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SOLVING REAL PROBLEMS BY
UNLEASHING HIDDEN IDEAS OF AFRICA

DIATOM IMPACT



Carting Home Our Harvest

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GREATIFE
ALUMNI
WORLDWIDE

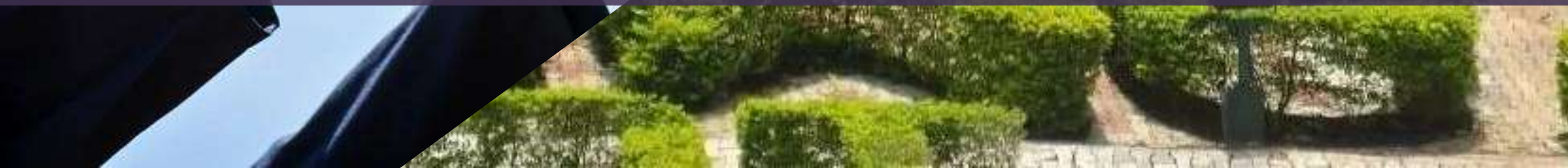


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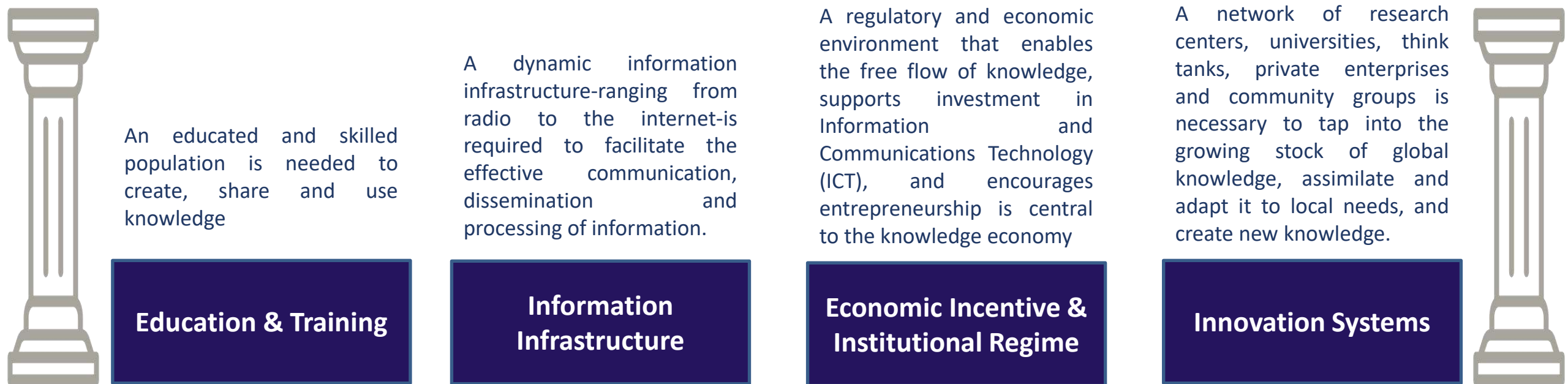


Background of Nigeria's Education Structure



Education & Training is one of the four pillars of the Knowledge Economy

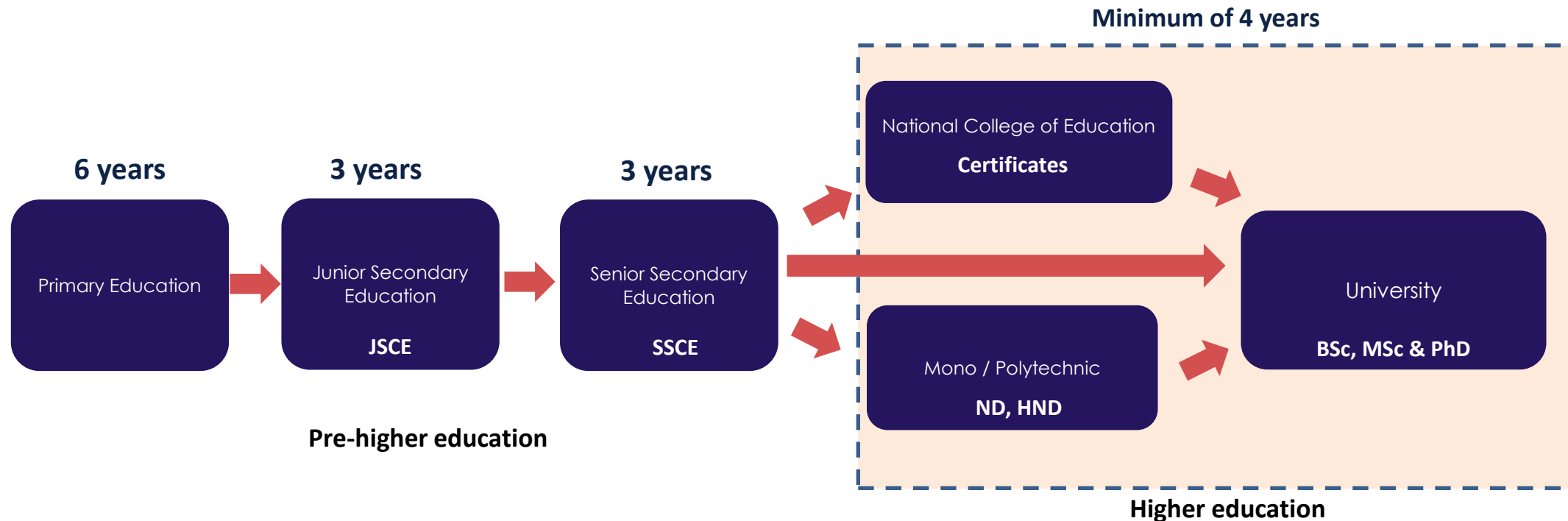
- ❑ To measure the growth and progress of any country, two aspects must be taken into consideration. First, Commerce and trade; and Second – Literacy or Education status. While the former depends on various factors, the latter may be credited to the available human resource in the country.
- ❑ Education remains a potent tool for self-reliance and national development in any country of the world. Studies show that education or human development is at the core of every socio-economic development program for any nation which makes it exigent that the sector be accorded priority by governments across the globe.
- ❑ There is a changing dynamics in global economic leadership from being labour-based to knowledge-base as future economic leaders are expected to be leaders that have invested in knowledge advancement based on the following pillars:



- ❑ As seen above, Education & Training is one of the four pillars of the knowledge-based economy and as such, countries that invest and fix their education system would be amongst the leaders in a world driven by knowledge.

In terms of its structure, Nigeria uses a 6-3-3-4 system.

- ❑ Nigeria runs a federation system and its educational system is overseen by the Ministry of Education. The education system at the federal level is managed by the Ministry of Education that is, the management of federal universities and schools while State public schools and tertiary institutions are controlled regionally by the Ministry at State level.
- ❑ Structure wise, Nigeria's education system is based on the 9-3-4 Universal Basic Education (UBE) model which was adopted in 2006 to replace the 6-3-3-4 system which has been in use since 1998. According to this model, a child has first nine (9) years of basic and compulsory education up to Junior Secondary School III level, three (3) years in the Senior Secondary School, and four years in tertiary institution. The 9-3-4 system introduced a new curriculum to the nation's education model which is expected to meet the millennium Development Goals (MDGs), Education for all (EFA) goals and the National Economic Enhancement Development Strategies (NEEDS).



- ❑ While the institutions in pre-higher education provide educational foundation to learn and acquire impactful and rewarding life-skills, higher education remains key as it not only builds on the existing foundation but it streamlines students to be professionals along a chosen path. It is also more rewarding than pre-higher education and also, provides a framework for tailored research into solving world problems.

Education remains the weapon for upward stratification & the development of any nation

Education provides a foundation for development, the groundwork on which much of our economic and social well being is built. It is the key to increasing economic efficiency and social consistency. By increasing the value and efficiency of their labor, it helps to raise the poor from poverty.

	% of population with university education	GDP per Capita, 2020	Government per capita education expenditure
Nigeria	16.8%	\$2097	\$42
South Africa	19.8%	\$5090	\$430
Netherlands	49%	\$58,252	\$21,700
Austria	52.5%	\$48,586	\$21,100
Switzerland	52.7%	\$87,097	\$4,217
Japan	61.5%	\$40,088	\$12,194

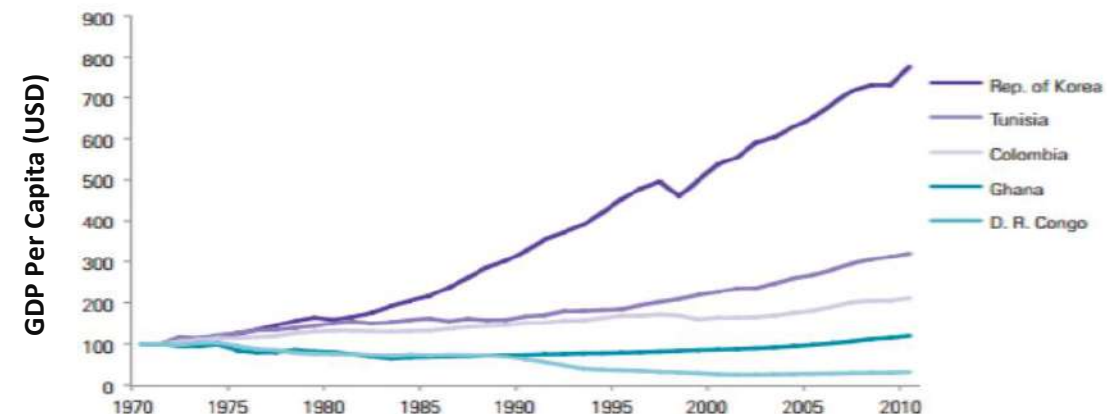
Source: worldbank, Newsweek, NCES< Countryeconomy

“The main hope of a nation lies in the proper education of its youth” – Desiderius Erasmus

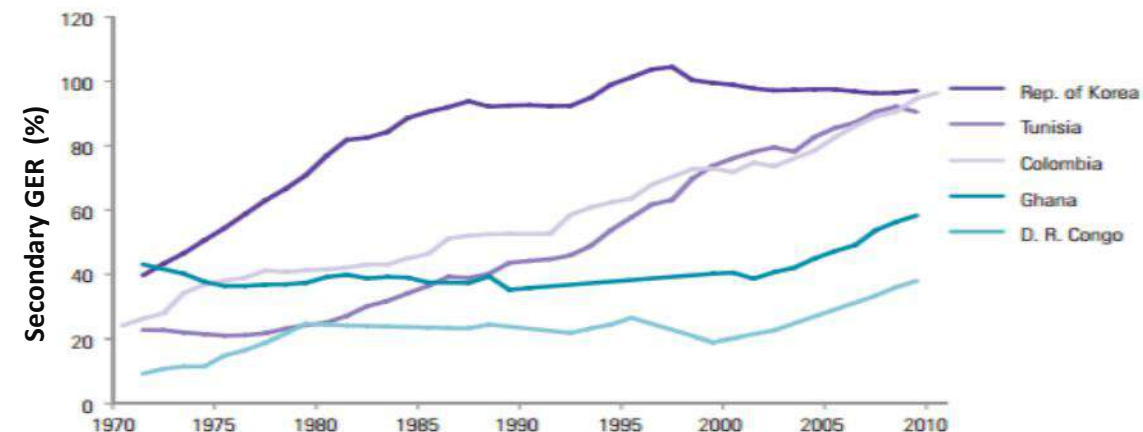
Case in point: The Republic of Korea's investment in skills development has contributed to its impressive economic growth

