165
Table 11: Distribution of International Undergraduate Students Population of ABU by Course of Study from 2015/2016 to 2019/2020	-	-	-	-	-	-	-	-	166
Table 12: Statistics of Postgraduate Students Admission into ABU by Nationality and Gender from 2015/2016 to 2017/2018 Academic Session.	-	-	-	-	-	-	-	-	167

Table 13: Distribution of Postgraduate Students Population of ABU by Nationality from 2015/2016 to 2019/2020-	-	-	-	-	168
Table 14: Distribution of International Postgraduate Students of ABU by Course of study from 2015/2016 to 2019/2020 Academic Sessions-					169
Table 15: A 4-Year Projection for Admission of International Undergraduates Students into ABU from 2020/2021 to 2024/2025 Academic Sessions	-	-	-	-	170
Table 16: A 4-Year Projection for Admission of International Postgraduate Students into ABU from 2021/2022 to 2024/2025 Academic Sessions					171
Table 17: Statistics of ABU Staff by Nationality and Gender as at December ending 2020	-	-	-	-	172
Table 18: A 4-year Projection for Recruitment of International Staff into ABU from 2021/2022 to 2024/2025 Academic Sessions	-	-	-		173
APPENDICES (find attached) Updated	-	-	-	-	173

LIST OF ABBREVIATIONS

AAU	African Association of Universities
ABU	Ahmadu Bello University, Zaria
ABU-IPD	ABU-Internationalisation Policy Document
ACENPEE	Africa Centre of Excellence for New Pedagogy in Engineering Education
ACENTDFB	Africa Centre for Neglected Tropical Diseases and Forensic Biotechnology
ASUU	Academic Staff Union of Universities
BUK	Bayero University, Kano
CIE	Centre for International Education
CIEAL	Centre for International Education, Advancement and Linkages
CV	Curriculum Vitae
DAPM	Directorate of Academic Planning and Monitoring
DRC	Democratic Republic of Congo
DUA	Directorate of Advancement
EU	European Union
GUNI	Global University Network Initiative
HRD	Human Resources Department
IAICT	Iya Abubakar Institute for Information and Communication Technology
IAR	Institute for Agricultural Research
IAU	International Association of Universities
ICT	Information and Communication Technology
JAMB	Joint Admissions and Matriculation Board
M. I. S	Management Information System

MOU	Memorandum of Understanding
NBTE	National Board for Technical Education
NCAC	National Council for Arts and Culture
NCAST	Nigerian College of Arts, Science and Technology
NCCE	National Commission for Colleges of Education
NOA	National Orientation Agency
NUC	National Universities Commission
PG	Postgraduate
RPC	Regional Policy Committee
SAD	Student Affairs Division
SADC	Southern Africa Development Commission
STEM	Science, Technology, Engineering and Mathematics
TOR	Term of Reference
UAE	United Arab Emirates
UG	Undergraduate
UI	University of Ibadan
UK	United Kingdom
UNILORIN	University of Ilorin
US	United States of America
UTME	University Tertiary Matriculation Examination
VC	Vice Chancellor

EXECUTIVE SUMMARY

Internationalisation is the process of integrating international, inter-cultural and global dimensions into the purpose, functions and the delivery of tertiary education. It is one of the instruments needed to ensure that nations benefit from globalisation. Internationalisation entails series of international activities such as academic mobility for students and teachers; international linkages, partnerships and projects, new international academic programmes and joint research initiatives. It also means cooperating with tertiary institutions in other countries to reform and modernise curricula and pedagogy and the delivery of education to other countries using a variety of face-to-face, distance learning techniques and new types of arrangements such as branch campuses or franchises. International (foreign or internationally mobile) students are defined as students who have crossed a national or territorial border for the purpose of education and are now enrolled outside their country of origin.

The Tertiary Education system in Nigeria, as the largest in Africa, should be an active player in the internationalisation of education in the continent, and indeed in the world, through the process of admissions amongst others. Currently however, Nigeria ranks low on the internationalisation index. In a survey by the JAMB Committee on Internationalisation of tertiary institutions in Nigeria in August 2019, of the 194 institutions that responded, there were 1,856 foreign students out of a total of 1,132,795 students. There were 437 foreign academic staff from a total of 5,604 academic staff in these institutions. Foreign students make up 0.18% in Universities, 0.29% in Polytechnics and 0.04% in the Colleges of Education. The percentage of all foreign students in Nigeria's tertiary education system as at the 2018/2019 Session is 0.16%. With regards to academic staff, the percentage of foreign academics in Nigerian Universities is 0.008%, and 1.64% in the Polytechnics and 0.18% in the Colleges of Education.

Ahmadu Bello University (ABU) opened on 4th October, 1962 with 4 Faculties, 15 Departments, 142 academic and supporting staff and 426 students. At his installation as the First Chancellor of ABU on 23rd November, 1963, Sir, Ahmadu Bello, *Sardauna* of Sokoto and the first and last Premier of northern Nigeria in a famous speech, identified the guiding philosophy of the university as follows:

- *“to be both national and international ‘, to search for and spread knowledge.... [and] also serve the needs of the nation in terms of manpower and the preservation and promotion of local culture...”*
- *‘----- freedom of membership and freedom of enquiry and research’.*
- *“If our staff and students, are drawn from all parts of the world, then the mixture of international minds working together in an atmosphere of academic freedom can produce a university true to its ideals and meanings.”*

These immutable words on marble formed the cornerstone upon which the national and international staff and student mix of ABU evolved.

Based on the recommendation of the Ashby Commission, ABU was midwived around three parent institutions: Nigerian College of Arts, Science and Technology, Zaria (NCAST), the Institute of Administration, Kongo; Institute of Agricultural Research and Special Services, Zaria (now Institute for Agricultural Research (IAR); and Ahmadu Bello College, Kano, later renamed Abdullahi Bayero College and now Bayero University, Kano (ABU, 1962-1987).

On the eve of opening ABU, NCAST had 495 students with the following regional distribution: North, 25.5%; West, 34.9%; East, 37.0%; Federal Territory (Lagos), 1.2%; Southern Cameroons and others, 1.4%, respectively. Because of its high academic and professional standards attested to by External Examiners, most of these students were absorbed into the new University. Notably, of the 235 students transferred from

NCAST to ABU in 1962, 83.8% were from the South, while only 16.2% were from the North. Similarly, of the 171 new students admitted into ABU in 1962, 54.4% were of Northern origin, while 45.6% were from the Southern regions.

Therefore, it is against the aforementioned background that ABU opened its gates to students in 1962 and has grown since then to be the most national and international University in both staff and student enrolment in Nigeria. Indeed, as a testimony to this, the University won the JAMB first place award for the University with the highest number of foreign UG student enrolment for the 2018/2019 admission year; first place award for the University with widest national spread in UG students' admissions; and second place for international students (after University of Ilorin) for the 2019/2020 admission year, respectively.

In terms of staffing, expectedly, the predominantly British staff of NCAST formed the nucleus of the pioneer staff of ABU. Notably, of the 131 staff of ABU at its inception, 39 (29.8%) were former staff of NCAST, while 92 (70.2%) were newly recruited. These pioneer academic staff of ABU were mostly expatriates and British. The majority held first degrees, some had Masters, while a few, doctorates.

In the light of the above historical antecedents, it is clear that the caliber and diversity of the foundation students and staff of ABU were truly national and international as charged by the founding Chancellor; and that the foundation for internationalization of education in ABU was laid at its inception in 1962. Furthermore, the calibre of international staffing and the availability of infrastructure provided by the founding institutes allowed the new University to take off relatively smoothly and produce the quality graduates that have contributed to national and global development since its inception in 1962.

However, military intervention in the governance of Nigeria in 1975 resulted in a fundamental change in the management and character of the Nigerian University system. The indigenization policy of the 1970's and the economic downturn of the 1980's and 1990's characterized by the drastic devaluation of the Naira led to a gradual but consistent migration of expatriate and even quality Nigerian academic staff from Nigerian Universities to South Africa, Europe and American Universities in a phenomenon popularly referred to as "brain drain". This phenomenon also took its toll on the number of international students seeking admission into Nigerian Universities. The recent upsurge in insecurity in Nigeria and in most of the sub-Saharan African countries has greatly undermined educational and cultural exchanges in the sub-continent. However, these challenges are not insurmountable.

The current vision, mission and core values of ABU were derived from the philosophy of its establishment (ABU Student Handbook, 2020); and provides the basis upon which the University could develop a robust internationalisation agenda:

Vision

"Ahmadu Bello University shall be a world-class University comparable to any other, engaged in imparting contemporary knowledge, using high quality facilities and multi-disciplinary approaches, to men and women of all races as well as generating new ideas and intellectual practices relevant to the needs of its immediate community, Nigeria and the world at large".

Mission

"To advance the frontiers of learning and break new grounds, through teaching, research and dissemination of knowledge of the highest quality; to establish national and international integration, development and the promotion of African traditions and cultures; to produce high-level human power and enhance capacity-building through retraining, in order to meet

the needs and challenges of the catchment area, Nigeria and the rest of the world”.

However, despite of the enviable internationalisation friendly vision and mission of ABU, analysis of current data clearly showed that internationalisation had been on the decline similar to the national trend. For example, during the last 5 years covering 2015/2016 to 2019/2020 academic sessions, a total of 51,914 UG students were admitted into ABU. Out of this number, 51 were international students, representing only 0.02% of the total number students admitted during that period. The yearly average Nigerian UG student admission was 10,372, while the average for international students was 12 during the 2015 – 2020 admission cycles.

The total UG student population in ABU in the last 5 years (2015/2016 to 2019/2020) was 209,299, out of which international students were 498, representing 0.24% of the total student population in the University during that period.

Similarly, during the 4-year period covering 2014/2015 to 2017/2018 academic sessions, the total number of PG students admitted was 25,027, out of which international students were 82, repenting 0.33% of the total PG admission during that period. The total PG student population in ABU in the last 3 years (2015/2016 to 2017/2018) was 27,460, out of which 291 were international students representing 1.06% of the total population of PG students in the University during that period.

The abysmally low internationalization of student admissions in ABU is also replicated in staffing. As at December ending of 2020, the number of academic staff on the nominal roll of ABU was 2,490, out of which only 26 are international staff, representing a paltry 1.06% of the total. On the

other hand, of the 6,590 non-academic staff in the University, only 3 are international staff, representing 0.05% of the non-academic staff population.

When the abysmally low internationalisation status of ABU elucidated above is situated within its recent JAMB first-place award as the University with the highest number of foreign UG student enrolment for the 2018/2019 admission year and second place for international students (after University of Ilorin) for the 2019/2020 admission year, respectively; the current very low ranking of Nigeria in both African and global internationalization of education index becomes patently worrisome and needs to be addressed.

Since the national education policy had no internationalization component, most Nigerian tertiary institutions also have no such policy. Unlike, UI and Unilorin, investigations by the Committee confirmed that since its establishment in 1962, ABU had no formal strategic policy document guiding admissions of international students and recruitment of international staff. International students were admitted mainly through requests from their foreign embassies, person-to-person contact and a few through UTME. For staff recruitment, the national policy of contract appointment applied with additional payment of expatriate supplementation allowance (NESS) to academic staff in science related disciplines from the rank of senior lecturer. No wonder that the current procedure for admission of foreign students and recruitment of foreign staff is bedeviled with many challenges and require urgent reform to attain at least the threshold for best global practice.

Therefore, the setting up of the Regional Policy Committee by the Vice Chancellor, Professor Kabiru Bala, through the initiative and support of the ACENTDFB and ACENPEE in ABU; to develop a comprehensive regional policy strategy for admission of international students, especially from the

ECOWAS sub-region, is appropriate and timely. By improving its regional and global mix of students and staff, ABU could improve its global ranking in academic standards and research output and establish international linkages and collaborations with Universities overseas and other tertiary education funding agencies. Improvement in internally generated revenue accruing from tuition fees and other charges expected from international students will greatly assist the University to bridge its funding gaps from the Federal Government.

Following extensive literature search, data mining from relevant units and extensive interaction with a broad segment of relevant stakeholders in the University, the Committee made important observations militating against admissions of international students and recruitment of international staff in ABU and proposed general and specific policy recommendations to address the problems. The observations and recommendations are as follows:

A: OBSERVATIONS PERTAINING TO INTERNATIONAL STUDENTS AND STAFF

1. No unit of the University is charged with sole responsibility to source for international staff and students.
2. Lack of a dedicated Centre or an Office to effectively manage the affairs of international staff and students.
3. More recently, heightened insecurity portrays a scary image of the Country.
4. Inadequate security architecture to meet current challenges in the University.
5. Non-adherence to timelines and unpredictable academic calendar. The residency period of programmes stretches beyond the stated or normal time as a result of strikes or other problems arising from frequent disagreements between

Government and in-house unions, and in some cases inter-union rivalries.

6. Non-availability of decent accommodation and inadequate utilities such as electricity, water, internet connectivity, absence of quality healthcare facility and Health Insurance scheme for international staff and students.
7. Serious underfunding of Nigerian Universities which had compromised the quantity and quality of teaching and research facilities and personnel.
8. Inflexibility in entry requirements particularly for postgraduate studies and non-upgrading of degrees (MSc to PhD) for deserving candidates, as well as outdated curriculum and non-availability of online course materials.
9. Very low staff-students and equipment-student ratios, thereby affecting the quality of interaction between staff and students and number of students per equipment.
10. Most staff cannot easily identify their students at the different levels because of large class sizes both at undergraduate and postgraduate levels. Similarly, students are crowded over one equipment thus, affecting understanding and appreciation of the equipment and its functions.
11. The suspension of the language immersion programme of the University in 2010 has resulted in a significant decrease in the enrolment of international students especially from the neighboring French speaking countries, into the University.
12. English Language deficiency among students especially from French speaking countries results in poor academic performance and low graduation rate. Such students discourage potential international applicants from applying to study in the University.

13. There is inadequate Mentor-Mentee relationship in the University. This compromises discipline and academic development of postgraduate students and young academics.
14. Non-cordial staff-student and supervisor-supervisee relationships in some Departments and Faculties. This discourages Alumni from giving back to the University.
15. Non-availability of state-of-the-art laboratory facilities and equipment for teaching and research resulting in deteriorating quality of practical experience among staff and students.
16. Lack of and irregular maintenance of expensive teaching and research equipment leading to frequent breakdowns and large number of unserviceable equipment littering the system.
17. Inadequacy of competent technical staff to operate and maintain laboratory facilities.
18. Inadequate financial support to staff for international conference attendance and subscription payment for publications in international journals.
19. Inadequate and non-functional recreational facilities for relaxation of both staff and students.
20. Inadequate University-based research grants, study fellowships and grants for staff and students.
21. Inadequate e-library facilities.
22. Lack of University based scholarships and research grants to attract and motivate excellent international students and staff in the University.
23. Non-sustenance of previous and existing collaborations and development of new ones with international staff and agencies.
24. Dwindling value of the Naira against the US dollar and other international currencies discourage international staff from taking-up appointments with the University due to poor remuneration.

25. Archaic conditions of service and promotion guidelines which lowers staff morale and motivation.
26. Inadequate health facilities for essential and specialized services for staff and students.
27. Poor work ethics among staff and students.
28. Inadequate transportation system within and outside the University for staff and students

B: RECOMMENDATIONS PERTAINING TO INTERNATIONAL STUDENTS AND STAFF

1. The University should upgrade, reorganize and rename its Directorate of University Advancement (DUA) to Centre for International Education, Advancement and Linkages (CIEAL) to manage and coordinate the processes and procedure of attracting and retaining international staff and students in addition to its Advancement, Linkages and Alumni relations activities.
2. The CIEAL should function to ease bureaucratic bottlenecks experienced by international staff and students in terms of immigration processes as they obtain and renew their visa, travel arrangements including receiving them at the Airport, processing of residence permit and all other logistics such as securing accommodation, bank account opening, issuance of driving license, etc. The International Staff Unit should also handle issues of Diaspora Fellows.
3. The CIEAL should develop policies and interventions to attract and retain regional students, staff and partners.
4. The CIEAL should develop a strategic policy for attracting funding to the University for academic and research activities.

5. The University should design and implement standard curricula that meet the expectations of prospective international staff and students, job markets and entrepreneurship concepts.
6. Effort should be made by the University to secure international accreditation for its academic programmes.
7. Admission for international students should be processed online. However, prospective international students must meet the admission requirements set by the University.
8. Processing of student transcripts and other documents should also be online and effective.
9. There should be an international student admissions committee that will be responsible for admissions of international students into the University. Members of the committee should be drawn from the Directorate of Academic Planning and Monitoring, Academic Office, Students Affairs Division and the International Students Unit of the CIEAL, which shall coordinate the exercise. This Committee shall submit its recommendations to the Central admissions Committee.
10. The University should improve its learning environment in terms of availability of conducive atmosphere and good support services such as constant electricity and water supply, good sanitation, efficient ICT facilities, internet connectivity and excellent catering services.
11. The University should improve its Distance Learning platforms so that students from the regional countries and beyond can

easily enroll to undertake their studies in a convenient and qualitative learning environment.

12. The University should ensure standard number of students per class/equipment based on global best practices.
13. The University should encourage Staff members to be proficient in international languages other than English language in order to gain comparative advantage to attract international students.
14. The University should facilitate transfer of international students from other universities within the region and beyond.
15. The University should ensure international best practice of being learner friendly in the operations of the University so as to compete favourably with the rest of the World. For example, provide standard appraisal and evaluation system for staff members with some acceptable level of student input.
16. The University should design specialized short-courses (3-6 months) for the international students in Language immersion and Science, Technology, Engineering and Mathematics (STEM) courses.
17. The University should reactivate and reorganize the English and French language immersion course of the University so that international students graduating from the course are proficient in reading, writing and oral communication before commencing their degree programmes.
18. The University should revive and instill strong moral values in the system and ensure attitudinal reorientation of staff members.

19. The Federal Government and the University should ensure sustainable industrial harmony in the University for implementation of regular academic calendar.
20. The University should develop an international students' portal on the University website with the information written in English, French and Arabic languages.
21. The University should develop an excellent marketing strategy including availability of well-designed, content-rich and frequently updated university website and webpages of all the University Institutes/Centres and Academic Departments.
22. The University should develop an effective information dissemination mechanism about the University in the social media platforms. The recent coronavirus (COVID-19) pandemic has shown that the use of e-learning methods is becoming the new normal in internationalization of education.
23. The University should utilize the education attachés in the foreign missions in Nigeria and foreign countries to disseminate information about ABU to prospective international staff and students in those countries.
24. The University should establish linkages with foreign universities to promote staff and students exchange programmes.
25. The University should provide befitting accommodation and standard living conditions for all international staff and students within the University campuses. They can serve as agents for attracting prospective staff and students from their home countries, if they have a pleasant experience.

26. A guided tour of the University and the surrounding communities for newly arrived international staff and students should be conducted to acquaint them with the University and the culture of the host community.
27. The University should institute an annual international staff and students day to be organized by the CIEAL and chaired by the Vice Chancellor.
28. The University should improve its security architecture to protect life and property of staff and students of the University. This should include installing functional CCTV cameras and security posts in strategic locations within the University.
29. The University should ensure cooperation between the University Security Division and CIEAL for the safety and well-being of international students. The University should produce a guide on security tips for the University community, in addition to provision of special and easy-to-remember mobile phone numbers that would be active and responsive during emergencies.

C. RECOMMENDATIONS PERTAINING TO INTERNATIONAL STUDENTS

1. The University should establish a Language Immersion Unit in the CIEAL that would coordinate the teaching of English language to international students.
2. The staff of the Language Immersion Unit should be multilingual with specialisation in English, French, Chinese, Arabic and Hausa languages.

3. The language immersion programmes and the proposed Language Unit should digitize the programmes to facilitate wide outreach.
4. The University should make admission requirements for international students flexible to accommodate equivalent certificates, transfer of credit units etc.
5. The University should digitize admission letters and transcripts so that students can download and print them from any part of the world.
6. The transmission of admission letters to international students should be prompt and efficient. The letters should contain all the information required for obtaining scholarship, visa and other travel needs.
7. The registration procedure for international students should be simple and convenient. The involvement of the CIEAL in the registration process would ease the collection of necessary data for processing and renewal of immigration documents and for planning purposes.
8. The University should use universally accepted payment platforms, so that students can pay their school fees from any part of the world.
9. The University should consider offering scholarships to international students through the CIEAL as incentive.
10. The University should create part-time job opportunities for eligible students to work as Laboratory Assistants, which could lead to benefits such as discount of school fees.
11. The University should introduce tuition subsidy for international students who maintain minimum CGPA of 3.5 for undergraduate students and 4.0 for postgraduate students.

12. The University should establish good relationship with foreign missions in Nigeria in order to attract international students.
13. The University should collaborate with industries to enhance acquisition of skills by students, in order to meet current industry needs.
14. The University should organize orientation for fresh international students through the CIEAL. This could be done online or on arrival through handbooks that contain briefs, guides and tips on issues that concern them from registration procedure to accommodation.
15. The University should ensure compliance by postgraduate students at entry level to publish in high impact journals, at least one from an M.Sc. dissertation and two from a Ph.D. thesis.
16. The University should ensure improvement in electricity and water supply, student accommodation, internet connectivity, public conveniences, cafeterias etc.
17. The University should provide decent accommodation by upgrading the current hostel facilities and/or construct new and separate hostels for international students.
18. The University should facilitate improved intra- and inter-campus transportation system.
19. The University should improve its health care facilities for both routine and specialized services.
20. The University should provide health insurance policy for international students.
21. The University should provide adequate and functional recreational facilities for international students.

22. The University should provide adequate state-of-the-art teaching and research equipment in laboratories, lecture halls, studios, workshops etc.
23. The University should provide current Library resources and information services to meet global standards.
24. The University should ensure regular curriculum review to meet international academic and industry standards.
25. The University should provide dedicated security personnel to international students to address their peculiar security needs.
26. The University should provide e-learning platforms to complement contact-based learning.
27. The University should encourage cordial staff-student relationship and mentorship of students. A cordial relationship with students determines the attitude of alumni in future.
28. The University should improve the process of issuance of transcripts, verification of results and collection of certificates in line with global best practices.
29. The University should improve the reception and general management of international students.
30. The University should provide multi-lingual (English, French, Arabic, Chinese and Swahili) information on admission process and procedure on the University website to guide prospective international students.
31. The University should advise NUC to provide a policy framework that will permit international students to undertake Student Industrial Work Experience Scheme (SIWES) in their country of origin if they require to do so.
32. The University should facilitate the transfer of credit unit earned by international students from accredited institutions to ABU and vice-versa.

33. The University should ensure that Lecturers going on sabbatical leave handover their postgraduate students' supervision to other members of the Supervisory Committee, if need be.
34. The University should pursue three different types of collaborative degrees (Double Degree, Joint Degree and Top-up Degree) with other well-recognized universities within the sub-region and beyond. The University and collaborating partner institutions should decide on the terms of the Memorandum of Understanding (MoU) on which of the collaborative degrees to be pursued, and the *modus operandi* for such programmes. However, certain requirements for the exchange/collaborative degree programmes should be satisfied such as:
 - a. The partnering institutions should be accredited by their home-country regulatory authorities.
 - b. Memorandum of Understanding should be signed between ABU and the partnering institution.
 - c. Degrees in consideration between ABU and the partner institutions must be in related fields.
 - d. The partnering institution should grant equal privileges to ABU students as much as they grant to their full-time students.
 - e. The International Students Unit of the CIEAL should facilitate the admission process, immigration issues, settling down activities and stay for international students.
 - f. The Academic Office in conjunction with the CIEAL should ensure management of academic records as well as export of participating students' academic records from and to the collaborating institutions; collectively leading to successful graduation and issuance of certificate(s).

35. The collaborative degree programmes should be operated as follows:
- a. Double Degree Programme: This is a situation whereby, a student registers initially in ABU, does at least 40% of the training requirement, and then proceeds to another ABU-partner institution to complete the training. The study will be structured in such a manner that compliments the training in the partner institutions, which will also make-up for the remaining requirement for the issuance of ABU degree. The training must satisfy academic, and where applicable, professional registration requirement for the graduates. The partnering University will use the ABU segment of the training to compliment the training for the issuance of that institution's certificate to the student. At successful completion, the student will earn two certificates, that of ABU, and the other from the partner University. An example of this type of programme is the current 3+2 Double Degree Programme involving undergraduate students of Civil and Mechanical Engineering in ABU where the students spend at least 3 years in ABU and at least 2 years in China South University (CSU) in the Federal Republic of China to earn both the degree in ABU and that of the CSU.
 - b. Joint Degree Programme: For a joint Degree Programme, ABU will provide the training for a student. Where ABU provides over 50% of the training, it issues the certificate after importing the students' training records from the partner institution. However, if the partner University offers over 50% of the training, ABU will export the training records that should not be less than 40% of the degree requirement to the partner institution which will then issue the certificate. The benefits of the partnering University will be decided in the MoU but it should be stated clearly in the MoU that, the certificate to be awarded to such student on graduation will carry the logo of both Universities. However, any identified

difficulty of the logistics of implementing this regime should be resolved before the commencement of the programme.

36. Top-Up Degree Programme: This is a situation where international students can do 80% of their studies in ABU and 20% of the remaining part of their studies in a partnering institution, enabling the student to earn ABU degree. However, where ABU participates in providing about 20% of the training, the certificate will be awarded by the partnering University.
37. During the last 5 years admission cycles (2015 to 2020), the average number of international UG students admitted in ABU between 2015/2016 and 2019/2020 is 12 per year representing only 0.12% of the total average UG admissions for that period. In order to fast track the internationalization of UG student population, the University should admit at 2.5% of this average for the next 4 years. This will mean admitting a total of 1,033 international students between 2021/2022 and 2024/2025 academic sessions.
38. During the 4 years admission cycles (2014 to 2018), the average number of international PG students admitted to ABU was 20 per year, representing only 0.32% of the total yearly average PG admissions from 2014/2015 to 2017/2018. Admitting at 3.5% of this average for the next 4 years will mean admitting a total of 872 international PG students between 2021/2022 and 2024/2025. This will also significantly improve the internationalization of the PG student population in ABU.

D: OBSERVATIONS PERTAINING TO INTERNATIONAL STAFF

1. There is no existing document on the regulations governing the Conditions of Appointment and Service of international staff in the University.

2. The downward trend in the recruitment of international Staff into the University in the last three decades is largely attributable to unattractive conditions of service and absence of deliberate plan and effort to reverse the trend.
3. The Nigeria Expatriate Supplementation Scheme (NESS) is a strong motivating factor to existing international staff. However, international staff of African origin are in some instances excluded from getting the Supplementation.
4. The absence of an International Office to manage the affairs of international staff and students is a major drawback for the internationalization of the University.
5. International staff of the University are currently faced with cumbersome procedure for processing immigration documents.
6. Delayed and irregular payment of NESS affects the morale of international staff.
7. Comparatively low wages and lack of other incentives such as NESS, Health Insurance Scheme, immigration matters etc.

E: RECOMMENDATIONS PERTAINING TO INTERNATIONAL STAFF

1. The University should establish an International Desk Office in the CIEAL to facilitate recruitment and retention of international staff and cater for their overall welfare. Other functions of the International Staff Desk Office should include but not limited to the following:
 - a. Reception of international staff on arrival into the country.
 - b. Documentation with the University.
 - c. Arrangement for a befitting residence and office accommodation.

