

# ENGINEERING EDUCATION IN EMERGING ECONOMIES WITH A FOCUS ON NIGERIA: AN OVERVIEW<sup>†</sup>

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## **Abstract**

*Africa is the world's second largest and second most populous continent, after Asia. At about 30.2 million km<sup>2</sup> (11.7 million sq mi) including adjacent islands, it covers 6% of the Earth's total surface area and 20.4% of the total land area. With about 1 billion people (as of 2009) in 61 territories, it accounts for about 14.72% of the world's human population. Africa is a resource-rich continent with all its countries still classified as developing nations or emerging economies. Its people consider the problem of sustainability an important one. Engineering education is seen by policy makers and various establishments as core to the building and maintenance of infrastructures necessary for economic development. Nigeria is the most populous country in Africa, the seventh most populous country in the world, and the most populous country in the world in which the majority of the population is black. It is listed among the "Next Eleven" economies, and is a member of the Commonwealth of Nations. The economy of Nigeria is one of the fastest growing in the world, with the International Monetary Fund projecting a growth of 9% in 2008 and 8.3% in 2009. The IMF further projects an 8% growth in the Nigerian economy in 2011. Nigeria is a strong economic force driving the African economy. With a population of more than 150 million and a land area of about 923768 km<sup>2</sup> (32<sup>nd</sup> largest country of the world), the country believes in the development of the best economic, social and education services to improve the lives of its people. In this lecture the historical development of engineering education in Nigeria is outlined. The distribution of engineering degree programmes in Nigeria according to disciplines and university proprietorship is presented. The philosophy guiding the curricular of the variety of engineering degree programmes is discussed. Details of student enrolment and staffing are presented. The functions and mandate of the regulatory agencies responsible engineering education and professional practice and the accreditation process for engineering programmes are discussed.*

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