



BOWEN UNIVERSITY

(of The Nigerian Baptist Convention)
Iwo, Nigeria

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Third Convocation Lecture

**Private Universities and Human
Capital Development**

delivered by

PROF. JULIUS A. OKOJIE
Executive Secretary,
National Universities Commission

On

Friday, 31st October, 2008



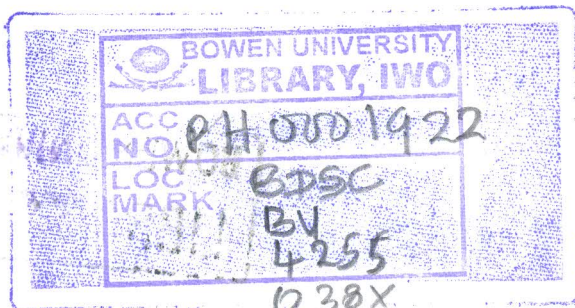
**Private Universities and Human Capital
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PRIVATE UNIVERSITIES AND HUMAN CAPITAL DEVELOPMENT

PROTOCOL

The Visitor to Bowen University and General Secretary of the Nigerian Baptist Convention, Rev. (Dr.) S. Ademola Ishola,

Honourable Chancellor, Rev. (Dr.) Rueben I. Chuga,
The Pro-Chancellor, Deacon Professor Bisi Adebowale,
Your Excellency, the Executive Governor of Osun State,
Prince Olagunsoye Oyinlola,

Other State Governors here present,

Members of the Executive Committee of the Nigerian Baptist Convention,

Honourable Minister of Education, Dr Igwe Aja-Nwachukwu,

Other Honourable Ministers here present,

Government officials at Federal, State and Local Government levels,

Members of the Governing Council of Bowen University,
The Vice-Chancellor, Principal Officers, Provost, Deans and Directors of Bowen University,

Members of Senate and Congregation of Bowen University,
Pro-Chancellors and Vice-Chancellors of Sister Universities,
Kabiyesi, My Lords Spiritual and Temporal,

Distinguished members of the Graduating Class,

Parents and Guardians of Graduating students,



Staff and Students of Bowen University,
Gentlemen of the Press,
Distinguished Ladies and Gentlemen.

Preamble:

Let me start by expressing my joy in visiting Bowen University to deliver the Third Convocation Lecture. I have decided to speak on the topic “Private Universities and Human Capital Development” to emphasize the critical role of Private Universities in human capital development in Nigeria. Human capital development is central to the success of the seven point agenda of the federal government.

The Seven Point Agenda (Power and Energy , Food Security and Agriculture, Wealth Creation and Employment, Mass Transportation, Land Reform, Security, Qualitative and Functional Education) has become the cornerstone of government economic and public policy thrust. One of the key elements of this thrust is Human Capital Development which is aimed at transforming our youthful population into highly skilled and competent groups capable of competing globally. A major part of the responsibility for preparing such a work force is with the Nigerian University System (NUS).

Basic Role of Universities

The university has a tripod mandate of research, teaching and community service. It therefore caters for the human well being of country. In doing this, it acts as a powerful instrument for reducing poverty, inequality, as well as improving the health and social well being. This is the basis for a sustainable economic growth. It also helps in building democratic societies with dynamic globally competitive economies. From a global perspective, economic and social development are increasingly driven by the advancement and application of knowledge – especially from the Universities. In recent years, the economic successes of newly industrializing nations like Singapore have been linked to



priority investment in human resources development, especially through the Universities.

Growth of the Nigerian University System

There are currently a total of 94 approved Universities in the Nigerian University System. The number of universities in Nigeria has grown from 1 in 1948 to 94 in 2008, comprising 27 Federal, 33 State and 34 Private Universities while the number of students enrolled in these Universities in 2006/2007 was about 1,100,312. It is clear from the statistics that the number of Private Universities has continued to increase, consequently, playing an important role in manpower production in Nigeria. For the first time the number of Private Universities is higher than the number of either the Federal or State Universities.

