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REBUILDING, RECLAIM AND RE-ENERGIZING THIRD WORLD NATION FOR DEVELOPMENT COMMUNITIES IN 21TS CENTURY

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Abstract
This paper explained the concept of re-energizing, creativity, innovation, capacity building and quality assurance in relation to Nigerian tertiary institutions. It discussed to use internal and external mechanisms to attain and maintain quality assurance in these institutions. The Paper also highlighted the Psychology of creativity and innovation to showcase manpower development in order to meet up with the academic standard of quality assurance and to positively impact on national economic life. Furthermore, the paper made a clarion call to draw the attention of Nigerians in diaspora who constitute the brain drain to return to make their complimentary intellectual contributions in order to exceed the bench mark of ranking and to compete favorably with Webometric ranking of world Universities. Conclusion and recommendations were presented such as , adequate funding , sufficient infrastructural facilities, adequate provision of incentives to lecturers, need for government support to entrepreneurship, enhancement of export promoting and collaborate with development banks, international organizations, industries, and investors in order to actualize national socio-economic growth and development at a geometrical progression.

Keywords: *Re- energizing, Innovation, Creativity, Quality Assurance, Bran Drain, Psychological Implication.*

Introduction
The inauguration of 20:2020 by the United Nations in 2007, made Nigeria to pursue an economic development plan aimed at making one of the 20 top global economies by the year 2020. Education is central to attaining the vision 20:2020. However, the dreamers of the vision seem to forget the crucial roles that the Nigeria Universities and research institutes can play. In developed countries,

Universities are now laying less emphasize on teaching and emphasizing more on research by collaborating with industries. Nigeria is yet to emphasize this. Our Universities and research institutes have the traditional roles to provide skilled manpower required in great numbers, and in quality (Oni, 2000). They play some vital roles in developing the home growth or adapted technological know-how. They are therefore major players in the economic and industrial revolution in Nigeria. Unfortunately, many Nigerian University lecturers have migrated to some Universities oversea.

Universities are the centre point of human capital development, research and technological innovation, which are prerequisites for achieving the vision 20:2020 in Nigeria. They are expected to respond to societal interest and needs by producing graduates who are development institution. A University is able to perform all these complementary roles if it has adequate and efficient sub-system. That is, the necessary human and financial resources and equipment that can operate in an environment that is conducive to academic work. The contemporary development objectives of the university as well as other level of education is dominated by strategies to reduce poverty in the least developed countries of the world. This strategies are framed by the overarching Multilateral Development Goals to eradicate poverty and hunger, achieve universal primary education, promote gender equality, reducing child motality rates, poverty, improve maternal health, combat diseases and promote environmental sustainability. It is now widely acknowledged that human, social and institutional capacity are central to successful economic development, with education being a key component in building this capacity. In this contest, skilled labour is of crucial importance for developing country to overcome the social and institutional barriers to successful development. In addition to this, most contemporary economic theory of growth innovation and creativity highlight the key importance or skills to economic performance and development potential.

This paper is therefore meant to explain the concepts of re energizing, innovation, creativity which are the gate ways to capacity building and quality assurance in tertiary institutions. It is also aimed at highlighting how intellectual Nigerians in the diaspora could make their complementary contributions in re-energizing resources for human capacity and economic revolution in Nigeria.

Theoretical Framework of Creativity and Innovation

Creativity, some say, is the novel development of ideas, and the kind of transformation implicated in a creative process which amounts to making the familiar strange and the strange familiar. Psychology offers divergent and

convergent modes of thinking. Convergent thinking in character is socially guided, more conventional and puts the usual ways of problem-solving into practice; divergent thinking, by contrast, refers to modes of thinking in which problems and solutions are both thought of differently. In a divergent mode, creativity is akin to wanting to invent, innovate, and discover; the urge to change or find unusual solutions to different or even, at times, to the same problems. Other than divergent thinking, for a creative product to come to fore, we should not forget that there is a 'creator' too (imaginary, real or metaphorical, like the post-structuralist ideas) with an interesting mind and an aptitude for knowledge and innovation. (Manasi and Ashish, 2016). Legrenzi (2005) talks about two primary conditions of hierarchies and gradations under which human creation takes form:

(a) every scientific or technological solution, discovery or innovation being creative in respect to another that is less creative; and
(b) a work of art that produces pleasure or joy (or another emotion) and recreates that emotion each time one comes into contact with it. There's a lasting feeling in reliving an emotion and sensing that the product, process or person is being more creative than something or someone else did before.