Economic & education growth in 5 countries with similar incomes in 1970

A. Economic Growth



B. Secondary education gross enrollment ratio, 1971 to 2010



Source: UIS database, Worldbank

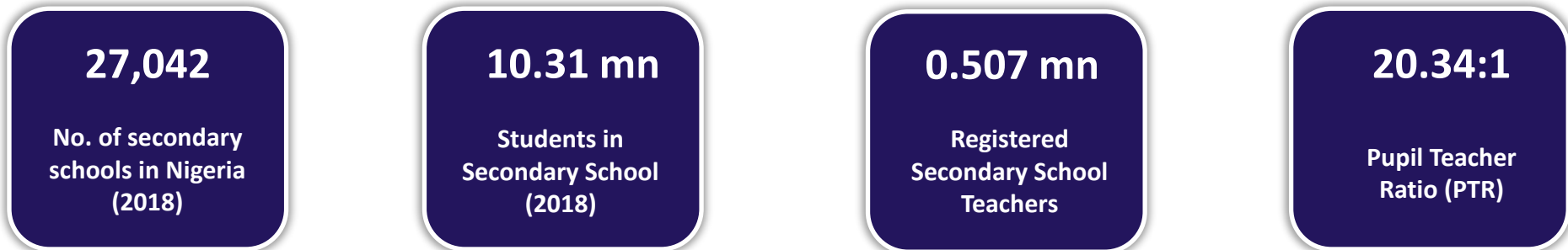
Positive Average Pupil Teacher Ratio, but a deep-dive into ratios of respective states show a bleak picture, most especially in the northern region.

Primary Schools in Nigeria



Although the Pupil Teacher ratio of 21.2:1 is less than the 40:1 ratio recommended by UNESCO on an average basis, a state by state comparison of PTR shows that respective states exceed this benchmark, most especially in the north where states have low Pupil Teacher Ratio. Case in point – Yobe State with a PTR of 73:1

Secondary Schools in Nigeria



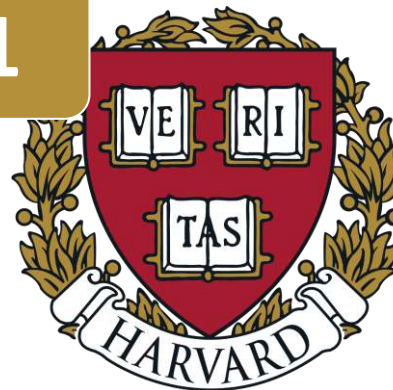
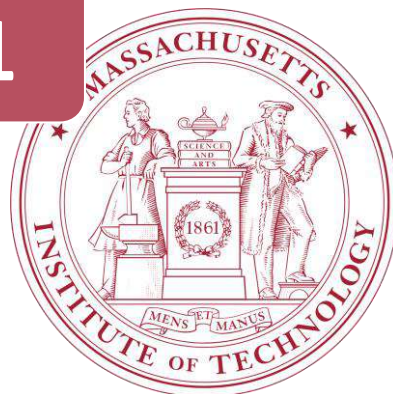
Similar to the Student Teacher Ratio of Primary Schools in Nigeria, the average Student Teacher ratio in Nigeria’s Secondary School is lower than the **40:1 UNESCO benchmark**. A deeper analysis shows that there is a lopsided adequacy of the Student Teacher Ratio with schools in the Southern Part of Nigeria having better Student Teacher Ratio when compared to the Norther Region.

Tertiary Institutions in Nigeria



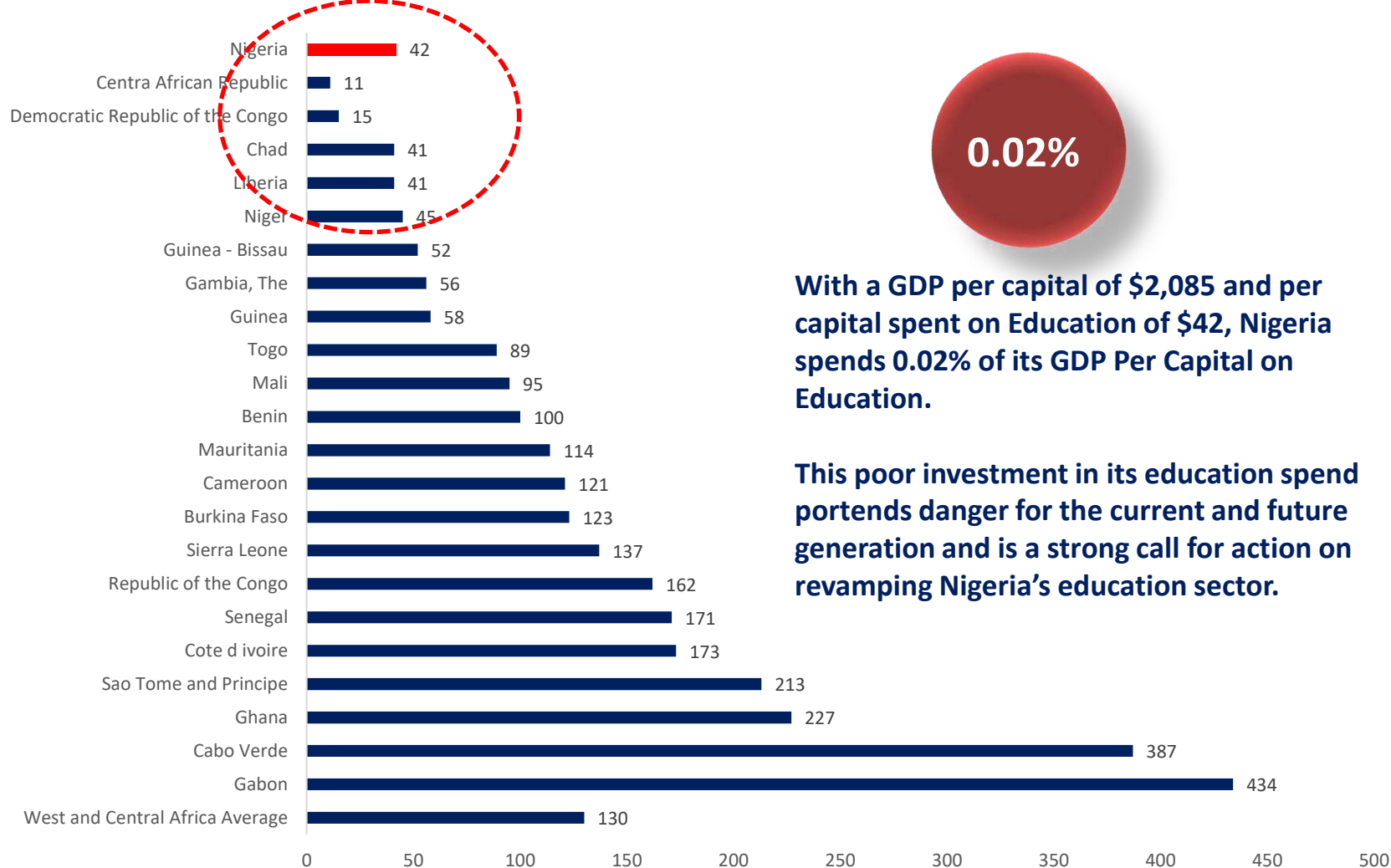
A comparison with leading global universities show that Nigerian universities have high lecturer to student ratio

High lecturer to student ratio of 21:1 affect the rate of impact per student which ultimately affects the quality of graduates and their consequently, their employability in the labour market. Below shows the faculty-student ratio of leading global universities.

5:1**5:1****6:1****3:1****5:1****3:1****11:1****10.7:1**

With a GDP Per Capital spend on education of \$43 within the review period, Nigeria has one of the lowest per capital spend on the education

Estimated per capita government expenditure on education (\$) 2019



0.02%

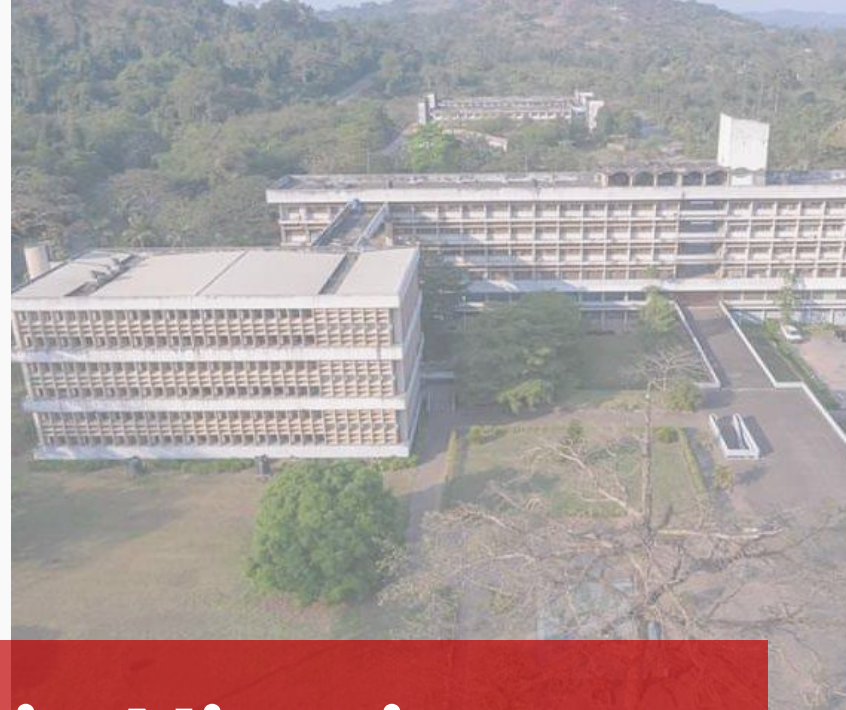
With a GDP per capital of \$2,085 and per capital spent on Education of \$42, Nigeria spends 0.02% of its GDP Per Capital on Education.

This poor investment in its education spend portends danger for the current and future generation and is a strong call for action on revamping Nigeria's education sector.