- d. Orientation, cultural and language immersion classes.
 - e. Immigration issues.
 - f. Ensuring timely release of emoluments.
 - g. Interaction with embassies and Consulates of international Staff when the need arises.
 - h. Guidance and assistance towards meeting other needs such as banking, insurance, health care services and other necessities.
 - i. Attending to complaints that may arise from time to time in the course of discharging their duties
- 2. The University should ensure regular and prompt payment of entitlements of international staff such as the Nigeria Expatriate Supplementation Scheme (NESS) and gratuity at the end of the Contract period.
 - 3. The University should facilitate the provision of a comprehensive health policy for international staff.
 - 4. The University should ensure a conducive teaching and learning environment through provision of basic utilities such as regular water and electricity supply, internet services, public conveniences etc.
 - 5. The University should ensure the provision of state-of-the-art teaching and research facilities and equipment to attract international scholars.
 - 6. The University should ensure provision of state-of-the-art Library and information resources of global standards to ease teaching and research.

7. The University should ensure provision of quality healthcare service delivery at the University Health Center for international staff.
8. In case of the demise of an international staff, the University should liaise with the Embassy of the deceased staff for the return of the corpse and the family to their country of origin/domicile. The University should also ensure prompt payment of all outstanding emoluments of the deceased staff to the declared Next-of-Kin.
9. The Regulations Governing the Conditions of Appointments and Service of international staff should be reviewed after every five years or as directed by Council from time to time.
10. There should be an International Staff Recruitment Committee similar to the Admissions Committee for the international students with all the relevant units in the University represented.
11. The International Staff Unit in the CIEAL should handle vacancy advertisement, processing of applications and visa, and other logistics for recruitment of international staff.
12. The vacancies for the jobs should be posted on the University website and other social media platforms, communicated to the relevant embassies in Nigeria and the Nigerian embassies in the targeted countries.
13. The University should provide competitive incentives to international staff based on global best practices. The incentives should include:

- a. Provision of well-equipped laboratories especially for the science-based programmes in order to promote state-of-the-art research that can advance the frontiers of knowledge and place the University in good international ranking.
 - b. Competitive remuneration for international staff, researchers and fellows.
 - c. Provision of well-furnished residential and office accommodation for international staff, researchers and fellows.
 - d. Provision of fringe benefits such as economy return ticket at the beginning and end of the employment period, subsidized medical health care, assistance for registration with professional bodies where necessary etc.
 - e. Recognition for outstanding performance in terms of award and reward.
14. The University should provide the enabling environment for international staff to carry out their duties through the following:
- i. Seek the assistance of organizations and philanthropists in Nigeria to refurbish and equip the laboratories and build a befitting accommodation/quarters for the international staff.
 - ii. Enroll the international staff on the University payroll, provide expatriate supplementation allowance and other fringe benefits through its endowment fund. This will ensure that the remuneration package is similar or better than what the staff receives in their home country or the country where they last worked. This justifies the need

for the University Endowment Fund to be reactivated and enriched.

- iii. Seek for academic staff from foreign Universities to be seconded and funded with the assistance of some international development agencies and foundations such as the UNDP, USAID, DAAD, UK Foreign, Commonwealth and Development Office, Japan International Cooperation Agency, Netherlands Directorate for International Technical Assistance, Technical Aid Corps, MacArthur Foundation, Ford Foundation, Carnegie Foundation etc. Five categories of staff should be considered for this scheme:

- i. Sabbatical Staff
- ii. Post-doctorate staff
- iii. Diaspora Fellows
- iv. Visiting Professorship staff for 1 - 2 years
- v. Contract (renewable) staff

- iv. Prioritize the recruitment of international staff for one-year sabbatical, post-doctorate and diaspora fellows to work in specialized areas. There are several diaspora engagement programmes aimed at facilitating knowledge and skill transfer from the diaspora towards building the capacity of African Universities.
- v. Explore international staff/diaspora virtual participation as an intervention strategy to target professionals in the international community/diaspora who are willing to contribute their knowledge, skills and competence but are unable to visit Nigeria.
- vi. Attach international staff to relevant Academic Departments, Research Institutes/Centres and the World Bank sponsored Africa Centres of Excellence. Priority should be given to the research

Institutes/Centres and the Africa Centres of Excellence due to availability of more research facilities. However, relevant Academic Departments should be notified of the presence of the international staff so that staff working in similar research areas and postgraduate students can consult them.

- vii. The process of staff recruitment, training and appraisal by Human Resources Unit of the University needs to be reviewed in-line with best national and international practice.
15. The University should enhance its online visibility by encouraging Departments, Faculties, Colleges, Institutes and Centres to populate their webpages with current information. Robust advertisement of areas of expertise and strengths that have the potentials of attracting mobile or floating international staff and students should also be pursued vigorously.
 16. The University should incorporate the list and profile of international staff who had contributed to the development of the University on its website. This could assist the University in attracting grants and other forms of goodwill from the international community.
 17. The University should ensure regular update of its website to capture activities and visitations by international staff to Departments, Faculties, Colleges, Institutes and Centres of the University.
 18. The University should regularly upload publications of staff members, especially in high impact journals, on the University website. This will improve the University's global ranking.
 19. The logistics and financial implications of publishing in high impact Journals by academic staff should be borne by the University.
 20. The University should establish linkages with the industry and focus on researches that would address industry needs. This will encourage

investment and support to Departments and other academic Units of the University.

21. The University should upgrade and reorganize the research and innovation unit in the Directorate of Academic Planning and Monitoring (DAPM) into a Directorate of Research and Innovation to drive the research and innovation policies of the University.
22. The University should upload and regularly update well-prepared short videos on the University website and social media handles (e.g., YouTube, Twitter, Instagram and other handles) on its activities and achievements for public enlightenment and as attraction for international staff and students.
23. The University should provide up-to-date institutional repository for academic publications in Departmental, Faculty and Central University Libraries.
24. The University should harness its large alumni community to contribute to its development both in terms of provision of resources and securing collaborations. The best universities in the world get substantial support from their alumni.
25. The University should reactivate and diligently implement all tenable MoUs that have been neglected, or those that are still tenable.
26. The University should explore more beneficial collaborations with foreign tertiary institutions of learning and international organizations through detailed MoU.
27. The University should establish short duration collaborations with foreign universities and other funding and multilateral agencies to sponsor scholars on short visits to the University.
28. The number of academic staff on the nominal roll of ABU as at December ending of 2020 was 2,490, out of which only 26 are international staff, representing a paltry 1.06% of the total. Recruiting 986 Nigerian academic staff over a 4 – year period covering 2021/2022–2024/2025 academic sessions will represent a 10%

yearly increment relative to the total Nigerian staff population as at 2019/2020 session. While recruiting a total 520 international staff over the same period will mean 500% yearly increment relative to the total international staff population as at 2019/2020 session. This means that by the end of the 2024/2025 academic session, ABU will be expected to have a total of 3,996 academic staff made up of 3,450 Nigerian and 546 international staff. This recommendation is made in order to fast track internationalisation of the academic staff population of the University within the next 4 years.

F. RECOMMENDATIONS FROM INTERACTION WITH HOST COMMUNITY LEADERS

1. The University should establish a University-Host Community Relations Committee that will serve to deepen the existing cordial and mutually beneficial relationship between the University and the host community.
2. As part of its Corporate Social Responsibility, the University should endeavour to support the provision of infrastructure, such as portable water, electricity, street and house naming/numbering to the host community.
3. The international desk officers for UG and PG students in the CIEAL should endeavour to keep a comprehensive database of all international students living off-campus within the host community. This will ensure regular interaction between the students and the CIEAL and keep the Centre informed of their security and general wellbeing at all times.
4. The University should provide a platform for interaction and mutually beneficial relationship between house owners, rental agents and international students who desire to rent accommodation off-campus. This platform should protect the interest of the international student.

house owners and their agents through a mutually agreed legally binding contract signed by all parties.

5. The current scope of cooperation between the University Security Unit and the leadership of the host community should be expanded to ensure the safety and well being of international students living within and off-campus.
6. The CIEAL should put in place regular orientation programme for new international students to acquaint them with the norms and culture of the host community in order to avoid 'cultural shock' and conflicts between the host community and international students who reside off-campus or those who reside on campus but patronize local markets and other public places in the host community. This is particularly important considering the manner of dressing by some international students, which, in some cases, conflicts, with acceptable dress culture of the local community.

1.0 INTRODUCTION

Admission of foreign students and recruitment of foreign staff, otherwise known as ‘Internationalisation’ is the process of integrating international, inter-cultural and global dimensions into the purpose, functions and the delivery of tertiary education (Knight, 2008). It is one of the instruments needed to ensure that a nation benefits from globalisation (JAMB, 2019).

International (foreign or internationally mobile) students are defined as students who have crossed a national or territorial border for the purpose of education and are now enrolled outside their country of origin (UIS, 2020a). As at 2017, Nigeria had 85,251 outbound students (UIS, 2020b). There are two categories of international students, namely:

- (i) “Foreign students”: refers to non-citizens who are currently enrolled in higher education degree courses. This definition does not differentiate between students on non-resident visa with those on permanent resident status. The former usually arrive and stay independently, while the latter migrate because their parents moved, making them 1.5 generation immigrants.
- (ii) “Credit-mobile students”: refers to “study-abroad” or exchange students, such as those in the EU’s Erasmus programme. These students remain enrolled in their home countries, while receiving a small number of credits from foreign institutions (Van Mol and Ekemper, 2016). However, most statistics on international students does not include credit-mobile students because of their fluid enrolment status. (Migrationdata.org).

The Nigerian tertiary education system being the largest in Africa (Oloyede, 2019), should play a leading role in the internationalisation of education in the continent, and indeed in the world, through the process of admissions amongst others (JAMB, 2019). Therefore, Nigeria with over 800 tertiary institutions, which include 170 Universities, 135 Polytechnics and 162

Colleges of Education, should be the pride of internationalisation of education in the African continent (JAMB, 2019). "Nigeria has nearly four times more universities than Egypt and over six times more than South Africa, which are currently in the fore front of internationalization in Africa" (Oyewole, 2019).

Internationalisation of education is the system and processes that help to create world class institutions and attract foreign students and staff into our educational system for cross-cultural education. Unfortunately, the level of internationalisation in Nigeria's institutions is abysmally low. This accounts for the situation whereby more international students are attracted to African countries such as South Africa and Ghana which have fewer tertiary institutions than Nigeria (JAMB, 2019).

In an effort to address this fundamental deficiency in higher education system in Nigeria, the Joint Admissions and Matriculation Board (JAMB) under the current Registrar, Professor Is-haq O. Oloyede set up a Committee on Internationalisation of Admissions into Tertiary Education Institutions in Nigeria in August, 2019 under the Chairmanship of Prof. Attahiru Jega (former VC, BUK and ASUU National President). The 10-member Committee was made up of former Vice Chancellors and other important stakeholders in the Nigerian and African tertiary education system and representation from the NUC, NBTE and NCCE.

The Committee had 24 terms of references (ToRs) among which are the following:

- i. Propose strategies for internationalisation through JAMB admission into Nigerian Tertiary Institutions;

- ii. Encourage, advise and support tertiary institutions, particularly the Universities on how to attract foreign candidates into the Nigerian tertiary education system;
- iii. Fashion out a sustainable roadmap for internationalising higher education in Nigeria to include but not limited to admissions, international partnerships, academic programmes and research activities which emphasise advancement of international students' perspectives and skills, promotion of foreign language programme, exporting the teaching and learning of Nigerian languages abroad and access to cross-cultural understanding;
- iv. Develop a framework for a comprehensive advocacy, including using e-technology and social media as important and influential tools, for increasing public understanding of internationalisation of higher education in Nigeria as an instrument for embracing racial, ethnic, cultural, religious, national and global diversity. Examples of such National Frameworks are those developed in South Africa (2017), United Kingdom (2014) and Japan (Yonezawa, 2009).

In its report, the JAMB Committee observed that admissions are not the only means of promoting internationalization but that various institutions should also take some specific actions to promote the internationalisation of their institutions and programmes. Therefore, the Committee recommended that Nigerian tertiary institutions willing to promote internationalisation need to commit themselves to the following:

- i. Advertise for international students through international newspapers, magazines, Journals, institutional websites, and other on-line platforms;
- ii. Publish information on accredited programmes offered by them and the requirements for admission into such programmes;

- iii. Work towards entrenching a stable academic calendar, and develop a zero tolerance for disruption of academic and research programmes;
- iv. Charge moderate fees that could attract foreign students' patronage;
- v. Establish language immersion centres to cater for the need of non-English speaking students;
- vi. Work out credit transfer mechanisms to facilitate credit recognition amongst tertiary institutions within and outside Nigeria in accordance with the Arusha Convention of 1981 as revised in Cape Town in 2002 (UNESCO, 2002).
- vii. Improve the quality of teaching and raise the standard of classrooms and facilities to international levels in their institutions.

The Committee further recommended that to promote the internationalisation of admissions into Nigerian Tertiary Institutions, the Joint Admissions and Matriculation Board (JAMB) should recommend that Government take the following actions:

- i. Put in more efforts to ensure the safety and security of locals and foreigners in the country.
- ii. Make conscious efforts to promote Nigerian culture abroad through agencies such as the National Council for Arts and Culture (NCAC) and National Orientation Agency (NOA).
- iii. Allow Nigerian tertiary institutions to open offshore campuses for the export of Nigerian education under a robust regulatory framework.
- iv. Mandate the Federal Ministries of Education, Foreign Affairs and Information and Culture to disseminate information and provide links on tertiary education in Nigeria.

- v. Grant greater autonomy and flexibility to tertiary institutions to admit foreign students in collaboration with JAMB and to enter into partnerships with foreign institutions.
- vi. Provide funding for internationalisation of education to enable institutions develop appropriate infrastructure.
- vii. Establish effective measures or structures to monitor and evaluate the standard and quality of education provided by foreign institutions (JAMB, 2019).

1.1. Concept of Internationalisation:

Internationalisation a global trend in the development of higher education (Schoole, 2006), is characterised by a number of educational features including the following:

- i. best global practices in curricula design, staff development, learning, teaching and assessment strategies;
- ii. increased co-operation among higher educational institutions within nations, across nations, regions and the world at large;
- iii. an environment which promotes and requires academic recognition of qualifications to encourage the mobility of students, teachers, and researchers across national and regional borders;
- iv. rapid increase in, and efficient travel of human and intellectual capital, ideas, media images, arts and culture around the world;
- v. the extension of the practice of internationalisation from universities, colleges or research institutes to multinational organisations, companies, political bodies or communities;

- vi. a more democratic, fair and equal world that places great value on life-long learning, inclusive education, social competencies, innovation and critical thinking;
- vii. understanding different cultures both local and foreign as an aggregate of intellectual, academic and emotional journey, in an increasingly multicultural world which cuts across campuses, working environment and social communities;
- viii. growing awareness of the similarities and value of diversity in race, ethnicity, culture, class, gender, religion, physical or mental ability, age, and nationality; and
- ix. The emergence of a critical mass of skilled and educated citizenry that contribute to sustainable development to reduce poverty and other social and economic differences.

In pursuance of the concept of internationalisation as described by Knight (2008), tertiary education internationalisation means a series of activities such as academic mobility (for students and teachers), international linkages, partnerships and projects, new academic programmes and joint research initiatives. To many, internationalisation also means co-operating with tertiary institutions in other countries to reform and implement curricula and pedagogy. For others, internationalisation is interpreted as delivering cross-border education using a variety of face-to-face, open, distance, and e-learning techniques and other types of arrangements such as branch campuses or franchises or the use of emerging social media (JAMB, 2019).

Presently, internationalisation processes are becoming drivers for educational development through creation of world class tertiary institutions, including classrooms and laboratories that attract foreign

students and staff into educational systems for cross-cultural education (JAMB, 2019).

1.2. Global Trend in Internationalisation of Higher Education

In 2019, the United States of America (US) had 1,095,299 international students (inbound), the largest number and 1/5th of 5.3 million foreign students in the world. The highest sending countries of international students to the US were China, India, South Korea, Saudi Arabia and Canada. About \$45 billion accrued to U.S. economy from foreign students in 2019. The US earned \$32.2 billion from Chinese students alone in 2015/2016. On the other hand, about 341,751 US citizens study at higher institutions outside the country (outbound) in 2018. It is estimated that about sixty-two (62) world leaders were once enrolled in US Colleges as international students (Bastrikin, 2020; IIE, Press Office).

In 2019, Australia had 350,000 inbound students and is projecting to attract 720,000 by 2025. The highest sending countries to Australia were China, India, Nepal, Brazil and Vietnam. The attraction or 'pull factor' for Australian Universities is the high quality of education. By some metrics, Australia has more universities in the world's top 500 than the US. International education contributed \$37.6 billion to Australian economy in 2018/2019. While more than half of the \$12 billion Australian Universities investment in research came from foreign student fees (Horne, 2020; Ryan, 2020; Study-Australia.org./2020)

China is the biggest sending country of international students in the world, with 801,751 outbound students in 2016; while an estimated 492,000 international students were studying in China (inbound) in 2018. China is ranked 7th in destination for U.S. students studying abroad and second most popular international destination for African students after France. China projected enrollment of 500,000 foreign students by 2020 (ChinaPower Project, 2019).

In 2018/2019 academic session, the UK had 485,645 international students, out of which 342,620 came from outside EU and 143,025 from EU, excluding UK. About 32% of first year non-UK students are from China. The UK is projecting to attract 600,000 foreign students by 2030. Foreign students contributed \$35.01 million to the UK economy in 2014/2015 (Studying-in-uk.org/2020).

In 2017/2018, France had 343,000 inbound students out of which about 46% were of from Africa. An estimated 29,500 were foreign doctoral students (42% of all doctoral students in France). The highest sending countries to France are Morocco, Algeria, Cote d'Ivoire, DRC, China, India, Italy and USA (Dauphin, 2017).

In 2016/2017, Russia had 230,000 inbound students. The attraction for international students to Russia is the diversity of fields of study, about *200 and 650 majors*. The highest sending countries to Russia were Turkmenistan, Kazakhstan, Uzbekistan, Tajikistan, China, India and Vietnam. Top sending countries from Africa were Morocco, Egypt, Nigeria and Ghana. The average tuition fee per year was \$2,097, while the most popular courses for international students are engineering and medical majors (Study-in Russia/ru.en/ 2019)

In 2019, Malaysia had 127,583 inbound students and projects to attract up to 200,000 by 2020. Foreign students contribute about £1.4 billion to the Malaysian economy each year and this is projected to reach £3 billion by 2020. The average tuition and living expenses for international students in Malasia is £9,944 (Stacey, 2019).

In 2016/2017, Saudi Arabia had 90,245 inbound students and 74,000 outbound students. The highest sending countries to Saudi Arabia were Yemen, Syria, Egypt, Jordan, Palestine, Pakistan, India and Africa.

Saudi Arabia is among the 10 biggest sending countries of international students worldwide. The King Abdullah Scholarship programme is the largest in the world and sponsors over 200,000 students to earn degrees in 30 countries (Allahmorad and Zreik, 2020).

In 2014, United Arab Emirates (UAE) had 34,122 inbound and 7,719 outbound students. It has the highest ratio of inbound and outbound students among Arab countries at 9:7. The most popular study destination in UAE is Dubai. International education contributed about \$35.1 million to the UAE economy in 2014/2015. The UAE is said to be the most expensive country among emerging economies to earn a university degree, with average cost of study being \$27,375 per year (Sophia, 2014).

In 2019, Ukraine, a popular destination for Nigerian students seeking to study abroad, had 75,605 inbound students from 154 countries. It had seen a 13% growth in foreign student population since 2018 with the highest sending countries being India, Morocco, Azerbaijan, Turkmenistan and Nigeria. The attraction or ‘pull factor’ for international students to Ukraine is low cost of living and tuition fees; quality and yet affordable medicine – related degrees with half of foreign students enrolled in medicine, pharmacy, nursing and dentistry (Study-in ukraine.gov.ua/2019).

Recently, the government of India introduced several initiatives with the aim of improving the world ranking of its higher education institutions. One of the initiatives is to declare six institutions as “institutions of eminence” in order to attract foreign students and faculty to such institutions. A survey conducted among foreign students showed that 39% chose India as a study destination to gain international experience, and 25% were attracted by scholarships offered by the Indian Council for cultural relations (Belousova, 2018). However, racist attacks on foreign students,

especially Nigerians, is making India increasingly a less attractive destination for African students (Waruru, 2017).

In 2017, Egypt had 47,000 inbound students and is ranked third in attracting Arab students after Jordan and Morocco. The ‘pull factor’ for Egyptian Universities is relatively low tuition fees ranging from \$5,000 to \$9,000 and monthly living expenses of about \$40.00. The revenue accruing to Egyptian economy from foreign students is estimated at \$120 million per year (Abd El-Galil, 2017).

While, foreign enrolment has been on the decline in recent times (due to student protests, visa challenges etc.), South Africa remains an important regional destination for foreign students. South Africa hosted nearly 43,000 foreign students in 2014, down from 70,000 in 2011. Nine of the top ten sending countries to South Africa are located in sub-Saharan Africa, with the United States as the single non-African sending country. The proximity, affordability, quality and reputation of South African higher education are the most important factors attracting international students (ICEF Monitor, 2017). Nigeria is the highest sending country to South Africa among the non-SADC African countries with 3386 students as at 2013 (Lee and Sehoole, 2015).

In 2015, Ghana had 17,821 inbound students with 70% of this number coming from Nigeria. In 2017, Ghana was the 4th most popular destination for Nigerian students after UK, USA and Malaysia. The highest sending countries to Ghana were Nigeria, Gabon, Cote d'Ivoire, DRC and Benin (Kamran *et al.*, 2019).

1.3. Internationalisation of Tertiary Education in Nigeria

There is gross paucity of foreign students and staff in Nigerian tertiary education space. However, a number of tertiary institutions in Nigeria seem to be making conscious efforts to promote internationalisation. These

tertiary institutions have shown commitment to one or more of the following internationalisation strategies:

- (a) improving educational delivery to global best practices;
- (b) delivery of educational services to other countries through some emerging modes of delivery, including the use of Information and Communications Technology Services.
- (c) the inclusion of international, inter-cultural and global dimensions in the curricula, teaching and learning processes of tertiary institutions;
- (d) promotion of international linkages through joint research, academic mobility for students and staff, and collaborations in teaching;
- (e) introduction of new programmes and courses with international themes containing local and international foci;
- (f) introduction of internationalisation programmes such as student exchanges; work/study abroad; joint/double degrees; faculty/staff mobility; partnership and networks; exposure to global contexts;
- (g) promotion of international research and scholarly collaborations through joint/collaborative research projects, international conferences, symposia, workshops and seminars;
- (h) promotion of internationalised quality assurance and accreditation processes by the regulatory agencies;

1.4. Efforts at Internationalisation in Some Nigerian Universities

Presently, Nigeria has no national policy on internationalisation of tertiary education and not many institutions are engaged in internationalisation. The institutions that are actively internationalising, do so on individual and ad-hoc bases. Examples of some of the institutions engaged in internationalisation are:

- i. University of Ilorin, Ilorin (UniLorin)
 - ii. University of Ibadan (UI)
 - iii. Ahmadu Bello University, Zaria (ABU)
- (JAMB, 2019).

1.5. Internationalisation at the University of Ilorin, Ilorin (Unilorin)

Internationalisation at the University of Ilorin began on 8th April, 2009, when the University Senate approved the setting up of the Centre for International Education (CIE) with the following mandates:

- (a) To ensure that many international students are admitted to the university;
- (b) To ensure that international staff are encouraged to see University of Ilorin as a good place to work;
- (c) Establishing partnership with as many universities and higher institutions across the globe in form of Memorandum of Understanding (MoU);
- (d) Ensuring that University of Ilorin collaborates with any global organisation that promotes excellence and integrity in higher education (Omotosho, 2019; Cf: JAMB, 2019).

By the beginning of 2010/2011 academic session, the University has attracted over 50 international students from Benin Republic, Togo, Ghana and Sierra Leone. For recruitment of international staff, adverts were placed on the websites of the University and some International Organisations such as Association of African Universities (AAU), International Association of Universities (IAU) and Global University Network Initiative (GUNI) for three (3) categories of staff namely; Sabbatical, Contract tenure and Post-Doctoral Fellowships. Thus, by the beginning of

2010/2011 academic session, the University was able to attract about 20 international staff from Asia, America, Europe and Africa.

The Centre for International Education of the University of Ilorin signed Memoranda of Understanding (MOU) with many institutions from different parts of the world particularly America, Africa and Asia. The Centre organises an annual International Students Day where the Diplomatic Missions of other countries in Nigeria are invited to participate (JAMB, 2019).

1.6. Internationalisation at the University of Ibadan (UI)

The University of Ibadan, being the first university that was established in Nigeria in 1948, has a long history and experience in internationalisation. To drive its internationalisation programme, the University of Ibadan has a Strategic document on internationalisation where all its policies and plans for internationalisation have been documented (University of Ibadan, 2009). It is therefore, not surprising that UI is one of the Universities with the largest number of international students in the country. The University has a Centre for Internationalisation and Partnership which coordinates its international operations including international mobility of students and staff in and out of the country.

Until recently, the university was able to boast of many international staff among its faculty and indeed offer degree programmes in some foreign languages such as German and French. Annually, foreign students come to visit the University as part of split degree programmes or summer attachment to some of the programmes of the University. One of the popular programmes in UI is the annual, one-year attachment of American students from various universities in America who come over to the University of Ibadan to study the Yoruba language (JAMB, 2019).

1.7. Internationalisation at Ahmadu Bello University, Zaria (ABU)

Ahmadu Bello University, Zaria, which was established in 1962 is one of the oldest universities in Nigeria. Available information with the Joint Admissions and Matriculation Board indicates that it is one of the Nigerian universities that have been attracting foreign students. This University is involved in many international staff and students' mobility with universities in other parts of Africa, America and China, among others. The University has been involved in many international partnerships including the Europe-Africa Connect Programme. In 2019, this University was recognised by JAMB as the institution that attracted the highest number of admitted international students in the 2018/ 2019 Academic Session among Nigerian tertiary institutions (Oloyede, 2019a; Cf: JAMB, 2019).

1.8. Status of Internationalisation in Nigerian Tertiary Institutions

In a survey conducted by the JAMB in August 2019 on the status of internationalisation in Nigerian tertiary institutions, from the 194 institutions (71 Universities, 79 Polytechnics and 44 Colleges of Education) that responded, there were 1,856 foreign students out of a total of 1,132,795 students. There were 437 foreign academic staff from a total of 5,604 academic staff in these institutions. Foreign students make up 0.18% in Universities, 0.29% in Polytechnics and 0.04% in the Colleges of Education. The percentage of all foreign students in the surveyed tertiary institutions as at the 2018/2019 Session is 0.16%. With regards to academic staff, the percentage of foreign academics in the surveyed Nigerian Universities is 0.008%, and 1.64% in the Polytechnics and 0.18% in the Colleges of Education, an indication that teaching staff in Nigerian tertiary education system is largely dominated by Nigerian academics (JAMB, 2019).

A large percentage of Nigerian tertiary institutions desire to admit foreign students, but there is need for them to upgrade their facilities to attract these students. Most of the institutions desirous of foreign students have special halls of residence for male and female foreign students and are willing to organise special orientation programmes for them (JAMB, 2019).

1.9. Road Map for Internationalisation of Education in Nigeria.

A sustainable road map for internationalising higher education in Nigeria will include among others: admissions, international partnerships, academic programmes and research activities which emphasise advancement of international students' perspectives and skills, promotion of foreign language programmes, exporting of teaching and learning of Nigerian languages abroad and access to cross-cultural understanding.