TABLE 1: Growth pattern of the Nigerian university system

Period	Federal	State	Private	Total
Before 1959	1	-	-	1
1960-1969	4	-	-	4
1970-1979	8	1	-	9
1980-1989	9	7	-	16
1990-1999	3	5	3	11
2000-2008	2	20	31	51
Total	27	33	34	94

It is observed that the number of Federal Universities remained stagnant at 25 from 1992 to 2002 and has between 2002 and 2008 increased by only 2, bringing the total number of Federal Universities to 27. It means that in recent years, the Federal Government has not established many new Universities. On the other hand the number of Private Universities has continued to rise and given the number of fresh applications frequently received by the NUC for the establishment of Private Universities, it is obvious that increased access to university education in Nigeria will depend heavily on the establishment of private universities.



Background to Private Universities in Nigeria

The past three decades have witnessed significant changes within the university system in Nigeria. The stress put on the universities in terms of demand and the limited expansion in physical facilities and academic staff to cater for this demand has taken a great toll on the quality of programmes in the institutions. Employers of labour and the general public have expressed concern over the quality of graduates of Nigerian universities. The situation is glaringly evident when they are requested to take qualifying examinations. Similarly, an increasing number of employers are forced to practically retrain newly recruited graduates to give them the skills that should have been acquired in the university. This problem is further worsened by the exodus of academic staff from the universities, popularly referred to as “brain drain”.

The state of university education in Nigeria can therefore be described as one of massive explosion in student enrolment (15% of applicants are admitted); increasing number of prospective new entrants in the face of inadequate and obsolete infrastructure and equipment; poor library facilities, inadequate academic staff in number and quality; lack of relevance of academic programmes, low level of funding, and generally therefore low quality graduates.

The emergence of private universities

The placement of higher education under the concurrent legislative list in the 1979 Constitution allowed state governments to establish universities. Private sector participation in university education commenced during the second republic. However, in the absence of proper guidelines for their establishment, they all turned out to be universities only in name. Consequently, all the 24 private universities established between 1980 and 1983 were abolished by the Federal Government in 1984. It was nine years later in 1993, that another law which allowed the establishment of private universities and spelt out procedures for such was promulgated. Following the emergence of democratic rule in 1999 and the liberal policy on higher education, there has been a surge in the establishment of private universities in Nigeria. From a modest number



of 3 pioneer private universities in 1999, we now have a total of 34 licensed private universities.

Thus, 34 out of the 92 universities are privately owned and the number will increase. Only 6% of Nigerian students of university age have access to university education. Compared to; USA 85% access, Japan 75% access, UK 65%, Eastern Europe 35%. Minimum international standard = 16%. In Vietnam 104,265 students are enrolled in 27 private universities, accounting for 11.4% of total university students. Russia has more than 200 private universities with annual enrolment of over 60,000 students.

Why Private Universities

Private Universities represent a vibrant and growing community of higher education providers in Nigeria as in many parts of the world. As government funding declines, public universities alone can no longer meet the demands of students and faculty for quality learning environment. Private Universities are therefore increasingly expected to take responsibility for producing graduates with emphasis on relevant programme focus, with each carving out a niche for itself in an atmosphere of conducive environment for training, learning, research and societal development. Private Universities also absorb students from the pool of fully qualified applicants who would ordinarily, not be admitted into the public universities because of the limited carrying capacity of these public universities. A look at the Joint Admission and Matriculation Board (JAMB) application and admission profiles into Nigerian Universities shows that generally, less than 20% of prospective candidates secure admission into Nigerian Universities on a yearly basis (Table 2).

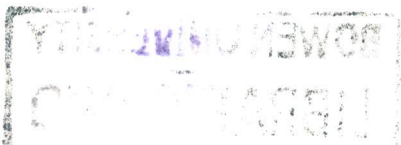
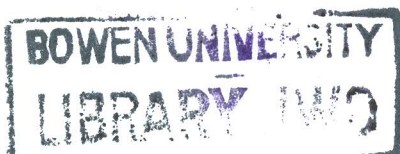


Table 2: Yearly distribution of proportion of university applicants admitted

Year	No. of Applicants	No. Admitted	% Admitted
2000/2001	550,399	60,718	11.0
2001/2002	749,727	90,769	12.1
2002/2003	994,381	51,845	5.2
2003/2004	1,046,950	104,991	10.1
2004/2005	841,878	122,492	14.5

Based on the JAMB admission profile, the number of students admitted against the number of candidates seeking admission into Nigerian Universities remains very low. We therefore need to increase access and one way of doing this is through the establishment of Private Universities. The vital role which university education plays in the socio-economic and self development of a country and individuals respectively has increased the demand for university education over the years. Therefore emphasis needs to be placed on Private Universities. The Gross Enrolment Ratio(GER) – i.e the proportion of young people aged 19-24 that is in the universities is only 7% in Nigeria, compared to South Africa, 18% and Mauritius 11%.