\$10,800

Average OECD
per capital
expenditure on
education

- Countries in West and Central Africa spend an average of \$130 on education which starkly compares to circa \$11,000 spent by developed countries.
- The impact of this delta is evident in the state of economic development in these regions.
- **Nigeria has one of the lowest per capital spend on Education in the region.**



Tertiary Education in Nigeria: What worked and what did not



The result of the 1943 Elliot Commission birthed Tertiary Education in Nigeria. Tertiary Education has since developed over four generations.

The history of university education in Nigeria can be traced to the Elliot Commission which was set up in June 1943 by the Secretary of State to report on higher education in British West Africa. Within the context of the historical development of tertiary education in Nigeria, universities are categorized into first, second, third and fourth generation universities.

First-generation Universities (1960 – 1970)

- The Elliot Commission culminated in the establishment of University College Ibadan (UCI) in 1948.
- UCI was an affiliate of the University of London. UCI was saddled with a number of problems at inception ranging from rigid constitutional provisions, poor staffing, and low enrolment to high dropout rate.
- In April 1959, the Federal Government commissioned an inquiry (the Ashby Commission) to advise it on the higher education needs of the country for its first two decades.
- Before the submission of the report, the Eastern Region government established its own university at Nsukka (University of Nigeria, Nsukka in 1960).
- The implementation of the Ashby Report led to the establishment of University of Ife (now Obafemi Awolowo University, Ile-Ife) in 1962 by the Western region, Ahmadu Bello University, Zaria in 1962 by the Northern Region and University of Lagos (1962) by the Federal Government. the University College, Ibadan became a full-fledged university in 1962
- In 1970, the newly created Midwestern region opted for a university known as University of Benin

Second-generation Universities (1975 - 1980)

In the Third National Development Plan (1975 - 1980), the government established seven universities instead of the four proposed in the plan, and also took over the four regional universities in 1975. They were Universities of Calabar, Ilorin, Jos, Sokoto, Maiduguri, Port Harcourt and Ado Bayero University, Kano - all known as second generation universities.

Third-generation Universities (1980 – early 1990)

The third generation universities were established between 1980 and early 1990. They are: the Federal Universities of Technology in Owerri, Makurdi, Yola, Akure and Bauchi. While state universities were found in Imo, Ondo, Lagos, Akwalbom, Oyo and Cross-River states.

Fourth-generation Universities (1991 till present)

The fourth generation universities are those established between 1991 and the present date. They include more state universities, Nigerian open universities and many private universities.

1960 – Present:

Four generations of Universities in Nigeria– What worked and what didn't work

The current status of universities in Nigeria is a culmination of various factors which have shaped the universities over four eras. While education enrolment has increased over the years, infrastructure decay and static curriculum underlined by paucity of funding, have been menacing universities in Nigeria since the first generation of university development.

What worked

- Central focus on Education
- Imported curriculum from developed countries

- More enrolment in Universities
- Gradual innovation

- Establishment of State Universities
- Sustained innovation

- Establishment of private universities
- Technological innovation

1960 – 1970

1975 – 1980

1980 – 1990s

1991 – present era

What did not work

- Reduced focus on technology & innovation
- Static curriculum

- Infrastructure Stretch
- Unchanged curriculum from the first generation

- Proscription of ASUU
- Static curriculum

- Infrastructure decay
- Incessant ASUU strike
- Stale curriculum
- Enrolment explosion
- Reduced Lecturer To Student Ratio



Most of the top CEOs and influential Nigerians were educated locally across the four generations, through subsidized private schools or even totally free schools

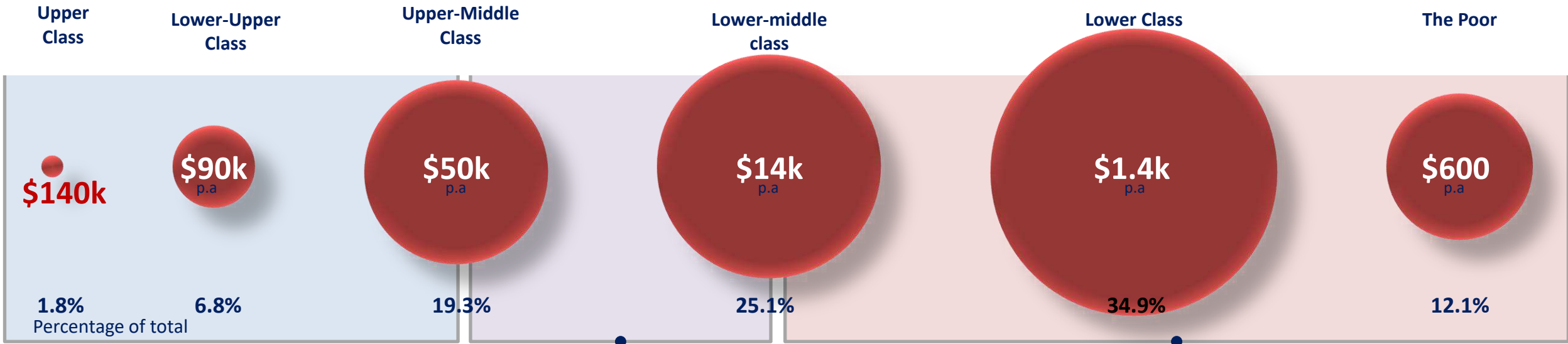
Most of the successful business leaders in Nigeria and Africa today enjoyed the privilege of subsidized education in Nigeria back in the 1900's. They were beneficiaries of the free quality education put in place by administrations in that period and have gone to become world leaders in their respective fields.

Today, these upper class group and their families now barely consume local content products and services.



- Today's generation of Nigerian business leaders received high-quality level of education from Nigeria's education system. The quality of education in those days competed with education standards in the United Kingdom and Nigerian graduates were highly sought-after across the globe.
- The economic system was also receptive to fresh graduates with good pay packages as there was scarcity of skilled labour in Nigeria's workforce.
- Back in the days, institutions were not overcrowded as there was adequate funding and strong government interventions. There was adequate lecture capacity for students which increased the impact per student.
- These were the golden days of Nigerian education and the results of the golden days are evident in the world class business leaders and institutions which were birthed by students of "those days".

The upper and middle class enjoyed quality merit goods back in the 1990s



Source: Deloitte

- Benefited from quality merit goods provided between 1960 – 1990.
- Have most of their wealth and assets offshore.
- Foreign consumption of education, healthcare, shopping and entertainment.

- This class of people also benefited from quality merit goods provided between 1960 – 1990.
- Now have a good portion of their wealth and assets offshore.
- Foreign and few local consumption of education, healthcare, shopping and entertainment.

- Barely benefited from merit goods when they were of high quality. Children of households in this category are consuming sub-par education and healthcare.
- Little to zero savings and investment.
- Consumes mostly 100% local content thereby funding local growth and expansion of producers

In the current era, there are 217 federal, state and private universities in Nigeria

Data from the National Universities Commission reveals that we have 217 universities in Nigeria as at today which is as seen below:



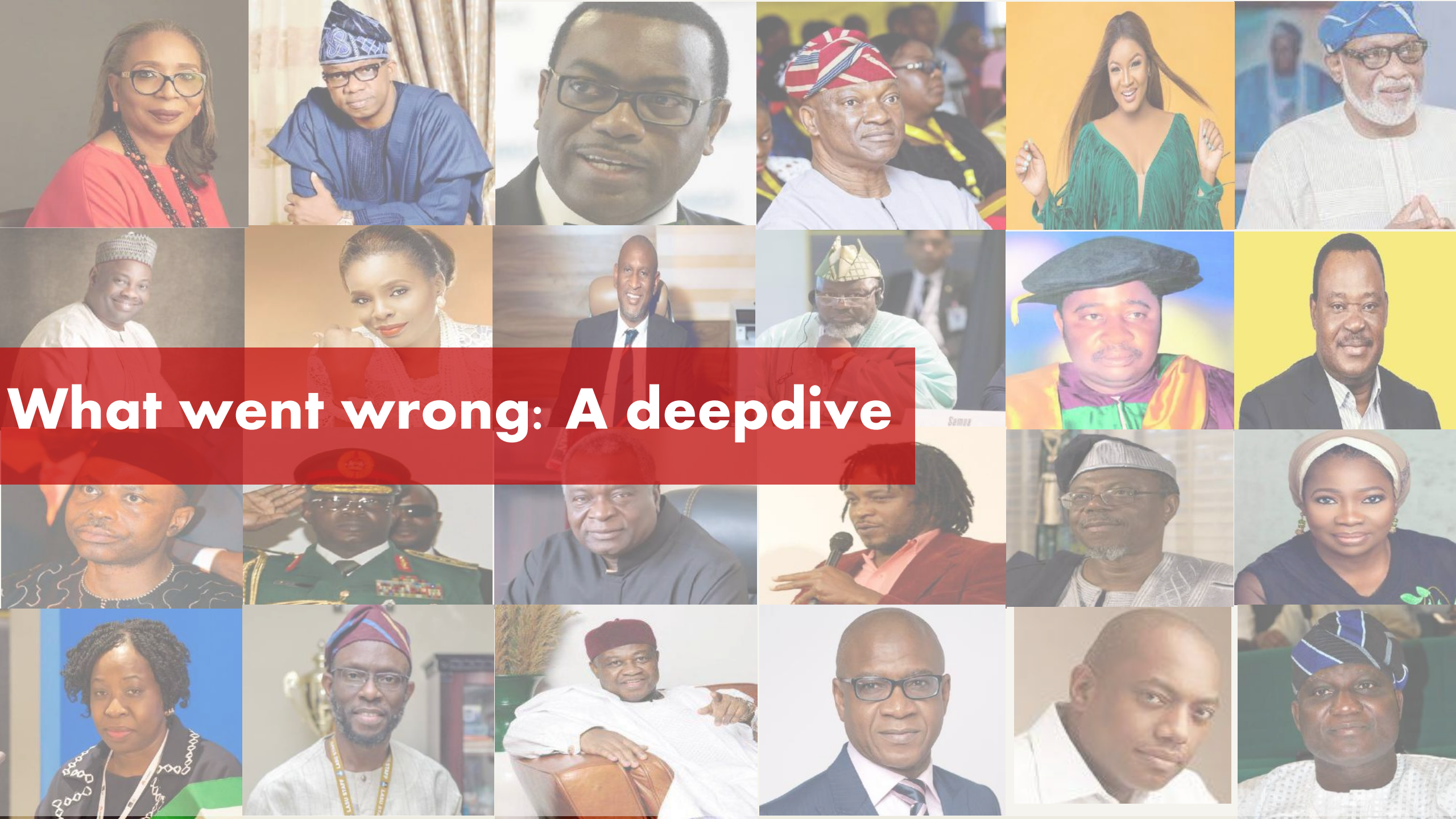
**Federal
Universities in
Nigeria**



**State Universities
in Nigeria**



**Private
Universities in
Nigeria**



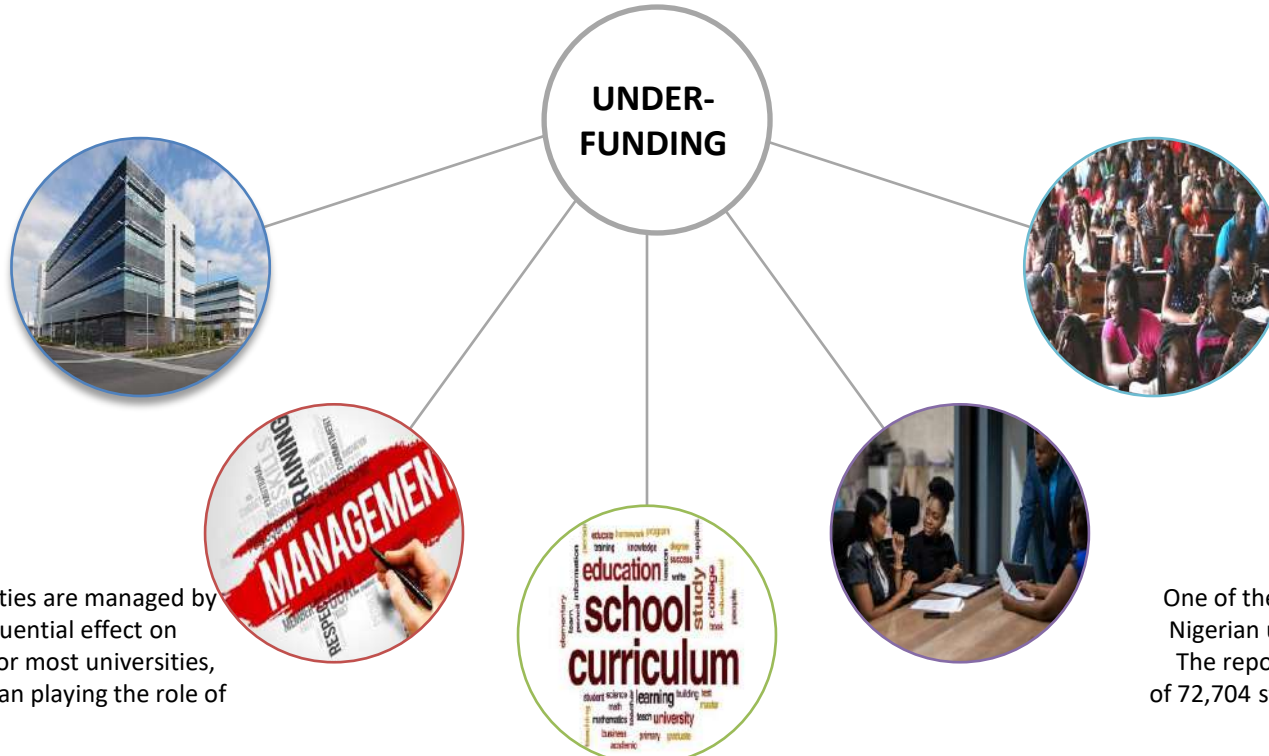
What went wrong: A deepdive

1. Funding

Having enjoyed free education, Nigeria’s university education recorded a great decline from its peak days

Reduced funding, poor infrastructure, poor quality of education and incessant strikes by the Academic Staff Union of Universities (“ASUU”) are synonymous with Nigeria’s university system from the early 2000s. It has been termed a fall from grace in Nigeria’s University system as undergraduates are left to waste precious time idle at home as a result of incessant strikes from academic unions as they demand better quality of education and remuneration amongst other issues.

What went wrong?



Inadequate physical facilities

The state of physical facilities in many Nigerian universities is revealed by the NUC (2006) report to be in poor shape. The available physical facilities are severely overstretched and ill maintained

Enrolment explosion

One of the reasons for the low level of quality assurance in Nigerian universities is a severe shortage of teaching staff. The report by the NUC (2006) shows that only 16,856 out of 72,704 staff in the federal universities are academic staff, the others being support staff.

Poor Management

The way some of the Nigerian universities are managed by university administrators has a consequential effect on quality assurance in the universities. For most universities, the management means little more than playing the role of ‘caretaker’

Inadequate staffing

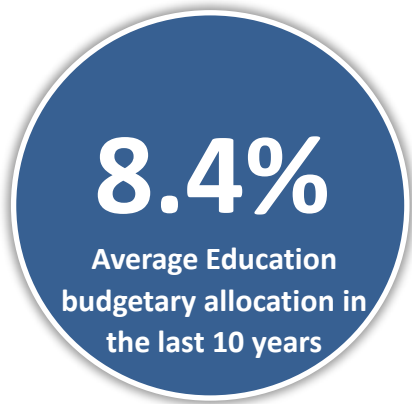
One of the reasons for the low level of quality assurance in Nigerian universities is a severe shortage of teaching staff. The report by the NUC (2006) shows that only 16,856 out of 72,704 staff in the federal universities are academic staff, the others being support staff.

Outdated curriculum

The academic curriculum of major public universities are outdated and this has created a mismatch in the supply of competent graduates. This is a major reason why the real sector incur huge cost in upskilling graduates and as such, negatively impacts the demand for

Underfunding is at the centre of the crisis affecting Nigeria’s tertiary institution as the current funding mechanism makes public tertiary institutions remarkably dependent on the federal government for their operations. The financial incapacitation of the federal government to sufficiently provide for these institutions has negatively impacted their operations and hence, the incessant ASUU strike.

Nigeria's education has consistently remained below the 15% benchmark recommended by UNESCO.



Nigeria's education budget has averaged about 8.4% of total budget in the last 10 years, 6.6% below the 15% benchmark set by UNESCO

- The 2022 budgetary allocation to the education sector has been criticized to be the nation's worst education budget since 2011.

Within the same period, Nigeria's budgetary average allocation to the education sector of 8.4% ranks below South Africa's (19.3%) and Kenya's (20.5%)

	2017	2018	2019	2020	2021
Nigeria	7.31%	7.04%	7.10%	6.5%	8.6%
South Africa	18.7%	18.9%	19.5%	19.5%	19.9%
Kenya	17.7%	19.1%	19.6%	20%	26%

- In 2021, the federal government of Nigeria, promised to increase budgetary allocation to the education sector by 50%. However, this was not achieved in the 2022 budgetary allocation of 5.4% to the Education Sector, which is 2.8% lower than 2021 allocation.
- While the government tries to subsidize the cost of education through other incentives like free meals and scholarships, this is not enough to resolve critical challenges of the sector which are capital in nature.
- This is a signal that the current funding mechanism of the federal government being the funding centrepiece of Nigeria's Education sector is faulty and as such, should be addressed.
- The impact of the poor funding, while largely felt across all tiers of education system in Nigeria, is largely felt by public tertiary institutions in the country as a result of their increasing need for infrastructure upgrade, research and development, and better welfare packages. These are expected to enable them produce better graduates and compete favourably with other tertiary institutions across the globe.
- It is against the above backdrop, amongst other policy-issues, that the Academic Staff Union of Universities have embarked on several strike actions.



While public universities grapple with underfunding, Private Universities gained entrance into Nigeria's higher education space from 1999.

1.04:1

Ratio of Private Universities in Nigeria to public universities in Nigeria

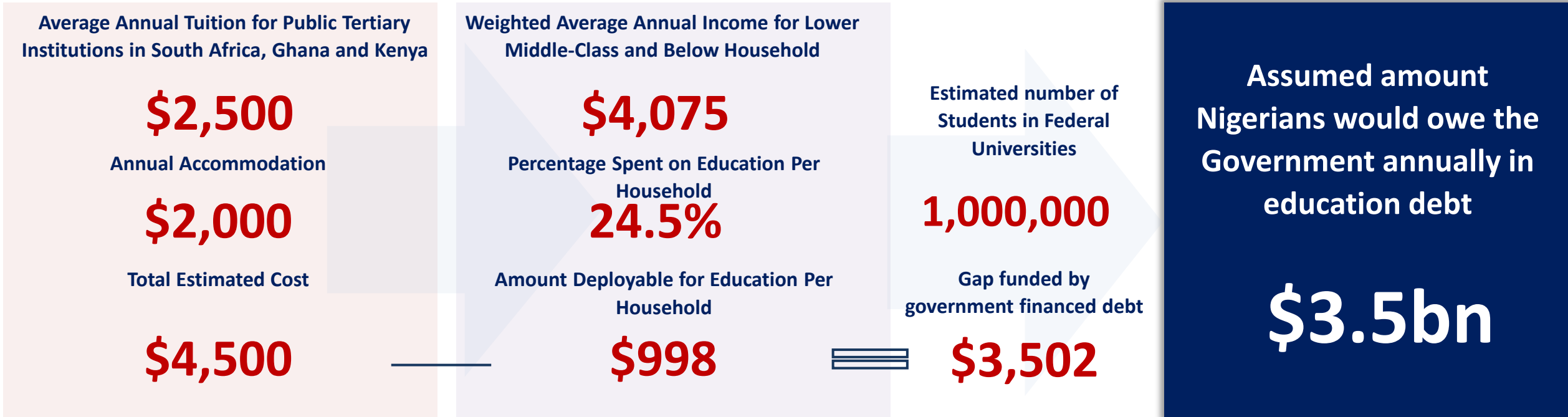
- The establishment of Igbinedion University, Okada in 1999, heralded the entrance of private universities into the tertiary institution space in Nigeria. Since 1999, 110 additional private universities have been licensed by the Nigerian Universities Commission (NUC).
- Private Universities are better equipped, financed and managed by their promoters and this positively impacts the quality of their graduates. Also, they are not members of ASUU which enables for their students to graduate in record-time.
- Despite the establishment of private universities in Nigeria, the issues around population explosion and facility-stretch in public institutions subsist. This is as the cost of attending private universities in Nigeria is steeper when compared to the cost of public federal universities. Hence, the heightened demand for public federal universities when compared to private universities

	Private Universities	Average Tuition Cost (N)	Public Universities	Average Tuition Cost (N)
1	Covenant University	750,000	University of Ibadan	40,500
2	Landmark University	650,000	University of Lagos	39,000
3	Babcock University	750,000	University of Nigeria, Nsukka	49,100
4	A fe Babalola Univeristy	850,000	Obafemi Awolowo University	39,050
5	American University of Nigeria	1,000,000	Ahmadu Bello University	29,250
6	Skyline University of Nigeria	2,500,000	University of Ilorin	31,625
7	Pan-Atlantic University	1,000,000	University of Port Harcourt	86,075
8	Nile University of Nigeria	1,000,000	University of Benin	58,000
9	Redeemer's University	650,000	University of Abuja	41,500
10	Bowen University	650,000	Federal University of Technology, Minna	46,000
	Average Cost	980,000.00	Average cost	46,010.00

- There is a polarized disparity in the fee range of private universities and public federal universities. This is as the minimum range of private universities as seen in this table is N600,000 when compared to N127,150 which is the maximum fee range of public universities.
- This puts private universities beyond the reach of mid-to-lower income class of the population demography with annual insufficient annual income for private universities.
- With the average cost of private university being **95%** higher than the cost of public universities, quality education remains out of the reach of the masses based on the current structure.