Therefore, in order to promote internationalisation of tertiary institutions in Nigeria, the following roadmap was proposed:

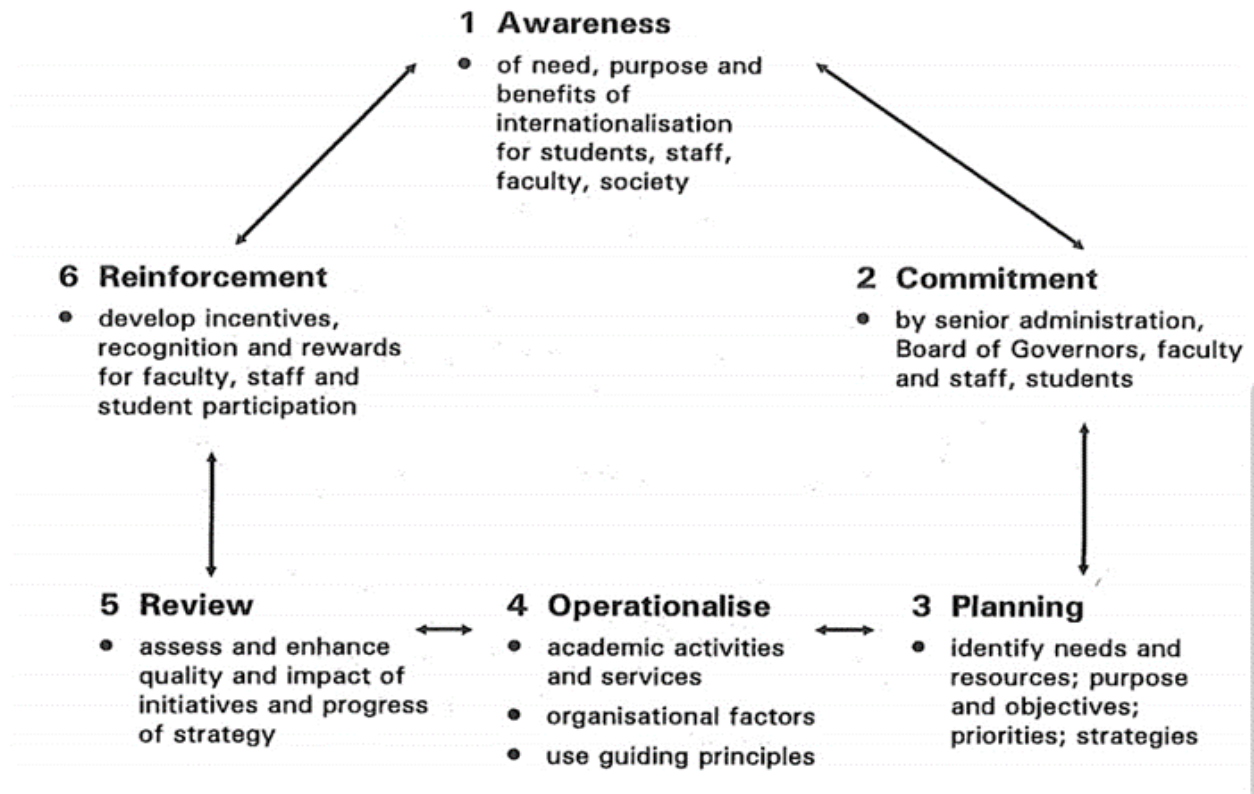


Figure 1: Road map for internationalisation of tertiary institutions in Nigeria (JAMB, 2019).

1.10. Responsibilities for the Implementation of Road map

For the Road map to succeed, responsibilities were assigned to the following agencies and institutions for implementation:

1.11. Agencies for the Implementation of Internationalisation Road map

Activity		Implementing agencies
(i)	Awareness	JAMB, NUC, NBTE, NCCE, Tertiary Institutions
(ii)	Commitment	Tertiary Institutions, NUC, NBTE, NCCE
(iii)	Planning	JAMB, Tertiary Institutions
(iv)	Operationalization	Tertiary Institutions
(v)	Review	JAMB, NUC, NBTE, NCCE, Tertiary Institutions
(vi)	Reinforcement	Tertiary Institutions, JAMB

(Source: JAMB, 2019).

However, the deployment of the strategies for implementation of the roadmap should be preceded by an assessment of the resource requirement and availability within the institutions. In this regard, particular attention should be paid to some concerns continuously expressed by some of the foreign students who had the privilege to study in some Nigerian tertiary institutions. Some of these complaints include:

- Some supervisors assigned to them are mostly unfriendly and don't seem to have time for them.
- Examination scripts are often not marked and results not released on time. It is suggested that emphasis and priorities should be placed on timely grading, submission and release of results.
- Inadequate and unsatisfactory accommodation facilities.

- Exploitation and unpredictability of the completion dates of the programme of study.
- Delay in awarding of certificates and student academic records/transcripts on the completion of their programme of study. This delay affects their plans for further academic work/studies and job opportunities.

Based on these complaints, effective ameliorative strategies could be developed around the problems outlined above among other challenges, with a view to enhancing internationalisation and attracting foreign students into Nigerian tertiary institutions.

In addition to the above, Nigerian tertiary institutions should:

- set up guideline for the admission of international students;
- review existing criteria for the admissions of foreign students;
- provide competitive incentives to promote internationalisation;
- support staff participation in international conferences, workshops and seminars (JAMB, 2019).

2.0. THE REGIONAL POLICY COMMITTEE

2.1. Inauguration and Membership

The Regional Policy Committee (RPC) was set up by the current management of Ahmadu Bello University, Zaria (ABU) to develop policy guidelines for the admission of foreign students and recruitment of foreign staff into ABU with emphasis on the West African sub-region (Appendix I). Simply put, the Committee was set up to develop a policy framework for the internationalisation of education in ABU. The Committee was set up on the advice and support of the Africa Centre of Excellence for Neglected Tropical Diseases and Forensic Biotechnology (ACENTDFB) and Africa Centre of

Excellence for New Pedagogy in Engineering Education (ACENPEE). The Committee was inaugurated by the Vice Chancellor, Professor. Kabir Bala on Tuesday 18th August, 2020 at 10:00am in the Vice Chancellor's Conference Room with the following membership:

1. **Prof. Mohammed Umaru Kawu** – Chairman
(Internal Member of Council, Representing Congregation)
2. **Prof. Ahmad Doko Ibrahim** – Member
(Director, Directorate of University Advancement, DUA)
3. **Prof. Muhammad Yakasai Fatihu** – Member
(Dean, Students Affairs Division, SAD)
4. **Prof. Abdullahi Yunusa Idris** – Member
(Deputy Director, Quality Assurance, Directorate of Academic Planning & Monitoring, DAPM).
5. **Prof. Mohammed Mamman** – Member
(Deputy Centre Leader, ACENTDFB)
6. **Prof. Umar Adeika Adeiza Sullayman** – Member
(Dean, Faculty of Environmental Design)
7. **Dr. Bello Mukhtar** – Member
(Deputy Dean, Faculty of Engineering).
8. **Mrs. Janet Olushola Kwaga** – Secretary
(Deputy Registrar, DR)

2.2. Secretariat

1. Mrs. J. O. Kwaga – Secretary/Deputy Registrar

2. Mal. S. U. Sani - Assistant Secretary/Assistant Registrar
3. Mal. A.A. Saidu – Word Processor/Computer Operator II
4. John S. Makama – Secretariat Caretaker

Other University Officers and staff in attendance during the inauguration of the RPD Committee were as follows:

In-Attendance

- | | | |
|--------------------------|---|--|
| 1. Prof. Y. K. E Ibrahim | - | Centre Leader, ACENTDFB |
| 2. Prof. Y. M. Ibrahim | - | Director, DAPM. |
| 3. Mal. Rabiou Samaila | - | Deputy Registrar, HRD |
| 4. Mal. H. A. Mohammed | - | University Admissions Officer/Records Office |

2.3. Terms of Reference

The Vice Chancellor in his speech at the inauguration, thanked members for accepting to serve on the Committee charged with the responsibility of developing a Regional Policy document for the admission of foreign students and recruitment of foreign staff into ABU; a process otherwise globally known as Internationalisation of Higher Education.

The Vice Chancellor charged the Committee with the following ToR:

- i. To Review existing policy of the University on foreign students and staff recruitments.
- ii. Develop recruitment processes for students and staff.
- iii. Develop conditions of service for international academic staff.
- iv. Recommend any other measures that will enhance foreign student's enrolment and recruitment of academic staff in the University.

2.4. Modus Operandi

The Committee held its inaugural meeting on Tuesday 18th August, 2020 at 11:30am in its Secretariat at the Conference Room of the Department of Biochemistry Annex Building. At its first meeting, the Committee deliberated on the history of staff recruitment and student enrollment since the establishment of ABU in 1962 and the role played by expatriate staff in the successful take off of the University, and the current status of Internationalisation and its future prospects for ABU. Thereafter, the Committee employed the following *modus operandi* to achieve its ToR:

- i. The Committee divided itself into Syndicate groups and allocated a ToR to each Syndicate group to develop into policy frameworks as follows:

- a. Syndicate Group 1: Prof. M.U. Kawu and Mrs. J.O. Kwaga.

ToR 1: *To review existing policy of the University on foreign students and staff recruitment.*

- b. Syndicate Group 2: Prof. M.Y. Fatihu and Prof. A.D. Ibrahim

ToR 2: *Develop processes for staff recruitment and students admission.*

- c. Syndicate Group 3: Prof. M. Mamman and Prof. A.Y. Idris

ToR 3: *Develop conditions of service for international academic staff;*

- Syndicate Group 4: Prof. U.A.A. Sullayman and Dr B. Mukhtar

ToR 4: *Recommend any other measures that will enhance foreign student enrolment and recruitment of academic staff in the University.*

- ii. The Committee sent out questionnaires to all Deans and Directors in the University and selected staff that had studied or worked in higher institutions of learning outside Nigeria to share their experiences and

get their advice on the proposed Regional Policy document being developed.

- iii. The Committee requested all Deans and Directors to provide the list of all expatriate staff that worked or foreign students that had graduated from their respective Faculties/courses of study and Institutes for non-degree programmes.
- iv. The PG School was requested to provide admission and graduation list for foreign students from the School from its inception to date.
- v. The M.I.S. was requested to provide statistics of total UG and PG student population in ABU from 2015/2016 to 2019/2020 academic sessions categorized into nationality, course of study and gender.
- vi. The Academic Affairs/Academic Secretary's Office was requested to provide statistics of UG and PG admissions from 2015/2016 to 2019/2020 academic sessions categorized into nationality, course of study and gender.
- vii. All Deans and Directors were requested to provide list of collaborations with tertiary institutions of learning or other relevant international bodies and agencies entered into by their Faculties, Institutes and Centres from 1962 or since their inception to date.
- viii. The Committee carried out extensive literature search on the subject of Internationalisation of higher education and related topics within Nigeria and globally.
- ix. The Committee invited and interacted with all Deans and Directors, who were available; relevant Heads of academic, Registry and other Service Departments, selected foreign staff and students and other relevant stakeholders to the prospect of internationalisation in ABU.

- x. The Committee also interacted with local leaders in *Samaru*, *HayinDogo* and *Bomo*; the host community of the University.

3.0 THE COMMITTEE'S FINDINGS

3.1. History and Background of Internationalisation in ABU

In 1959, the Ashby Commission for Higher Education in Nigeria recommended the establishment of a University of northern Nigeria. Thus, in June 1961, a Bill for the establishment of a University of northern Nigeria to be named Ahmadu Bello University was unanimously passed by a Joint sitting of the Northern House of Assembly and the Northern House of Chiefs. At about the same time, the first Vice Chancellor was appointed in the person of Sir Norman Stanley Alexander (a New Zealander), and an Interim Governing Council, headed by Shettima Kashim (later, Sir Kashim Ibrahim), the first and later Governor-General of Northern Nigeria (ABU, 1962-1987).

Ahmadu Bello University (ABU), opened on 4th October, 1962 with 4 Faculties, 15 Departments, 142 academic and supporting staff and 426 students. At his installation as the First Chancellor of ABU on 23rd November, 1963, Sir, Ahmadu Bello, *Sardauna* of Sokoto and the first and last Premier of northern Nigeria in a famous speech, identified the guiding philosophy of the university as follows:

- *“to be both national and international ‘, to search for and spread knowledge.... [and] also serve the needs of the nation in terms of manpower and the preservation and promotion of local culture...”*
- *‘----- freedom of membership and freedom of enquiry and research’.*
- *“If our staff and students, are drawn from all parts of the world, then the mixture of international minds working together in an atmosphere of academic freedom can produce a university true to its ideals and meanings.”*

On the surface, the philosophy that the university should maintain international character in terms of its staff while at the sometime being ‘a

truly Nigerian institution' seems contradictory and incompatible. In reality, however, both are factors that strengthen the character and uniqueness of Ahmadu Bello University (ABU, 1962-1987).

Since it opened its gates to students in 1962, ABU has grown to be the most national and international University in both staff and student enrolment in Nigeria. Indeed, as a testimony to this, the University won the JAMB first place award for the University with the highest number of foreign UG student enrolment for the 2018/2019 admission year, first place award for the University with widest national spread in UG students admissions and second place for international students (after University of Ilorin) for the 2019/2020 admission year, respectively.

Many prestigious Universities in countries formerly ruled by the British developed around equally prestigious lower-level academic institutions. For example, Makerere University of Uganda, evolved from Makerere Technical College in 1952, while University of Ibadan, the first University in Nigeria inherited 102 students, the library and even kitchen cutlery from Yaba College of Technology, Lagos. Similarly, ABU which established in October, 1962 evolved around several institutions, notably, the Nigerian College of Arts, Science and Technology (NCAST), Zaria.

Based on the recommendation of the Ashby Commission, the Northern Nigerian Government, in addition to NCAST, Zaria handed over to the new University: the Institute of Administration, Kongo; Institute of Agricultural Research and Special Services, Zaria (now Institute for Agricultural Research (IAR); Ahmadu Bello College, Kano, later renamed Abdullahi Bayero College and now Bayero University, Kano (ABU, 1962-1987).

3.2. Nigerian College of Arts, Science and Technology, Zaria

As a result of the existing infrastructure inherited by ABU from parent institutions, ABU took off relatively smoothly. The NCAST, Zaria on whose

site ABU main campus was located was established in 1954. Therefore, by 1962 when ABU was opened, it inherited adequate buildings space for lecture halls, student hostels, administrative offices and staff quarters. Though, a Federal Institution, NCAST, Zaria was oriented towards teacher training, which was the priority of Northern Regional Government at that time. On the eve of opening ABU, NCAST had 495 students with the following regional distribution: North, 25.5%; West, 34.9%; East, 37.0%; Federal Territory (Lagos), 1.2%; Southern Cameroons and others, 1.4%, respectively (Table 1). Because of its high academic and professional standards attested to by External Examiners, most of these students were absorbed into the new University. Notably, of the 235 students transferred from NCAST to ABU in 1962, 83.8% were from the South, while only 16.2% were from the North (Table 2). Similarly, of the 171 new students admitted into ABU in 1962, 54.4% were of Northern origin, while 45.6% were from the Southern regions (Table 3).

Precisely, ABU inherited from NCAST, Zaria, Departments of Fine Arts, Architecture, Science and Engineering. The new Faculty of Science had Departments of Chemistry, Physics, Biology and Mathematics. Similarly, Faculty of Engineering inherited the pre-existing Department of Civil, Mechanical and Electrical Engineering.

The curricula and professional standards of most NCAST Departments were midwived by their affiliation to British Colleges and Universities. For instance, its 4-year Diploma course was affiliated to the Goldsmith College School of Art, under the auspices of the University of London; the Department of Architecture ran a 5-year and one term course leading to final examination of the Royal Institute of Architects.

The staff of NCAST were mostly expatriates and British. The majority held first degrees, some had Masters, while a few, doctorates. Expectedly, the predominantly British staff of NCAST formed the nucleus of the pioneer

staff of ABU. Notably, of the 131 staff of ABU at its inception, 39 (29.8%) were former staff of NCAST, while 92 (70.2%) were newly recruited (Table 4).

Some of the pioneer expatriate staff of NCAST, most of whom were absorbed into the new University when it took off in 1962 included: College Provosts, R. Phillips (1954), K.O. Williams (1956); HOD, Engineering, S. Dickson (1957–1958); Registrars: R.J Smith, Dr C.A. Hart and W.H. Husband. Dr Hart was the first Professor of Engineering (Surveying and Photogrammetry) at the University of London. He got the approval of the Engineering Institution in London for the Engineering Department in Zaria to become a Faculty of the University College Ibadan (1954–1959). Thus, the first Engineering Faculty in the country was established in ABU.

The NCAST Bursar, Mr. A. Knox (Briton) also became the first ABU Bursar. His wife, Mrs. Knox established the first private Nursery school for children of ABU staff in her house in 1956, which formed the nucleus of the now prestigious ABU staff school (ABU, 1962-1987; ABU, 1962-2012).

3.3. Institute of Administration

The Institute of Administration was established by the Northern Regional Government in 1954 to provide core administrators for its civil service. The Institute received generous aid from the United States Government. The Graduate School of Public and International Affairs of University of Pittsburg, Pennsylvania provided a library, while a 50-seater Conference Hall was donated by Ford Foundation. By 1955, M.C Cory was the Principal of the Institute and taught judicial courses, Mr. Campbell handled Local Government Courses, J.R.N. Marshall acted as the Institute Secretary, while M.J. Benni succeeded Cory as Principal. All were expatriates, mainly from the United States. By 1962, when it was inherited by ABU it had two Departments, Law and Administration (ABU, 1962-1987; ABU, 1962-2012).

3.4. Institute of Agricultural Research

The Institute was established in 1922 as Institute of Agricultural Research and Special Services (now IAR – Institute for Agricultural Research) to carry out research into agricultural problems in Northern Nigeria. By 1961, the Institute had 64 staff, predominantly expatriate and mostly British, and graduates of British Universities. Majority had first degrees, 10 had Masters degrees, 4 had PhD's, and a few had Diplomas. Majority of the staff were graduates of University of Wales, London, Nottingham, Durham, Edinburgh and Birmingham. Thus, the Institute was then called “white man’s station”. There were only 10 Nigerians out of the 64 senior staff. By 1962, when it was inherited by ABU, it was well equipped for conversion to a Faculty of Agriculture. The current worldwide fame of IAR in agricultural research and extension services has been attributed to this pioneer expatriate staff. Indeed, the first Vice Chancellor, Sir Norman Alexander proudly mentioned that*“the majority of the staff of the former Research Division of the Ministry of Agriculture had opted to transfer to the new University and were offered secure appointments”* (ABU, 1962-1987).

3.5. Ahmadu Bello College/ Abdullahi Bayero College

The college was founded in 1960 as Ahmadu Bello College and later renamed Abdullahi Bayero College in 1962 following its incorporation into ABU. It formed the nucleus of the present Bayero University, Kano. It was the youngest unit of those Colleges eventually incorporated into the new University. The nucleus of the College was the School of Arabic Studies founded in 1934. By 1962, the College had 18 staff, mostly Nigerians. All the staff could not be absorbed into the new University. Thus, the College had to do with only two part-time lecturers seconded from the Ministry of Education, namely, Shehu Galadanci and Hassan Gwarzo. The College Provost, Abdullah El-Tayib, a Sudanese, arrived in 1964.

3.6. Pioneer Governing Council, Academic and Administrative Staff of ABU in 1962

Some of the pioneer expatriate Council members, academic and administrative staff of ABU included:

(a) **Governing Council:** Mr. H.H. Marshall – Attorney-General of Northern Nigeria; Mr. H.G. Jelf – Permanent Secretary, Northern Ministry of Education; Prof. Dean-Frank Keppel; Prof. J.W. Blake; Prof. A.H. Bunting; and Dr Norman S. Alexander, the Vice Chancellor designate of the new University, ABU.

(b) **Academic Staff:** Prof. Abdullahi Smith (British/Nigerian) HOD, History; Prof. A.R. Mathieson (British), HOD, Chemistry; Prof. F.W. Sansome (British), HOD, Biology; Prof. H.S. Darling (British), Dean, Faculty of Agriculture/Director IAR; Prof. D.J. Hofsomer, HOD, Mathematics; Prof. Alan, P. Mead (British), HOD, Zoology; Prof. C.P.A. Agent (British), HOD, Fine Art; Prof. N.J Skinner (British), HOD, Physics; A.H.M. Kirk-Green, (British), HOD, Public Administration and helped to establish the Department of Nigerian and African Languages; S.S. Richardson (British), Director Institute of Administration; Prof. A.H. Naylor (British), HOD, Civil Engineering; Prof. A.G. Joselin (British), HOD, Education; Prof. D.J. Harris (British), HOD, Electrical Engineering; J.A. Creedy (British), Reader and HOD, English; Prof. J.A. Hobbs (American), HOD, Soil Science; Prof. A. Milner (British), HOD, Law; Prof. W.S. Steer (British), HOD, Public Administration; Prof. D.H. Mathews (British), HOD, Architecture; Profs. U.A. Moisley (British) and S.E. Smethurst (British) served as HODs, Geography Department between 1963 and 1967.

(c) **Registrars:** Mr. Mojabeng Dowuona (Ghanaian), first ABU Registrar; Mr. Kenneth Lupton (British), second Registrar.

(d) **Bursars:** Mr. A. Knox (British), first ABU Bursar, inherited from NCAST.

(e) **University Librarians:** Wilfred J. Plumbe, 1962 – 1966, inherited from NCAST; Prof. J.M. Milton Grey-Theriot, 1967-1970; Brian Armitage, 1971-1975; El-Hajj Khalil Mahmoud (American), 1976.

From the foregoing, it is clear that the ease with which ABU took off as a University in 1962 is attributed to the high calibre pioneer expatriate Council, academic and administrative staff and physical infrastructure inherited from NCAST, Zaria and other foundation Institutes. It is therefore concluded that:

(i) The caliber and diversity of the founding staff and institutes of ABU were truly international as charged by the founding Chancellor; and that the foundation for internationalization of education in ABU was laid at its inception in 1962.

(ii) ABU was able to recruit highly qualified staff to midwife the academic Departments so that a solid foundation was laid for teaching and research in the University.

(iii) That the University was able to attract such calibre of well-established academics to come over to a new institution like ABU was a testimony to the hardwork, integrity and commitment of the Vice Chancellor and Governing Council.

(iv) The calibre of international staffing and the availability of infrastructure provided by the founding institutes allowed the new University to take off relatively smoothly and produce the quality graduates that have contributed to national and global development since its inception in 1962.

(v) ABU can leverage on its historical relationship with international staff and partner agencies to regain and improve on its international academic profile and ranking.

3.7. Current Status of Internationalisation in ABU.

The current vision, mission and core values of ABU were derived from the philosophy of its establishment (ABU Student Handbook, 2020); and provides the basis upon which the University could develop a robust internationalisation agenda:

Vision

“Ahmadu Bello University shall be a world-class University comparable to any other, engaged in imparting contemporary knowledge, using high quality facilities and multi-disciplinary approaches, to men and women of all races as well as generating new ideas and intellectual practices relevant to the needs of its immediate community, Nigeria and the world at large”.

Mission

“To advance the frontiers of learning and break new grounds, through teaching, research and dissemination of knowledge of the highest quality; to establish national and international integration, development and the promotion of African traditions and cultures; to produce high-level human power and enhance capacity-building through retraining, in order to meet the needs and challenges of the catchment area, Nigeria and the rest of the world”.

Values

The University’s values are derived from the synthesis of its most cherished ideals, its background, the context in which it operates, its tradition and practice as summarized below:

- i. Quality Academic and Research Programmes and facilities based upon international standards.
- ii. Cosmopolitan Staff and Student Composition.

- iii. Conducive and Secure Physical and Social Landscape.
- iv. Atmosphere of Academic Freedom.
- v. Strong Community Service.
- vi. Reputation for Institutional Discipline and Harmony.
- vii. Quality of Learning and Research.
- viii. Quality and Variety of Learning and Research Facilities.
- ix. Dynamic and Interactive Leadership and Management.
- x. Multi-Disciplinary Approach to Learning and Research.
- xi. Quality and Variety of Sports and Recreational Activities.
- xii. Strong Linkages with Reputable and Internationally Recognised Institutions.
- xiii. Gender Sensitivity.
- xiv. Strong Relationship with the Alumni.

However, since the national education policy had no internationalization component, most Nigerian tertiary institutions also have no such policy. Unlike, UI and Unilorin, investigations by the Committee confirmed that since its establishment in 1962, ABU had no formal strategic policy document guiding admissions of international students and recruitment of international staff. International students were admitted mainly through requests from their foreign embassies, person-to-person contact and a few through UTME. For staff recruitment, the national policy of contract appointment applied, with additional payment of expatriate supplementation allowance (NESS) to academic staff in science related disciplines from the rank of senior lecturer. No wonder therefore, that the current procedure for admission of foreign students and recruitment of

foreign staff is bedeviled with many challenges and require urgent reform to attain at least the threshold for best global practice.

Therefore, in order to address its first ToR, that is: *to review existing policy of the University on foreign students and staff recruitment*; and to make appropriate recommendations, the Committee analysed data on the current population and distribution of foreign students and staff in ABU. The findings were as follows:

A: Demographics of International Students that Graduated from ABU from 1962 to 2020.

1. Analysis of data from five Faculties, College Medicine and Iya Abubakar Institute of Information and Computer Technology (IAIICT) that responded to the Committee's questionnaire showed that a total 214 international UG students graduated from their academic programmes from 1962 to 2020 (Table 5). Of this total, Faculty of Engineering had the highest number (37.4%), followed by Environmental Design (20.5%), while IAIICT had the lowest with 3.3% (Table 1). The highest number of graduands were Nigerians (25.2%), followed by Cameroonians (18.7%), while the least were Europeans (0.5%).
2. Similarly, data analysed from five Faculties and the College Medicine that responded to the committee's questionnaire showed that a total of 92 international PG students graduated from their academic programmes between 1962 and 2020 (Table 6). Out of this total, Faculty of Engineering had the highest number of graduands (PG: 21.7%; UG + PG: 41.9%) followed by Faculty of Education (12.0%), while Pharmaceutical Sciences and College of Medicine had the last (0.0%). The highest number of graduands were

Cameroonians (35.7%), followed by Ghanians (28.6%), while the least were Europeans (0.0%).

B. Demographics of International Staff that Worked in ABU from 1962 to 2020.

1. Data analysed from eleven Faculties and one College that responded to committee's questionnaire showed that 403 staff worked in those Faculties/College between 1962 and 2020 (Table 7). Out of this total, Faculty of Engineering had the highest number of international staff population (23.8%), followed by Faculty of Agriculture (14.1%), while the least was Faculty of Law (1.2%). Out of the total number of international staff, 48 were British (11.9%), 54 (13.4%) Indians/Pakistanis/Sri Lankans, while the highest number of 191 (47.4%) were unclassified by nationality due to incomplete data.
2. Data analysed from ten Institutes/Centres and Service Units of the University showed the total number of international staff who worked in those Units of the University was 80 (Table 8). Out of this total, Institute of Administration had the highest with 17 (22.2%), followed by Centre for Islamic legal studies with 16 (24.2%), while the least were the Registry and Bursary with 2 (2.5%) and 1 (1.3%), respectively.

C. Demographics of International Undergraduate Students Admitted into ABU for 2015 to 2020 and Projection for 2021 to 2025.

1. During the last 5 years covering 2015/2016 to 2019/2020 academic sessions, a total number of 51,914 UG students were admitted into ABU. Out of this number, 51 were international students,

representing only 0.02% of the total number students admitted during that period (Table 9). The yearly average Nigerian UG students admitted was 10,372 while the average for international students was 12 during the 2015 – 2020 admission cycles.