This indicates that Nigeria's participation rate in university education is very low. It is in this context that the prospects of the well coordinated and orderly development of private universities in Nigeria can be appreciated. There is inadequate access as only 6% of the Nigerian Students of University age has access to University education whereas the minimum international standard is 16%. The United States of America has achieved 85% access; Japan 75% access; UK, 65% access and Eastern Europe has an average of 35% access. Related to access is the annual carrying capacity of the Nigerian University System which is about 150,000 whereas the annual demand is about 1 million.



Frequent closures, unstable academic calendar, general instability on the campuses of public universities due to staff and student unrest among others lead to decline in the traditional university values of integrity and industry, private universities have become alternatives choices.

See the list of approved private universities(Appendix 1). A distribution of number of private universities by state is presented in Table 4.

Table 3: Distribution of Private Universities by State

S/N	State	Number of private university
1	Ogun	6
2	Osun	3
3	Lagos	3
4	Edo	2
5	Anambra	2
6	Oyo	2
7	Enugu	2
8	Delta	2
9	FCT	2
10	Ondo	2
11	Adamawa	1
12	Kwara	1
13	Nassarawa	1
14	Katsina	1
15	Taraba	1
16	Benue	1
17	Akwa Ibom	1
18	Kogi	1



An assessment of Private Universities in Nigeria

Private universities have provided access to higher education for thousands of students whom public educational institutions could not accept because of the limits imposed by available facilities. They have provided parents with a legal opportunity to invest money in their children's future, and through their less traditional pedagogical approaches offer students the chance to develop academic and organizational skills, as well as providing opportunities for self-realization and self-expression.

Apart from diversity in programme offered, they have maintained stable academic calendar, in the absence of frequent strikes by staff and demonstration by students. They have relatively secure and peaceful learning environment, characterized by absence of secret cults activities, clean hostel environment, among many others. Some of the achievements include the following:

Optimum balance between academic and non-academic staff ratio: The Private Universities have been able to set a pace in striking a reasonable balance in academic/non-academic staff mix. This has long been a problem in the public universities, resulting in heavy wage bill on non-academic staff. Consequently, only about one Naira of every Eleven Naira spent in public university system is for capital development. The rest is spent on recurrent expenditure consisting of maily salaries and wages

Effective check on secret cult activities: This is another area of contribution of Private Universities through their emphasis on moral and spiritual training. There is provision for accommodation with stringent hostel regulations and appropriate counseling which ensures an atmosphere of strong moral values.



- **Restoration of dignity and welfare of student life:** Public universities are known for their over-congested hostels and inhuman and intolerable living conditions. Most of the Private Universities offer full boarding facilities and have smaller class sizes with fairly adequate infrastructure even though at relatively high cost.
- **Maintenance of stable academic calendar:** This has remained one of the greatest achievements of Private Universities. In the past decade, public universities have lost about three and half years of effective teaching and research. In many universities, for instance, students spend extra years in programmes due to closure and absence of research and teaching activities.
- **Maintenance of academic quality** The results of accreditation exercise in 2005 and early 2006 show that the programmes evaluated in private universities had full or interim accreditation result. No private university had any programme with denied accreditation. The NUC remark on the result indicated that the private universities have enrolled students who are well on course towards producing quality graduates that are disciplined, have the fear of God, possess leadership qualities and are job creators rather than job seekers”. It also went on to observe that these universities exhibited characteristics leading to good quality teaching by the academic staff, maintaining stable academic calendar and maintaining cult-free campuses.

Private universities and human capital development

Human Capital Development is a programme for sustainable national development. It is a way of fulfilling the potentials of people by enlarging their capabilities. It implies empowerment of people to enable them participate actively in their own development.

