



EDITORIAL



Despite the consequences of the COVID-19 pandemic, the year 2021 has been a great achievement for the NYA. The academy recorded many achievements from 10 years anniversary celebration through quarterly newsletters, AST publications, funding supports from various international grants, webinar series, members and fellows achievements, International conference and GA meetings, the lunch of the NYA yearbook, and many more. As the academy continues to build a unified

platform of brilliant young researchers from various research disciplines and regions of the country, we sincerely hope NYA's name will continue to reverberate locally, regionally and internationally. In this New Year, the Academy aspires to strengthen its activities to promote collective research for the improvement of the quality of life of Nigerians and the society. As we step into the year 2022, it's the Academy's hope that more competent and brilliant young researchers join in to uplift the Academy to its highest status.

As the Federal Government established more and more new universities across the country, more professional degree programmes are accredited by the National Universities Commission (NUC) and associated professional bodies. This is to ensure that the programmes meet the quality and standard of the NUC Benchmark Minimum Academic Standard (BMAS) provisions. Similarly, relevant professional bodies also play a critical role in assuring the quality of professional training acquired for sustainable practice within the profession. In recent years, their apparent involvement has generated multiple controversies as they interfere with the university activities. In this edition of the newsletter, Dr Olayinka Atilola discussed the "Perspectives on the growing influence of professional bodies on university education".

Also, NYA is expecting applications from young and vibrant researchers during the first quarter of 2022. The NYA is a unified platform for interaction among brilliant young researchers below the age of 45 in Nigeria who are from various research disciplines and regions of the country. The academy is pleased to welcome new members from the best and brightest who seek to promote the application of collective research findings for the improvement of the quality of life of Nigerians and the society. This edition of the newsletter also featured members and fellow news, activities of Nigeria Academy of Science and other important activities of the academy are all highlighted in this edition of the NYA newsletter.

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NIGERIAN UNIVERSITIES AND PROFESSIONAL BODIES

Perspectives on The Growing Influence of Professional Bodies on University Education

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The issue of harmonious relationships between the University and professional bodies in Nigeria has been on the front burner for some time. There had been concerns and allegations that the professional bodies, such as Chartered Institutes and Registration Councils of many professions, have engaged in a mission of aggressive takeover of the curriculum and minimum academic standards of professional courses in the Universities. This remains a thorny issue and one with serious negative implications for sustainable university education in Nigeria, if not properly managed. However, most often than not, discussions around the subject are often emotional, with each discussant sticking to their own biases, and refusing to see the merit in the counter-argument. In addition, most often than not, the issue of what constitutes "incursion" is either poorly defined, misconstrued, or exaggerated such that other turf-protection issues and personal rivalry among academic staff from different professional backgrounds are blamed on the professional bodies. In this brief discourse, I will attempt to define the problem and broaden the perspectives as I examine three related issues on this subject. First is the issue of professional bodies insisting on accreditation of professional courses in the university; second is the issue of professional bodies insisting that students of certain professional bodies must be taught by members of the professional bodies only; and lastly the issue of professional fellowships versus PhD. While my thoughts can easily apply to any profession, I will be drawing heavily on the medical profession, which I belong, as a prototypical example.

To start with, and to properly define terms, I must first emphasize that there are two different kinds of professional regulation. First are the Chartered Institutes which sets a certain level of certification required to practice, at a certain level, in a profession. For instance, while a graduate of accountancy is employable as an accountant in a firm, but to open and run an audit firm and conduct audits of the book of large companies, additional certification by the Chartered Institute of Accounting of Nigeria is required. The second category is the Regulatory Councils which licence graduates of certain professional degrees to practice the trade.

Example is the Medical and Dental Council of Nigeria. These bodies, more often than not, are established by Acts of the National Assembly or derived powers under the Company and Allied Act of Nigeria, to determine and maintain standards in certain critical professions such as healthcare, engineering, accounting and auditing, and personnel management just to mention a few. This is the same way that an Act of the National Assembly has granted the Nigerian University Commission (NUC) regulatory powers over university education, the same university where professional courses are taught; thereby creating a potential regulatory crisis.