2. The total UG student population in ABU in the last 5 years (2015/2016 to 2019/2020) was 209,299, out of which international students were 498, representing 0.24% of the total student population in the University during that period (Table 10).
3. Out of the total UG international student population of 498, Faculty of Engineering had the highest share of 139 (28%), followed by Social Sciences with 96 (19%), while the remaining 15 faculties shared the balance 263 students (53%) (Table 11).
4. During the 4-year period covering 2014/2015 to 2017/2018 academic sessions, the total number of PG students admitted was 25,027, out of which international students were 82, representing 0.33% of the total PG admission during that period (Table 12).
5. The total PG student population in ABU in the last 3 years (2015/2016 to 2017/2018) was 27,460, out of which 291 were international students representing 1.06% of the total population of PG students in the University during that period (Table 13).
6. During the 3-year period covering 2015/2016 to 2017/2018 academic sessions, the total number of PG international students was 291 (Table 14). Out of this number, Faculty of Education had the highest number of international student population of 54 (19%), followed by Faculties of Administration, 50 (17%), Physical Sciences, 36 (12.3%), Social Sciences, 33 (11.3%), Engineering, 30 (10%), Arts,

23 (8%) and Environmental Design, 22 (7.6%), while the other remaining Faculties shared the rest of the students (43;14.8%).

7. During the last 5 academic sessions covering 2015/2016 to 2019/2020, the yearly average UG international students admission is 12 students representing only 0.12% of the total average UG admissions for that period (Table 15). Therefore, admitting at 2.5% of the average UG students admission over the next 4 years will mean admitting a total of 1,033 international students between 2021/2022 and 2024/2025.
8. During the 4-year admission cycles covering 2014/2015 to - 2017/2018 academic sessions, yearly average PG international students admission was 20, representing only 0.32% of the total yearly average PG admissions (Table 16). Therefore, admitting at 3.5% of the average PG students admissions over the next 4 years will mean admitting a total of 872 international PG students between 2021/2022 and 2024/2025.

D. Demographics of International staff in ABU for 2015 to 2020 and Projection for 2021 to 2025.

1. As at December ending of 2020, the number of academic staff on the nominal roll of ABU was 2,490, out of which only 26 are international staff, representing a paltry 1.06% of the total (Table 17). On the other hand, of the 6,590 non-academic staff in the University, only 3 are international staff, representing 0.05% of the non-academic staff population.
2. Recruiting 986 Nigerian academic staff over a 4 – year period covering 2021/2022–2024/2025 academic sessions will represent a 10% yearly increment relative to the total Nigerian staff population of 2019/2020 session (Table 18). While

recruiting a total 520 international staff over the same period will mean 500% yearly increment relative to the total international staff population of 2019/2020 session. This means that by the end of the 2024/2025 academic session, ABU will be expected to have a total of 3,996 academic staff made up of 3,450 Nigerian and 546 international staff.

4.0. The Committee's Observations and Recommendations

When the abysmally low internationalisation status of ABU elucidated above is situated within its recent JAMB first place award as the University with the highest number of foreign UG student enrolment for the 2018/2019 admission year and second place for international students (after University of Ilorin) for the 2019/2020 admission year, respectively; the current very low ranking of Nigeria in both African and global internationalization of education index becomes patently worrisome and needs to be addressed.

Since the national education policy had no internationalization component, most Nigerian tertiary institutions also have no such policy. Unlike, UI and Unilorin, investigations by the Committee confirmed that since its establishment in 1962, ABU had no formal strategic policy document guiding admissions of international students and recruitment of international staff. International students were admitted mainly through requests from their foreign embassies, person-to-person contact and a few through UTME. For staff recruitment, the national policy of contract appointment applied with additional payment of expatriate supplementation allowance (NESS) to academic staff in science related disciplines from the rank of senior lecturer. No wonder that the current procedure for admission of foreign students and recruitment of foreign staff is bedeviled with many challenges and require urgent reform to attain at least the threshold for best global practice.

Therefore, the setting up of the Regional Policy Committee by the Vice Chancellor, Professor Kabiru Bala, through the initiative and support of the ACENTDFB and ACENPEE in ABU; to develop a comprehensive regional policy strategy for admission of international students, especially from the ECOWAS sub-region, is appropriate and timely. By improving its regional and global mix of students and staff, ABU could improve its global ranking

in academic standards and research output, and establish international linkages and collaborations with Universities overseas and other tertiary education funding agencies. Improvement in internally generated revenue accruing from tuition fees and other charges expected from international students will greatly assist the University to bridge its funding gaps from the Federal Government.

Following extensive literature search, data mining from relevant units and extensive interaction with a broad segment of relevant stakeholders in the University, the committee made important observations militating against admissions of international students and recruitment of international staff in ABU and proposed general and specific policy recommendations to address the problems. The observations and recommendations are as follows:

4.1A. Observations Pertaining to International Students and Staff

1. No unit of the University is charged with sole responsibility to source for international staff and students.
2. Lack of a dedicated Centre or an Office to effectively manage the affairs of international staff and students.
3. More recently, heightened insecurity portrays a scary image of the Country.
4. Inadequate security architecture to meet current challenges in the University.
5. Non-adherence to timelines and unpredictable academic calendar. The residency period of programmes stretches beyond the stated or normal time as a result of strikes or other problems arising from frequent disagreements between Government and in-house unions, and in some cases inter-union rivalries.

6. Non-availability of decent accommodation and inadequate utilities such as electricity, water, internet connectivity, absence of quality healthcare facility and Health Insurance scheme for international staff and students.
7. Serious underfunding of Nigerian Universities which had compromised the quantity and quality of teaching and research facilities and personnel.
8. Inflexibility in entry requirements particularly for postgraduate studies and non-upgrading of degrees (MSc to PhD) for deserving candidates, as well as outdated curriculum and non-availability of online course materials.
9. Very low staff-students and equipment-student ratios, thereby affecting the quality of interaction between staff and students and number of students per equipment.
10. Most staff cannot easily identify their students at the different levels because of large class sizes both at undergraduate and postgraduate levels. Similarly, students are crowded over one equipment thus, affecting understanding and appreciation of the equipment and its functions.
11. The suspension of the language immersion programme of the University in 2010 has resulted in a significant decrease in the enrolment of international students especially from the neighboring French speaking countries, into the University.
12. English Language deficiency among students especially from French speaking countries results in poor academic performance and low graduation rate. Such students discourage potential international applicants from applying to study in the University.
13. There is inadequate Mentor-Mentee relationship in the University. This compromises discipline and academic development of postgraduate students and young academics.

14. Non-cordial staff-student and supervisor-supervisee relationships in some Departments and Faculties. This discourages Alumni from giving back to the University.
15. Non-availability of state-of-the-art laboratory facilities and equipment for teaching and research resulting in deteriorating quality of practical experience among staff and students.
16. Lack of and irregular maintenance of expensive teaching and research equipment leading to frequent breakdowns and large number of unserviceable equipment littering the system.
17. Inadequacy of competent technical staff to operate and maintain laboratory facilities.
18. Inadequate financial support to staff for international conference attendance and subscription payment for publications in international journals.
19. Inadequate and non-functional recreational facilities for relaxation of both staff and students.
20. Inadequate University-based research grants, study fellowships and grants for staff and students.
21. Inadequate e-library facilities.
22. Lack of University based scholarships and research grants to attract and motivate excellent international students and staff in the University.
23. Non-sustenance of previous and existing collaborations and development of new ones with international staff and agencies.
24. Dwindling value of the Naira against the US dollar and other international currencies discourage international staff from taking-up appointments with the University due to poor remuneration.
25. Archaic conditions of service and promotion guidelines which lowers staff morale and motivation.

26. Inadequate health facilities for essential and specialized services for staff and students.
27. Poor work ethics among staff and students.
28. Inadequate transportation system within and outside the University for staff and students

4.1B. Recommendations Pertaining to International Students and Staff

1. Upgrade, reorganize and rename the Directorate of University Advancement (DUA) to Centre for International Education, Advancement and Linkages (CIEAL) in the University to manage and coordinate the processes and procedure of attracting and retaining international staff and students in addition to its Advancement, Linkages and Alumni Relations activities.
2. The CIEAL should function to ease bureaucratic bottlenecks experienced by international staff and students in terms of immigration processes as they obtain and renew their visa, travel arrangements including receiving them at the Airport, processing of residence permit and all other logistics such as securing accommodation, bank account opening, issuance of driving license, etc. The International Staff Unit should also handle issues of diaspora fellows.
3. The CIEAL should develop policies and interventions to attract and retain regional students, staff and partners.
4. The CIEAL should develop a strategic policy for attracting funding of the University for academic and research activities.
5. The University should design and implement standard curricula that meet the expectations of prospective

international staff and students, job markets and entrepreneurship concept.

6. Effort should be made by the University to secure international accreditation for its academic programmes.
7. Admission for international students should be processed online. However, prospective international students must meet the admission requirements set by the University.
8. Processing of student transcript and other documents should also be online and effective.
9. There should be an international student admissions committee that will be responsible for admissions of international students into the University. Members of the Committee should be drawn from the Directorate of Academic Planning and Monitoring, Academic Office, Students Affairs Division and the International Students Unit of the CIEAL, which shall coordinate the exercise. This Committee shall submit its recommendations to the Central admissions Committee.
10. The University should improve its learning environment in terms of availability of conducive atmosphere and good support services such as constant electricity and water supply, good sanitation, efficient ICT facilities, internet connectivity and excellent catering services.
11. The University should improve its Distance Learning platforms so that students from the regional countries and beyond can easily enroll to undertake their studies in a convenient and qualitative learning environment.

12. The University should ensure standard number of students per class/equipment based on global best practices.
13. The University should encourage Staff members to be proficient in international languages other than English language in order to gain comparative advantage to attract international students.
14. The University should facilitate transfer of international students from other universities within the region and beyond.
15. The University should ensure international best practice of being learner friendly in the operations of the University so as to compete favourably with the rest of the World. For example, provide standard appraisal and evaluation system for staff members with some acceptable level of student input.
16. The University should design specialized short-courses (3-6 months) for the international students in Language immersion and Science, Technology, Engineering and Mathematics (STEM) courses.
17. The University should reactivate and reorganize the English and French language immersion course of the University so that international students graduating from the course are proficient in reading, writing and oral communication before commencing their degree programmes.
18. The University should revive and instill strong moral values in the system and ensure attitudinal reorientation of staff members.

19. The Federal Government and the University should ensure sustainable industrial harmony in the University for implementation of regular academic calendar.
20. The University should develop an international students' portal on the University website with the information written in English, French and Arabic languages.
21. The University should develop an excellent marketing strategy including availability of well-designed, content-rich and frequently updated university website and webpages of all the University Institutes/Centres and Academic Departments.
22. The University should develop an effective information dissemination mechanism about the University in the social media platforms. The recent coronavirus (COVID-19) pandemic has shown that the use of e-learning methods is becoming the new normal in internationalization of education.
23. The University should utilize the education attachés in the foreign missions in Nigeria and foreign countries to disseminate information about ABU to prospective international staff and students in those countries.
24. The University should establish linkages with foreign universities to promote staff and students exchange programmes.
25. The University should provide befitting accommodation and standard living conditions for all international staff and students within the University campuses. They can serve as agents for attracting prospective staff and students from their home countries, if they have a pleasant experience.

26. A guided tour of the University and the surrounding communities for both international staff and students should be conducted to acquaint them with the University and the culture of the host community.
27. The University should institute an annual international staff and students day to be organized by the CIEAL and chaired by the Vice Chancellor.
28. The University should improve its security architecture to protect life and property of staff and students of the University. This should include installing functional CCTV cameras and security posts in strategic locations within the University.
29. The University should ensure cooperation between the University Security Division and CIEAL for the safety and well-being of international students. The University should produce a guide on security tips for the University community, in addition to provision of special and easy-to-remember mobile phone numbers that would be active and responsive during emergency.

4.2. Recommendations Pertaining to International Students

1. The University should establish a Language Immersion Unit in the CIEAL that would coordinate the teaching of English language to international students.
2. The staff of the Language Immersion Unit should be multilingual with specialisation in English, French, Chinese, Arabic and/or Hausa languages.
3. The language immersion programmes and the proposed Language Unit should digitize the programmes to facilitate wide outreach.

4. The University should make admission requirements for international students flexible to accommodate equivalent certificates, transfer of credit units etc.
5. The University should digitize admission letters and transcripts so that students can download and print them from any location.
6. The transmission of admission letters to international students should be prompt and efficient. The letters should contain all the information required for obtaining scholarship, visa and other travel needs.
7. The registration procedure for international students should be simple and convenient. The involvement of the CIEAL in the registration process would ease the collection of necessary data for processing and renewal of immigration documents and for planning purposes.
8. The University should use universally accepted payment platforms, so that students can pay their school fees from any location.
9. The University should consider offering scholarships to international students through the CIEAL as incentive.
10. The University should create part-time job opportunities for eligible students to work as Laboratory Assistants, which could lead to benefits such as discount of school fees.
11. The University should introduce tuition subsidy for international students who maintain minimum CGPA of 3.5 for undergraduate students and 4.0 for postgraduate students.
12. The University should establish good relationship with foreign missions in Nigeria in order to attract international students.
13. The University should collaborate with industries to enhance acquisition of skills by students, in order to meet current industry needs.

14. The University should organize orientation for fresh international students through the CIEAL. This could be done online or on arrival through handbooks that contain briefs, guides and tips on issues that concern them from registration procedure to accommodation.
15. The University should ensure compliance by postgraduate students at entry level to publish in high impact journals, at least one from an M.Sc. dissertation and two from a Ph.D. thesis.
16. The University should ensure improvement in electricity and water supply, student accommodation, internet connectivity, public conveniences, cafeterias etc.
17. The University should provide decent accommodation by upgrading the current hostel facilities and/or construct new and separate hostels for international students.
18. The University should facilitate improved intra and inter-campus transportation system.
19. The University should improve its health care facilities for both routine and specialized services.
20. The University should provide health insurance policy for international students.
21. The University should provide adequate and functional recreational facilities for international students.
22. The University should provide adequate state-of-the-art teaching and research equipment in laboratories, lecture halls, studios, workshops etc.
23. The University should provide current Library resources and information services to meet global standards.
24. The University should ensure regular curriculum review to meet international academic and industry standards.

25. The University should provide dedicated security personnel to international students to address their peculiar security needs.
26. The University should provide e-learning platforms to complement contact-based learning.
27. The University should encourage cordial staff-student relationship and mentorship of students. A cordial relationship with students determines the attitude of alumni in future.
28. The University should improve the process of issuance of transcripts, verification of results and collection of certificates in line with global best practices.
29. The University should improve the reception and general management of international students.
30. The University should provide multi-lingual (English, French, Arabic, Chinese and Swahili) information on admission process and procedure on the University website to guide prospective international students.
31. The University should advise NUC to provide a policy framework that will permit international students to undertake Student Industrial Work Experience Scheme (SIWES) in their country of origin if they require to do so.
32. The University should facilitate the transfer of credit unit earned by international students from accredited institutions to ABU and vice-versa.
33. The University should ensure that Lecturers going on sabbatical leave handover their postgraduate students supervision to other members of the Supervisory Committee, if need be.
34. The University should pursue three different types of collaborative degrees (Double Degree, Joint Degree and Top-up Degree) with other well-recognized universities within the sub-region and beyond. The University and collaborating partner

institutions should decide on the terms of the Memorandum of Understanding (MoU) on which of the collaborative degrees to be pursued, and the *modus operandi* for such programmes. However, certain requirements for the exchange/collaborative degree programmes should be satisfied such as:

- a. The partnering institutions should be accredited by their home-country regulatory authorities.
- b. Memorandum of Understanding should be signed between ABU and the partnering institution.
- c. Degrees in consideration between ABU and the partner institutions must be in related fields.
- d. The partnering institution should grant equal privileges to ABU students as much as they grant to their full-time students.
- e. The International Students Unit of the CIEAL should facilitate the admission process, immigration issues, settling down activities and stay for international students.
- f. The Academic Office in conjunction with the CIEAL should ensure management of academic records as well as export of participating students' academic records from and to the collaborating institutions; collectively leading to successful graduation and issuance of certificate(s).

35. The collaborative degree programmes should be operated as follows:

1. Double Degree Programme: This is a situation whereby, a student registers initially in ABU, does at least 40% of the training requirement, and then proceeds to another ABU-partner institution to complete the training. The study will be structured in such a manner that compliments the training in the partner institutions, which will also make-up for the remaining requirement for the issuance of ABU degree.

The training must satisfy academic, and where applicable, professional registration requirement for the graduates. The partnering University will use the ABU segment of the training to compliment the training for the issuance of that institution's certificate to the student. At successful completion, the student will earn two certificates, that of ABU, and the other from the partner University.

An example of this type of programme is the current 3+2 Double Degree Programme involving undergraduate students of Civil and Mechanical Engineering in ABU where the students spend at least 3 years in ABU and at least 2 years in China South University (CSU) in the Federal Republic of China to earn both the degree in ABU and that of the CSU.

2. Joint Degree Programme: For a joint Degree Programme, ABU will provide the training for a student. Where ABU provides over 50% of the training, it issues the certificate after importing the students' training records from the partner institution. However, if the partner University offers over 50% of the training, ABU will export the training records that should not be less than 40% of the degree requirement to the partner institution which will then issue the certificate.

The benefits of the partnering University will be decided in the MoU but it should be stated clearly in the MoU that, the certificate

to be awarded to such student on graduation will carry the logo of both Universities. However, any identified difficulty of the logistics of implementing this regime should be resolved before the commencement of the programme.

36. Top-Up Degree Programme: This is a situation where international students can do 80% of their studies in ABU and 20% of the remaining part of their studies in a partnering institution, enabling the student to earn ABU degree. However, where ABU participates in providing about 20% of the training, the certificate will be awarded by the partnering University.
36. A 4-Year Projection for Admission of Undergraduate (UG) International Students: In 5 years admission cycles, the average number of international UG students admitted in ABU between 2015/2016 and 2019/2020 is 12 per year representing only 0.12% of the total average UG admissions for that period. In order to fast track the internationalization of UG student population, the University should admit at 2.5% of this average for the next 4 years. This will mean admitting a total of 1,033 international students between 2021/2022 and 2024/2025.
37. A 4-Year Projection for Admission of Undergraduate (PG) International Students: In 4 years admission cycles, the average number of international PG students admitted in ABU was 20 per year, representing only 0.32% of the total yearly average PG admissions from 2014/2015 to 2017/2018. Admitting at 3.5% of this average for the next 4 years will mean admitting a total of 872 international PG students between 2021/2022 and 2024/2025. This will also significantly improve the internationalization of the PG student population in ABU.

4.3A. Observations Pertaining to International Staff

1. There is no existing document on the regulations governing the Conditions of Appointment and Service of international staff in the University.
2. The downward trend in the recruitment of international Staff into the University in the last three decades is largely attributable to unattractive conditions of service and absence of deliberate plan and effort to reverse the trend.
3. The Nigeria Expatriate Supplementation Scheme (NESS) is a strong motivating factor to existing international staff. However, international staff of African origin are in some instances excluded from getting the Supplementation.
4. The absence of an International Office to manage the affairs of international staff and students is a major drawback for the internationalization of the University.
5. International staff of the University are currently faced with cumbersome procedure for processing immigration documents.
6. Delayed and irregular payment of NESS affects the morale of international staff.
7. Comparatively low wages and lack of other incentives such as NESS, Health Insurance Scheme, immigration matters etc.

4.3B. Recommendations Pertaining to International Staff

1. The University should establish an International Desk Office in the CIEAL to facilitate recruitment and retention of international staff and cater for their overall welfare. Other functions of the International Desk Office should include but not limited to the following:
 - a. Reception of international staff on arrival into the country.
 - b. Documentation with the University.
 - c. Arrangement for a befitting residence and office accommodation.
 - d. Orientation, cultural and language immersion classes.
 - e. Immigration issues.
 - f. Ensuring timely release of emoluments.
 - g. Interaction with embassies and Consulates of international Staff when the need arises.
 - h. Guidance and assistance towards meeting other needs such as banking, insurance, health care services and other necessities.
 - i. Attending to complaints that may arise from time to time in the course of discharging their duties
2. The University should ensure regular and prompt payment of entitlements of international staff such as the Nigeria Expatriate Supplementation Scheme (NESS) and gratuity at the end of the Contract period.

3. The University should facilitate the provision of a comprehensive health policy for international staff.
4. The University should ensure a conducive teaching and learning environment through provision of basic utilities such as regular water and electricity supply, internet services, public conveniences etc.
5. The University should ensure the provision of state-of-the-art teaching and research facilities and equipment to attract international scholars.
6. The University should ensure provision of state-of-the-art Library and information resources of global standards to ease teaching and research.
7. The University should ensure provision of quality healthcare service delivery at the University Health Center for international staff.
8. In case of the demise of an international staff, the University should liaise with the Embassy of the deceased staff for the return of the corpse and the family to their country of origin/domicile. The University should also ensure prompt payment of all outstanding emoluments of the deceased staff to the declared Next-of-Kin.
9. The Regulations Governing the Conditions of Appointments and Service of international staff should be reviewed after every five years or as directed by Council from time to time.
10. There should be an International Staff Recruitment Committee similar to the Admissions Committee for the international students with all the relevant units in the University represented.

11. The International Staff Unit in the CIEAL should handle vacancy advertisement, processing of applications and visa, and other logistics for recruitment of international staff.
12. The vacancies for the jobs should be posted on the University website and other social media platforms, communicated to the relevant embassies in Nigeria and the Nigerian embassies in the targeted countries.
13. The University should provide competitive incentives to international staff based on global best practices. The incentives should include:
 - a. Provision of well-equipped laboratories especially for the science-based programmes in order to promote state-of-the-art research that can advance the frontiers of knowledge and place the University in good international ranking.
 - b. Competitive remuneration for international staff, researchers and fellows.
 - c. Provision of well-furnished residential and office accommodation for international staff, researchers and fellows.
 - d. Provision of fringe benefits such as economy return ticket at the beginning and end of the employment period, subsidized medical health care, assistance for registration with professional bodies where necessary etc.
 - e. Recognition for outstanding performance in terms of award and reward.
14. The University should provide the enabling environment for international staff to carry out their duties through the following:
 - i. Seek the assistance of organizations and philanthropists in Nigeria to refurbish and equip the laboratories and build a befitting accommodation/quarters for the international staff.

- ii. Enroll the international staff on the University payroll, provide expatriate supplementation allowance and other fringe benefits through its endowment fund. This will ensure that the remuneration package is similar or better than what the staff receives in their home country or the country where they last worked. This justifies the need for the University Endowment Fund to be reactivated and enriched.
- iii. Seek for academic staff from foreign Universities to be seconded and funded with the assistance of some international development agencies and foundations such as the UNDP, USAID, DAAD, UK Foreign, Commonwealth and Development Office, Japan International Cooperation Agency, Netherlands Directorate for International Technical Assistance, Technical Aid Corps, MacArthur Foundation, Ford Foundation, Carnegie Foundation etc. Five categories of staff should be considered for this scheme:
 - a. Sabbatical Staff
 - b. Post-doctorate staff
 - c. Diaspora Fellows
 - d. Visiting Professorship staff for 1 - 2 years
 - e. Contract (renewable) staff
- iv. Prioritize the recruitment of international staff for one-year sabbatical, post-doctorate and diaspora fellows to work in specialized areas. There are several diaspora engagement programmes aimed at facilitating knowledge and skill transfer from the diaspora towards building the capacity of African Universities.
- v. Explore international staff/diaspora virtual participation as an intervention strategy to target professionals in the international

community/diaspora who are willing to contribute their knowledge, skills and competence but are unable to visit Nigeria.

- vi. Attach international staff to relevant Academic Departments, Research Institutes/Centres and the World Bank sponsored Africa Centres of Excellence. Priority should be given to the research Institutes/Centres and the Africa Centres of Excellence due to availability of more research facilities. However, relevant Academic Departments should be notified of the presence of the international staff so that staff working in similar research areas and postgraduate students can consult them.
 - vii. The process of staff recruitment, training and appraisal by Human Resources Unit of the University needs to be reviewed in-line with best national and international practice.
15. The University should enhance its online visibility by encouraging Departments, Faculties, Colleges, Institutes and Centres to populate their webpages with current information. Robust advertisement of areas of expertise and strengths that have the potentials of attracting mobile or floating international staff and students should also be pursued vigorously.
 16. The University should incorporate the list and profile of international staff who had contributed to the development of the University on its website. This could assist the University in attracting grants and other forms of goodwill from the international community.
 17. The University should ensure regular update of its University website to capture activities and visitations by international staff to Departments, Faculties, Colleges, Institutes and Centres of the University.

18. The University should regularly upload publications of staff members, especially in high impact journals, on the University website. This will improve the University's global ranking.
19. The logistics and financial implications of publishing in high impact Journals by academic staff should be borne by the University.
20. The University should establish linkages with the industry and focus on researches that would address industry needs. This will encourage investment and support to Departments and other academic Units of the University.
21. The University should upgrade and reorganize the research and innovation unit in the Directorate of Academic Planning and Monitoring (DAPM) into a Directorate of Research and Innovation to drive the research and innovation policies of the University.
22. The University should upload and regularly update well-prepared short videos on the University website and social media handles (e.g., YouTube, Twitter, Instagram and other handles) on its activities and achievements for public enlightenment and as attraction for international staff and students.
23. The University should provide up-to-date institutional repository for academic publications in Departmental, Faculty and Central University Libraries.
24. The University should harness its large alumni community to contribute to its development both in terms of provision of resources and securing collaborations. The best universities in the world get substantial support from their alumni.
25. The University should reactivate and diligently implement all tenable MoUs that have been neglected, or those that are still tenable.
26. The University should explore more beneficial collaborations with foreign tertiary institutions of learning and international organizations through detailed MoU.

27. The University should establish short duration collaborations with foreign universities and other funding and multilateral agencies to sponsor scholars on short visits to the University.
28. A 4-Year Projection for Recruitment of International Staff:

The number of academic staff on the nominal roll of ABU as at December ending of 2020 was 2,490, out of which only 26 are international staff, representing a paltry 1.06% of the total. Recruiting 986 Nigerian academic staff over a 4 – year period covering 2021/2022 to 2024/2025 academic sessions will represent a 10% yearly increment relative to the total Nigerian staff population of 2019/2020 session. While recruiting a total 520 international staff over the same period will mean 500% yearly increment relative to the total international staff population of 2019/2020 session. This means that by the end of the 2024/2025 academic session, ABU will be expected to have a total of 3,996 academic staff made up of 3,450 Nigerian and 546 international staff. This recommendation is made in order to fast track internationalisation of the academic staff population of the University within the next 4 years.

4.4A. Recommendations from Interaction with Host Community Leaders

1. The University should establish a University-Host Community Relations Committee that will serve to deepen the existing cordial and mutually beneficial relationship between the University and the host community.
2. As part of corporate social responsibility, the University should endeavour to support the provision of infrastructure, such as portable water, electricity, street and house naming/ numbering to the host community.

3. The international desk officers for UG and PG students in the CIEAL should endeavour to keep a comprehensive database of all international students living off-campus within the host community. This will ensure regular interaction between the students and the CIEAL and keep the Centre informed of their security and general wellbeing at all times.
4. The University should provide a platform for interaction and mutually beneficial relationship between house owners, rental agents and international students who desire to rent accommodation off-campus. This platform should protect the interest of the international student. House owners and their agents through a mutually agreed legally binding contract signed by all parties.
5. The current scope of cooperation between the University Security Unit and the leadership of the host community should be expanded to ensure the safety and well being of international students living within and off- campus.
6. The CIEAL should put in place regular orientation programme for new international students to acquaint them with the norms and culture of the host community in order to avoid 'cultural shock' and conflicts between the host community and international students who reside off-campus or those who reside on campus but patronize local markets and other public places in the host community. This is particularly important considering the manner of dressing by some international students which, in some cases, conflicts with acceptable dress culture of the local community.
- 7.

5.0. POLICY STATEMENTS AND PROCEDURES FOR TORs

5.1 Term of Reference 1: To Review Existing Policy of the University on Foreign Students and Staff Recruitment

To address the lack of an existing policy for the admission of international students and recruitment of international staff, the committee recommended the establishment of a Centre for International Education, Advancement and Linkages (CIEAL) to anchor the regional strategy/internationalization policy of the University.