Within the fields of creativity, there are different views about the factors and conditions under which creativity thrives in society or in an individual. Some argue that creativity in childhood leads to innovation in adulthood, so there's a human developmental perspective provided here (Bergland, 2013). Others argue that creativity emanates out of freedom and choice (Legrenzi, 2005), while still others allude to 'optimal marginality' as a thriving condition for intellectual creativity. It is an old debate that a certain kind of marginality gives insight that leads to innovative practices (McLaughlin, 2001). An example from within the field of psychoanalysis might link to similar instances in other disciplines. Eric Fromm, a psychoanalyst who was interested in the human condition and social change, challenged mainstream Freudian ideas, and looking at how his 'marginal' position changed the Freudian discourse, we can identify his resourcefulness (in terms of influences from
Marxist critical theory, social work and social sciences in general), his ability to engage with and bring in alternative sources of cultural capital, and his unique emotional energy that stimulated the alternative discourse generated around identity and selfhood (McLaughlin, 2001) that led to a shift. Similarly, Darwin,

Freud and Marx's sojourns and splendid isolations became an active space for creativity that led to change in worldview and praxis.

Creativity, one can then argue, is a quality of persons, processes, or products – all three are intertwined in a creative moment (Amabile, 1996). Persons have a quality to generate new ideas, and processes of thought and behavior can then lead to products that bring in something unusual and out of the box. According to West (2002), creativity and innovation have a few components integral to themselves, such as:

(a) Expertise (includes memory for factual knowledge, technical proficiency, and special talents in the target work domain)
(b) Creative thinking (alluding to this extra bit of novelty, out of box way of solving problems and finding solutions)
(c) Intrinsic task motivation (this decides what the person will actually do, as opposed to what he or she is capable of doing; curiosity, deep interest, commitment and a sense of challenge drive motivation)
(d) Group task characteristics (difficulty of the task, elements of conflict vs. cooperation, presence of solution multiplicity, presence of awareness of a common task, unity of product and organization, formulation of goals, etc.)
(e) Diversity and knowledge in team members (diversity of knowledge and skills promotes team innovation, creative/informational decision-making, could also pose as a hindrance)
(f) External demands (threat of uncertainty, inhibited creativity at the very early stages of innovation, severity or challenge in demands, time constraints, competition, etc.) (West, 2002).

Groups and organizations are settings where these factors of production come to life. Creativity could be a starting point for innovation; this is a necessary but not a sufficient condition. From a managerial standpoint, innovation is the introduction of technologically new products or processes or the improvement of existing products or processes (Ventura, Cruz and Landeira, 2011). Some others would define innovation as the successful implementation of new ideas in an organizational setting (Amabile, 1996; Adams, Bessant and Phelps, 2006). Entrepreneurship is inextricably linked to innovation. Innovation, as West (2002) defines it, is the intentional introduction and application within a job, work team, or osrganization of ideas, processes, products or procedures which are new to that job, work team or organization, and which are designed to benefit the job, work team or organization.

It is important to understand the psychological mechanisms that guide innovation. It would be apt to say that 'while not all change leads to innovation, all innovations are about change' and the change then concerns the individuals who inspired a transformation of ideas towards implementation of these ideas in an organization or work context. We know the difference between creativity and innovation by now. Creativity is about generation of new ideas and innovation refers to the practice of these ideas in shaping a product, process or both.

Even though creativity and innovation conceptually overlap, the differentiating factor, according to Manasi and Ashish, (2016), is novelty. They explain creativity as being concerned with generating new and original ideas, whereas innovation as something which also includes use of these novel and original ideas that results in something new and socially useful. Howells (1995) applied a sociocognitive approach to the process of technological innovation and presented "technological knowledge as socially distributed cognitive knowledge". He clarifies each step of the long and complex process "cognitive ensemble" of "linked cognitions", starting from ideation to the final creation of the innovative product.

Legrenzi (2005) talks about 3 Ts, technology, talent and tolerance, as the cornerstone of innovation and innovation diffusion. Empathy (tolerance) provokes diffused creativity, and then intuition, skill and resources make innovation possible. Creating the conditions for innovations is equivalent to creating as many variants as possible (Legrenzi, 2005). Technological innovations are marked by patents and trademarks. While technological innovations can usurp individual creativity, it is very important to keep individual creativity alive in the process of innovation diffusion. 3Ts help combat cognitive bottlenecks in creativity and innovation implementation. The finished product of innovation, though an independent product, cannot be cut off from its journey that began with the creator's idea and continued through the various processes of transformation.