The pertinent question is whether or not professional regulation can be successfully divorced from university education? The answer is that it is not possible. While I concede that the powers to determine academic standards for a degree awarded by the university is still within the purview of the university regulatory agency (such as NUC) through the University Senate, admittance of a degree holder into the inner temple or higher echelon of a profession is still within the powers of the professional regulatory bodies. Unless the University wants to continue to churn out graduates that are not professionally registrable, Universities must continue to have some relationship with professional bodies. This issue of professional regulation of professional education is not unique to Nigeria. In the United Kingdom (UK), for random example, the General Medical Council (GMC) regulates medical education and no medical school operates in the UK without the oversight of the GMC.

There are three models around the world for professional regulation of academic standards for professional programs:

(a) The University and the professional bodies co-produce and co-accredit the minimum academic standards for the course. In this case, once the graduate earns the degree, he or she is automatically registrable by the professional body. This is the model in most health sciences, including human medicine.

(b) The universities award the degree independent of the professional body, but the professional bodies set up their own school for the award of the practice degree. This is the case with the law degree program.

The academic Bachelor's of Law (LLB) is an earned university degree but not usable for practice of law. Therefore, the Council of Legal Education shows limited (not zero) interest in the program. The professional Bachelor's of Law (BL) is the degree to practice law and it is awarded by the Council independent of the University and with its own independent academic standards.

(c) An amalgam of the two model above in which the professional bodies make some minor oversight at university degree level but also prescribe some additional training to confer practice registration. Example include Council for Registration of Engineers in Nigeria (engineering) and ICAN (accounting).

There is no way a professional body will completely hand over practice-registration to the University Senate anywhere in the world. What is the debate in Nigeria is the overbearing nature of the professional bodies and to what extent professional bodies should be allowed to interfere with the university processes and structure? We have seen the rise of duplicative accreditation process with attendant burden and cost on universities. This is brought about mainly because rather than synergize, the NUC and the professional bodies, each relying on their cross-cutting and overlapping legal powers as donated by the respective Acts or Statutes establishing them, chose to engage in unhealthy and needless rivalry. As already suggested by Okebukola (2017), the fact that both the NUC and the professional bodies operate under statutes enacted in Nigeria, it will be difficult for one to dictate to the other its modus operandi. As such, to stem the tide of conflict, the NUC should champion the initiation of a consultative forum with relevant regulatory bodies with a view to charting an acceptable bases for regulating the professional programmes (Okebukola, 2017). Both NUC and professional bodies should co-produce a harmonized benchmark for minimum academic standards (BMAS) having both professional and academic standards in a single document. The accreditation process should also be jointly conducted by a panel comprising the team from both NUC and the professional bodies, each focusing on individual areas of interest. These efforts will reduce duplication and conflicts.

Aside accreditation and setting of practice standards, another area of conflict is the encroachments of professional bodies beyond their limits of setting professional standards, to reckless interference with university processes. A typical example is the directives/suggestion of the Medical and Dental Council of Nigeria that non-medical doctors should no longer teach basic medical sciences in medical schools. The context is that the sciences basic to medicine, such as physiology, anatomy, and medical biochemistry, are traditionally taught by basic scientists in the field, who are not medical doctors. Granted that there are many advantages to the idea of medical doctors teaching/researching in basic medical sciences and that there has been and there are still calls, from around the world, for more involvement of medical doctors in basic medical education (Dietrichs et al, 2021), the rationale is nobler than the planned exclusion of non-doctors from medical education in Nigeria. Part of the advantages include the fact that medical doctors in basic sciences are able to complement the deep theoretical insights provided by the basic science teachers with clinical contexts, which improves the utility of the basic medical sciences to medical education. Also, aside being teachers, medical doctors in basic medical sciences are also able to serve as early role model and mentor to medical students who are learning to become doctors themselves. In addition, in the area of research,

which is an additional business of the university which professional bodies may not be keen about, the inclusion of medical doctors in the basic-science faculties of medical schools can ensure that medical research seamlessly move from the laboratory bench to the patient bedside (Shahzad et al, 2011). However, the intendment of the global call to include medical doctors in the mix of the academic staff of basic medical science faculties in medical schools is not to exclude basic scientists but to reflect and deepen the multidisciplinary nature of medical education and research. Restricting the teaching and research in basic medical sciences in the university medical schools to an all medical-doctors affair has no rational or scientific basis and should be jettisoned. As Flexner (1910) aptly puts it, *"in no other way can all the sciences belonging to the medical curriculum be thoroughly kneaded. An active apperceptive relation must be established and maintained between laboratory and clinical experience. Such a relation cannot be one-sided"* (pg. 59).