5.1.1. Proposed Centre for International Education, Advancement and Linkages (CIEAL)

A. Policy Statements

1. There shall be a Centre for International Education, Advancement and Linkages (CIEAL) in the University. The Centre shall anchor the Regional Strategy/Internationalisation Policy of the University.
2. The current Directorate of Advancement (DUA) of the University shall be reorganized and upgraded into the Centre for International Education, Advancement and Linkages (CIEAL).
3. The Centre shall be responsible for coordinating and managing all activities relating to foreign nationals who visit, study or work in the University.
4. The Centre shall be funded from annual University budgetary allocation, endowments, collaborations and donations from local and international agencies, and alumni, locally and diaspora.

B. Policy Procedure

B1. Responsibilities of the Centre:

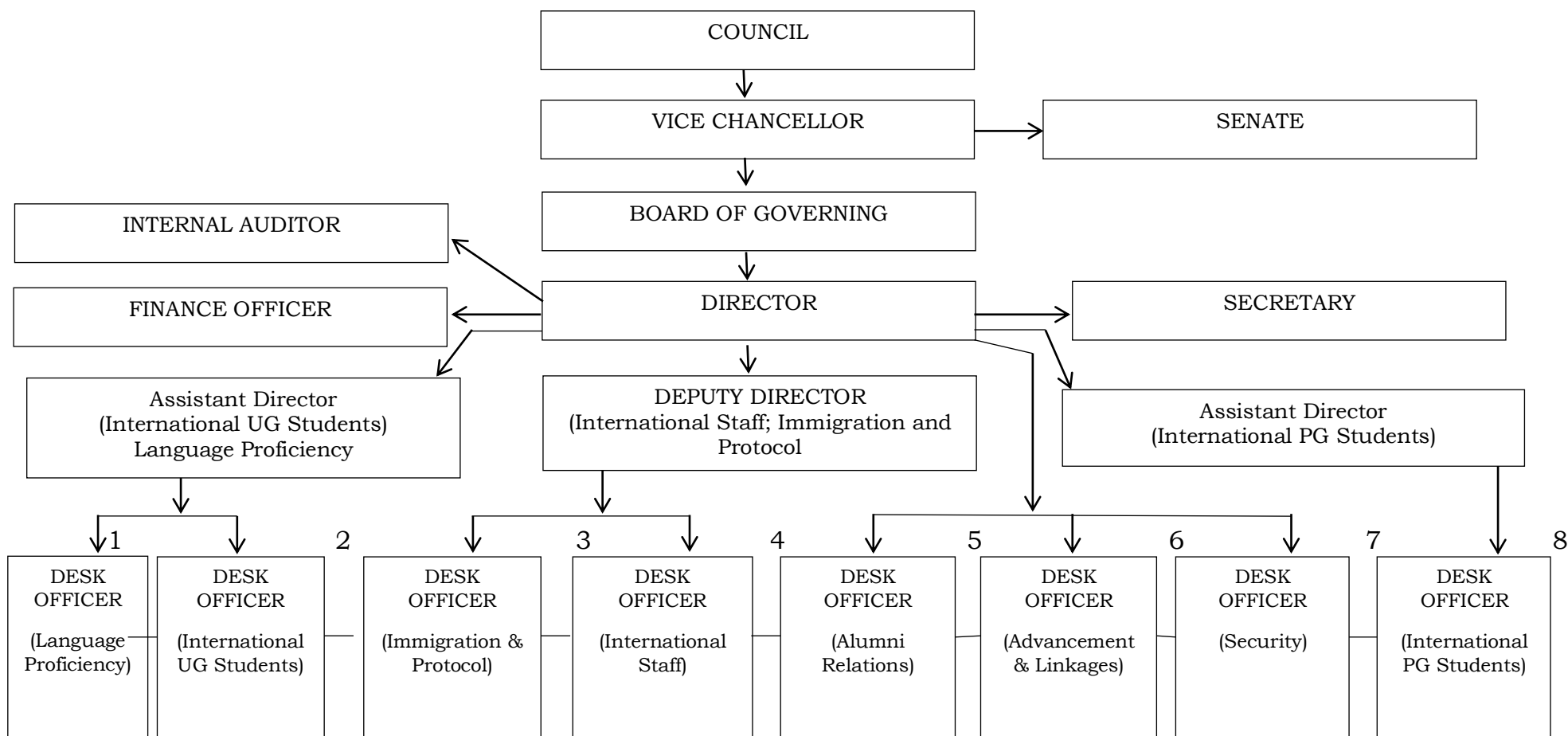
The proposed Centre for International Education, Advancement and Linkages (CIEAL) shall be responsible for the following:

1. All matters pertaining to student admissions (UG, PG and Sub-degree) in the University in accordance with the Laws and Statutes of the University and guidelines of the Joint Admissions and Matriculation Board (JAMB).
2. Advertise for admissions into undergraduate, postgraduate and sub-degree programmes of the University to international students through the ABU website, international journals, newspapers, foreign embassies in Nigeria, Nigerian foreign missions abroad, online platforms, and other accredited outlets for interested applicants.
3. Coordinate and manage all processes and procedures concerning admissions, registration, immigration documentation, travel arrangements, hostel accommodation, student orientation and all other such matters pertaining to international staff and students in the University.
4. Coordinate and manage all affairs pertaining to recruitment and implementation of Conditions of Service for international staff on behalf of the Central A& PC and other relevant Units of the University in accordance with the University Law and Statutes.
5. The Centre shall be responsible for advertising vacant international staff positions, shortlisting applicants, conducting

interviews and making recommendations for appointment to the Vice Chancellor in line with University Law and Statutes.

6. Coordinate and manage the safety, security and wellbeing of all international staff and students. To this end the Centre shall have an international staff and students Security office to be headed by a senior security personnel of the University.
7. The Centre shall facilitate registration of international staff and students with the University Health Centre and Health Insurance Scheme, Immigration Office, Federal Road Safety Corps for driving license, mobile phone service providers and related services and facilities.
8. The Centre shall attract international students through offer of scholarships, tuition and other waivers.
9. When advertising admissions for international student applicants, the Centre shall emphasize the strengths of the University; as an English speaking University with low tuition and living cost, friendly and accommodating host community, cosmopolitan staff and student population, strong in agriculture based, STEM (Science, Technology, Engineering and Mathematics) and computer science related courses etc.

B2. Ahmadu Bello University, Zaria Organogram For The Proposed Centre For International Education, Advancement And Linkages (CIEAL)



B3: Proposed Statute for the Establishment of the Centre for International Education Advancement and Linkages

The Centre for international Education, Advancement and Linkages (CIEAL) shall be the administrative organ responsible for the coordination and implementation of the University's internationalisation of education, advancement and linkages policies.

The Centre shall:

- (a) Be responsible for coordinating and managing all activities relating to foreign nationals who visit, study or work in the University;
 - (b) Coordinate all matters pertaining to international students' admission (undergraduate, postgraduate and sub-degree) in the University in accordance with the Laws and Statutes;
 - (c) Coordinate and manage all affairs pertaining to recruitment and implementation of Conditions of Service for international staff in accordance with the Laws and Statutes;
 - (d) Coordinate all matters pertaining to advancement, linkages and Alumni relations of the University.
- (1) They shall be a Board of Governors for the Centre for International Education, Advancement and Linkages which shall consist of:
- a) The Vice Chancellor who shall be the Chairman
 - b) The Director of the Centre
 - c) The Deputy Director of the Centre
 - d) Representative of the Federal Ministry of Education in the

Council

- e) One Internal Member Council
- f) One member Senate who must be a Professor
- g) Representative of the Joint Admissions and Matriculation Board (JAMB)
- e) Director, Academic Planning and Monitoring (APM)
- f) The Secretary of the Centre shall be the Secretary of the Board of Governors

The co-opted members shall include the following:

- i. The Assistant Directors of the Centre
- ii. The Finance Officer of the Centre
- g) The Registrar and the Bursar shall be entitled to attend all meetings of the Board but without voting right.

Duration of Tenure

- h) Members of the Board of Governors other than ex-officio members shall hold office for a term of two years and may be re-appointed for another term of two years and no more.

Frequency of Meetings

- i) The Board of Governors shall meet at least two times in each year and at any other times at the request of the Vice Chancellor, Director or any three members.

Quorum for Meetings

- j) The quorum for the meeting of the Board of Governors shall be the Vice Chancellor, the Director of the Centre or any persons acting in their capacity and three (3) other members at least one (1) of whom shall be a non-ex-officio member.
- 2) The Board of Governors, shall subject to the overall control and direction of the Council and any other regulations made by the Senate, have the following functions:
- a) Formulate policy directions necessary in carrying out the mandate of the Centre
 - b) Recommend, for approval of the Council all proposals involving finance and administration of properties of the Centre.
 - c) Request, receive and consider reports from the Director on the activities of the Centre.
 - d) Report to Council on activities of the Centre annually
 - e) Carry out any other functions conferred on the Centre by the Board of Governors or the Senate.
 - f) Appoint from its own members or otherwise such Committees as may be deemed expedient and to delegate to any such Committees some functions.
- 3) There shall be a Director of the Centre who shall be appointed by the Vice Chancellor and be responsible to the Vice Chancellor.
- 4) The Director shall be appointed for a term of two years and may be eligible for reappointment for a final term of two years.

- 5) The Director shall be responsible for the general administration of the Centre
- 6) The Director shall prepare annual estimate of finances required for the Centre and submit for approval.
- 7) The Director, Deputy Director and Finance Officer shall be the signatories of the CIEAL accounts.

B4. Duties, Responsibilities of Organs and Officials of the Proposed Centre for International Education, Advancement and Linkages (CIEAL)

1.0 Organs of the Centre

1.1 Board of Governors: Means the Governing Board of the Centre. It approves all policies, plans and annual budget of the Centre on recommendation from the Management Committee of the Centre. The Board shall be responsible to Council through the Vice Chancellor.

1.2 Management Committee: Is responsible for implementation of all strategic plans and policies of the Centre as approved by the Board of Governors. It shall prepare an annual budget for approval of the Board and shall disburse all funds as approved in the budget.

2.0 Officers of the Centre

2.1 Director: Is the Administrative Head of Centre and supervises the implementation of all policies, plans and annual budget of the Centre as approved by the Board of Governors. The Director is the Chairman of the Management Committee and is responsible for the good conduct and discipline of staff of the Centre and shall be appointed

by the Vice Chancellor for 2-year tenure at the first instance, renewable for another final 2-year tenure.

- 2.2 Deputy Director:** Deputises for the Director and oversees the duties and responsibilities of the Director in the Director's absence or as the need arises. He supervises Desk Officers for Immigration and Protocol and International staff on behalf of the Director and carries out any other duty assigned by the Director.
- 2.3 Assistant Director (International UG Students):** Supervises the Desk Officers for International UG Students and Language Proficiency on behalf of the Director and carries out any other duties assigned by the Director.
- 2.4 Assistant Director (International PG Students):** Supervises the Desk Officer for International PG Students on behalf of the Director and carries out any other duties assigned by the Director.
- 2.5 Secretary:** Is the Head of administrative staff of the Centre and advises the Director on all administrative matters of the Centre and shall be appointed by the Vice Chancellor on recommendation of the Registrar and report to the Director.
- 2.6 Finance Officer:** Is the Head of financial staff of the Centre and advises the Director on all financial matters of the Centre and shall be appointed by the Vice Chancellor on recommendation of the Bursar and reports to the Director.
- 2.7 Internal Auditor:** Is the Head of the audit staff of the Centre and is responsible for periodic audit of all financial transactions of the Centre and shall be appointed by the Vice Chancellor on recommendation of the Chief Internal Auditor and reports to the Director.

- 2.8 Desk Officer (Language Proficiency):** Is responsible for coordinating all activities pertaining to the language proficiency programme of the Centre and reports to the Assistant Director, International UG Students.
- 2.9 Desk Officer (International UG Students):** Is responsible for the coordination of all activities of the Centre pertaining to the welfare and wellbeing of international UG Students and reports to the Assistant Director, International UG Students.
- 2.10 Desk Officer (International PG Students):** Is responsible for the coordination of all activities of the Centre pertaining to the welfare and wellbeing of international PG students and reports and reports to the Assistant Director, International PG Students.
- 2.11 Desk Officer (International Staff):** Is responsible for the coordination of all activities of the Centre pertaining to the welfare and wellbeing of international staff and reports to the Deputy Director.
- 2.12 Desk Officer (Alumni Relations):** Is responsible for the coordination of all activities of the Centre pertaining to Alumni relations of the University and reports to the Director.
- 2.13 Desk Officer (Advancement and Linkages):** Is responsible for the coordination of all activities of Centre pertaining to Advancement and Linkages and reports to the Director.
- 2.14 Desk Officer (Immigration & Protocol):** Is responsible for the coordination of all activities of the Centre pertaining to immigration, protocol and related matters for international staff and students of the University and reports to the Deputy Director.

2.15 Desk Officer (Security): Is responsible for the coordination of all matters pertaining to safety and security of all international staff and students of the University and reports to the Director.

3.0. COMPOSITION OF THE ORGANS OF THE CENTRE

3.1 Council: Refers to the Governing Council of the University as stipulated in the Law and Statutes of the University and subsequent amendments.

3.2. Board of Governors: Shall consist of the following members:

- i. The Vice Chancellor who shall be the Chairman
- ii. The Director of the Centre
- iii. The Deputy Director of the Centre
- iv. Representative of the Federal Ministry of Education in the Council
- v. One Internal Member Council
- vi. One member Senate who must be a Professor
- vii. Representative of the Joint Admissions and Matriculation Board (JAMB)
- viii. Director, Academic Planning and Monitoring (APM)
- ix. The Secretary of the Centre shall be the Secretary of the Board of Governors

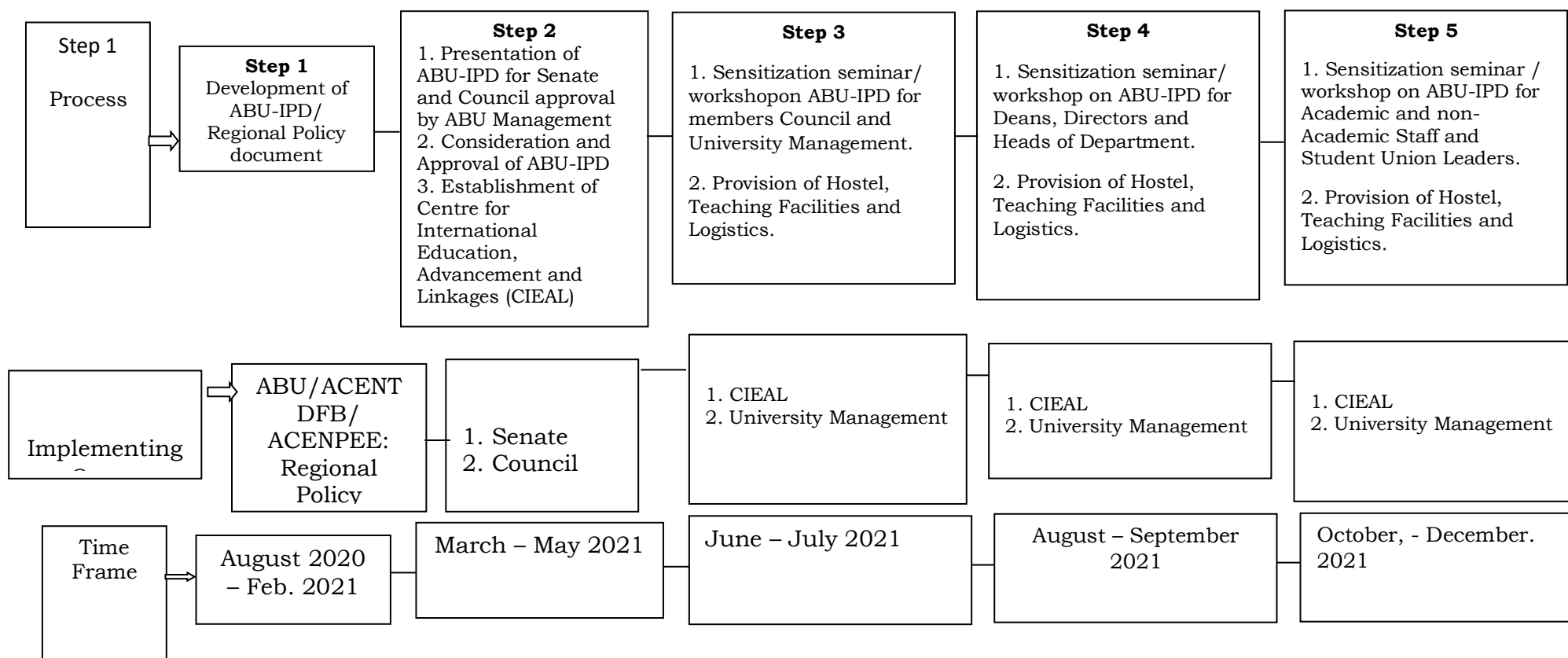
The co-opted members shall include the following:

- x. The Assistant Directors of the Centre
- xi. The Finance Officer of the Centre

3.3 Management Committee: Shall consist of the following members:

- i. Director of the Centre as Chairman
- ii. Deputy Director as Vice Chairman
- iii. Assistant Directors
- iii. Finance Officer
- iv. Internal Auditor
- v. All Desk Officers of the Centre
- vi. Secretary of the Centre as Secretary of the Committee.

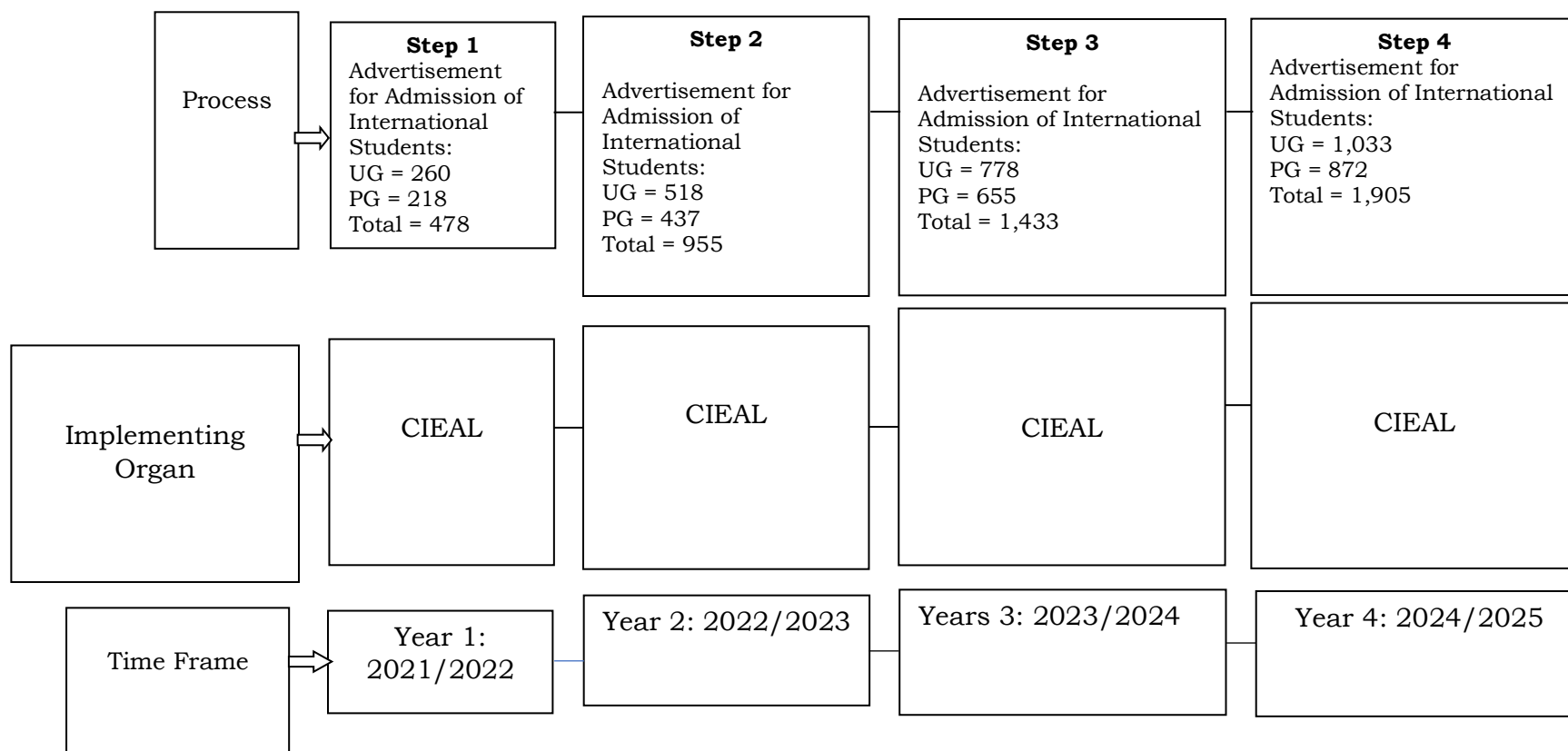
B5. Phase I: Proposed Road Map for Internationalisation of Education in ABU: Establishment of Centre for International Education, Advancement and Linkages: Senate and Council Approval of ABU- IPD



Key:

ABU: Ahmadu Bello University, Zaria
 NUC: National Universities Commission
 AAU: Association of African Universities
 IAU: International Association of Universities
 GUNI: Global University Network Initiatives (GUNI)
 ABU-IPD: ABU Internationalisation Policy Document

B6. Phase II: Proposed Road Map for Internationalisation of Education ABU: A 4 Year Admission Plan for International Students Into ABU (2021/2022 to 2024/2025)



Key:

ABU: Ahmadu Bello University, Zaria

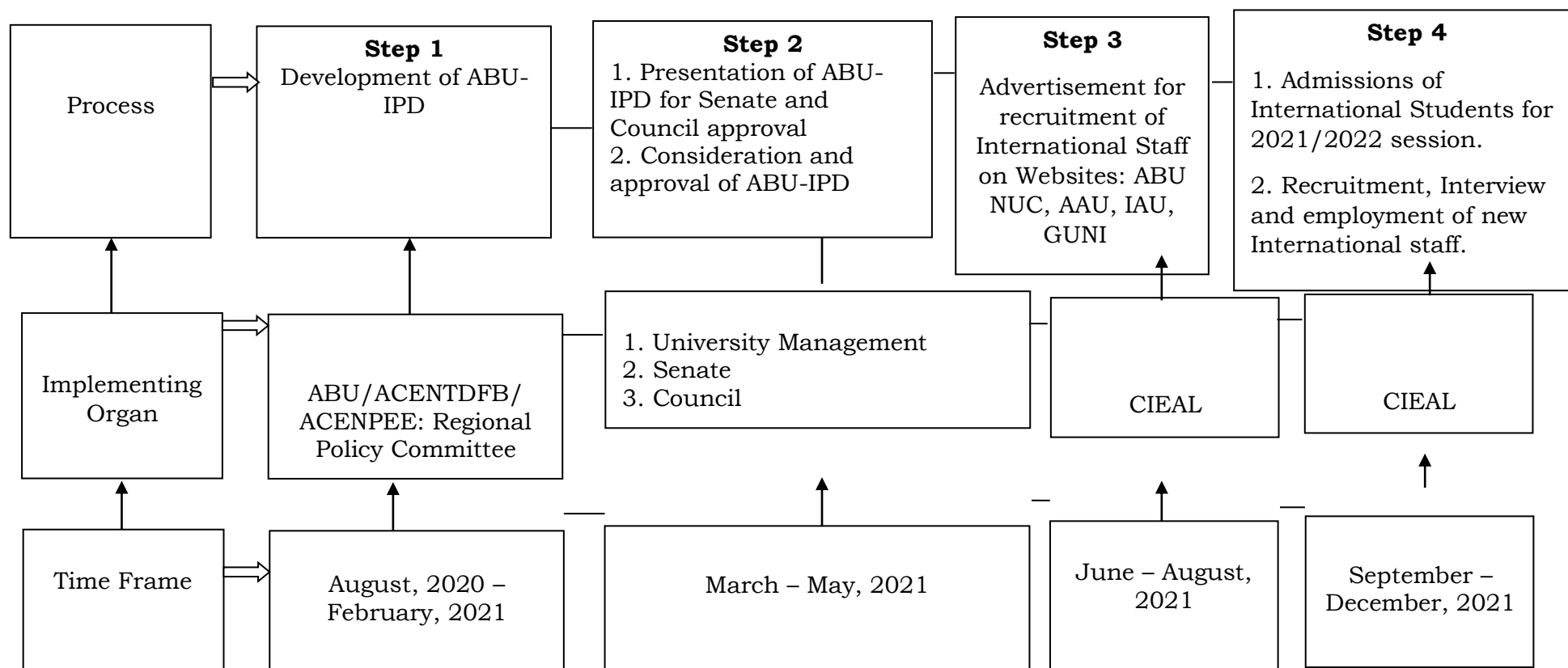
CIEAL: Centre for International Education, Advancement and Linkages

UG: Undergraduate

PG: Postgraduate

ABU-IPD: ABU – Internationalisation Policy Document

B7. Phase iii: Proposed Road Map for Internationalization of Education in ABU: A 4-year Recruitment Plan for International Staff



Key:

ABU: Ahmadu Bello University, Zaria
 NUC: National Universities Commission
 AAU: Association of African Universities
 IAU: International Association of Universities
 GUNI: Global University Network Initiatives (GUNI)
 ABU-IPD: ABU Internationalisation Policy Document

5.2. Term of Reference 2: Develop Admission Processes for International Students

A. Policy Statements

1. The University shall proactively solicit for and admit qualified international students into its degree, sub-degree and certificate programmes.
2. Admission of all international students into the University shall be coordinated and managed by the CIEAL.
3. Admissions of all international students shall be processed through the online portal of CIEAL.
4. The University shall enhance its learning environment through the provision of standard curricula, improved teaching and learning laboratory facilities and reliable support services such as electricity and water supply, good sanitation and healthcare services and excellent catering services.
5. The University shall provide a dedicated and befitting hostel accommodation for international students who require it.
6. The University shall establish and maintain an efficient and effective English language proficiency programme in the CIEAL for the benefit of non-English speaking international students.
7. In consultation with the students and CIEAL (especially for PhD), academic Departments shall appoint an Academic Adviser/Mentor/Supervisory Committee for international PG students.

B. Admission Process and Procedure for International Students

B1. Information for International Students

- The Centre for International Education, Advancement and Linkages (CIEAL) website should dedicate a section to inform international students about Nigeria, the University community and environs, life on campus, programmes offered, method of application, travels, immigration requirements, residency, etc.
- Information on admission process could also be disseminated on online platforms (targeted e-mails, web banners, etc.), diplomatic missions of ECOWAS, other African countries and the rest of the world and using admission agents and consulting firms.

B2. Financial Requirements

- The cost of study in Ahmadu Bello University is comparatively affordable.
- An undergraduate student would require from US \$ 2,500 to US \$ 2,900 per academic session, depending on the course of study.
- A postgraduate student needs US \$ 3,200 to US \$3,600 per academic session, depending on the programme.

B3. Method of Payment

- Payments should be made by international students into the dollar account of the University.

B4. Application Requirements

- Applications are made online. Click [here](#)
- All supporting documents should be uploaded with the application.
- Application deadlines are indicated on the form.
- Late applications would be deferred to the next admission exercise.
- The language of teaching at the University is English.

- Applicants should take English Language proficiency test with minimum scores in Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or equivalent.
- However, there is a provision for admitted student to undergo a 6 to 12 month English Language immersion course at an additional cost before commencement of the programme. Affected students may register before the commencement of the semester.