“Human capital” represents the knowledge, skills and abilities that make it possible for people to do their jobs. Human capital development is about



recruiting, supporting and investing in people, using a variety of means, including education, training, coaching, mentoring, internships, organizational development and human resource management.

It all has to do with the education, skill levels, and problem-solving abilities that will enable an individual to be a productive worker in the global economy. Private Universities, through their contribution in human capital development, can produce both public and private benefits. The private benefits for individuals include better employment prospects, higher salaries and greater ability to serve. These benefits may result in improved health and quality of life. One public benefit is the enhancement of economic development through technological gains. Expanding access to university education through private universities can provide for and promote faster technological development and improve the country's ability to maximize its economic output. Investments in private universities may accelerate technological diffusion which would decrease knowledge gaps and help to reduce poverty.

Studies have shown that almost half of the increases in income inequality in different countries of the world resulted from technological changes that benefit the better educated. The expectation is that private universities will concentrate in developing capabilities in those industrial areas that offer high-paying jobs and bring prosperity to this country.

These brain-intensive industries include:

- computers and software,
- robotics and machine tools,
- civilian aviation,
- microelectronics,
- materials sciences,
- biotechnology, and
- telecommunications.

In these days of knowledge revolution, it is not physical resource endowment but good quality higher education which determines the growth



of a nation and her level of competitiveness. Nigeria has a large number of unemployed graduates, yet there is a shortage of workers with the necessary new skills to innovate. It is in this context that private universities may take a lead to constantly innovate their programs and curriculum, keeping the market in mind.

Challenges of Private Universities in Human Capital Development

For private universities to effectively compliment the efforts of public universities they must address the following challenges:

a) **Relevant curricula:** Curricula must be related to national needs and must be designed along with the delivery mechanisms to equip all graduates with the skills, perspectives and values to enable them play a positive role in the new contexts of a globalizing world. Curriculum and its delivery must be seen as very fundamental because they are regarded as the taproot of the education dandelion. In this regard, Information Technology is very relevant and must become a very valuable tool in our teaching and learning. Things are changing very fast especially in Science and Technology education. Reforming our curriculum therefore enables us to add an international dimension to the character of our education in such a way as to optimally prepare our students to be able to carry their profession or apply their knowledge regardless of the cultural environment in which they find themselves.

With well developed curricula, the university can effect partnership with industries/companies in areas of product design and staff training. As much as possible the university should adhere to the 60/40 Science/Arts ratio in its admission policy so as to encourage the development of manpower in Science and Technology. Also courses which cannot lead to self employment or without immediate employment prospects are a luxury few can afford. Universities are no longer producing



graduates simply for the public sector and civil service jobs. An increasing population of University graduates seek work in the private sector and in particular the service sector. Our private universities must through their programmes and curricula become increasingly agile in responding to changes in the labour market.

b) *Quality and composition of academic staff:* It is no problem for private universities to hire administrative and support staff, but it is very difficult to find professors to teach courses, particularly new ones. Specialists have to be attracted as visiting professors at a cost. Some of the faculty members at private universities are full-time employees at public universities. They are employed as part-time staff in private institutions to teach general courses that every university is expected to offer. They are usually well-trained in their field and are not as “expensive” as the specialists. But a teacher involved in two universities may not have enough time for good preparation at either job. Consequently, this situation has a negative effect on the quality of teaching in both private and public universities.

In the 1960s and 1970s, Nigeria witnessed a flourishing of an internationally competitive and comparable higher education system. This was due in part to the presence of quality international scholars in the employment of the nation’s universities and training and retraining of academic staff in the foremost universities in the developed countries. Indeed in some cases, the curricula of Nigerian Universities were developed in collaboration with foreign partner universities. The trend to-day has significantly shifted from those lofty heights attained in the provide stated above to that of collapse and decay. Now we have very low international composition of academic staff. We also have poor net-working of local universities with their foreign counterparts even those on the African continent. There is need to improve our academic staff in terms of quality and numbers. Our private universities can address these by encouraging contact with other universities



through training and retraining of their academic staff, through staff exchange on temporary basis, and through the use of Nigerian Academics in the Diaspora on a short term basis to impart modern trends to colleagues in the private universities. There are academic staff shortages in our universities especially in the critical areas of Science and Technology. Over 60% of academic staff in the Nigerian University System belong to the category of Lecturer I and below and many do not possess the Ph.D degree. Our Private Universities must come up with ways to encourage manpower development so that staff without Ph.D degrees will obtain these soonest.