Interestingly, many of these obnoxious recommendations from regulatory bodies makes no pretense to any best-practice example. They are often in furtherance of individual and group turf protection on all sides. For instance, there is an ongoing rivalry among the different health professions such as nursing, pharmacy, laboratory science, and medicine in the teaching hospitals (Omisore et al, 2017) which has spilled, inadvertently, into the medical academic communities. Therefore, some of the obnoxious regulations and pronouncements from the professional regulatory bodies in the health sector are some forms of pre-emptive move against the allied professions or disciplines.

Though the medical profession is used as a prototypical example in this discourse, the issues hold true for most professions, from accounting, through engineering to law. Furthermore, at individual levels, we have seen instances whereby persons who may not have the professional training in a field, but with an academic competence in an intertwined area, is rejected in the Department by the other academic staff who are members of the profession. Many examples abound in Nigerian universities, from a geneticists being rejected in the department of pathology; an applied mathematician rejected in engineering department; an expert in biostatistics and modelling not given a chance in the department of disease epidemiology; and a clinical psychologist resisted in the department of psychiatry. Professional bodies need to understand that the mandate of the university goes beyond training of professionals, but include research, innovation, and development. At present, the workings of the world have gotten so complex that interdisciplinary research is increasingly being advocated as the most appropriate tool which provides the mutually-beneficial ambience to analyse complex systems and generate innovative solutions at the borders between multiple scientific fields (Duerr, 2019). Therefore, professional bodies must see beyond their own turf and recognize that Universities have their own research mandate, a mandate that is best delivered in an interdisciplinary environment, an environment not served by unnecessary compartmentalization of knowledge.

The issue of PhD versus Fellowship, which seems to have gained new traction in recent time, is also another manifestation of the mismanaged relationship between the NUC and professional bodies. The same way that professional bodies have their own overbearing nature, the NUC also may have allowed internal politics of universities to dictate her pronouncements.

For several decades, precisely since the inception of medical education in Nigeria, the Medical Fellowship has been used in lieu of PhD in clinical medicine faculties. In the wake of tussles for Vice Chancellorship positions within universities, the call for the relegation of the Clinical Fellowship by the NUC has heightened, suggesting political interference. Curiously, the NUC has not advocated that PhD should replace the Clinical Fellowship as a requirement to teach/research clinical medicine in the university. Rather what it has advocated for is a PhD in addition to the Clinical Fellowship. This is perhaps in view of the reality that the medical curriculum in the university was not envisioned, from the outset, as a theoretical degree driven by acquisition of factual knowledge, but a clinical hands-on degree earned by the clinical bedside. That is why a pass in clinical skills by the bedside is mandatory and superior to a pass in theoretical knowledge at the undergraduate clinical program of university medical schools worldwide, including Nigeria. As such, the typical lecture/research in clinical medicine will take place by the bedside while the lecturer/professors of clinical medicine must be grounded in clinical bedside skills, which is more obtainable through the clinical Fellowship pathway than the PhD route. In addition, for the purpose of undergraduate medical education, much of the training takes place in the clinical environment of the teaching hospital as the laboratory where the Medicine bachelor's degree program is acquired. That is why they are called University Teaching Hospitals in the first instance. Therefore, it is rational that the Clinical Fellowship, which is a program whose theory, art, and philosophy is woven into the operations of the University Teaching Hospital cannot suddenly become a wrongful or ineffectual pathway compared with a PhD.