If the Nigerian government provided student loans to close the funding gap, Nigerian students would incur \$3.5bn in debt to the government annually

Nigerian students would incur in new debt of \$3.5bn annually, excluding other palliatives such as State and Local Government bursaries usually disbursed to students for being indigenes of where they are from.



Average Annual Fees in Nigeria Private Universities

\$2,375

Average Annual Tuition in Nigeria Federal Universities

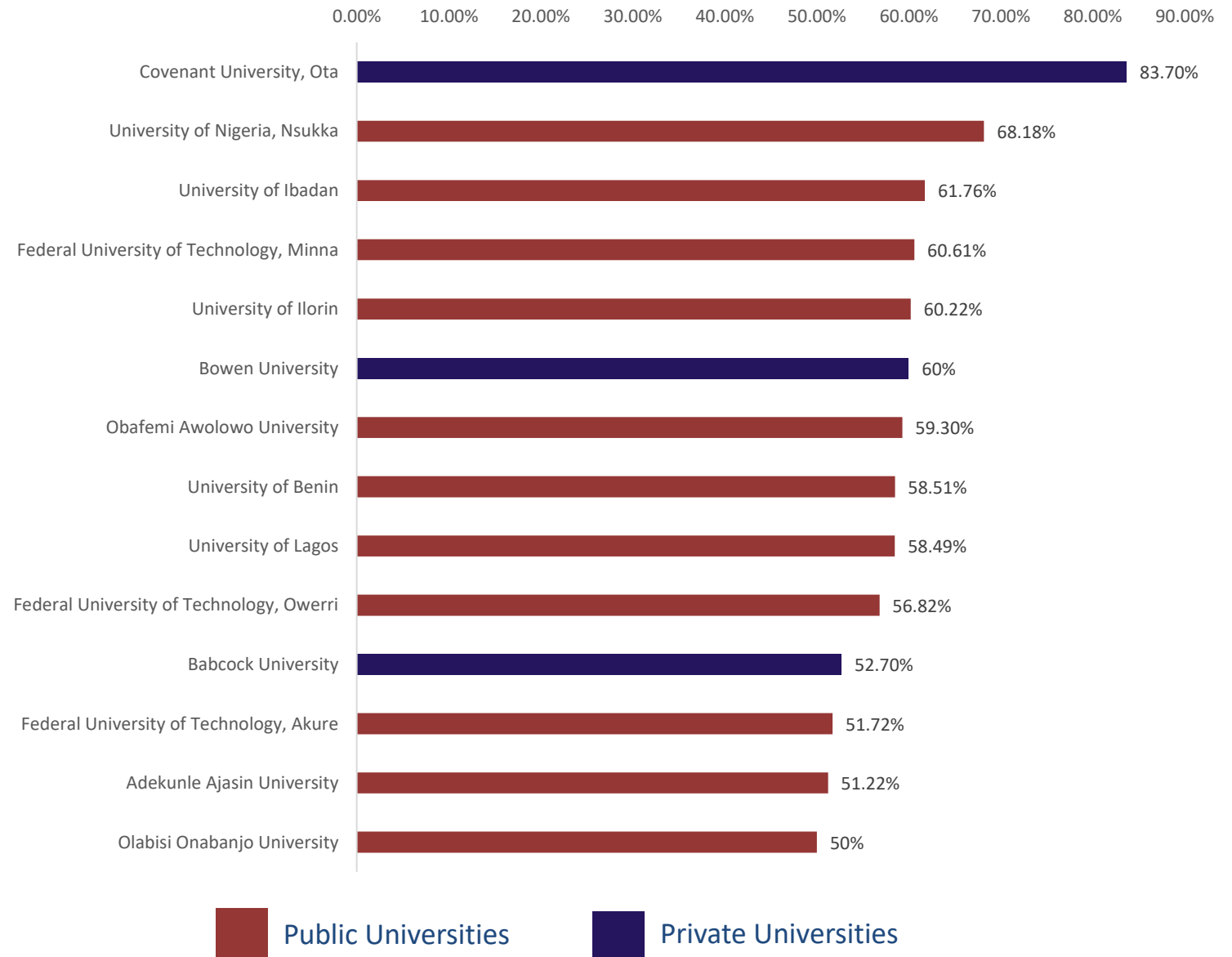
\$50

Funding Gap Provided by the Government

\$2,325

A Private University topped the chart of most employable graduates in Nigeria. This speaks volume to the quality of education and standards in private universities when compared to private universities.

- A Nigerian Graduate Report prepared by Stutern.com in collaboration with Jobberman and budgit ranks a private university, Covenant University, as the university with the most employable graduate. This shows how well private universities have invested in shaping students to be leaders of tomorrow.
- For federal universities to compete favourably with private universities, there is a need for improved funding, it shows the need for deliberate action to be taken to revamp the current funding structure of public universities.



2. ASUU

The challenges associated with Nigerian Universities centred around “underfunding” precipitated the foundation of ASUU

- The Academic Staff Union of Universities (ASUU) grew out of the Nigerian Association of University Teachers (NAUT). The NAUT was formed in 1965, covering academic staff in the University of Ibadan, University of Nigeria, Nsukka, Ahmadu Bello University, Zaria, University of Ife and University of Lagos. The NAUTs orientation was mainly for improvement in the condition of service, the socio-economic and political well-being of the country.
- ASUU was formed in 1978, the period of the beginning of the decline in the oil boom, when the country faced the consequences of the failure by its rulers to use the oil wealth to generate production and a social welfare system. This is as military dictatorship had eroded deeply the basic freedoms in the society.
- The funding of education, and universities, became poorer and these factors required a changed orientation of the union of academics, from 1980. To this end, ASUU’s orientation became radical, more concerned with broad national issues, and stood firmly against oppressive, undemocratic policies of the country.
- ASUU has since evolved to be a strong union through which growth focused education policies are formed and implemented towards the advancement of the boundaries of education in the country.



ASUU is the vehicle through which public universities, most especially federal universities, drive their demands to the federal government.

Timeline of ASUU strikes in Nigeria

1978	ASUU was established to protect the interest of its members and to allow academics to respond to other critical problems facing higher education in Nigeria
1980	ASUU embarked on an initial industrial action arising from the need to resist the termination of the appointment of six lecturers from University of Lagos, as a result of the report of Justice Belonwu Visitation Panel Report linked to university autonomy and academic freedom
1981	ASUU embarked on further strikes to demand funding for the universities, the reversal of the problem of brain drain, poor salaries, and conditions of service, including the improvement of the entire university system.
1984	The Union went on strike to oppose deregulation of the economy and to resist military dictatorship.
1985	ASUU embarked on strike to resist the military regime and its authoritarian decree 16 of 1985 for allowing the National Universities Commission to take over the responsibilities of the Senate and allowing external authorities to regulate programmes in Nigerian universities.
1986	ASUU went on strike to protest the introduction of Structural Adjustment Programmes (SAP) by Ibrahim Babangida's administration and, at the same time, the union members opposed the killing of students at Ahmadu Bello University Zaria by mobile Police
1987	ASUU went on strike to demand the implementation of Elongated University Salary Scale and to establish a joint negotiation committee between ASUU and the federal government.
1988	The union organized a National Strike to obtain fair wages and university autonomy. As a result, the ASUU was proscribed on 7 August 1988 and all its property seized.
1990	ASUU was de-proscribed
1992	The union went on strike due to the failure of negotiations between the union and the federal government over the working conditions in Nigerian universities
1994	ASUU embarked again on a strike to demand renegotiation of agreements reached in 1992, the reinstatement of over eighty lecturers whose appointment was terminated by Prof. Isa Mohammed, the Vice Chancellor of the University of Abuja and to resist the annulment of the 12th June 1993 Presidential election, widely perceived to have been won by M.K.O. Abiola

The **Academic Staff Union of Universities (ASUU)** is a Nigerian union of university academic staff, founded in 1978. ASUU is an offshoot of the Nigerian Association of University Teachers (NAUT) which was established in 1965. At that time, NAUT consisted of only 5 universities in total including University of Ibadan, University of Nigeria, Nsukka, Ahmadu Bello University, Zaria, University of Ife and University of Lagos.

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1996	ASUU embarked on strike due to the dismissal of the ASUU President Dr. Assisi Asobie
1999	ASUU embarked on a nationwide strike due to the failure of negotiations between the union and the Federal Government over the working conditions in Nigerian universities.
2000	The union again embarked on another strike over the reinstatement of 49 lecturers sacked at the University of Ilorin.
2001	The union again embarked on a two-week strike because of the failure of the Obasanjo administration to implement an agreement it had with the union during the previous strike
2002	Public universities in Nigeria were shut down for six months as ASUU embarked on another strike due to the non-implementation of previous agreements
2003	Nigerian students witnessed another disruption when the university lecturers stayed off campuses for two weeks.
2005	a three-day warning strike which eventually lasted for one week crippled academic activities in public universities.
2006	a strike which lasted for three months.
2007	The issue of reinstatement of the 49 lecturers who were sacked from the University of Ilorin came up again in 2008 when the union decided to embark on strike
2008	following an industrial action that lasted for four months, the government of the late President, Umaru Musa Yaradu'a signed an agreement with the union
2009	Due to the failure of the Federal Government to implement the Memorandum of Action that was agreed with the union in 2009, ASUU embarked on another indefinite strike that lasted for over five months (July 2010 to January 2011)

ASUU is the tool through which Nigeria's public academia drive home their demands to the federal government.

Historically, their demands have always centred around improved remuneration, public policies and improved infrastructure.

Strike actions have been an effective tool utilized by the union as a result of the impact on the student community and agitations on the need to address underlying issues

ASUU is the vehicle through which public universities, most especially federal universities, drive their demands to the federal government.

Timeline of ASUU strikes in Nigeria

2011	●	ASUU again moved to paralyse academic activities nationwide in December 2011, because of the 2009 agreement and the failure of the Federal Government to adequately fund universities in the country
2013	●	failure of government to review the retirement age for professors from 65 to 70; approve funding to revitalize the university system; increase the budgetary allocations to the education sector by 26% among other demands led to another industrial action
2017	●	ASUU again declared an indefinite strike in August over unresolved and contentious issues with the Federal Government. The strike was called off in September.
2018	●	ASUU embarked on a three-month nationwide strike on November 4, 2018, due to the Federal Government's inaction.
2020	●	The union initially embarked on a two-week warning strike, in March 2020, over the failure of the Federal Government to implement its 2019 agreement and resolution with the union. The strike however lasted for over 9 months due to the pandemic and the unresponsiveness of the government to the academic body. It was eventually called off in December 2020, one of the longest strikes ever.
2022	●	The union has been on strike since February 2022 (over 7 months), despite several interventions from pressure groups, protests by students, the union and the government have yet to find a common ground.