Re-energizing

The term re-energizing was the key word or concept used by the member of the Finnish Research Community Working in the renewable energy field, who held a conference at Helsinki in Finland on 19th November, 2015. It was in collaboration with the third world countries in Africa, Asia and Latin Ameriaca and Caribbean region. (Finnish University partnership for international development, UN IPID, 2015). In this paper, the term "re-energizing" is used to portray the purpose of the above conference and by extension, to instill spirit of motivation to academia,

for re-energizing human, capital and natural resources in the solid economic development of Nigeria and Africa in general.

Capacity Building

Ezugoh (2010) defines capacity building as the development of a workforce through the acquisition of technical and managerial efficiency and effectiveness in the overall performance of an organization. It also involves series of activities which an organization, enterprise or even nation needs to undertake to provide for itself on a continuous basis, as well as the regular supply of skilled manpower to meet it present and future needs. It thousand enhances the ability of human resources and institution to perform or produce. The efficiency of a workforce can only be enhanced and sustained through continuous capacity building on training and retraining through tertiary institutions.

Quality Assurance

Quality assurance are the internal and external mechanism which are put in place to ensure quality education in tertiary institution. The internal are the processes of evaluation, maintenance and promotion of quality within the University such as minimum admission requirements, approval of new programmes, regular monitoring of departments and faculties by the external examiners and meeting the set standards. External Quality Assurance mechanism are the development of minimum academic standards (MAS), through accreditation, research assessment exercise. All of these are assessed and evaluated by National University Commission (NUC) (Okebukola, 2005)

Tertiary Educational Institutions (TEI) is defined by United Nation Educational, Scientific, Cultural Organization (UNESCO, 2003), as higher education or post-secondary institutions that conduct studies, training and research at the post-secondary level. In the Nigeria educational system, they include; Universities, Polytechnics, Monotechniques, and colleges of Education.

Tertiary institution through their programmes in science and technology have contributed to nation building. This could be seen in the work of Ross (1999) when he highlighted the role of higher education institution in building community through service learning while focusing on emergent digital technology and information services and explores issues related to culture and technology on a broader level. Tertiary education has played an important role in building the human capacity in areas such as IT, engineering, fields of medicine, biotechnology and genetics engineering, trade and commerce, fiscal measures, governance, environmental monitoring and natural resources assessment,

statistics. The FG has recognized the key importance of IT on economic growth and sustainability that culminate in a workshop on the IT policy in Abuja, 2000. To make Nigeria an IT capable country in Africa and a key player in the information society by 20/2020 (for wealth and job creation, global competitiveness, poverty eradication) can be achieved through human resource capacity building, institutional capacity building and infrastructure capacity building. Using the IT and engineering technology as the engine for sustainable development and global competitiveness is the greatest challenge facing Nigeria today. (Ezugoh, 2010)

Various international conferences which led to declarations held by UNESCO in part of the world on education for sustainability from 1997-2003, established a link between higher education (tertiary education) and sustainable development. Among such international conferences and declaration include:

(a) The Ubuntu declaration on education and science and technology for sustainable development in 2002, establishing the relationship between higher education institutions and the society for sustainable development.

(b) Word Conference on Higher Education of 2003 (WCHE) conference devoted to the discussion of the contributions of higher education to sustainable development, etc (UNESCO, 2003). These conferences highlighted the role and importance of tertiary educational institutions within the overall process of achieving sustainable development as:

a) Intellectual gold mine institutions gold mine institutions with vast human resources in every field of human learning;
b) Institution having years of experience in teaching and training the leaders of tomorrow;
c) Institution with expertise in all fields of research, science and technology in natural, human and social sciences;
d) Higher educational institution can help in humanizing globalization by promoting awareness on the three pillars of sustainable development – social economic development and environmental protection.