B4.1. Undergraduate Applicants

- O-Level for 100 Level or an A-Level (High School) certificate for direct entry to 200 Level. Equivalent qualifications would be considered.
- Valid international passport.
- Passport-sized photograph
- Age requirements (16 years of age). A letter of parental/guardian consent may be required from younger applicants.
- Evidence of finance to cover the cost of study or proof of sponsorship.
- *Applications are made through CIEAL.*

B4.2. Postgraduate Applicants

- For Master's and PhD applicants, a good Bachelor, Master's degree, postgraduate diploma or their equivalents is required.
- Transcript of academic records.
- Valid international passport.
- Passport-sized photograph.
- One letter of academic reference.
- An interview (online) in some programmes.
- Evidence of finance or proof of sponsorship to cover the cost of study.

B4.3. International Transfer Students

- Ahmadu Bello University welcomes international transfer students. Undergraduate students require a minimum of 2.0 to 2.4 cumulative grade point average (CGPA) approved by the sending university. Copies of the academic transcripts would be required.
- Applications are made on the website of CIEAL before the commencement of the next session.
- Postgraduate students may transfer course credit units for Masters and Doctor of Philosophy from an accredited university, subject to satisfactory evaluation by the CIEAL in conjunction with the relevant programme.

B5. Admission Letter and Acceptance

- Notification on the status of the application would be communicated to the applicant once decision is made.
- Candidates are selected based on qualification, enrolment capacity of programmes and research focus of the University.
- Acceptance of offer of provisional admission is required on receipt of the admission letter. Tuition deposit can then be paid as outlined above.
- Visa application is made at the Nigerian mission.

C. Immigration Requirements

International students require Subject to Regularisation (STR) Visa.

C1. Eligibility for Subject to Regularisation Visa

- i. Expatriate employees of Companies and their dependants
- ii. Expatriate Technical officials of Missions
- iii. Foreign Students
- iv. Missionaries / Clerics and their dependants

- v. Research Fellows
- vi. Expatriate Staff of Non-Governmental Organisations (NGOs) and their dependants
- vii. Expatriate Staff of International Non-Governmental Organisations (INGOs) and their dependants
- viii. Government Officials (GOs) and their dependants
- ix. Expatriates employed by companies operating in Free Zones and their dependants

C2. Requirements for Principal (Applicant)

- Formal application for STR Visa from the Employer / Institution accepting Immigration Responsibility
- Valid Passport with a minimum of 6 months validity and at least 2 blank pages for visa endorsement
- 2 passport sized photographs (35/40mm) taken within the last 6 months on white background
- Duly completed Visa Form IMM22
- Expatriate Quota Approval *
- Evidence of financial support
- Letters of Offer of Appointment and Acceptance of Offer
- Educational qualifications and Curriculum Vitae
- Extract of Board Resolution**

Note:

- *Persons exempted from Quota: Expatriates of companies operating in the Free Zones, Foreign Students, Expatriate Technical Officials of Missions, Expatriates of International Non-Governmental Organizations (INGO) and Government Officials*
- *** Applicable to CEOs, MDs and GMs of Companies*
- *Important: Application for STR Visa should be made at Country of Residence*

C3. Requirements for Dependants

- Evidence of Regularization of Principal*
- Marriage Certificate of Spouse
- Birth certificate for children confirming nexus

Note: Applicant(s) may be invited for interview

C4. Validity

90 Days

NB: Applicant(s) can be invited for interview

C5. How to Apply

Step 1:

1. Apply online and complete the **online visa application form IMM22** and print two (2) copies of the completed form.

Step 2:

Make online payment **here** and print your payment receipt.

NB: Successful online payment is NOT AN APPROVAL for STR

Step 3:

Affix 2 passport sized photographs to completed Visa Form IMM22, along with the other requirements and submit through any of the following:

- i. Via Post to the Embassy/High Commission/Consulate of Nigeria where applicant is Resident
- ii. In person at designated Visa Application Centre (where applicable) or,
- iii. In person at the Embassy/High Commission/Consulate of Nigeria where applicant is Resident.

C6. Timeline

Maximum of seven (7) days from receipt of application.

C7. Fees

See table of fees [here](#)

D. Arrival in Zaria

- Students may arrive in Zaria, where Ahmadu Bello University is located through NnamdiAzikiwe international airport located in Abuja (Federal Capital), about 265 km or Malam Aminu Kano international airport in Kano, about 160 km. This will depend on airline of choice.
- Students from neighbouring countries may choose to travel by road.
- The affairs of international students are to be handled by the CIEAL. On arrival, students would report to (or with prior arrangement be received by) the officials of CIEAL.

D1. Registration

- Registration is done online, when the financial and other requirements are fulfilled. However, all certificates would be screened physically as part of the registration process.

D2. Health Insurance

All students must register for the Group, Individual and Family Social Health Insurance Programme (GIFSHIP) which caters for the health care needs of international students in tertiary institutions in Nigeria.

D3. Accommodation

A decent and affordable accommodation would be available to all interested international students on campus.

E. Admission Forms



PROPOSAL

Passport

AHMADU BELLO UNIVERSITY, ZARIA
CENTRE FOR INTERNATIONAL EDUCATION
ADVANCEMENT AND LINKAGES

APPLICATION FORM FOR ADMISSION OF INTERNATIONAL STUDENTS
(UNDERGRADUATE)

A. BACKGROUND INFORMATION

1. Surname: _____
(Block Letters)
2. Middle Name: _____
3. First Name: _____
4. Gender Male ☐ Female ☐
5. Nationality
6. Date of Birth:
 D D M M Y YY Y
7. Permanent Home Address: _____
8. E-mail: _____ Phone No: _____
9. Name and Address of Next of Kin: _____

10. Phone No. of Next of Kin: _____
11. Correspondence Address (If it is different from the above)

B. ACADEMIC RECORDS**12. Academic Qualifications:****a. Primary Education:**

i. Name of School: _____
Town From To
YYY YYY

ii. Name of School: _____
Town From To
YYY YYY

b. Secondary Education:

i. Name of School: _____
Town From To
YYY YYY

ii. Name of School: _____
Town From To
YYY YYY

13. Detail of Results ('O' Level/High School)

Subject	Grade	Year
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Detail of Results ('A' Level/Diploma/Baccalaureate)

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

C. COURSE APPLICATION**Detail of Desired Course –**

Please refer to the University prospectus to study the Available courses, Scope, Departments, Faculties and Colleges/ Schools

1st Choice

Course Department Faculty/College/School

2nd Choice

Course Department Faculty/College/School

If you are not considered for your 1st Choice, are you willing to accept an alternative course?

Yes No.

If your answer is yes, indicate alternative(s):

1st Alternative 2nd Alternative
1st alternative 2nd alternative

D. ENGLISH PROFICIENCY

On the scale of 1 – 5 (from lowest – highest) Please provide an assessment for your proficiency in English Language.

		1	2	3	4	5	None
-	Reading	0	0	0	0	0	0
-	Writing	0	0	0	0	0	0
-	Speaking	0	0	0	0	0	0

If none or low, are you prepared to undertake a one-year English proficiency programme?

Yes No.

E. UPLOAD OF CERTIFICATES

Please click the following links to upload scanned copies of your declared certificates.

1. Signature: _____ Date:

F. FOR OFFICE USE ONLY

1. Comment of Director, CIEAL.

2. Recommendation from Admission's Office

3. Approval of Vice-Chancellor



PROPOSAL

Passport

AHMADU BELLO UNIVERSITY, ZARIA
CENTRE FOR INTERNATIONAL EDUCATION
ADVANCEMENT AND LINKAGES

APPLICATION FORM FOR ADMISSION OF INTERNATIONAL STUDENTS

(POSTGRADUATE)

A. BACKGROUND INFORMATION

1. Surname: _____
(Block Letters)
2. Middle Name: _____
3. First Name: _____
4. Gender Male ☐ Female ☐
5. Nationality
6. Date of Birth:
 D D M M YY Y
7. Permanent Home Address: _____
8. E-mail: _____ Phone No: _____
9. Name and Address of Next of Kin: _____

10. Phone No. of Next of Kin: _____
11. Correspondence Address (If it is different from the above)

B. ACADEMIC RECORDS

12. Academic Qualifications:

a. Secondary Education:

i. Name of School: _____
Town From To
YYY YYY

ii. Name of School: _____
Town From To
YYY YYY

13.a. Detail of Results ('O' Level/High School or its Equivalent)

Subject	Grade	Year
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

13.b. Detail of Results ('A' Level/Diploma/Baccalaureate)

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

13.c. Detail of 1st DegreeClass of 1st Degree

CGPA

13.d. Detail of 2nd Degree

Class of Degree

CGPA

13.e. Detail of Postgraduate Diploma

Name

Class

CGPA

13.f. Any Other Relevant Qualification

Name

Class

CGPA

C. COURSE APPLICATION
Detail of Desired Course

Please refer to the University prospectus to study the Available courses, Scope, Departments, Faculties and Colleges/Schools

1st Choice

Course Department Faculty/College

2nd Choice

Course Department Faculty/College

If you are not considered for your 1st Choice, are you willing to accept alternative course?

Yes No.

If your answer is yes, indicate alternative(s):

D. ENGLISH PROFICIENCY

On the scale of 1 – 5 (from lowest – highest) Please provide an assessment for your proficiency in English Language.

		1	2	3	4	5	None
-	Reading	0	0	0	0	0	0
-	Writing	0	0	0	0	0	0
-	Speaking	0	0	0	0	0	0

If none or low, are you prepared to undertake the one year immersion programme?

Yes No.

E. UPLOAD OF CERTIFICATES

Please click the following links to upload scanned copies of your certificate.

F. Provide Personal Statement/Motivational Letter (Ph.D only) Not more than 250 words

G. Research Proposal (for Ph.D only; not more than 500 words)

H. Name of proposed academic Mentor/Supervisor/Advisor (for Ph.D only)

Name: _____

Department: _____

Faculty/College/School: _____

I. Declaration/Certification: I certify that the information given in this document are a true reflection of what obtains.

Signature: _____ Date: _____

J. FOR OFFICE USE ONLY

1. Comment of Director, CIEAL.

2. Recommendation from Admission's Office

3. Approval of Vice-Chancellor

5.3. Term of Reference 3: Develop recruitment procedure and conditions of service for international academic staff

A. Policy Statements

1. There shall be a document referred to as “Regulations Governing the Conditions of Appointment and Service of International Staff of Ahmadu Bello University, Zaria”.
2. These Regulations shall be reviewed from time to time subject to the approval of Council.
3. International staff of ABU shall be considered as guest of the University and therefore their welfare and security are important.

B. Policy Procedure

B1.0. Recruitment Procedure for International Staff

1.1 Title

Recruitment Procedure for International Staff at Ahmadu Bello University

1.2. Purpose

The overall aim of this procedure is to recruit and retain international staff of highest quality and ensure a safe and motivated working environment for them.

1.3. Scope

The principles described in this procedure will apply to every international applicant who desires to work at Ahmadu Bello University as a staff on sabbatical, visiting, postdoctoral or fixed-term appointment on contract basis.

1.4. Procedures and Guidelines

Ahmadu Bello University shall be committed to equal opportunity principles while promoting diversity. As much as possible, all international recruitments

shall be on a dedicated online platform for ease and transparency. The process described in what follows herein is designed to achieve the best match between individual's knowledge and skills, experience and character, the requirements of the vacant post and recognition of the need for flexibility to respond to changing conditions.

The recruitment process shall start as soon as a vacancy or need for specific competencies or unique opportunity has been identified. Before any action is initiated, careful consideration shall be given to the necessity for filling the post, the tasks to be undertaken and the skills, attributes and behaviours required to do the job.

- i. All appointments must be authorised by the Vice Chancellor to ensure consistency of employment practice and that budget requirements are met.
- ii. All adverts must be placed on the websites of the university, the National Universities Commissions (NUC) and of some international organisations such as Association of African Universities (AAU), International Association of Universities (IAU) and Global University Network Initiatives (GUNI).
- iii. Ahmadu Bello University reserves the right to convert a short-term contract position for existing staff to a long-term contract should a position, need or opportunity become available.
- iv. All contract appointments of 12 months or more duration shall be advertised and subject to competitive selection procedure. Advertisements may be internal only or published simultaneously internally and externally.
- v. Posts may be advertised internally where it is anticipated that suitable candidates exist in response to specific needs. The aim of advertising is to attract a wide range of high-quality candidates from diverse backgrounds.

- vi. Specific candidates with the desired skills and competencies may be searched for and advised to apply for available opportunities to fill identified skills gap. This shall not require any advertisement and applicable to sabbatical and visiting appointments.

1.5. Recruitment Documentation

These steps are essentially applicable to appointments related to all international staff.

- i. Prior to advertising, a job description which describes the purpose, duties and responsibilities shall be prepared.
- ii. The qualifications, skills, experience, knowledge, aptitudes and abilities that are essential and desirable for the post shall also be identified.
- iii. The job description and person specification shall be used throughout the recruitment process to develop the shortlisting and selection criteria.
- iv. A draft advertisement shall be drawn up by the CIEAL in consultation with the relevant Dean of Faculty/Director of Institute or Centre and Vice Chancellor before the post is advertised. Adverts shall state that employment is subject to satisfactory references.

1.6. Application procedure

Candidates applying for a position shall be required to apply and provide the following documents through: jobs@abu.edu.ng:

- i. an application letter;
- ii. curriculum vitae detailing applicant's biodata, previous educations, academic and professional qualifications and relevant trainings, work experience, list of publications with full bibliography;
- iii. scanned copies of certificates and other relevant documents; and
- iv. names, affiliations and email addresses of three professional referees.

1.7. Acknowledgment

All applications received shall be acknowledged.

1.8. Application Screening

The CIEAL shall retain and record all original application materials, conduct the initial reviews of the applications and forward all longlisted staff applications to the Head of CIEAL.

1.9. Shortlisting

Shortlisting shall be done as soon as possible after the closing date for submission of applications. The Director of CIEAL in consultation with the relevant Dean/Director and Head of Department/Unit. Shall undertake Shortlisting

1.10. Invitation to Interview

- i. After the shortlist has been decided, the shortlisted candidates shall be notified as soon as possible.
- ii. Invitation to interview shall be conveyed in writing by electronic means such as emails, Short Message Service (SMS), etc. Adequate time shall be given between invitation and interview to allow for reference checks to take place and to enable candidates adequate time to prepare for their interview.
- iii. While the University shall work hard to obtain references prior to the interview day, the right of the candidate to consider employment in another organization without notifying the current employer shall be respected at this stage. However, reference checking of the very last employment will be an inevitable requirement before a job can be offered.

1.11. Interview

- i. Each applicant must be interviewed, even where there is only one candidate.
- ii. When an interview in person is not possible, a virtual interview shall be organised.
- iii. Departmental Heads/Deans/Directors and the Head of CIEAL (as Chairman) shall participate in interviewing the applicants along with the Chairman of the relevant Complex Appointment and Promotion sub-committee, the representative of Human Resources Development unit of the Registry, while the Administrative Secretary of CIEAL is to serve as the Secretary.
- iv. Where appropriate, the selection process may include additional activities such as presentations.
- v. Candidates should be asked technical, competency and personal questions as well as interpersonal question(s).

1.12. Recruiting Expenses

When shortlisted candidates will incur travel, hotel and transportation expenses, the Head of CIEAL shall obtain the prior approval of the Vice Chancellor and notify the candidate of the reimbursement procedures.

1.13. After Interview

- i. The choice of the candidate shall be made by the interview panel. The panel may identify a first and second choice candidate.
- ii. A conditional offer may be made to the successful candidate by the Registrar pending completion of routine clearances. A final offer cannot be made until all pre-employment checks have been completed.
- iii. Candidates who were interviewed but not selected shall be notified by the CIEAL by a letter or email.

- iv. In no way shall the University attempt to induce any person to break a contract already signed with another organisation.

1.14. Routine Employment Checks

For all international staff appointments, candidates will have to provide a security clearance from the last country of employment. In addition, the following documentations are essential:

- i. Three written references (on ABU's reference forms) which make specific reference to candidate's suitability to work in the University.
- ii. An explanation of any gaps in the CV (recorded in writing by an interviewer)
- iii. The verification of the qualifications.
- iv. The verification of the identity (copy of passport and birth certificate).
- v. The verification of eligibility of the applicant to legally work in Nigeria.
- vi. The submission of a self-declaration of non-criminal conviction record.
- vii. Staff appointed will have to provide personal information such as permanent home address, social security and national identity details, marital status, bank details, etc.

1.15. Contract

Upon completion of employment documentation, the candidate shall be issued an electronic version of the contract with copies of ABU Conditions of Service for International Staff as well as the Staff Handbook. The appointed staff shall be required to submit a signed letter of acceptance of the terms and conditions contained in the offer and contract. A hard copy of the signed contract is to be submitted by the appointed staff during documentation.

1.16. Relocation Assistance

- i. For newly-appointed employees moving to Nigeria, the University shall cover the cost of travel (justified by receipts) at the beginning of the

contract. This refund shall be made within 30 days of arrival of the new employee.

- ii. The University shall accommodate the employee in an on-campus residence. Where such is not readily available, CIEAL shall provide a temporary on-campus guest house pending availability of a permanent accommodation.
- iii. The CIEAL shall support the newly recruited staff to comply with all immigration procedures.

1.17. New Employee first days

- i. The new employee is required to report at the CIEAL on their first day at work to complete all required administrative documentations.
- ii. New employees shall be given training and orientation activities such as campus tour, registration of institutional email account and internet access, guidelines for mobile phone registration, opening of bank account, acquisition of driver's license, registration with University Medical Centre and health insurance, language support programme (if necessary), specific training for the job and other departmental requirements, etc
- iii. For health, safety and security reasons, new staff members will be provided with:
 - a. Building security information
 - b. Fire and other emergency evacuation procedures
 - c. Accident and incident reporting procedures.

1.18. Probation

A probationary period equivalent to a quarter of the contract duration shall apply to all newly appointed staff and shall be stipulated in each individual contract.

5.3.1. Conditions of Service for International Academic Staff

CHAPTER ONE

1. TITLE AND COMMENCEMENT

These Regulations shall be cited as “Regulations Governing the Appointment and Conditions of Service of International Staff of Ahmadu Bello University, Zaria”. The Regulations shall come into effect from the date of Council approval.

Where any provision of these Regulations is inconsistent with the University Laws and Statutes, the University Laws and Statutes shall prevail to the extent of the inconsistency.

2. Interpretation

In the event of any question regarding the interpretation of these Regulations, except on financial matters, the question shall be referred in the first instance, to the Registrar and thence, on appeal, to the Vice Chancellor. In the case of financial matters, the question shall be referred to the Bursar and thence on appeal, to the Vice Chancellor.

3 Application of Regulation

These Regulations shall apply to all International Staff in all Units of the University

4. Definitions:

I. The University Law shall include CAP 14 Law of the Federation of Nigeria (1990), the Universities (Miscellaneous Provisions) Act (2003 as amended), CAP A14 Law of the Federation of Nigeria (2004) and the Universities (Miscellaneous Provisions) Amendment Act (2014); (hereinafter referred to as ‘the University Law)

II. **University:** means Ahmadu Bello University, Zaria as defined by the University Law and Statutes.

- III. **Council:** Council means the Council of Ahmadu Bello University as defined by the University Law and Statutes.
- IV. **Senate:** means the Senate of Ahmadu Bello University as defined by the University Law and Statutes.
- V. **Vice Chancellor:** means the Vice Chancellor of Ahmadu Bello University appointed in accordance with relevant University Law and Statutes.
- VI. **Registrar:** means the Registrar of Ahmadu Bello University appointed in accordance with relevant University Law and Statutes.
- VII. **Bursar:** means the Bursar of Ahmadu Bello University appointed in accordance with the relevant University Law and Statutes.
- VIII. **Centre:** means Centre for International Education, Advancement and Linkages (CIEAL)
- IX. **Board:** means the Governing Board of (CIEAL)
- X. **Director:** Means Director of the Centre for International Education, Advancement and Linkages
- XI. **Deputy Director:** means Deputy Director of (CIEAL)
- XII. **Department:** means any teaching, research or administrative Unit in Faculty, Directorate, Institute, Centre, Colleges, School or any other Unit so recognised by the University Law and Statute and/or by the Council.
- XIII. **Head of Department:**
 - i. A Head of Department means a person appointed by the Vice Chancellor as Head of an Academic Department in Faculties, Schools and Colleges.

A Head of Department also means a person appointed as Head of a Teaching, Research or Administrative Unit in Institutes, Directorates, Centres, Schools or any other unit recognised by the University Law and Statutes and/or by the Council.

- XIV **Superior Officer** means any officer higher in rank to another or Head of Department.
- XV **International Staff (hereinafter referred to as Staff):** means any non-Nigerian or Diaspora Nigerian appointed by Council to a teaching, research, extension and related positions and service Departments of the University.
- XVI **Appointment:** means Contract, Sabbatical, Visiting, Postdoctoral and Adjunct appointment.
- XVII **Academic member of Staff:** means any person appointed by Council to a teaching, research and/or extension post at the University as contained in the University Law and Statute and in the Conditions of Service of International staff of Ahmadu Bello University.
- XVIII **Academic Year:** means the twelve months period beginning from 1st October of one year to 30th September of the following year and containing two semesters or such other period as the University Senate may determine from time to time.
- XIX **Leave Year:** means the period from 1st October to 31st September of the following year.
- XX **Financial Year:** means the period from 1st January to 31st December of the same year.
- XXI **Emolument:** means approved salaries and allowances payable to entitled staff in the employment of the University.

- XXII **Increment:** means a pre-determined amount added to the annual emolument of an Officer in every calendar year.
- XXIII **Incremental Date:** means 1st January of every year provided such an Officer has spent at least six (6) months on a grade level with good performance.
- XXIV **Child:** in relation to a staff member, means a biological child of the staff member, legally adopted child or fostered child that is under the age of 18 years and is entirely dependent on the staff member.
- XXV **Family:** means the staff member, his spouse and up to a maximum of three children not exceeding 18 years of age.
- XXVI **Next of Kin:** means the person selected by the staff member as legal or personal representative.
- XXVII **Domicile:** for the purposes of these Regulations, shall mean the place where the staff member resides.
- XXVIII **Good Cause:** means satisfactory reason for which an action could be taken in respect of a matter.
- XXIX **Misconduct:** means any act that is prejudicial to the good name of the University and/or the proper administration of the affairs of the University.
- XXX **Gross Misconduct:** means a specific act of very serious wrong doing and improper behavior which is inimical to the image of the University and which can be investigated and if proven, may lead to dismissal.

CHAPTER TWO

APPOINTMENT

1. Power of Appointments

- a. All appointments are made by Council on the recommendation of the Appointments and Promotions Committee (A & PC.).
- b. After due appointment by Council or Vice Chancellor on its behalf, appointment letters shall be issued by the Registrar or an authorized member of the University Administration to whom a letter of acceptance should be sent within 6 weeks.
- c. All matters pertaining to recruitment and conditions of service of staff shall be coordinated and managed by CIEAL.
- d. All appointments, including the renewal of contract appointments are subject to medical examination conducted by the University Medical Centre or any Government recognized hospital/Medical Centre. All medical certificates and reports shall be kept by the Registrar and treated as strictly confidential, and copies shall be forwarded to the Director, University Medical Centre.

2. Types of Appointment:

- a. Contract Appointment: A non-pensionable full-time appointment for a period of 2 years in the first instance and renewable after every 2 years if required.
- b. Sabbatical Appointment: A non-pensionable non-renewable full-time appointment for a period of 1 year.
- c. Visiting Appointment: A non-pensionable part-time appointment for a period not greater than 1 year

- d. Postdoctoral Appointment: A non-pensionable full-time appointment for a period of 1 year and renewable only once.
- e. Adjunct Appointment: A non-pensionable part-time appointment for a period not greater than 1 year

3. Date of Assumption of Duty

Astaff member shall be deemed to have assumed duty from the date so communicated to the Registrar by his Head of Department.

4. Condition of Appointment

- a. An appointment may be renewed or terminated by the Vice Chancellor on behalf of A & PC upon the recommendation of the Head of Department.
- b. An appointment may be terminated forthwith for good cause by the Vice Chancellor.
- c. Either of the parties could terminate an appointment by one month's notice or paying one month's salary in lieu of notice.
- d. Only staff on contract as defined in section 2A above shall be entitled to 10% (basic salary) contract additions on monthly basis and contract gratuity at the expiration of the contract appointment as provided in the extant rules.
- e. International staff shall not belong to industrial unions and shall not take part in any industrial action.

5. Professional Registration

- a. Where necessary, staff appointed for teaching, research, and professional practice shall register with relevant and recognized Nigerian professional bodies where it is required and pay the necessary annual subscription fees.

- b. Staff appointed for the purpose of teaching and research activities only may not need to register with professional bodies in Nigeria.
- c. Any staff member who fails to comply with the provision of chapter 2 (5a) above may be sanctioned by the Vice Chancellor. Such sanctions may include, but not limited to the following:
 - Non sponsorship to conferences/workshops.
 - Loss of promotion.

CHAPTER THREE

EMOLUMENTS

1. Payment of Salaries

- a. Salaries shall be paid monthly to all staff on the basis of approved salary scales and as may be reviewed by the Council from time to time on the recommendation of the Board.
- b. Promotions shall take effect from 1st October and increments from 1st January of every year on the basis of the approved salary scales as may be reviewed by the council from time to time on the recommendation of the Board.
- c. The right to payment of salary may be forfeited for any period during which a staff is absent from duties without lawful reason or good cause. Appeals against such a decision may be made to the and thence to Council, under the same conditions as in Chapter 7 (5) of these Regulations.

2. Other Claims

Except where the Regulations require other specific authority, application for payment of entitlements should be made to the Bursar, or authorised representatives. If the eligibility of a staff member for a payment is in doubt, the matter shall be referred to the Registrar in line with these regulations. Appeal against a decision of the Registrar shall lie with the Vice Chancellor. The decision of the Vice Chancellor shall be final.

3. Responsibility Allowance

Responsibility allowance is payable at rates that are considered and approved by Council on the basis of existing practice as may be modified from time to

time. Same rate shall be applicable to officers in acting capacity provided there is a letter to that effect from the or any relevant authority.

CHAPTER FOUR

PROMOTIONS

1. Promotion of staff in all cadres shall be based on qualification, performance and conduct.
2. Promotions are considered by the Appointments and Promotions Committee and approved by the Council.
3. Promotions to the ranks of Reader/equivalent and Professor are subject to satisfactory external assessment.
4. Promotion shall take effect on 1st October of the year of promotion.
5. Promotions shall take place only when a staff member is qualified and there is provision for it in the Establishment and Annual Budget of the University and in accordance with the National Universities Commission's (NUC) approved staff structure.
6. Cases of promotion may be recommended by the Appointments and Promotions Committee on the submission of Heads of Department through the Complex Sub-Committees for approval by the Council.
7. Promotions shall normally be considered following a minimum waiting period of three years for academic staff except otherwise stated in the Guidelines for appointments and Promotions of senior staff. Details of the criteria and procedure for promotions are contained in the Guidelines for Appointments and Promotions of senior staff which may be reviewed from time to time.
8. No staff member shall be made to suffer any financial disadvantage arising from any promotion exercise except where Council approves notional promotion.

9. A staff member with a pending disciplinary case shall not be considered for promotion until cleared.
10. A staff member who feels unfairly denied promotion can appeal to the Chairman of Appointments and Promotions Committee. The letter of appeal shall be written through the Head of Department and the Chairman of the Complex Sub-Committee on Appointments and Promotions.