3. ALUMNI

Alumni of leading universities across the globe have leveraged the power of their networks and net worth to give back to their Alma Mater. This is yet to be done by Alumni of tertiary institutions in Nigeria.

- Alumni has power. The power to reform and improve Nigeria's tertiary institutions through provision of key financial and non-financial resources toward the advancement of their Alma Mater. Leading global universities have made this discovery. Their Alumni are the pedestal on which they stand. Their Alumni have remarkably contributed to their growth trajectory. This, we can also do.



Mike Bloomberg, a businessman & former Mayor of New York donated **\$1.8bn** to his alma mater, John Hopkins University



Nike Co-Founder Phil Knight, a University of Oregon graduate, has pumped **hundreds of millions of dollars** into the college over the years.



Jeff Bezos, founder of Amazon and a Princeton University graduate has gifted his alma matter **\$15 million**.



American billionaire Gerald Chan with brother Ronnie Chan have gifted Harvard University a total of **\$350 million** to finance projects and construct Harvard School for Public Health.



31st president of the US, Herbert Hoover donated **\$50,000** to his alma mater Stanford University which was used to support the Hoover War Collection establishment

The donations of these individuals have funded various projects in their respective alma maters



Support teaching & Research



Funding of scholarships



Rehabilitation of faculty buildings



Support public service missions of university

A portrait of a man wearing a traditional Nigerian cap (fila) and glasses, with a red banner overlaid on the image containing the title text.

Obafemi Awolowo University: The Bedrock of Nigeria's Tertiary Education



Historical Background: Obafemi Awolowo University

The history of university education in modern Nigeria dates back to 1948, when the University College, Ibadan, was established.

The history of university education in modern Nigeria dates back to 1948, when the University College, Ibadan, was established. Although the Eastern Nigerian Government had enacted a Law establishing the University of Nigeria, Nsukka in 1955, it was not until 1961 that that University came into existence

The University of Ife (Transitional Provisions) Act of August 27, 1975 (now Obafemi Awolowo University (Transitional Provisions) Act) effected a take over of the Obafemi Awolowo University, Ile-Ife by the Federal Military Government and established a Provisional Council as an interim governing body for the University, which, subject to the general direction of the Head of the Federal Government, was to control the policies and the finances of the University, and manage its affairs

Teaching began in October 1962 with an initial enrolment of 244 students, and about 80 teaching, administrative and technical staff. The take-off site was the campus of the defunct Nigerian College of Science and Technology, Ibadan. The University started with five Faculties:
Agriculture,
Arts,
Economics and Social Studies (now Social Sciences),
Law and Science

The Postgraduate School (now Postgraduate College) was established on 1st August, 1981.



In April 1959, the Federal Government appointed a Commission to survey the needs of post-secondary and higher education in Nigeria over the following twenty years. The Commission submitted its report to the Federal Government in September 1960. One of the most lasting results of that Commission was the establishment of three Universities in Nigeria between 1961 and 1962

February 1988, the Obafemi Awolowo University (Transitional Provisions) Act effected a change in the name of the University from "University of Ife" to "Obafemi Awolowo University" in honour of the Late Chief Obafemi Awolowo, one of the founding fathers of the University.

Additional Faculties have since been added, namely:
The Faculty of Education, established on October 1, 1967;
Faculty of Pharmacy on October 1, 1969;
Faculty of Technology in 1970.
The Faculty of Health Science (now College of Health Sciences) was established on October 1, 1970.
The Faculty of Administration replaced the former Institute of Administration with effect from October 1, 1979 and
The Faculty of Environmental Design and Management was established on April 6, 1982.

In 1992, the University established a Collegiate System with five Colleges. This was, however, discontinued two years later, leaving only two colleges – the Postgraduate College and the College of Health Sciences, now comprising Faculties of Basic Medical Sciences, Clinical Sciences, and Dentistry and an Institute of Public Health.

Since its establishment, Obafemi Awolowo University has grown by leaps and bounds. Below provides an overview of its current status

2

Colleges

32,000

Students

19

Research Centres

92

Departments

13

Faculties



Vice Chancellors of Obafemi Awolowo University since its inception.



Oladele Ajose
1962 - 1966



Prof. H.A Oluwasanmi
1966 - 1975



Prof. Oyetunji Aboyade
1975 - 1978



Prof. C.A Onwumechili
1979 - 1982



Prof. Wande Abimbola
1982 - 1989



Prof. I.B Omole
2011 - 2016



Prof. M.O Faborede
2006 - 2011



Prof. Roger Makanjuola
1999 - 2006



Prof. Wale Omole
1991 - 1999



Prof. C.A Osuntogun
1990 - 1991



Prof. Anthony Elujoba
2016 - 2017



Prof. E.O Ogunbodede
2017 - 2022



Prof. A.S Bamire
2022 - present

A photograph of a modern university building with a prominent sign that reads 'Obafemi Awolowo University' and 'RELENTLESSLY PURSUING EDUCATIONAL AND CULTURAL'. The building is multi-storied with a mix of white and dark grey panels. In the foreground, there is a paved area with a circular pattern and some greenery. The sky is clear and blue.

Fixing Nigeria's Education Sector

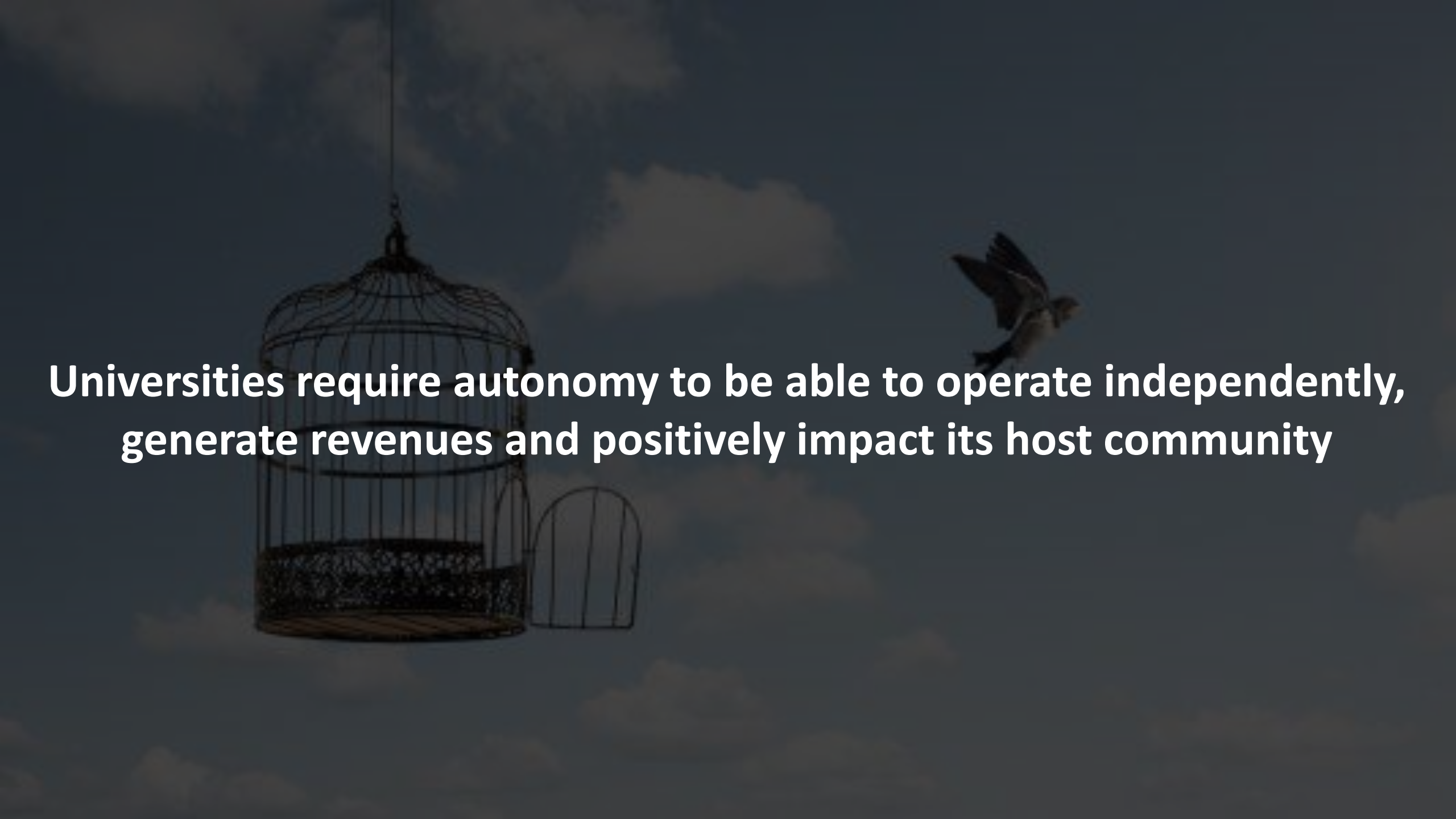
The root cause of the challenges facing Nigeria's education system is funding inadequacy

- ❑ Funding inadequacy culminated in decaying infrastructure; poor service quality; bribery acceptance by Lecturers; Paucity of Competent Teachers; Educational Tourism and other branched out challenges.
- ❑ Taking a cue from the education system of developed countries most especially as it relates to their tertiary institutions which has been seen to be functional, two best practices can be said to be behind the smooth running, growth and development of their tertiary institutions. They are:



**Independent
Universities**

**Endowment Funds
by
Alumni
Associations**

A wire birdcage hangs from a string on the left side of the frame. The cage's door is open, and a bird is captured in flight, moving away from the cage towards the right side of the image. The background is a dark, cloudy sky.

**Universities require autonomy to be able to operate independently,
generate revenues and positively impact its host community**

Understanding Independent Universities

- A major pain-point of the university system in Nigeria is its high dependence on the federal government for funding its operations. This makes universities synonymous to federal government agencies and this has negatively impact the growth, development and quality of tertiary institutions in Nigeria thereby leading to incessant strikes by university unions as they seek better quality of service and employment. Lack of autonomy in the operations of Nigerian universities have led to the following:

Poor Service Quality

- Public Universities in Nigeria are often criticized for the poor quality of educational service delivery which stems from the high lecturer student ratio estimated at 21:1
- This affects educational impact per student and consequently, the quality of fourth generation graduates.

Bureaucracy in decision making

- The public governance structure of public universities negatively impacts the decision making process in universities.
- The objectivity of decisions is also questionable as they are argued to have political undertones.

Remarkable financial dependence on the government

- Financial dependence is the major challenge from which other negative impacts are branched out.
- Dependence on the government for financial needs of public institutions has made them susceptible to the vagaries of the public sector.

Operational inefficiency

- Lack of probity in public institutions negatively impacts their operational efficiency as they operate like government agencies with little or no accountability.
- This narrative would change when they are made autonomous.

The narrative in Nigerian Universities need to change. Public Universities need to be independent in their financial and non-financial operations.