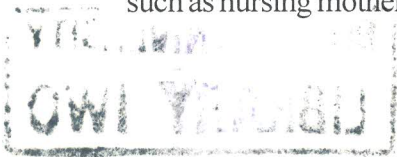
- C) **Programme specialization:** No university can be a world class university if it aims at being a master of all programmes. It is therefore important that for each private university to effectively contribute to Human Capital Development, it must concentrate on the range of programmes which its resources can carry and which are also relevant to the developmental needs of its location in particular and Nigeria in general. It should also consider courses which will lead to market-friendly qualifications. In doing this, the university will be concentrating on the impact it wants to make. There is the danger of a fundamental overload of the universities as they try to be all things to all people. We need to bear in mind the sober admonition of Ajayi et al (1996) who reminded us that “in the face of demands which far exceed their capacities, universities have to be highly selective and consider very carefully what they would expect to achieve given the existence of several deserving areas. It is important for the universities to strike a balance between what is essential and possible and what is desirable and possible but not essential”. If we fail to heed this admonition, the quality of performance of the traditional functions of the university will be seriously compromised. Related to this is the fact that when you spread yourself very thin through the offering of very many programmes,



you will spend so much money in mounting the very many programmes and you may fail to make a useful impact on society.

D) *Linkage with industry and the private sector:* Collaboration between universities and the Industry/Private sector has become important in many parts of the world as a way of attaining high standards and providing facilities for the university. Such collaboration entails the providing of resources, competencies and capacities from the public and private sector to achieve outcomes that add value beyond what either party would have achieved acting alone. In line with global trends our private universities need to build strong interactive relations with the business community and the industry to help mould students who are not only socially responsible but who can also thrive in a more versatile and entrepreneurial manner. Such interaction with industry/private sector helps to identify skills and course content that are essential for graduates to become marketable and competitive in to-days tough job market. It also stimulates exchange of experience and the transfer of knowledge and expertise. It will also ensure that the producers of the university are not parochial intellectuals or trained parrots, but finished consumable products that will replenish and invigorate our human resource. In this way, the university system will contribute much to Human Capital Development.

E) *Building:* Private universities as a recent development need buildings to house the academic process. Staff and Student Houses form an integral part of the University. University buildings should take into consideration the needs of the user, the elderly, physically challenged and ensure they meet international standards. Apart from on-campus buildings, private universities should influence the type and standard of building in the neighborhood to meet the peculiar needs of students their admit. For example provisions should be made for special groups such as nursing mothers, mature students and single mothers.



f) **Equipment:** The dynamic changes taking place in equipment for teaching and research pose one of the greatest challenges facing universities in developing countries. Private universities must take advantage of their coming on board at this point in time and go for the modern, cost-effective and flexible range of teaching and research equipment.

g) **Library:** There can be no serious academic process and research without a library. As a place for the gathering and dissemination of hard-won human wisdom, libraries have been and shall always be the engines of modernization. In the library, we can uncover the deepest truths, and explore the thoughts and actions of others and inform our own creativity.

It is the gateway to a better tomorrow, for libraries challenge us to use our minds, to find better ways of conducting ourselves and managing the great problems of human existence. They ensure that we need not learn the same lessons over and over again, as we can learn from the experience of those before us.

h) **Tuition:** Private universities charged tuition to support funding of staff and faculty, course offerings, lab equipment, computer systems, libraries, facility upkeep and to provide a comfortable student learning experience.