CHAPTER FIVE

DISENGAGEMENT FROM SERVICE

1. An appointment may cease due to any of the following:
 - a. Termination of appointment
 - b. Disengagement on medical grounds
 - c. Disengagement on grounds of public interest
 - d. Abolition of program/office and the staff member cannot be transferred to another program/office.
 - e. Dismissal
 - f. Death.

2. Termination of appointment

An appointment may be terminated at any time by the following:

- a. The Council in accordance with the University Law, Statutes and Regulations;
- b. The member of staff giving at least one month notice in writing or payment of one month salary in lieu to the Vice Chancellor and the latter's acceptance in writing. Unless otherwise agreed, such a notice shall for academic staff, coincide with the end of the academic year. Any member of staff, who terminates the appointment before its due date of expiry, will lose the gratuity and/or passages for that period.
- c. The Vice Chancellor, on behalf of the Council, for good cause, giving at least one month notice or payment of one month salary in lieu to the staff. The staff concerned may within seven days of being informed of the termination appeal in writing through the Registrar to the Council.

3. Disengagement on Medical Grounds

A staff may be disengaged on ground of ill health and total or permanent incapacitation as certified by the University Medical Board.

4. Disengagement on Grounds of Public Interest

A staff may be disengaged by the council on ground of public interest provided that such interests are spelt out in the letter of the disengagement.

5. Abolition of Program/Office and the Staff Cannot be Transferred to Another Program/Office

Staff may be disengaged by Council on grounds of restructuring or abolition of Program/Office and the Officer cannot be transferred to any other Program/Office.

6. Dismissal

A staff shall be dismissed by Council after being found guilty of gross-misconduct as defined in **Chapter 6** of these Regulations.

7. Death

Where a staff member dies, the appointment and payment of salary shall cease with effect from the date of death.

CHAPTER SIX

DISCIPLINE

1. General

All staff shall be of good conduct and character. All staff shall act in accordance with the rules and regulations that govern their appointment. In addition, disciplinary action shall be taken against any staff who commits an act of misconduct in compliance with the procedure outlined in **6(4)**.

2. Misconduct

Misconduct means any act that is prejudicial to the discipline and proper administration of the University. It includes specific acts of wrong doing or improper behaviour which are inimical to the good image of the University and which can be investigated and if proven may lead to termination or disengagement. Without prejudice to the definition, such acts of misconduct include:

- a. Absence from duty without lawful excuse.
- b. Refusal to carry out lawful directives.
- c. Negligence of duty.
- d. False claims against the University.
- e. Financial embarrassment.
- f. Unauthorized disclosure of official information.
- g. Unruly behaviour.
- h. Dishonesty.
- i. Drunkenness and Drug Misuse.

- j. Insubordination.
- k. Habitual lateness to work.
- l. Deliberate delay in carrying out official duties.
- m. Failure to keep records.
- n. Sleeping on duty.
- o. Improper dressing on duty.
- p. Hawking of merchandise in official premises.
- q. Malingering.
- r. Discourteous behaviour in public.
- s. Failure to exhaust internal mechanism in seeking redress.
- t. Committing any acts inconsistent with the proper performance of the duties for which the member of staff was employed.

3. Gross Misconduct

Gross misconduct is a specific act or any omission of very serious nature and improper behaviour which is inimical to the image of the University and which can be investigated and if proven, may lead to termination. Without prejudice to the definition, acts of gross misconduct include:

- a. Conviction on a criminal offence (other than a minor traffic or sanitary offence or the like).
- b. Withholding of files.
- c. Absence from duty without leave.
- d. Bankruptcy as defined by bankruptcy law.

- e. Serious financial embarrassment.
- f. Action prejudicial to the security of the State.
- g. Holding more than one full-time paid job without permission.
- h. Taking up any appointment without an approval.
- i. Divided loyalty.
- j. Sabotage.
- k. Willful damage to public property.
- l. Sexual harassment.
- m. Assault and battering.
- n. Any other act unbecoming of a public officer.
- o. Plagiarism.
- p. Bribery.
- q. Corruption.
- r. Embezzlement.
- s. Misappropriation.
- t. Fraud.
- u. Infringement of University copyright ownership.
- v. Examination malpractice.
- w. Falsification of records or accounts.
- x. Committing any other act which is inconsistent with the proper performance of the duties for which the member of staff was employed.

4. Disciplinary Procedure

- a. As soon as a Superior Officer becomes dissatisfied with the behaviour of any subordinate Officer, it shall be the duty of the Superior Officer to inform the subordinate Officer in writing, giving details of unsatisfactory behaviour and to call upon the staff member to submit within a specific period, such written representation as the staff may wish to make to exculpate oneself from disciplinary action.
- b. Where such Superior Officer is not satisfied with the written representation of the staff member, the Officer shall refer the matter to the Vice Chancellor who shall, if necessary direct the Registrar to commence disciplinary proceedings against the staff member.
- c. The Vice Chancellor shall ensure that proper and fair opportunity is given to the staff member to respond to the case.
- d. Where a proper case of misconduct has been established, the Vice Chancellor for good cause shall terminate the appointment of the staff as provided for under **Chapter 5 (2)** of this regulation.

5. Right of Petition/Appeal

Any staff dissatisfied with a disciplinary action taken under these Regulations shall have a right of appeal to the University Council only once through the Registrar not later than 28 days after Council decision. This right of appeal does not carry with it a right of personal appearance before the Council. The decision of Council on such an appeal shall be final.

6. Types of Disciplinary Measures

- a. Drawing attention to short-comings in writing
- b. Documented verbal reprimand
- c. Issuance of query

- d. Issuance of formal written warning
- e. Interdiction
- f. Suspension
- g. Deferment of increment
- h. Withholding of increment
- i. Demotion in rank
- j. Termination
- k. Surcharge for loss or damage to University property
- l. Any other sanction as may be prescribed by the Council.

a) **Drawing Attention to Shortcomings in Writing**

It shall be the duty of every Head of Department/Unit as soon as any fault or shortcoming in the work of a subordinate is observed, to draw attention to the shortcoming and to record that such has been done, with a view to improving the Officer's usefulness and efficiency.

b) **Documented Verbal Reprimand**

The Superior Officer should keep a record of the time, date and place the verbal reprimand was made. The subordinate should sign.

c) **Issuance of Query**

The Officer shall be notified in writing the grounds on which a disciplinary measure is proposed. The query should be precise and to the point and must relate to the circumstance of the offence, the Rules and Regulations the Officer has broken, the likely penalty and the period within which to respond, i.e. forty eight hours must be specified.

d) **Issuance of Formal Written Warning**

A Staff whose disposition in the opinion of the Head of Department/Unit/Section, is unsatisfactory may be issued a query. Where a Staff has been issued three queries and is unable to change, the officer shall be issued warning by the Registrar. Where a *prima-facie* case of misconduct has been established, the Staff shall be issued a warning on the directive of the Vice Chancellor.

e) **Interdiction**

- i. When a serious case that may lead to dismissal has been instituted against a staff, such a staff may be interdicted and shall be placed on not more than half salary with allowances until the determination of the case. The interdiction period shall not exceed six months. A staff member interdicted shall cease to report for duties but shall not leave the duty station without the approval of the Vice Chancellor and the Committee investigating the case.
- ii. Where a staff member is exonerated of the allegations, the staff shall be paid the full balance of the emoluments due for the period of the interdiction

f. **Suspension**

- a. When a *prima-facie* case has been established against a staff member involving gross-misconduct, such an Officer shall be suspended from the powers and functions of the Office and the Officer's emoluments shall not be paid until the case is determined.
- b. Where a staff member is exonerated of the allegations, the staff shall be paid the full balance of the emolument due for the period of the suspension.

g. Deferment of Increment

An increment may be deferred for not less than three months and not more than six months. A deferred increment may not be subsequently granted except with the approval of the Vice Chancellor.

h. Withholding of Increment

A staff member's increment for a particular year may be withheld. A stopped increment shall not be granted retrospectively.

i. Demotion in Rank

A staff member found guilty of misconduct under the University Statutes and Regulations may be demoted in rank. The effective date of demotion in rank shall be as approved by the Council.

j. Termination

The University may for good cause, terminate the appointment of a staff member in accordance with the provision of **Chapter 5 (2)** of these Regulations.

k. Surcharge for Loss or Damage to University Property

If at any time the University sustains a loss by reason of neglect or fault of any employee, the latter shall be liable to make good the loss or damage up to the maximum cost as may be assessed by a competent authority appointed by the . Any sum due to such employee by the University may be withheld to pay for such a loss or damage. Decision to hold an employee liable under this section shall be taken by the Head of Department who shall notify the Vice Chancellor.

f) Any other sanction prescribed by the Vice Chancellor or Council.

CHAPTER SEVEN: DUTIES AND LEAVE

1. Duties of Staff

- a. The duties of staff members shall be assigned by the Head of Department and shall include duties during vacations.
- b. For any absence of less than three days from duty during the semester, written approval of the Head of Department is required.
- c. For any absence from duty for more than three days and up to six days, the written approval of the Dean/Director is required.
- d. For any absence of more than six days from duty, the written approval of the Registrar is required.
- e. For any absence outside the country, staff members shall seek approval of the Vice Chancellor in writing.

2. Deferred Leave

Deferred leave is that which a staff member is granted in exceptional circumstances by the Registrar on the recommendation of the Head of Department to carry forward to the next leave year because of exigency of duty. It could be part of annual leave not fully exhausted or any leave approved for deferment.

3. Research Leave

Research leave of twenty six (26) days may be granted to academic staff by the Vice Chancellor on the recommendation of the Head of Department. The approval is subject to fulfilling either one or all of the following:

- a. Submission of invitation letter from the organization where the research would be undertaken.
- b. Submission of a proposal for the research work to be undertaken.

4. Casual Leave

Casual leave is the absence of a staff member from duty for a short period not exceeding seven calendar days. The casual leave shall only be granted by the Registrar after exhaustion of the Officers annual leave. Casual leave is deductible in advance or arrears of earned leave.

5. Maternity Leave

- a. Maternity leave is the authorized absence from duty of a serving female staff member granted by the Registrar on account of pregnancy covering the pre-natal and post-natal periods. A female member of staff who is pregnant is entitled to sixteen (16) weeks maternity leave at a stretch with full pay beginning not less than four (4) weeks from the expected date of delivery as certified by a doctor.
- b. Application for maternity leave should be submitted to the Registrar through the Head of Department accompanied by a medical certificate showing the expected date of delivery at least one month before the expected date of delivery. Where an application is not received, the staff member may lose the maternity leave. The annual leave for that year shall however be regarded as part of the maternity leave. Where the annual leave had been enjoyed before the grant of maternity leave the part of the maternity leave equivalent to the annual leave shall be without pay.

6. Sick Leave

- a. Sick leave is the absence of a staff member from duty on account of ill-health as recommended by a government recognized Healthcare Provider.
- b. A staff member prevented by illness from carrying out the duties of the office is expected to inform the Head of Department in writing and seek medical attention promptly.

- c. If the illness exceeds one month, it must be reported to the Registrar and the University may require the staff member to be examined by a recognized medical practitioner doctor who shall submit a confidential report to the Registrar. On consideration of such a report, the Registrar may grant sick leave on full pay up to six months from the date on which the staff member became incapable of work, but the total amount of sick leave granted with pay shall not normally exceed six months in any two years.
- d. If a staff member is unable to resume work when this period of sick leave is exhausted, a report by a Medical Board constituted by the Vice Chancellor shall be obtained.
- e. The recommendations of the Medical Board shall be forwarded to the Vice Chancellor who shall take decision on behalf of Council for ratification.

CHAPTER EIGHT

HEALTH SERVICES

1. Health Services

The University shall maintain health services for its staff members and their families in line with the National Health Insurance Scheme (NHIS). It shall be the duty of each member of staff to take care and ensure the good health of the entire family. A staff member, spouse and a maximum of three dependent children who are 18 years and below are entitled to medical services under the NHIS. The staff member should ensure proper registration with a primary health care provider of his choice.

2. Treatment Overseas

The University accepts no liability for medical or dental expenses incurred outside Nigeria, but the Vice-Chancellor on the recommendation of a Medical Board, may authorize the referral of cases for treatment outside the Country subject to existing government policy.

3. Insurance

A staff member going abroad on approved trips, shall be obliged to take Health Insurance Policy where such policy exists.

4. Termination of Appointment due to Illness

The University may terminate a staff member's appointment at any time for inability to work due apparent illness, and refusing to undergo medical examination. The notice of termination shall be three months for contract appointment of one to two years and 1 month for contract appointment of less than one year.

5. Convalescence Period

If a member of staff is absent from work for a period exceeding one month due to illness or injury and it is medically certified that for part or all of the time, the staff was in a state of convalescence or with a minor injury not seriously impairing his well-being, then such period may be set against any other leave due to him.

CHAPTER NINE

PASSAGES AND BAGGAGE

1. Entitlement to Passage

The University shall provide or pay for transport for staff members and their families as set out below:

- a. On first appointment of a staff the spouse and up to three children (as defined in **Chapter 1** of these Regulations) are entitled to passage from the place of recruitment or in exceptional cases, another place as agreed by the University at the rates specified in the extant circular.
- b. On expiry of a contract or termination of appointment for staff, the spouse and three children are entitled to passage from the university to the domicile, provided the cost is not greater, to another place as agreed.
- c. When travelling on University business within or outside Nigeria, the university shall pay for the transport for the staff only.

2. Mode of Transportation

All transport for the purposes set out in **Chapter 9 (1)** above which the University will provide or pay for, shall be the most direct and economical possible route. Within other countries, the most economical mode of transport should be used and where road transport is used, the approved prevailing rate may be refunded. When the University pays for air fares, the standard fare between the airport and the air terminal and airport taxis may be refunded provided that the ticket stubs are submitted. No transport at the University expense will be approved in any case where the journeys are to be paid for by any other body.

3. Declaration of Domicile

When a staff member is appointed, the domicile (country and town) shall be declared which shall be the basis of determining transport entitlements. Evidence may be required in support of any declaration or change of domicile.

4. Baggage Allowance

- a. On first appointment, a member of staff recruited from outside Nigeria may be paid a baggage allowance on such terms and conditions as the University may determine from time to time. In exceptional cases, additional refunds may be authorized by the Vice-Chancellor. These provisions will not apply if the transport and baggage are paid for by any other body.
- b. Excess Baggage Allowances for Staff members recruited from overseas and on final departure which may be reviewed from time to time as applicable:
 - i. A staff accompanied by air:

50kg excess baggage	-	Single
100 kg excess baggage	-	Double
 - ii. Unaccompanied by air:

100kg excess baggage	-	Single
200kg excess baggage	-	Double
 - iii. Unaccompanied by sea:

2 cubic metres	-	Single
4 cubic metres	-	Double

- c. On first appointment, an international staff recruited from within Nigeria may be refunded the expenses of packing and transporting of baggage to the University as the Vice Chancellor may reasonably determine. A similar payment shall be made to a member of staff on final departure from the University to a destination in Nigeria.
- d. The refund as cited in 9 (4c) above is subject to application supported with relevant documents which the Vice Chancellor may consider and reasonably determine.
- e. For financially autonomous Institutes/Centres, the refunds as cited in 9 (4c) above shall be approved by the Director.

CHAPTER TEN

ALLOWANCES

For the purpose of these Regulations, an earned allowance is a monetary benefit other than those allowances normally embedded in the salary granted to a staff member for a specific purpose. The following allowances are payable:

1. **Duty Tour Allowance**

Duty tour allowance is granted to enable staff members pay for lodging and feeding expenses during official tours duly approved by the Vice Chancellor or representative. The rates applicable are as may be specified in the extant circular by the Federal Government.

2. **Transport and Local Running Allowance**

- a. Transport allowance shall be paid to all staff members when travelling to towns and cities where air transport services do not exist at the rates specified in the extant circular.
- b. For the purpose of local running, staff members shall be granted 30% of their duty tour allowance in addition to airport taxi at the prevailing rates.

3. **Estacode Allowance**

- a. Staff members shall be eligible for estacode allowance subject to the approval of the Vice Chancellor. Estacode allowance shall be paid at the rates specified in the extant circular.
- b. Where the cost of accommodation or hotel expenses of a staff member travelling abroad is met by the host government or institution, such a staff member shall be entitled to estacode supplementation allowance as follows:

- i. Where the Donor providing the training as a form of technical assistance also provides free boarding and lodging, the staff member concerned shall be entitled to 10% of the appropriate estacode for the whole duration of the course. In other words, full estacode for the first 28 days is not payable.
- ii. Where the Donor providing the training provides free lodging alone, the staff member concerned shall be paid 40% of the appropriate estacode throughout the duration of the training to meet burden and incidental expenses. Full estacode for the first 28 days is not payable.
- iii. Where the Donor provides free lodging plus cash allowance, the staff member shall claim the cash difference between the cash payment by the Donor and 30% of the appropriate estacode. In other words, full estacode for the first 28 days is not payable.
- iv. However, where the Donor merely gives the staff member cash towards the cost of boarding and lodging and other incidentals, the staff member is entitled to receive the difference between the total cash paid by the host government agency and the estacode rate payable. Such a staff member shall receive full estacode for the first

28 days and 30% of the appropriate estacode for the remaining period of the training, less the cash payment made by the Donor.

4. **Warm Clothing Allowance**

- a. A staff member that is required by the University to proceed to a foreign country on duty or an approved course of instruction will be eligible to warm clothing allowance as may be specified in the extant circular.
- b. The warm clothing allowance is not payable to a staff member under the following conditions:
 - i. If the duty or course is undertaken during the staff members' normal vacation leave spent in a country with a cold or temperate climate;
 - ii. If the duty or course is entered upon as a result of the staff members' own application and is taken in conjunction with his normal vacation leave; and
 - iii. If the duty or course which the staff member is directed to undertake takes place earlier than three years from the date on which the staff last drew warm clothing allowance.

CHAPTER ELEVEN

HOUSING AND MUNICIPAL SERVICES

1. Allocation of Housing

- a. International staff are eligible to apply for University accommodation in accordance with existing University policies which are stipulated in the letters of allocation.
- b. Housing, shall be provided for eligible staff members for which economic rent shall be charged. This rent does not include municipal services charges such as electricity, water and internet facilities.
- c. A married female member of staff employed by the University in the same station as her husband shall not be eligible to separate University housing. Where both spouses are employed by the University and live together, rent shall be deducted from the salary of the one allocated the quarters.
- d. Rent shall be charged during the absence of a member of staff unless the house is vacated or made available for temporary re-allocation on request by the University administration.

2. Electricity and Water Rates

Staff members are also required to oblige to the conditions on payment of electricity tariffs and water rates as follows:

- i. The University shall charge occupants of its houses through prepaid meters installed in the houses.
- ii. The University may charge occupants of its houses appropriate water rates.

- iii. All occupants of University quarters shall abide by the rules and regulations governing the allocation of such quarters as stipulated in the letters of allocation and tenancy agreement signed by each occupant.

CHAPTER TWELVE

GRATUITY AND OTHER BENEFITS

1. Gratuity: At the end of a two-year contract period staff shall receive 15% of the total emolument over the contract period as gratuity.

2. Nigeria Expatriate Supplementation Scheme (N.E.S.S)

Expatriate staff who are in the Science based disciplines and who are in the Senior Lecturer cadre and above, may benefit from NESS. This is in addition to the privilege of expatriating up to 75% of the total local salary.

NESS Entitlements:

North America

Professor	-	13,000.00 USD
Associate	-	11,000.00 USD
Senior Lecturer	-	9,000.00 USD

Europe

Professor	-	9,000.00 USD
Associate	-	8,000.00 USD
Senior Lecturer	-	7,000.00 USD

Asia and Africa

Professor	-	6,000.00 USD
Associate	-	4,500.00 USD
Senior Lecturer	-	3,000.00 USD

Others

Professor	-	4,000.00 USD
Associate	-	3,000.00 USD
Senior Lecturer	-	2,000.00 USD

CHAPTER THIRTEEN

PUBLICATIONS

1. The University as an institution concerned with teaching, research, and community service, upholds the freedom of enquiry. Staff members are not restricted. Regarding the publications of the results of their research work or to expressing their views on matters of public concern to the limits allowed by the Freedom of Information Act (2013) (as amended). In addition, the following guidelines are provided for compliance where appropriate:
 - i. Where work is undertaken concerning the activities of Governments or Public bodies in Nigeria, the Legislation relating to Official Secrets Act, CAP 03 LFN (2004) shall be applicable.
 - ii. Matters concerning the University of a confidential nature should not be published or disclosed to outside parties by members of the University staff without the Vice Chancellor's approval.
 - iii. Without prejudice to the University, the ownership of dissertations, theses, textbooks, conference papers, workshop papers, unpublished scripts, long essays and journal articles shall be vested in the authors. Where researches leading to these are substantially (not less than 60%) funded by the University, the right of ownership shall be exercised by the University.
 - iv. The University has the copyright of all theses, dissertations and projects submitted to the University by staff members who enjoy fellowships for the award of degrees and certificates. These shall not be published in whole without the express permission of the Vice-Chancellor.
 - v. Unless otherwise specifically provided in writing, the ownership of copyright for software electronic courses, course materials, electronic media, course modules, laboratory manuals, syllabi, sculptural works,

musical or dramatic compositions, proposals, transparencies, video and audio-tapes or cassettes as well as programmed instructional materials shall be vested in the University if created for institutional purposes either jointly with staff, external sponsors or students.

CHAPTER FOURTEEN

INVENTIONS

1. Ownership of Inventions and Discoveries

The ownership of inventions and discoveries shall be vested in the University provided that such discoveries or inventions are:

- a. Substantially funded (not less than 60%) by the University.
- b. Made using equipment, tools, resources, time, assistance, infrastructure, utilities or apparatuses owned by the University.
- c. Conducted with sponsorship gained, negotiated, facilitated or procured or cost to be procured by any staff of the University during the cause of official responsibility.

2. Provisional Protection of Inventions

A member of that has made an invention in the course of work in the University shall immediately without delay report the invention to the Vice Chancellor through the Head of Department. The University if so desired by the Vice Chancellor, shall lodge an application for provisional protection of the patent with the relevant Government agency.

3. Appointment of Awards Committee

The University Council and Senate shall appoint an Awards Committee of not more than five (5) members, two (2) from Council one of whom shall be the Chairman, three (3) from Senate including at least one qualified lawyer to make investigations and recommendations in respect of inventions. The Registrar shall provide a Secretary. The Awards Committee may make rules regulating its proceedings but any member of staff involved in an invention shall be entitled to appear personally or to be represented before the Committee.

4. Controlling Rights

- a. Where an invention or discovery is funded entirely by a staff member, such a staff member shall be allowed controlling rights in the patent. Pending the decision of the Council, the rights shall be deemed to belong to and be held in trust for the University. When an invention is in all respects alien to the employment of the member of staff, the latter will normally be granted the controlling rights. If the member of staff is allowed controlling rights, the following provisions shall apply:
 - i. It shall be the responsibility of the University to patent all patentable inventions in conformity with the existing Laws of the Federal Republic of Nigeria.
 - ii. The Council may attach to its decision such conditions as it may deem fit and in particular, may reserve to the University, a right of user of the invention free of royalty and /or may reserve the right to a share of any commercial proceeds.
- b. If the member of staff is not allowed controlling rights of the patent, the following provisions shall apply:
 - i. The member of staff shall assign the right of the invention to the University.
 - ii. The University shall be responsible for all expenditure in taking out the patent.
 - iii. The Council shall decide whether the member of staff shall be allowed a share of any royalties or commercial proceeds.

5. Determination of Award

Whether or not the inventor is allowed controlling rights, the staff inventor may apply to the Awards Committee for an award in respect of the invention. In

fixing the amount of any award or share of commercial proceeds, the following principles shall apply:

- a. Any reasonable expenses incurred by the member of staff in respect of the invention shall be taken into account.
- b. The reservations of the right of user free of royalty by the University, shall not be taken into account, but if and when such right is exercised by the University, a material change calling for modification of the award shall be deemed to have taken place.

6. Council's Approval

The Awards Committee shall submit its recommendations to the Council for approval.

CHAPTER FIFTEEN

SECURITY SERVICES

1. The University provides security services for its staff members, their families and properties within the University Campuses. The University Security Division maintains a 24-hour coverage and surveillance for the safety of the University community within limits of available resources.
2. Members of the University community are required to be security conscious and to report any suspicious movements, events or persons to the Security Division. Each member of the University community is advised to obtain and be familiar with the security distress telephone numbers in operation.
3. Situations may arise when additional security measures are taken during which staff members would be issued with security directives and where necessary required to submit themselves and/or their vehicles for security checks.
4. A Fire Fighting Unit exists in the University Security Division to handle cases of fire outbreaks and staff members are required to immediately report all cases of fire outbreak(s) to the Unit.
5. Identity cards and car labels shall be made available to staff for which a token amount may be charged. Staff members are to contact the Security Office with relevant documents which may include letters of appointment, letters of introduction from Heads of Department and identity card as the case may be.
6. Staff members are required to always bear their Identity Cards and observe all rules governing the security of persons and/or property and road traffic regulations. They shall ensure secured custody of vehicles and safety and sanity of personal domestic animals. Such animals are to

be confined and not allowed to stray, thereby disturbing neighbours in University residential areas.

7. Traffic Regulations on University Campus

All motorists and motorcyclists on University campuses are expected to obey the Traffic Rules and Regulations as contained in the Nigeria Highway Code, 2013 especially with regards to the following:

- a. Always respect and observe all traffic signs.
- b. Always wear seat belt while driving on campus.
- c. Always wear safety helmet while driving motorcycles on campus.
- d. Always maintain a maximum speed of 20 km/hr on campus roads.
- e. Always ensure that you do not overtake unless you are sure that it is safe for you and other road users.

5.4. Term of Reference 4: Recommend any other measures that will enhance foreign student enrolment and recruitment of academic staff into the University.

5.4.1. Policy Recommendations:

1. The University should upgrade, reorganize and rename its Directorate of University Advancement (DUA) to Centre for International Education, Advancement and Linkages (CIEAL) to manage and coordinate the processes and procedure of attracting and retaining international staff and students in addition to its Advancement, Linkages and Alumni relations activities.
2. The CIEAL should function to ease bureaucratic bottlenecks experienced by international staff and students in terms of immigration processes as they obtain and renew their visa, travel arrangements including receiving them at the Airport, processing of residence permit and all other logistics such as securing accommodation, bank account opening, issuance of driving license, etc. The International Staff Unit should also handle issues of diaspora fellows.
3. The CIEAL should develop policies and interventions to attract and retain regional students, staff and partners.
4. The CIEAL should develop a strategic policy for attracting funding of the University for academic and research activities.
5. The University should design and implement standard curricula that meet the expectations of prospective international staff and students, job markets and entrepreneurship concept.

6. Effort should be made by the University to secure international accreditation for its academic programmes.
7. Admission for international students should be processed online. However, prospective international students must meet the admission requirements set by the University.
8. Processing of student transcript and other documents should also be online and effective.
9. There should be an international student admissions committee that will be responsible for admissions of international students into the University. Members of the committee should be drawn from the Directorate of Academic Planning and Monitoring, Academic Office, Students Affairs Division and the International Students Unit of the CIEAL, which shall coordinate the exercise. This Committee shall submit its recommendations to the Central admissions Committee.
10. The University should improve its learning environment in terms of availability of a conducive atmosphere and reliable support services such as constant electricity and water supply, good sanitation, efficient ICT facilities, internet connectivity and excellent catering services.
11. The University should improve its Distance Learning platforms so that students from the regional countries and beyond can easily enroll to undertake their studies in a convenient and qualitative learning environment.
12. The University should ensure standard number of students per class/equipment based on global best practices.