- ❑ Education in Nigeria, most especially Tertiary Institutions, share historical connections with the UK's educational system. However, same cannot be said of their current modus operandi as Universities in England contribute around £95 billion to the economy and support more than 815,000 jobs across England.
- ❑ Nigeria's Universities can also be a significant contributor to Nigeria's Gross Domestic Product if it is able to achieve operational autonomy. Like a business organization / company, the opportunities available to an independently-run Nigerian public university system are endless.

External Funding

- As an independent entity, public universities in Nigeria would have the opportunity to be well poised to raise funds from the debt and equity capital market.
- This will provide universities with the financial access to fund their capital and recurrent expenditures with no dependence on the federal government.

Diversified Revenue Base

- Public universities will have the leeway to establish revenue-generating subsidiaries which increases the revenues of the university in addition to its core revenue source – tuition and other academic related fees

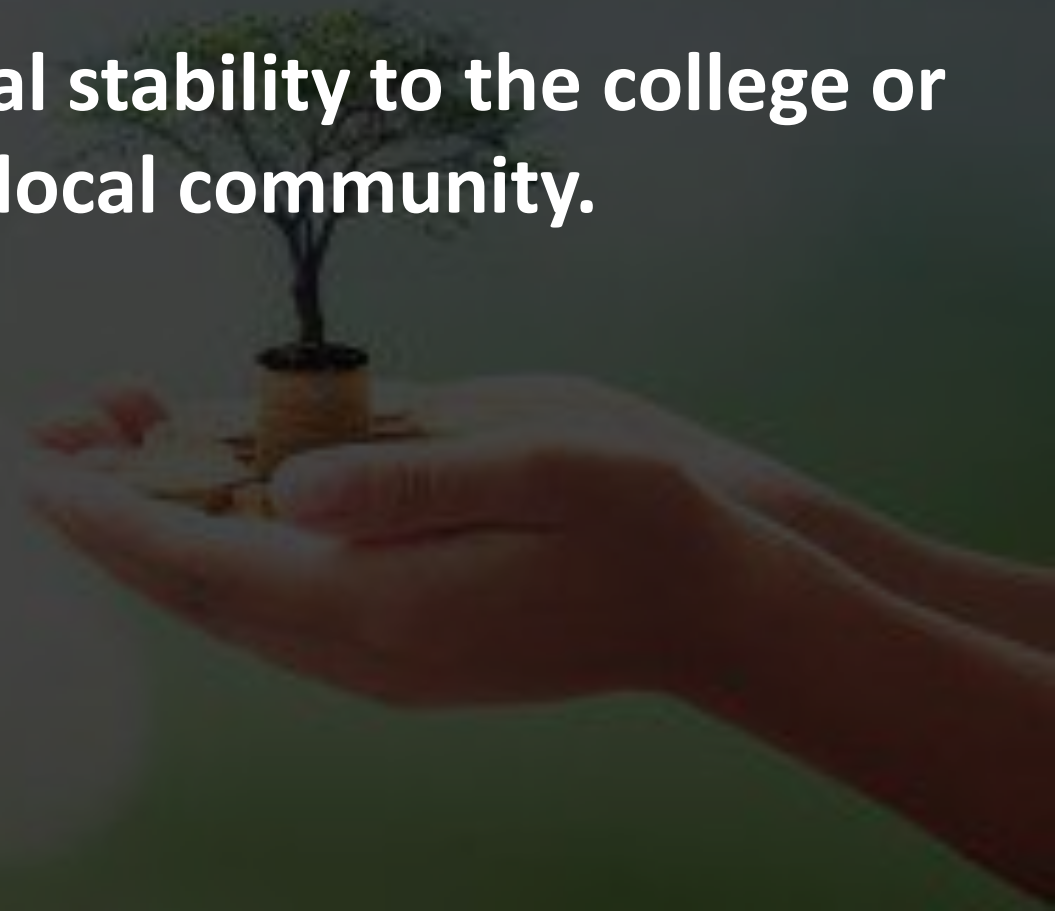
Investment in key business areas

- As an independent entity, public universities will have the capacity to invest in key areas like Research & Development, staff training and infrastructure development.

Healthy Competition

- When universities are run in a company-like manner, we expect healthy competition among industries which should positively impact learning quality and output from public universities in Nigeria.

Endowments provide important financial stability to the college or university and, in turn, to the local community.



What is an Alumni Association?

Alumni Association is an association of graduated or more broadly, of former students (alumni).

These associations often organize social events, publish newsletters, and raise funds for the organization. Many provide a variety of benefits and services that help alumni maintain connections to their education institution and fellow graduates.

Alumni associations and relations are also important for an institution's advancement activities for many reasons



Alumnus stems from a combination of the Latin words “Foster” & “Child”

Why is Alumni Relations important?

- Alumni are an institution's most loyal supporters
- Alumni are fundraising prospects
- Alumni generate invaluable word-of-mouth marketing among their social and professional networks
- By engaging alumni, an institution can continue to benefit from their skills and experience
- Alumni are great role models for current students and are often well placed to offer practical support to students as they start their careers
- Alumni are often in the position to engage the expertise of the institution in their professional lives

Alumni Associations play a key role in strengthening the connection between past students and their respective learning institutions

01 Networking Opportunities

One of the main purposes of alumni associations is to support a network of former graduates who in turn will help raise the profile of the learning institution.

02 Career Building

Many alumni associations offer a variety of career services from job fairs to resume workshops, job postings and online resources for job-seekers. Alumni associations desire for their members to succeed as a successful graduate is a college/university's best asset.



An Avenue to Give Back

03

Because our universities/learning institutions provided us with numerous educational opportunities it is imperative that we give back. Alumni associations are great resources for incoming students – providing scholarships (funded by donations from alumni) and the strength of the school's alumni association can be a deciding factor for incoming students.

Curriculum Evaluation 04

Alumni-based evaluations are increasingly recognized as an important part of the process of ongoing curriculum evaluation. They provide insights into the undergraduate learning experience and students' preparation for work.

Indiana University Alumni Association (IUAA)



Launched in **1854**, following a fire that devastated the University, IUAA today has **650,000+** members

Penn State Alumni Association



Founded in **1870**, Penn State University's alumni association boasts **670,000+** members with **1** in every **8** student belonging to the association.

UCLA Alumni Association



Founded in **1925**, UCLA's alumni association offers a unique tiered approach to participation for its **530,000** members.



Oxford Alumni Association



There are currently more than **350,000** alumni around the world and in excess of **150** regional alumni groups in over **90** countries

Princeton University Alumni



Known for having an average of **62.4%** of alumni donors, Princeton is ranked as the second most generous alumni with **83,500** members in network

UNILAG Alumni Association



The University of Lagos Alumni Association came into existence in **1969**

Top global universities by Endowment Size

University of Harvard

North America



Endowment Asset:
\$40.9bn

University of Yale

North America



Endowment Asset:
\$31.1bn

University of Texas System

North America



Endowment Asset:
\$30.1bn

Stanford University

North America



Endowment Asset:
\$28.9bn

Princeton University

North America



Endowment Asset:
\$26.6bn

University of California

North America



Endowment Asset:
\$21.1bn

King Abdullah University of Science & Technology

Middle East



Endowment Asset:
\$20.0bn

Massachusetts Institute of Technology

North America



Endowment Asset:
\$18.4bn

University of Pennsylvania

North America



Endowment Asset:
\$14.9bn

Northwestern University

North America



Endowment Asset:
\$14.0bn

National University of Singapore

Asia



Endowment Asset:
\$12.6bn

Vanderbilt University

North America



Endowment Asset:
\$10.9bn

Successive governments in Nigeria have invested heavily in the establishment of universities over the decades with hope that these institutions can play a ground-breaking role in addressing problems of underdevelopment. Although the direct contribution of the nation's universities in solving identified problems has not been independently established, there is in fact a second line of intervention in national development available through the alumni associations of these universities.

A nation can't be built without committed citizens and citizens can't function and deliver their potential in building robust nation without a conducive environment. Nation building through Alumni associations, or its role can't be negated, primarily because most times, it's a healthy, professional platform where intellectuals meet to exchange ideas, network, mentor, lobby/pressure members of the ruling class, and encourage members to participate actively in politics and also give back to their institutions and so on. University alumni associations can also be invaluable as a coaching network that significantly enhances the employability of future graduates.



A photograph of a museum gallery with a high, vaulted wooden ceiling. Several animal skeletons are displayed on tables and stands. A large human skeleton is prominently featured in the foreground on the right. The floor is light-colored and reflective. A red semi-transparent banner is overlaid on the left side of the image, containing white text.

Rallying call: Carting Home our Harvest



Obafemi Awolowo Alumni Associate Vision Statement

To create a global network of Great Ife Alumni that will generate tremendous benefits through synergy, for our alma mater, our home country- Nigeria, and the various countries that we are residents/citizens

Carting Home our Harvest:

What spent \$1,200,000 USD on the Education Sector in 2021

Select Projects- Education (Primary and Secondary School)

At Platform Capital, we understand the importance of “**Carting Home our Harvest**”. We are well aware of the need to give back to the community and country that provided a Platform for us to become who we are today.

It is against this backdrop that we have, and will continue to impact our community in the best possible ways.

In 2021, we rehabilitated primary schools, high schools and universities, provided tuition scholarships, built a Natural History museum, created and funded a new national academic competition called the Beautiful Ones are Born, taught children how to read, and built inclusive schools for disabled children.



Our Adopt-A-School project is rehabilitating 12 primary schools across Nigeria to ensure that 1580 students



We identified, recognized and rewarded academic excellence through our annual initiative – The Beautiful Ones Are Born. In this programme, students in private and public schools completed quizzes in STEM, Debate and a Spelling Bee Competition. Prizes, in form of scholarships, were awarded to finalists.



We contributed to skills development of Adults, Youth and Children through the Africa Literacy Programme (ALP), Readland Academy and The Diatom Internship Programme respectively.

Carting Home our Harvest:

WE spent \$1,200,000 USD on the Education Sector in 2021

Select Projects- Education (Tertiary Institutions)



We built the Natural History Museum at the University of Lagos (UNILAG) to showcase indigenous current and historical records of animals, plants, geology and other artifacts discovered by the University.

This dynamic museum was built to preserve all the novel ideas produced by various departments at UNILAG.

Before



Renovating Obafemi Awolowo University

After



We renovated 4 lecture theatres and one classroom in the Department of Chemical Engineering at the University of Ife. This renovation project will elevate the learning experience offered by this university.

Carting Home Our Harvest: How we can continue to give back

1

Deepening Engagement with Alma Mater

- Deepening role and contributions to Alma Mater through R&D sponsorships, providing an avenue for internships and employment placement opportunities for current students, taking an active part in curriculum evaluation etc.

2

Direct Project Financing & Investments

- Researching and funding commercially viable projects that have significant developmental impact.