Some of the sources students use to pay tuition include:

- Loans
- Scholarships
- Bursaries
- Grants
- Parents' money



- Their own savings
- Government student loans
- Financial institution loans
- Educational institution loans
- Company funding

Some of these sources are at the rudimentary stages of development in Nigeria that more effort is needed to develop them.

i) **Pedagogical reform:** Private universities should champion pedagogical reform that ensure standard are part of the teaching, learning, evaluation and certification process. The standards process involves three steps:

- First, the content of the standards are set. Working through their national associations, teachers develop standards with input from the business community and benchmark them against the most demanding in the developed world because, in the global economy, our children will compete with well trained young people now being educated in foreign countries.
- Second, teachers develop curricula, or the course work, that students would need to meet the standards.
- Finally, performance-based assessments as distinct from aptitude tests are created to measure whether students have in fact mastered the standards.

The standards approach, represents a radical departure in pedagogy. Instead of the ability-based paradigm in which those who are smart do well and those who are not do poorly, the standards approach embraces an effort-based paradigm centered on the belief that effort leads to ability. With effort expended toward mastering a set of explicit standards, all children can reach far higher levels of accomplishment. Because different levels of ability exist, there will



always be students who achieve advanced mastery, but through the standards pedagogy which restores the work ethic to schooling, the academic floor can be raised significantly for everyone. Instruction toward the standards does not involve learning a narrow set of skills aimed at producing high scores on aptitude tests. What needs to be known is made explicit at the outset and achieved through active performance rather than passive test-taking.

What goes on in the classroom will more closely reflect what goes on in the adult world. Team work becomes far more important than isolated individual effort both because it is a skill greatly needed in the work place and because it is okay to learn together when everyone knows in advance what problem-solving skills must be mastered to meet the standards.

This will require a dramatic shift in the attitudes and behaviour of parents, employers, elected officials, and college administrators not simply students and educators. The effort in ensuring high standards can succeed only if support comes from every constituency in our communities.

Finally, the human capital development challenge is not one among many rather, it is the greatest challenge facing Nigeria. Creating a work force that can compete in the global economy is a task that requires key changes in every component of the nation's administrative machinery and private universities must take the lead. The following private targets and strategies are suggested.

Criteria for a successful private university in human capital development:

- (1) attractive building;
- (2) attractive location;
- (3) commitment to high quality research (pure teaching institutions are less respected);
- (4) commitment to high quality teaching (e.g. small classes, evaluation of teaching);
- (5) flexible but competitive student admissions (against the bureaucratic procedures at public universities);



- (6) Informative and appealing website;
 - (7) international profile;
 - (8) innovative curriculum (challenges traditional universities);
 - (9) reasonable tuition fees (demand taken into account);
 - (10) status and stability of ownership of university.
- Private universities which are struggling may only fulfil less than half of these criteria.

Targets and Strategies

Targets and strategies proposed for private universities to ensure effective participation in human capital development are as follows:

Access and relevance: Increase access to university education to at least 20% of what is available nationally. Develop robust curricula for undergraduate programmes relevant to the nation's manpower needs and global competitiveness.

To achieve this will need a rapid upgrade and increase in existing physical and instructional facilities. Private universities should adopt a training strategy that will promote more equitable access to learning opportunities and experiences as well as learning outcomes that reflect reasonable variations in individual aspirations or development of potential, rather than differences in personal, social, economic and/or geographic advantage.

The strategy will contribute to a system of university education and training that is both accessible and equitable. The strategy will identify and develop innovative approaches to extend access to learning opportunities to those in rural and remote communities, as well as re-engage disengaged learners in university education and training.

Quality of staff Attract and retain high quality academic staff for the various disciplines. The strategy should be to entrench robust staff development programmes through an aggressive capacity building policy. Periodically adjust/improve salaries and other incentives (relative to economic indices) in order to attract and retain the best brains.



Research Improve the output, relevance and quality of research in private universities; Increase private universities/industry/commerce/government partnership.

Programmes Attain accreditation of at least 80% of all programmes in private universities within the next five years.

System instability Ensure carrying capacity stipulations; Early detection and eradication of academic and social vices.

Quality of entrants & graduates Ensure that only deserving candidates are admitted; Produce quality graduates with relevant skills to the nation's current manpower. Strengthening admission processes ensuring quality entrants through merit. Establishment of career, counselling and entrepreneurial centres.

Governance Entrenchment of high quality governance and accountability; Facilitation of industrial harmony. Management team of private universities should adhere strictly to rules and regulation, and encourage responsible and responsive unionism.