Brain Drain in Nigerian Universities

The phrase “brain drain” has been defined in various ways as there have been many scholars who have looked into the phenomenon. Tettey (2002:1) describes it as “exodus of intellectual capital”. Hence the phenomenon has to do with the outward movement of the best brains who constitute functional human capital in the source countries and who would have caused rapid socio-economic development in their countries of origin. Ikenne (2007) defines brain drain as an

act of denuding Africa of human resources with which it could have launched itself into greatness. According to Ado (2018), there are about 15 million Nigerians in diaspora, and most of them live in Europe and the United States. This, no doubt has negatively affected Nigeria in all spheres of life. For instance, Nigeria's gross expenditure for research and development as a percentage of GDP is 0.2%, less than half the world's average of 0.4%, and less than those of Mozambique (0.5%), Mauritius (0.4%), Uganda (0.4%) and Botswana (0.5%). China has gone up from 10% to 18%.

Inadequate funding of public Universities negatively affect physical facilities, infrastructure, student accommodation, modern technological gadgets, capacity building and quality assurance, giving private Universities to strive. (See Table1) The private-sector driven universities are emerging and available records show that they have regular academic calendars and have also been able to absorb the excess social demand for university education.

Table 1: WEBOMETRIC RANKING OF UNIVERSITIES IN NIGERIA

Ranking	*World Rank*	*University*	*Presence Rank*	*Impact Rank*	*Openness Rank*	*Excellence Rank*
1	1655	Obafemi Awolowo University	1392	1644	3988	2340
2	2075	Covenant University Ota	3631	3096	955	2993
3	2355	University of Ibadan	7946	3698	3731	1491
4	2367	University of Lagos	3489	4102	2962	2259
5	2723	University of Illorin	3463	6939	923	2594
6	3359	Ahmadu Bello University	3837	8121	2769	2466
7	3368	University of Agric. Abeokuta	4803	8493	992	2993
8	3685	Landmark University	5685	1645	6454	5442
9	3920	Federal Uni. of Technology Akure	4549	10026	1593	2900
10	3975	University of Nigeria	7794	6220	5978	2520

Source: CSIC, Spain, 2014 in Iruonagbe, Imhonopi and Egharevba, 2015

The 2014 Webometric ranking of Universities in Nigeria shows that of the 129 Universities in the country comprising, 40 Federal Universities, 39 State Universities and 50 Private Universities, there are 2 private universities among the top 10. They are, Covenant University, which is the second best university on the Webometric ranking and Landmark University which is placed eight in the Webometric ranking for universities in Nigeria. This is a proof of not just the wisdom in setting up these private universities, but it also shows that their

regular academic calendars have yielded amazing benefits, showing clearly that this must be the way to go.

Table 2: WEBOMETRIC RANKING OF UNIVERSITIES IN AFRICA

			Det. Country	*Presence Rank*	*Impact Rank*	*Excellence Rank*
Ranking	***World Rank***	***University***	**Presence Rank**	**Impact Rank**	**Openness Rank**	**Excellence Rank**
1	350	University of Cape Town	947	521	540	267
2	358	Cairo University	800	142	1361	633
3	439	Stellenbosch University	487	994	199	454
4	444	University of Pretoria	336	986	117	608
5	580	University of the witwatersrand	1685	1230	359	414
6	752	University of Kwazulu Natal	1655	1221	1320	559
7	789	University of the Western Cape	1076	935	932	1239
8	904	American University in Cairo	1410	544	1138	2214
9	907	University of Nairobi	1109	2225	44	1403
10	911	Mansoura University	1136	853	2944	1047
11	968	Rhodes University	1077	1601	896	1316
12	1058	University of South Africa	535	2028	371	1925
13	1134	Makerere University	1677	2990	719	880
14	1204	University of Johannesburg	2719	2949	462	1004
15	1223	Alexandria University	1382	2072	2502	996
16	1430	North West University	1926	4274	433	1232
17	1493	Benha University	1728	2004	1426	2259
18	1599	Addis Ababa University	561	5487	746	1447
19	1655	Obafemi Awolowo University	1392	1644	3988	2340
20	1729	Zagazig University	2826	3826	1881	1377
21	1826	University of Ghana	3792	3944	1690	1455

22	1983	Kenyatta University	993	5874	299	2484
23	1987	University of the Free State	2385	4507	2856	1342
24	2070	University of Khartoum	97	5341	3012	2101
25	2075	Covenant University Ota	3631	3096	955	2993

Source: CSIC, Spain (2014) in Iruonagbe, Imphonopi and Egharevba 2015

It is imperative to add that, of the 1,306 Universities considered for the Webometric ranking in Africa, Covenant University which is a private university emerged as the 25th best University in Africa. This is a testimony to the success of private universities in Nigeria and across Africa with particular emphasis on the wisdom behind the establishment of private universities under the approval of the National Universities Commission (NUC) in Nigeria.