Aside, the push for a PhD in addition to the Clinical Fellowship will be an unnecessarily long pathway for medical doctors, as it already requires a total of at-least 13 years of medical education to acquire the Clinical Fellowship, counting from the undergraduate years. Asking holders of the Clinical Fellowship to obtain an additional PhD is not practical and it may discourage a lot of doctors from the academia. Clinicians in other African countries have cited unreasonably long years to enter the academic pathway as a demotivating factor (Galukande et al, 2005). There is no compelling need for a PhD among clinical lecturers, as in my view, there is nothing that a PhD equips a candidate for that the Clinical Fellowship of the National Postgraduate medical College (NPMCN) and her West African equivalence, as presently constituted, does not equip a clinical lecturer for. Aside, the possession of Clinical Fellowships in lieu of PhD is not unique to Nigeria, it is the international best-practice. However, one of the approaches that other countries have adopted to address the Fellowship-PhD dichotomy is the intercalated PhD-Fellowship program. In this model, memoranda of understanding (MOU) are drawn between the Postgraduate Medical Colleges and a collaborating university to award the MPhil and PhD respectively at the level of Part I and part II of the Clinical Fellowship programme without additional academic or duration burden on the candidates. A good example is the Ghana College of Physicians and Surgeons who recently signed a MOU with Kwame Nkrumah University of Science and Technology for joint Fellowship-PhD and Membership-MPhil programmes. Rather than the endless bickering, the NUC and the NPMCN may wish to facilitate such model which is a win-win for all parties.

In conclusion, regulatory bodies have a legal and relevant place in the regulation of the award of certain professional degrees in the universities, but the duplicative and overlapping role and legal frameworks has created needless conflicts with significant negative implication for university education in Nigeria. There are simple and actionable solutions, if all parties are willing to work together for progress. NUC should take the lead in convoking the appropriate consultative fora to develop the much-needed partnerships.

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MEMBERS AND FELLOWS NEWS

Appointments

A great achievement has been recorded to the NYA as its fellow Prof. Adejuwon Adewale Adeneye has been appointed as the Director of Lagos State University Directorate of Research Management and Innovation. Prof. Adeneye is of the Department of Pharmacology, Therapeutics & Toxicology, College of Medicine, Lagos State University. In a similar development, a member of the Academy, Dr Charles Adetunji, has been appointed as the Executive Director at the Center of Biotechnology, Precious Cornerstone University, Ibadan. Dr. Adetunji is of the Department of Microbiology, Faculty of Science, Edo University, Uzairue. Similarly, Dr Kingsey E. Ukhurebor of the

Department of Physics, Edo State University was also appointed the Acting Head of Physics Department at the University. In a separate celebration, a fellow of the NYA Prof. Ikemefuna Chijioke Uzochukwu has been investiture as a Fellow, Nigeria Academy of Pharmacy (FNAPharm). Prof. Uzochukwu is a Professor of Medicinal Chemistry at Nnamdi Azikiwe University, Awka. In another related development, a newly inducted member of the NYA, Dr. Zaharaddeen Nasir Garba was also inducted as Fellow of the Institute of Oil and Gas Research and Hydrocarbon Studies. Dr. Garba is of the Department of Chemistry at Ahmadu Bello University Zaria.



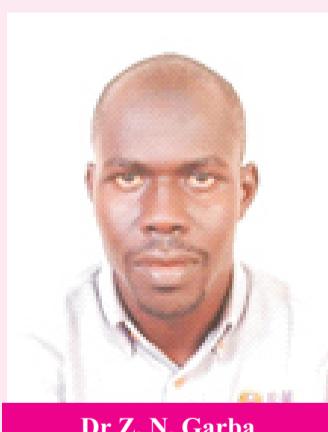
Prof. A. A. Adeneye



Prof. I. C. Uzochukwu



Dr Charles Adetunji



Dr Z. N. Garba



Dr K. E. Ukhurebor

Promotions

It's a cheering news and a great development as NYA fellow Dr. Oyetunde T. Oyeyemi was recently promoted to the rank of Associate Professor at the University of Medical Sciences, Ondo. Dr Oyeyemi's current research interest is directed towards public health parasitology. Additionally, three other NYA members, Drs Oluwakemi A. Rotimi, Omolara F. Yakubu and Sunday O Edeki were also promoted to the rank of Senior Lecturer at the Covenant University, Ota, Ogun State. While Dr Edeki is of the Department of Mathematics, Drs Rotimi and Yakubu are of the Department of Biochemistry at the same Institution.