Library & learning resources Upgrade/increase library and learning resources in the private universities. Improve reading spaces and facilities for books & journals in libraries; Update and replenish stocks of books & journals and supplement stock with e-library facilities. Strategies need to be put in place to get individuals and agencies to donate to your library. For example a book can be donated in the name of anyone, and that person's name will be inscribed in a bookplate, placed on the inside cover of the book. This way the person donating or in whose name a book is donated creates a legacy not just for the library, but for the family.



Integrity & ethics Complete eradication of all forms of social and academic vices (such as examination malpractice, cultism, sexual harassment, extortion, sorting, inducement of staff, withholding of results, etc) on our campuses and rehabilitation of the victims where possible.

Funding Institute multiple avenues for funding private universities. Proactively seek funding support from federal, state and local governments and private organizations; Include stakeholders in the review of the tuition and sundry fees.

Physical infrastructure & other instructional facilities Upgrading of existing laboratories, studios, workshops in the universities, establishment of intra and inter-university centralized laboratories studios, and workshops.

Research Creating multiple avenues for funding research on a competitive basis, increasing funding for research, and creating an enabling environment for the needed synergy between private universities, commerce and industry.

ICT Entrenchment of ICT driven operating systems in private universities with the aim of moving towards a paperless universities through coordination and collaborations.

Conclusion

University education is a critical pillar of human development world wide. Given the rate of development of private universities in Nigeria. It is expected that private universities will play a leading role in Human Capital Development. Comparative advantages among nations come less from abundant natural resources but increasingly from the use of knowledge. Our private universities therefore have a critical role in supporting knowledge-driven economic strategies which will result from effective Human Capital Development.

Mr. Chairman, ladies and gentlemen, let me conclude with these questions: To what extent can private universities satisfy the social needs of the market oriented economy? What are the opportunities for private universities? What are the roles of government in running private universities?

Thank you and God bless.



Appendix 1: List of Approved Private Universities

S/N	Name of University	State	Date Licensed
1	Igbinedion University,	OkadaEdo	May, 1999
2	Babcock University, Ilishan Remo	Ogun	May, 1999
3	Madonna University, Okiia	Anambra	May, 1999
4	Bowen University, Iwo	Osun	July, 2001
5	Covenant University,	OtaOgun	February 2002
6	Pan-African University, Lagos	Lagos	February 2002
7	Benson Idahosa University, Benin	Edo	February 2002
8	Abti-American University, Yola	Adamawa	May, 2003
9	Ajayi Crowther University, Oyo	Oyo	January, 2005
10	Al-Hikmah University, Ilorin	Kwara	January, 2005
11	Bingham University, New Karu	Nassarawa	January, 2005
12	Caritas University, Enugu	Enugu	January, 2005
13	Cetep City University, Lagos	Lagos	January, 2005
14	Katsina University, Katsina	Katsina	January, 2005
15	Redeemer's University, Mowe	Ogun	January, 2005
16	Lead City University, Ibadan	Oyo	June, 2005
17	Bells University of Technology, Ota	Ogun	June, 2005
18	Crawford University, Igbesa	Ogun	June, 2005
19	Wukari Jubilee University, Wukari	Taraba	June, 2005
20	Crescent University, Abeokuta	Ogun	June, 2005
21	Novena University, Ogume	Delta	June, 2005
22	Renaissance University, Enugu	Enugu	June, 2005
23	University of Mkar, Mkar	Benue	June, 2005
24	Joseph Ayo Babalola University, Ikeji Arakeji	Osun	March, 2006
25	Caleb University, Imota, Lagos	Lagos	May, 2007
26	Fountain University, Oshogbo	Osun	May, 2007



27	Obong University, Obong Ntak	Akwa Ibom	
28	Salem University, Lokoja	Kogi	May, 2007
29	Tansian University, Umunya	Anambra	May, 2007
30	Veritas University, Abuja	FCT	May, 2007
31	Wesley University of Science & Tech., Ondo	Ondo	May, 2007
32	Western Delta University, Oghara	Delta	May, 2007
33	Archivers University, Owo	Ondo	December, 2007
34	African University of Science & Tech., Abuja	FCT	December, 2007

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