Nigeria has negligible number of human power capacity as a result of population explosion and limited chances of academic upward mobility. Few numbers of candidates are admitted into Universities compared to candidates who have applied for example, between 1b999-2013. (See Table3).

Table3: Total Number of Universities, Applications and Admission Between 1999 – 2009

S/N	*YEAR*	***NO OF UNIVERSITIES***	***NO OF APPLICATIONS***	***NO ADMITTED***	***LEFT OVER***
1.	1999/2000	45	417,773	78,550	339,223
2.	2000/2001	46	467,490	50,277	417,213
3.	2001/2002	52	550, 399	60,718	544,321
4.	2002/2003	53	994,380	51,845	942,535
5.	2003/2004	54	1,046,950	105,157	941,793
6.	2004/2005	56	841,878	122,492	719,386
7.	2005/2006	75	916,371	N/A	N/A
8.	2006/2007	76	803,472	123,626	679,846
9.	2007/2008	94	1,054,053	194,521	859532
10.	2008/2009	95	1.182,381	N/A	N/A
..	..	..	..	..	..
X	2012/2013	122	1,503,9	N/A	N/A

Source: (Ajadi, 2012)

Table 3 shows the admission capacity of Nigerian universities between 1999 and 2009. This shows that the available universities are barely able to accommodate 20% of the applicants. This also reflects the fact that government alone cannot help because the available public universities are poorly funded and there is a dearth of adequate human and material resources; which invariably gives credence to the emergence of private universities in Nigeria. Recently, the JAMB Registrar, Professor Ishaq, revealed that out of 1, 792, 719 candidates in 2019, result of 34,120 candidates were withheld because of exam malpractices (Premium Times, 2019).

Another sorry state is that many Nigerian intellectuals who are expected to contribute to the socio- economic development of Nigeria migrate to foreign countries to exhibit their talents. Below are some migrant Nigerians who are in diaspora and have contributed to development in various fields of science, technology, and have impacted on humanity, world-wide. They are spread all over foreign countries!

- **Philip emeagwali**: The greatest scientist of all times and been voted, "father of super computing" and ranked first by Google for his contributions.
- **Bart Nnaji**: He created the term geometric reasoning and E- design, founder of the first indigenous owned power generating company in Nigeria. He was a former ministry for science and technology.
- **Professor Gabriel Oyibo**: He made contribution in aircraft design, aerodynamics, acrolasticity. His theory is "God Almighty Grand Unified theorem (GAGUT)".
- **Olu Atanka:** Credit with the co-invention of a self – lubricating layer for a data storage device and disk.
- **Brino Gilbert**: Invention of the counter collision Gadget (CCG), having capacity to prevent accidents on road, air, sea and rail.
- **Emeka Nchewube:** A neurosurgeon, broad certified by the American Broad of Neurological Surgeons.
- **Deji Akinwande:** a professor, and co-inventor of a high- frequency chip –to-chip interconnect and an electrically small antenna for bio- electrons.
- **John Dabiri:** professor of Aeronautics and Bioengineering who invented a revolutionary new wind turbine by studing schools of fish contributed to development in various Fields Worldwide
- **Sheed Adepoju:** Inventors of the INYE-1 & 2, tablet computers designed for the African market.

- **Seyi Oyesola:** Credited with co-invention of compact or the " Hospital in a Box", a solar powered life serving operating room useable in remote areas of Africa.
- **Jelani Aliyu**: Credited with desined General Motors' leading auto brand, Chevrolet Volt.
- **Ndubusi Ekekwe:** Credited with the development of microchips used in minimally invasive surgical operations.
- **Col. Oviemo Ovadje (Rtd):** Credited with the invention of the Emergency Auto Tansfusion System (EAT- SET); for blood auto- transfusion.
- **Cyprian Emeka Uzoh:** He holds more than 126 United states issue patents and over 160 patents worldwide using electroplated interconnection structure.
- **Kunte Oluotun:** Know for leading the Stanford Hydra research project development the first chip multiprocessors with support for thread level speculation (TLS)
- **Sebastin Chinonye Omeh**: Research into the use of wind propelled turbines to generates electricity.
- **Shehu Saleh Balami**: Designed a solid rocket
- **Yemi Adesokan Charles**: Discovered work or drug resistant infections.
- **Ume Ifeanyi Charles**: Credited with five (5) invenetions patented at the United State patents and trademark office (USPTO).
- **Aloysis Anaebonam:** He holds about twelve (12) U.S. patents.
- **Mohammed Bah Abbah:** He mounded the "pot-in-pot refrigeration or "Zee" which does not use electricity, (premium Times, 2019).