13. The University should encourage Staff members to be proficient in international languages other than English language in order to gain comparative advantage to attract international students.
14. The University should facilitate transfer of international students from other universities within the region and beyond.
15. The University should ensure international best practice of being learner friendly in the operations of the University so as to compete favourably with the rest of the World. For example, provide standard appraisal and evaluation system for staff members with some acceptable level of student input.
16. The University should design specialized short-courses (3-6 months) for the international students in Language immersion and Science, Technology, Engineering and Mathematics (STEM) courses.
17. The University should reactivate and reorganize the English and French language immersion course of the University so that international students graduating from the course are proficient in reading, writing and oral communication before commencing their degree programmes.
18. The University should revive and instill strong moral values in the system and ensure attitudinal reorientation of staff members.
19. The Federal Government and the University should ensure sustainable industrial harmony in the University for implementation of regular academic calendar.

20. The University should develop an international students' portal on the University website with the information written in English, French and Arabic languages.
21. The University should develop an excellent marketing strategy including availability of well-designed, content-rich and frequently updated university website and webpages of all the University Institutes/Centres and Academic Departments.
22. The University should develop an effective information dissemination mechanism about the University in the social media platforms. The recent coronavirus (COVID-19) pandemic has shown that the use of e-learning methods is becoming the new normal in internationalization of education.
23. The University should utilize the education attachés in the foreign missions in Nigeria and foreign countries to disseminate information about ABU to prospective international staff and students in those countries.
24. The University should establish linkages with foreign universities to promote staff and students exchange programmes.
25. The University should provide befitting accommodation and standard living conditions for all international staff and students within the University campuses. They can serve as agents for attracting prospective staff and students from their home countries, if they have a pleasant experience.

26. A guided tour of the University and the surrounding communities for both international staff and students should be conducted to acquaint them with the University and the culture of the host community.
27. The University should institute an annual international staff and students day to be organized by the CIEAL and chaired by the Vice Chancellor.
28. The University should improve its security architecture to protect life and property of staff and students of the University. This should include installing functional CCTV cameras and security posts in strategic locations within the University.
29. The University should ensure cooperation between the University Security Division and CIEAL for the safety and well-being of international students. The University should produce a guide on security tips for the University community, in addition to provision of special and easy-to-remember mobile phone numbers that would be active and responsive during emergency.

6.0. Conclusion

ABU has the historical antecedents and capacity to attain its internationalization agenda. Therefore, it is hoped that the policy recommendations and regional policy strategy document produced by this Committee will turn around the present poor internationalization index of the University in the next 4 to 5 years and subsequently make ABU an attractive study and work destination for both international students and staff, especially from the West African sub-region.

7.0. Appreciation

On behalf of the Regional Policy Committee, I wish to place on record the immense appreciation of members of the committee to the Vice Chancellor, Professor Kabiru Bala for giving us the opportunity to turn around the present poor index, and chart a new course for internationalization of education in ABU. The Committee also wishes to put on record its appreciation to ACENTDFB and ACENPEE for initiating the project and prompting the University Management to set up the Committee and for their financial support for the project. The Committee appreciates the support of the University Registrar, Bursar, Librarian, Dean, School of Postgraduate Studies (SPGS), other Faculty Deans and Directors and Unit Heads for providing data and making themselves available for interaction with the committee. The MIS, IAICT, Registry, Human Resources Department, SPGS Secretary's Office for providing data that assisted the committee's assignment. The Committee also appreciates the international students and staff of the University who made themselves available for interaction with the committee despite the COVID-19 lockdown in the University, Nigeria and the entire world at that time. Local Community leaders from *Samaru*, *Hayin Dogo* and *Bomo*, who made themselves available for interaction with the Committee are also hereby appreciated.

Finally, the Committee appreciates and extends its immense gratitude to its Secretary, Mrs. Janet O. Kwaga; her Assistant, Shehu U. Sani; Computer Operator, Abubakar A. Saidu and Secretariat Caretaker, Mr. Makama; for making the work of the Committee much easier than it would have been. Once again, thank you all and God bless.



Prof. Mohammed Umaru Kawu
For and behalf of the Committee

8.0. Signature Page

1. **Prof. Mohammed Umaru Kawu** – Chairman
(Internal Member of Council, Representing Congregation)
Email: mukawu@abu.edu.ng
Mobile: +234-8037016456



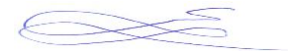
2. **Prof. Ahmed Doko Ibrahim** – Member
(Director, Directorate of University Advancement, DUA)
Email: adibrahim@abu.edu.ng
Mobile: +234-8035925082



3. **Prof. Muhammad Yakasai Fatihu** – Member
(Dean, Students Affairs, SAD)
Email: myfatihu@abu.edu.ng
Mobile: +234-8037862954



4. **Prof. Ahmed Yunusa Idris** – Member
(Deputy Director, Quality Assurance,
Directorate of Academic Planning & Monitoring, DAPM)
Email: ayidris@abu.edu.ng
Mobile: +234-8065436755; 08020561312



5. **Prof. Mohammed Mamman** – Member
(Deputy Centre Leader, ACENTDFB)
Email: mmamman@abu.edu.ng
Mobile: +234-8096081554



6. **Prof. Umar Adeika Adeiza Sullayman** –

Member



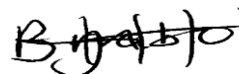
(Dean, Faculty of Environmental Design)

Email: uaasullayman@abu.edu.ng

Mobile: +234-8035982946; 09058175999

7. **Prof. Bello Mukhtar** –

Member



(Deputy Dean, Faculty of Engineering)

Email: bmukhtar@abu.edu.ng

Mobile: +234-8033740573

8. **Mrs. Janet Olushola Kwaga** –

Secretary



(Deputy Registrar)

Email: jokwaga@abu.edu.ng

Mobile: +234-8034726187; 08172662664

References

A History of Ahmadu Bello University: 1962 to 1987. Pp.1 – 297.

Abd-El Galil, T. (2017). Egyptian University see boom in Foreign Students. <https://www.al-fanarmedia.org/2017/02/egyptian-universities-welcome-boom-foreign-student-numbers>.

Ahmadu Bello University at 50: 1962 – 2012. 297 pp.

Allamrad, S. and Zreik, S. (2020). Education System Profiles: Education in Saudi Arabia; <https://wenr.org/2021/education-in-saudi-arabia>

Bastrikin, A. (2020). International Students Statistics.Education.Org. <https://educationdata.org/international-student-enrollment-statistics>.

Belousova, T. (2018): Internationalisation ambition faces stiff challenges. University World News – The Global Window for HigherEducation.<https://www.Universityworldnews.com/post.php?story=20180905074653384>.

Chinapower Project (2019): Is China both a Source and Hub for International Students? <https://chinapower.csis.org/china-international-students>.

Dauphin, L. (2017): Foreign Students in higher education. Higher Education & Research in France: Facts and Figures. Source: MEMESR-DGESIP/DGRI-SIES.

Horne, J. (2020): How Universities came to rely on international students. CONVERSATION.<https://theconversation.com/how-universities-came-to-rely-on-international-students-138796#>.

ICEF Monitor – Market intelligence for student recruitment (2017). South Africa remains an important regional hub for education. <Http://monitor.icef.com/2017/03/south-africa-remains-important-regiional-hub-education>.

International Student in Australia Statistics. (2020). Study in Australia. [Studying-in-australia.org](http://studying-in-australia.org)

International Student Numbers in Russia (2019): <https://studyin-russia.ru/en/actual/articles/international-student-numbers-in-russia/#>.

International Students Statistics in UK.(2020). <https://www.studying-in-UK.org/international-student-statistics-in-UK>.

- JAMB (2019): Internationalisation of Admissions into tertiary Institutions in Nigeria. Report of a Committee Set up by Joint Admissions and Matriculation Board (JAMB), 2019.
- Kamran, M., Liang, Y. and Trines, S. (2019). Education in Ghana. Education System Profiles – Tools and Reports. <https://wenr.wes.org/2019/04/education-in-ghana>.
- Knight, J. (2008). Higher education in turmoil: The changing world of internationalization. Rotterdam, Netherlands: Sense Publishers.
- Lee, J.J. and Schoole, C. (2015). Regional, Continental, and global motility to an emerging economy: the case of South Africa. Higher Education; DoI10./007/s10734-015-9869-7.
- Migrationdata.org(2020).InternationalStudents. <https://migrationdataportal.org/themes/internationalstudents>.
- Oloyede, I. O. (2019a). JAMB Registrar’s Speech at the presentation of the 2018 Admissions Merit Award Ceremony held at the National Judicial Institute (NJI), Abuja, Nigeria, 23rd May, 2019.
- Oloyede, I. O. (2019b). Innovation in Educational Assessment: A Case Study of Joint Admissions and Matriculation Board (JAMB). A Keynote Address at the 37th Annual Conference of the Association of Educational Assessment in Africa, Abuja, Nigeria, 9th August, 2019.
- Omotosho, A. O. (2019). A Decade of Internationalisation in Unilorin: Prospect and challenges. Being a paper delivered to mark the tenth anniversary of the establishment of the Centre for International Education and 9th International Student’s Day, Ilorin, Nigeria, 2nd of May, 2019.
- Oyewole, O. B. (2019). Proposal on the Internationalisation of Admission into Nigerian Universities and other Tertiary Institutions through the Joint Admissions and Matriculation Board. A Proposal presented to JAMB. 9pp.
- Press Office, IIE (2020). Number of international students in the United States hits all-time high. Department of State: press@iie.org.
- Ryan P. (2020). Not a blank check. <https://www.insiderhighered.com/views/2020/06/colleges-must-change-how-they-view-internationalstudnets-opinion>.
- Schoole, C. (2006). Internationalisation of Higher Education in South Africa: A Historical Review. Perspectives in Education, Volume 24(4), 1-13.

- Sophia, M. (2014): UAE has the highest ratio of international, local students among Arabs States. <https://gulfbusiness.com/uae-highest-ratio-international-local-students-aong-arabs-states>.
- South Africa Dept of Higher Education and Training (2017). Draft Policy Framework for the Internationalisation of Higher Education in South Africa. <http://www.dhet.gov.za/Policy%20and%20Development%20Support/Draft%20Policy%200framework%20for%20the%20internalisation%20of%20Higher%20Education%20in%20Suth%20Africa.pdf>
- Stacey, V. (2019): Malaysia to recalibrate its strategy as 200k international student target by 2020 looks unlikely. The PIE NEWS and Business Analysis for Professionals in International Education. <https://thepienews.com/news/malaysia-to-recalibrate-strategy-as-200000target-look-out-of-reach/#>
- UIS (2020a). United Nations Educational, Scientific and Cultural Organization, Institute for statistics; <http://glossary.UIS.Une.Sco.org/glossary/en/home>
- UIS (2020b). United Nations Educational, Scientific and cultural organization, Institute for statistics, <http://data.UIS.unesco.org/index.asPx?queryid=172>
- UK Higher Education Academy (2014). Internationalizing Higher Education Framework. 18pp <https://www.heacademy.ac.uk/system/files/resources/internationalisingheframeworkfinal.pdf>
- Ukraine Centre for International Education (2019). Number of International Students are steadily rising in this. Eastern European country. <https://studyinukraine.gov.ua/life-in-ukraine/international-students-in-ukraine>.
- UNESCO (2002). Arusha Convention on the Recognition of Qualifications in Higher Education in Africa: regional convention on the recognition of studies, certificates, diplomas, degrees and other academic qualifications in higher education in the African states.
- University of Ibadan (2009). Engaging a rapidly changing world: A Five-Year Strategic Plan for Internationalisation; 2009 – 2014. University of Ibadan Press, 118 pp.
- Waruru, M. (2017): Racist attacks - will African students shun India? World University News - The Global Window on Higher Education. <https://www.universityworldnews.com/post.php?story=2017042214213768>.

Yonezawa, A. (2009). The Internationalization of Japanese Higher Education: Policy Debates and Realities. In: Akiyoshi Yonezawa. The Internationalization of Japanese Higher Education: Policy Debates and Realities. Pp. 199 - 218.

Tables

Table 1: Distribution of Students at the Nigerian College of Arts, Science and Technology, Zaria (NCAST) in 1962.

Regions	1961 – 1962
North	126 (25.5)
West	173 (34.9)
East	183 (37.0)
Federal Territory (Lagos)	6 (1.2)
Southern Cameroons and other	7 (1.4)
Total	495 (100)

Adapted from: A History of Ahmadu Bello University, Zaria: 1962 – 1987.

(): %

Table 2: Distribution of Students transferred from the Nigerian College of Arts, Science and Technology into ABU in 1962

Course	Northern region	Others	Total
Engineering	13	75	88
Architecture	7	50	57
Fine Arts	9	41	50
Physical Education	9	31	40
Total	38 (16.2)	197 (83.8)	235

Adapted from: A History of Ahmadu Bello University, Zaria: 1962 – 1987.
(): %

Table 3: Statistics of First Student Admissions into ABU in 1962

Course	Northern region	Others	Total
Engineering	6	39	45
Architecture	1	10	11
Fine Arts	5	8	13
Physical Education	4	9	13
Arts (Prelim)	16	4	20
Science (Prelim)	-	-	-
Science (Degree)	10	2	12
Law	6	3	9
Public Administration	39	-	39
Agriculture	5	-	5
Art Teachers Diploma	1	3	4
Veterinary Sciences	-	-	-
Total	93 (54.4)	78 (45.6)	171 (100)

Adapted from: A History of Ahmadu Bello University, Zaria: 1962 – 1987.

(): %

Table 4: Distribution of ABU Staff Between 1962 – 1963: the Old and the New

S/No.	Department/Institute/Centre	NCAST (Old)	ABU (New)	Total
1	Administration	4	8	12
2	Abdullahi Bayero, Kano (Arabic + Islamic Studies)	-	3	3
3	Architecture	2	7	9
4	Fine Art	5	5	10
5	Education	8	4	12
6	Civil Engineering	4	7	11
7	Electrical Engineering	2	8	10
8	Mechanical Engineering	3	10	13
9	Botany	1	4	5
10	Chemistry	2	4	6
11	Physics	1	3	4
12	Zoology	-	5	5
13	Mathematics	1	4	5
14	Geography	-	4	4
15	History	-	3	3
16	English's	-	3	3
17	Agriculture	-	4	4
18	Library	7	3	10
19	Estate	-	1	1
20	Sick-Bay	-	1	1
Total		39 (29.8)	92 (70.2)	131 (100)

Adapted from: A History of Ahmadu Bello University, Zaria: 1962 – 1987. (): %

Table 5: Distribution of International Undergraduate (UG) Students who Graduated from some Faculties/Colleges/Institutes of ABU from 1962 to 2020

1	Faculty/College	Nationality								Total
		Nigerian	Cameroonian	Ghanian	Chadian	Other African Country	Indian/Pakistan	European	Other Non-African	
1	Environmental Design	17	3	3	3	3	1		14	44 (20.5)
2	Pharmaceutical Science	4	5			5	3	1		18 (8.4)
3	Education									0 (0.0)
4	College of Medicine**	7	6			3			21	37 (17.3)
5	Veterinary Medicine	2	18	6			2			28 (13.1)
6	Iya Abubakar				5	2				7 (3.3)
7	Engineering*	24	8	2	16	3	25		2	80 (37.4)
8	Grand Total	54(25.2)	40 (18.7)	11 (5.1)	14(11.2)	16 (7.5)	31 (14.5)	1 (0.5)	37(17.3)	[214] (100)

Source: Regional Policy Committee (RPC)

Note: Table was developed only from data supplied by Faculties/Colleges/Institutes that responded to the Committee's questionnaire.

* Pooled data for UG and PG students of Agricultural, Electrical and Mechanical Engineering Departments.

(): %

[]: Total number of international UG students

Table 6: Distribution of International Postgraduate (PG) Students who Graduated from some Faculties/Colleges of ABU from 1962 to 2020

Faculty/College	Nationality								Total
	Nigerian	Cameroonian	Ghanian	Chadian	Other African Country	Indian/Pakistan	European	Other Non-African	
Environmental Design								6	6 (6.5)
Pharmaceutical Science									0 (0.0)
Education	2	3	6						11 (12.0)
College of Medicine									0 (0.0)
Veterinary Medicine	5					1			6 (6.5)
Engineering (A)	2	2		1					5(5.4)
Engineering (B)									
Chemical:									20 (21.7)
Civil:									44 (47.9)
Grand Total	2 (7.1)	10 (35.7)	8 (28.6)	0 (0.0)	1 (3.6)	1 (3.6)	0(0.00)	6(21.4) [28]* (100)	[92]** (100)

Source: Regional Policy Committee (RPC)

()%:

[]*: Total number of international students by nationality

[]**: Total number of international PG students by course of study

Note: Table was developed only from data supplied by Faculties/Colleges that responded to the Committee's request for their list of international students and graduands from 1962 (or their inception) to 31st December 2020.

A: Data from Agricultural, Electrical and Mechanical Engineering Departments only

B: Pooled data for UG and PG students from Chemical and Civil Engineering Departments

Table 7: Distribution of International staff who Worked in some Faculties of ABU from 1962 to 2020

S/No	Faculty/College	Nationality							Total
		British	Dutch	Canadian	Pakistan/Sri-Lankan	Other Europeans	Africans	Unclassified	
1	Administration	6			13	1	5	5	30 (7.4)
2	Agriculture	5	6	9	16	9	4	8	57 (14.1)
3	Arts	9		3	1		6	7	26 (6.5)
4	Education	8		2	3		2	6	21 (5.2)
5	Engineering	6	1	3	9	10	6	61	96 (23.3)
6	Environmental Design	8		2	4	9	9	22	54 (13.4)
7	Law							5	5 (1.2)
8	Science							15	16 (4.0)
9	Pharmaceutical Sciences				4		1	2	7 (10.2)
10	College of Medical Sciences				1			40	41 (10.2)
11	Social Sciences							10	10 (2.5)
12	Veterinary Medicine	6	10	4	3		8	9	40 (10.0)
13	Grand Total	48 (11.9)	17 (4.2)	23 (5.7)	54 (13.4)	29 (7.2)	41 (10.2)	191 (47.4)	[403] (100)

Source: Regional Policy Committee (RPC)

[]: Total number of international staff.

(): %

Note: Table was developed only from data provided by Faculties/Colleges that responded to the Committee's questionnaire.

Table 8: Distribution of International staff who Worked in some Institutes/Centers/Registry/Service Units of ABU From 1962 To 2020

Instituted Centre	Nationality							Total
	British	Dutch	American and Canadian	India/Pakistan/Sri-Lankan	Other Europeans	Africans	Unclassified	
Institute of Administration (IoA)	1		3	10	1	2		17 (21.2)
Institute of Education							2	2 (2.5)
University Library Complex	4		3	3	1	3		15 (18.8)
Iya Abubakar Institute Information and Computing Technology (IAICT)	1		1	1	4	2		9 (11.2)
Centre for Islamic Legal Studies (CILS)	2			4		9		15 (18.8)
Staff School							3	3 (3.8)
University Health Services				1	2	4		7 (8.8)
Bursary							1	1 (1.2)
Registry							2	2 (2.5)
National Animal Production Research and Institute (NAPRI)		2		3		4		9 (11.2)
Grand Total	7 (8.9)	2(2.5)	7 (8.9)	22 (27.8)	8 (10.1)	24(30.4)	9(11.4)	80 (100)

Source: Regional Policy Committee

[]: Total number of international staff

(): %

Note: Table was developed only from data provided by Institutes/Centres that responded to the committee's questionnaire.

Table 9: Statistics of Undergraduate Students Admission into ABU by Nationality and Gender from 2015/2016 to 2019/2020

Nationality	2015/2016	2016/2017	2017 /2018	2018/2019	2019/2020	Total	Mean	Range
Nigerian:								
Male	6,689	6,331	6,979	7,456	6,087	33,542	6,708	6,331 – 7,456
Female	3,573	3,432	3,575	4,152	3,589	18,321	3,664	3,43 – 4,152
Subtotal	10,262	9,763	10,554	4,152	9,676	51,863	10,372	3,432 – 7,456
International:								
								0 – 16
Male	0	9	9	16	7	41	10	1 – 5
Female	1	5	1	1	2	10	2	
Subtotal	(0.002%)	14 (0.14%)	10 (0.09%)	17 (0.15%)	9 (0.09%)	51 (0.02)		
Grand Total	10,263	9,777	10,564	11,625	9,685	51,914		

Source: M.I.S: Iya Abubakar Institute of Information and Communication Technology, ABU, Zaria

(): %

Table 10: Distribution of Undergraduate Students Population of ABU by Nationality from 2015/2016 to 2019/2020

Nationality	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	Total	Mean	Range
Nigerian	36,523	40,016	43,014	45,432	43,816	208,801	41,760	36,523 – 45,432
International	86(23%)	88(0.22%)	100(0.23%)	110(0.24%)	114(0.26%)	498(0.24%)	100	86 – 144
Total	36,609	40,104	43,114	45,542	43,930	209,299		

Source: M.I.S: Iya Abubakar Institute of Information and Communication Technology, ABU, Zaria

(): %

Table 11: Distribution of International Undergraduate Students Population of ABU by Course of Study from 2015/2016 to 2019/2020

Course	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	Total	Mean	Range
Engineering	26	22	23	31	37	139 (28%)	27	22 – 37
Social Sciences	14	18	23	21	20	96 (19%)	19	14 – 23
Others	46	48	54	58	57	263 (53%)	53	46 – 58
Total	86	88	100	110	114	498 (100%)		

Source: M.I.S: Iya Abubakar Institute of Information and Communication Technology, ABU, Zaria

(): %

Table 12: Statistics of Postgraduate Students Admission into ABU by Nationality and Gender from 2015/2016 to 2017/2018 Academic Session.

Nationality	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	Total	Mean	Range
Nigerian:									
Male	3,856	4,351	5,329	4,854	-	-	18,390	4,598	3,856 – 5,329
Female	1,369	1,497	2,022	1,667	-	-	6,555	1,639	1,369 – 2,022
Subtotal	5,225	5,848	7,351	6,521		6,251	24,945	6,237	1,369 – 5,329
International:									
Male	8	8	26	19	-	-	61	15	8 – 26
Female	2	5	9	5	-	-	21	5	2 – 9
Subtotal	10 (0.19%)	13 (0.22%)	35 (0.48%)	24 (0.37%)	-	2,360	82 (0.33%)	20 (0.32%)	2 – 26
Grand Total	5,235	5,861	7,386	6,545	-	8,611	25,027	6,257	

Source: M.I.S: Iya Abubakar Institute of Information and Communication Technology, ABU, Zaria

(): %

Table 13: Distribution of Postgraduate Students Population of ABU by Nationality from 2015/2016 to 2019/2020

Nationality	2015 – 2016	2016 – 2017	2017 – 2018	Total	Mean	Range
Nigerian	8,264	8,726	10,179	27,169	9,056	8,267 – 10,179
International	19(0.23%)	31(0.04%)	241(2.31%)	291(1.06%)	97	19 – 241
Total	8,283	8,757	10,420	27,460		

Source: M.I.S: Iya Abubakar Institute of Information and Communication Technology, ABU, Zaria

(): %

Table 14: Distribution of International Postgraduate Students of ABU by Course of study from 2015/2016 to 2019/2020 Academic Sessions

Course	2015/2016	2016/2017	2017 /2018	Total	Mean	Range
Administration		4	46	50(17%)	25	4-46
Agriculture		2	10	12(4%)	6	2-10
Allied Health Sciences						
Arts	2	4	17	23(8%)	8	2-17
Basic Medical Sciences			1	1(0.3%)	1	0-1
Business School						
Clinical Sciences						
Education		2	52	54(19%)	27	2-52
Engineering	2	4	24	30(10%)	10	2-24
Environmental Design	3	1	18	22(8%)	7	1-18
Law		1	1	2(0.8%)	1	0-1
Life Sciences		2	5	7(2.4%)	4	2-5
Medicine	2	2	5	9(3%)	3	2-5
Pharmaceutical Sciences	1			1(0.3%)	1	0-1
Physical Sciences		4	32	36(12.3%)	18	4-32
Sciences	6			6(2.1%)	6	0-6
Social Sciences	3	5	25	33(11.3%)	11	3-25
Veterinary Medicine			5	5(1.7%)	5	0-5
Total	19	31	241	291(100%)	33	0-52

Source: M.I.S: Iya Abubakar Institute of Information and Communication Technology, ABU, Zaria

(): %

Table 15: A 4-Year Projection for Admission of International Undergraduates Students into ABU from 2020/2021 to 2024/2025 Academic Sessions

Average	2015-2020	2021/2022	2022/2023	2023/2024	2024/2025	Total	Yearly increase relative to 2015 – 2020 average
Male	10/6,708 (0.15%)	168	355	503	670	670	2.5%
Female	2/3,664 (0.05%)	92	183	275	363	363	2.5%
Total	12/10,372 (0.12%)	260	518	778	1,033	[1,033]	

Source: Regional Policy Committee

/: Number of international students admitted/Total number of students admitted

(): %

[]: Total 4- year projected admission.

Table 16: A 4-Year Projection for Admission of International Postgraduate Students into ABU from 2021/2022 to 2024/2025 Academic Sessions

Average	2014- 2018	2021/2022	2022 /2023	2023/2024	2024/2025	Total	Yearly Intake relative 2-14 – 2018 Average
Male	15/4,598 (0.31%)	161	322	483	643	643	3.5%
Female	5/1,639 (0.32%)	57	115	172	229	229	3.5%
Total	20/6,237 (0.32%)	218	437	655	872	872	

Source: Regional Policy Committee

/: Number of international students admitted/Total number of students admitted

(): %

[]: Total 4- year projected admission.

Table 17: Statistics of ABU Staff by Nationality and Gender as at December ending 2020

Cadre		
Nationality	Academic	Non-Academic
Nigerian:		
Male	2,014	5,126
Female	450	1,461
Subtotal	2,464	6,587
International:		
Male	22	0
Female	4	0
Subtotal	26(1.06%)	3 (0.05%)
Grand Total	2,490	6,590

Source: Human Resources Department, Registry.

(): %

Table 18: A 4-year Projection for Recruitment of International Staff into ABU from 2021/2022 to 2024/2025 Academic Sessions

Projected Recruitment of Academic Staff					
Years	Nigerian	Non-Nigerian			
	At 10% increment relative to total population of Nigerian staff in 2019/2020	Subtotal (yearly cumulative) (A)	At 500% increment relative to total population of international staff in 2019/2020	Subtotal (yearly cumulative) (B)	Grand total (A+B)
2019/2020	-	2,464	-	26	2,490
2021/2022	246	2,710	65	91	2,801
2022/2023	247	2,957	104	195	3,152
2023/2024	246	3,203	143	338	3,541
2024/2025	247	3,450	208	546	3,994
Total by the ending	986*	3,450	520**	546	3,996

Source: Regional Policy Committee

*Projected number of Nigerian staff to be recruited.

**Projected number of international staff to be recruited.

APPENDICES (find attached) Updated

1. Appendix 1a: Minutes of Meetings (find attached)
2. Appendix 1b: Attendance Sheet for Meetings Held by the Committee
3. Appendix 2a: Questions for Deans/Directors/HODs/Others who Studied or Worked Outside Nigeria
4. Appendix 2b: Request for Additional Information
5. Appendices 3a - c: Sample Letters to Deans, Directors and Others
6. Appendices 4a & b: Sample Letters to International Staff and Students
7. Appendix 5: List of Deans Invited for Interaction with the Committee
8. Appendix 6a: List of Management and Other Critical Staff invited for Interaction with the Committee
9. Appendix 6b: List of International Staff and Students Currently on Ground in the University Invited for Interaction with the Committee
10. Appendix 6c: List of Other Stakeholders Invited for Interaction with the Committee
11. Appendix 7a: List of International Staff that Worked in Ahmadu Bello University
12. Appendix 7b: List of International Students that Graduated from Ahmadu Bello University
13. Appendices 8a – c: Responses to questions from Deans, Directors, HoDs and Others