3

Collaboration with Impact organisations

- Strategic collaboration with organisations like Platform Capital funding and financing projects and businesses with the potential for significant impact in Nigeria and on the continent





1 . Direct partnership with and support of School programs and projects

You can directly engage your alma mater to lend your time and resources to causes, programs and projects that align with your ethos and objectives



Support teaching & research



Funding of scholarships



Defined Individual and (or) group contributions and donations



Rehabilitation of faculty buildings



Support public service missions of university



Mentorship & Guidance programs for Students

An aerial photograph of a dense, vibrant green forest. In the center of the forest, there is a small, circular pond with clear blue water. The surrounding trees are thick and lush, with varying shades of green. The overall scene is bright and natural.

2. Direct Partnership for philanthropic impact through Diatom Impact

Partnership opportunities for direct philanthropic impact through Diatom Impact



DIATOM IMPACT

Diatom is a Trustworthy organization that can help drive direct charity Impact

Diatom is an impact-focused investment and research organization committed to being a global change agent through collaborative partnerships (with key investments in education, Healthcare, quality of life, gender equity and entrepreneurship) equity with communities, corporations, and governments.

We believe in **the power of the village**, as it serves as a constant reminder that we are our brother's keepers. In this rapidly evolving world, we believe now more than ever that empathy, togetherness, and collaboration are how we will create a better world.

Join us as we transform Africa by building a powerful village of local and global changemakers.

We Work Across 5 Critical Areas to Development

Entrepreneurship



Education



Gender Equality



Health



Quality of Life



Our support initiatives at the University of Ife: We met the Lecture halls in deplorable states. We couldn't leave them that way....



We left the halls this way. That is what we should do – make an impact!

52



We renovated 4 lecture theatres and one classroom in the Department of Chemical Engineering at the University of Ife. This renovation project will elevate the learning experience offered by this university.

35,000 students impacted

\$300,000 Invested

Charity began at home; we have now gone beyond our home to make impact in other schools



Our Adopt-A-School project is rehabilitating 12 primary schools across Nigeria to ensure that 1580 students will have:

- Access to consistent electricity
- Access to clean water
- A beautiful learning environment
- Clean and safe disposal of human waste
- Protection from flooding

1580 students impacted



We built the Natural History Museum at the University of Lagos (UNILAG) to showcase indigenous current and historical records of animals, plants, geology and other artifacts discovered by the University.

This dynamic museum was built to preserve all the novel ideas produced by various departments at UNILAG.

5,700 students impacted



Before



After

We renovated 2 inclusive schools catering to children with disabilities

113 children impacted

Feeding the Community

5000 Families Fed

We donated food bags and money on a weekly basis, in 2020, to community members left starving because of the coronavirus.



Better Learning Experiences

\$1,250,000 Donated

We donated \$1,250,000 to upgrade UNILAG with state-of-the-art lecture rooms, robots, meeting rooms, and outdoor pagodas. We also launched our adopt-a-school initiative where we adopted and refurbished two schools.



Improving Quality of Life

10 Boreholes Built

We built 10 boreholes in impoverished communities across Nigeria in 2020 that will impact over a 100,000 people. We also donated a new water filtration system to improve water supply in Okpoama, Brass Island.



Scholarships and Literacy Training

555 Learners Impacted

We provided scholarships to 55 low-income high school students in 2020, supporting them for the entirety of high school. We also launched the Africa Literacy Project, impacting 500 new readers in Sierra Leone



In partnership with



Supporting Entrepreneurs

NGN 17,800,000

In grants disbursed to startups

We launched 1Community—a microbusiness incubator and network—to support job creation in the informal economy. Our pilot program empowered 50 youth farmers.



Combating Domestic Violence

NGN 100,000,000

Committed to Heart Initiative

We launched The Heart Initiative—committing NGN 100,000,000—which provides direct financial assistance to women seeking refuge from domestic violence and sexual abuse.



Ending Period Poverty

2500 Pads Distributed

We partnered with Virtuous Pads whose goal is to end period poverty. They distributed pads to 2500 girls in Abuja and Nasarawa state and sensitized 5000 girls and women on menstrual hygiene education.



Increasing Female Political Participation

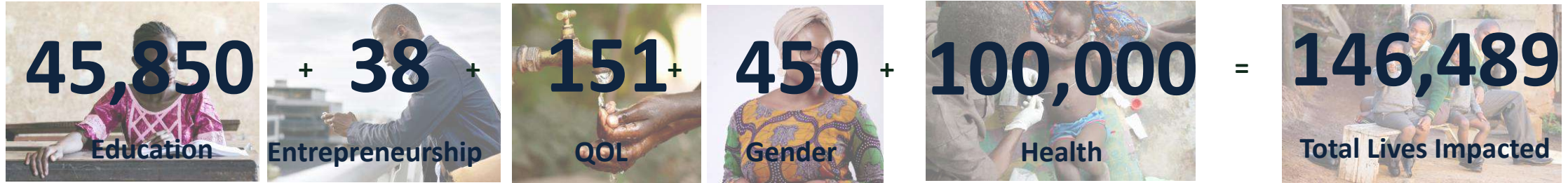
\$50,000 Committed

We have committed \$50,000 to ElectHER with the aim to get 1000 women to run for office in 2023. ElectHER is a women's political advancement initiative addressing the underrepresentation of women in elective office.



Our Impact Scorecard of 2021

Overall
Granular Level



12 Primary schools 

113 Differently-abled students 

36 Female agricpreneurs 

1500 Health Diagnostic Recipients 

3 Special needs schools 

36 Orphans 

500 Women receiving Political education 

29 Project Partners 

38,100 Students 

206 New readers 

200 Political Women In Training 

17 Projects 

Impact Footprint



Sierra Leone



Nigeria



Ghana



Zambia



Liberia



Uganda



South Africa



Kenya



USA



Mexico

Conclusion



It is time to cart home our harvest! It is time to rebuild our own by ourselves, it's time to be BLACK



Brothers'
Keeper

B

Looking out for each other. Carrying each other's burdens. Sharing what we have so all can get. Being a listening ear to the people we are surrounded by. Standing in the stead of each other in times of weakness. Doing the thankless job of fixing our country, one individual, community, one company at a time.



Loyalty

L

Unflinching support for each other and what we collectively stand for. Undying love and respect for our country and our heritage. Strong bond encapsulated in mutual respect, faithfulness and sincerity of purpose.



Authenticity

A

Embracing who we are as individuals first, then as a collective. Being proud of the composition of our DNA as Africans. Constantly seeking to be original in our thought process, utterances, methods, actions and ethos.



Capacity

C

Multi-dimensional capability. Highly skilled and talented. Understanding that talent is never enough and dire willingness to always put nothing less than a 101% in every task, assignment, project, transaction and endeavor. Ability to manage the complexity that comes with driving change and making a difference in the markets we choose to play in.



Knowledge

K

Depth and breadth of understanding of subject matters both within and outside the scope of our core work. Demonstration of thought leadership and expression of contrarian views entrenched in theory, history, literature and logic in advising our clients, partners and companies. Being at the top of the evolution of information and disseminating same to our ecosystem.

Platform Capital: A Unique Investment & Advisory Firm

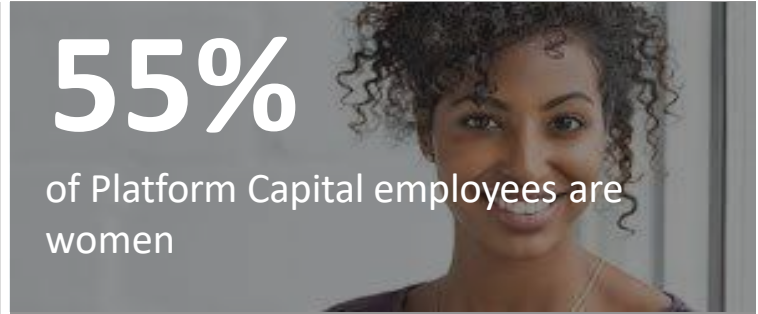
Platform Capital is a growth markets focused, sector agnostic, principal investment and advisory firm. Platform deploys patient, value accretive capital alongside international and local value investors to create champion businesses with the potential for regional or global scale.



161
Companies invested in
Directly and indirectly



70+
employees across the firm

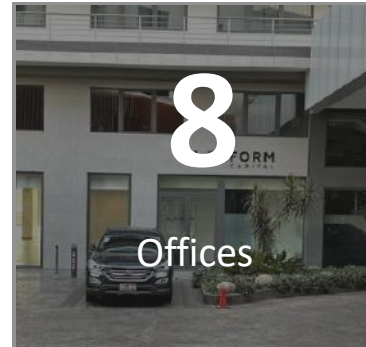


55%
of Platform Capital employees are women



11
nationalities

9
Verticals



8
Offices



3,000
employees across our portfolio

45%
of portfolio company employees are women



>1,500
Entrepreneurs impacted

About Dr. Akintoye Akindele DBA CFA FICA

Dr. Akintoye Akindele is a Lecturer, Nurturer and Builder of future minds at leading schools in Africa and globally. An intellectually astute Investor, Entrepreneur, and Philanthropist, leveraging over two decades of industry experience. Dr. Akindele is Founder & Chairman of Platform Capital; Founder & CEO of Duport Midstream; Founder, CEO & Chairman of Atlantic; Chairman of Unicorn; Co-Chair of WhiteSpaceX, and Chairman of Diatom Impact. He is also the Founder of Synergy Capital Managers and Advisers and was Managing Partner of Synergy Capital Managers up until November 2019. He is the Goodwill Ambassador for the State of Georgia, USA and the 2022 African Business Leader of the year

Dr. Akindele's family office, Platform Capital, is a growth markets focused, sector agnostic, principal investment firm. Platform Capital deploys patient, value accretive capital alongside international and local value investors to create champion businesses with the ability for regional scale. It has multiple investments in various sectors across the world. He is also a faculty member at the University of Lagos Business School, lecturing on finance and entrepreneurship.

Dr. Akindele completed his tertiary education in Nigeria, obtaining a bachelor's degree in Chemical Engineering with honors from the Obafemi Awolowo University. He received a doctorate degree in Business Administration (Finance) from the International School of Management - Paris, France. Dr. Akindele is a CFA charter holder and a trustee of the CFA society of Nigeria. He is also an alumnus of the London and Said Business Schools, having attended various senior executive programs in Management and Strategy, Advanced Corporate Finance and Private Equity amongst others.

He is passionate about the development and growth of entrepreneurs in Africa. He is a frequent speaker at leading business schools, conferences and seminars on investing in Africa, private investment in Africa and the role of entrepreneurship in Africa's evolution. He supports and donates to various institutions that provide grants to



Return To Love : Marianne Williamson

Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us.

We ask ourselves, 'Who am I to be brilliant, gorgeous, talented, fabulous?' Actually, who are you not to be? You are a child of God. Your playing small does not serve the world.

There is nothing enlightened about shrinking so that other people won't feel insecure around you. We are all meant to shine, as children do. We were born to make manifest the glory of God that is within us.

It's not just in some of us; it's in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.





THANK YOU