Challenges

Some Challenges of Creativity, Innovation and Capacity Building and Quality - Assurance in Tertiary Institution in Nigeria are viz a viz:

- Lack of adequate funding, infrastructural decay and obsolescence of modern equipments coupled with how human resources and human capacity to cater for ever increasing number of youth for admission.
- Low employment opportunities for youths to be absorbed in the labour market and lack of political will to satisfy socio- economic needs.
- Researchers are not supported with adequate fund to boost their innovative or creative ideas.
- Symbolic linkages and networking among research sectors are not seriously consolidated as melting point among other sectors and organization.
- Nigerians in diaspora are not encouraged to return home because of lack of adequate incentives and infrastructural facilities in Nigeria.

- Adequate supply of power or energy or diversified and sustainable energy generation is not ensured to encourage researchers, inventors and industrial productions to attract investors.
- Opportunities are not created for industries for export promotion and for small and medium enterprises to raise the gross domestic product (GDP).
- Nigerian made products are not being patronized by Nigerians.
- Lack of standardization of local technologies and practices e.g medicine and exploitation of mineral resources.

Psychological Implications

The cognitive, behavioural and gestalt theories agree that creative mind (drive) can only use his/her talent to innovate only when there is response from the environment. The idea of creativity, innovation and research depends on the need and support by government or institution concerned. Therefore, the government should continue to invest in tertiary institution in terms of funding and in re-energizing human and material resources to boost the moral of researchers and investors.

Government should liaise with Nigerians in diaspora so that they come back to Nigeria to enhance capacity building in research, creativity and innovation to improve the growth and development of national economy. The use of news media to sensitize intellectuals in diaspora and their relatives in Nigeria is therefore very paramount.

It should be voted that some Nigerian in diaspora are likely to experience counter – cultural confusion since foreign culture is not easily adoptable. One should imagine in this year 2019 what is happening to Nigerians in South Africa in terms of xerophobia including social relation, cultural traditional manifestations welfare, religion, moral aptitude, norms fores etc. As a result of loss of long contact from home country, some may experience xenophobia (fear and hatred) schizophrenia (abnormal thinking and maladaptive behaviour), amnesia (loss of memory of home) hysteria (loss of conversation) agoraphobia (the fear of Nigerian leaving relation for long), dimensions (maladaptive behavior) some of the children of diasporans are likely to develop dysphasia (developmental delays in the language acquisition of children when they come back home) counsellors, medical personnel and psychologists should be aware of these consequences and to adopt therapeutic measures to solve these type of personal – social disorders, if need be.

Conclusion

This paper explained the concepts of re- energizing tertiary educational institutions and to adopt internal and external quality assurance mechanisms. It also discussed the psychology of creativity and innovation in relation to intellectual researches embarked upon in the academia. The paper also highlighted the deficiencies experienced in various tertiary institutions such as inadequate funding, lack of infrastructural facilities, low enrolment figure compared to population explosion of candidates, lack of incentives and motivation for lecturers and how these have affected quality assurance comparatively. These plus other factors have made many intellectuals to migrate overseas for greener pasture (brain drain). Government should therefore seek knowledge pool and brain – gain from the diasporans in goal time.

Recommendations

- Government should adequately invest in tertiary educational institutions with adequate fund to make them attractive for teaching and learning.
- Sponsorship and incentives should be given to researchers so that they can manifest their skills of creativity and innovation.
- Policies that are brain circulation friendly, knowledge pool, technology transfer, and formidable exchange programmes with foreign countries should be implemented.
- Exit tax be levied for intellectuals in disapora as being done to export duties on goods and services exported to enhance national economy.
- Infrastructural facilities such as water, electricity, roads, health and even security should be actualized to enhance development.
- Renewable energy through diversified solar energy, bio energy and hydio energy should be embarked upon by government to encourage investment and industrialization
- Government and tertiary institutions should collaborate with international agencies, development banks and investors for revamping national economic life of the country.

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