Dr O. T. Oyeyemi Dr O. F. Yakubu Dr O. A. Rotimi Dr Sunday O Edeki

Dr Isaac L. Animasaun has been recognised in FUTA



Dr I. L. Animasaun

The NYA has recorded a great achievement as its member Dr. Isaac L. Animasaun was recently presented with different awards in recognition of outstanding R&D achievements from the Federal University of Technology, Akure. Dr. Animasaun was recognised as one of the five FUTA scholars in the top 100 Nigerian Scholars ranked among the top 2% scientists in the world by Stanford University, one of the eight FUTA scholars ranked among the top 100 researchers in Nigeria by AD Scientific in 2021, one of the top 10 Scopus ranked scholars in FUTA, and the highest ranked Google Scholar in his School.

THE NIGERIAN YOUNG ACADEMY HOLDS WEBINAR SERIES 3.1



As part of the NYA efforts towards surveillance and eradication in her COVID-19 battles, the Academy held its first webinar for the year 2022 with a focus on COVID-19 vaccine and Molecular Biology Lab Network in Nigeria. The webinar, which was held on 20th January, 2022 witnessed presentations from the Director of African Centre of Excellence for Genomics of Infectious Diseases, Prof. Christian Happi and a Director of Research, Nigerian Institute of Medical Research (NIMR), Yaba, Lagos State, Nigeria.

Speaking on the topic "Genomics and Translational Research in Africa: How Close is Africa to Local Vaccine Production?", Prof. Happi, highlighted the strides of ACEGID in seeking to bridge the genomic science gap between Africa and many other parts of the world. He further discussed the involvement of ACEGID in Nigeria and other parts of Africa to solve disease outbreaks including Lassa fever, Ebola fever, and the COVID-19 pandemic. Prof. Audu on the other hand, elucidated the role of strong molecular laboratory networks in attaining disease

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In spite of numerous limitations in Africa's involvement to attain local vaccine production and self-sufficient public health security, progress has continued to be made over the years, which gives hope that the gap between Africa and the developed countries can be bridged in the area of genomics science research. To achieve more, financial investments, government policy and commitment from African Union, as well as multi-stakeholder partnerships with industries have to be involved.

The webinar which had participants from diverse organisations across the country and beyond is part of a series of webinars under the NYA project titled: "Multifaceted Response Development from Research on COVID-19 in Africa" funded by the COVID-19 Africa Rapid Grant Fund.

FELLOWSHIPS, GRANTS & AWARDS

Fellowships

BRIDGE – Translational Excellence Programme

The Faculty of Health and Medical Sciences (SUND) at the University of Copenhagen is seeking 14 highly motivated and dynamic postdoc fellows to commence the BRIDGE – Translational Excellence Programme on September 1, 2022. Fellows will be appointed for a period of two years and receive an annual sum of DKK 50.000 to cover costs for PC, travel, conference and workshop participation, language courses and other activities outside the programme. The deadline for application is **28th February 2022**. For more information on how to apply please visit: <https://bridge.ku.dk/>

RACE.ED Stuart Hall Foundation Fellowship 2022

Applications are invited for the RACE.ED Stuart Hall Foundation Fellowship from postdoctoral scholars working in any area of the Arts, Humanities and Social Sciences. The RACE.ED Stuart Hall Foundation Fellowship offers a visit to the University of Edinburgh of up to 10 months for postdoctoral scholars working in any area of the Arts, Humanities and Social Sciences, along with a £13,000 stipend. The deadline for application is **29th April 2022**.

The Fulbright Visiting Scholar Program

Nigerian applicants are invited for The Fulbright Visiting Scholar Program (FVSP) tenable at U.S Institutions. Two categories of grants are offered under The Fulbright Visiting Scholar Program: Research Grants and Program and Curriculum Development Grants. Applications must be completed online. The deadline to submit application and all supplementary documents is **June 1st**. For more information on how to apply please visit: <https://ng.usembassy.gov/education-culture/exchange-programs/fulbright-african-research-scholar-program-arsp/>

Grants

Disrupting drug resistance using innovative design

*JPIAMR is launching an international call for projects under the umbrella of the JPIAMR and within the framework of the ERA-NET JPIAMR-ACTION. Disrupting drug resistance using innovative design involves 27 funding organisations from 18 countries. The total estimated call budget is close to 19 million Euro. In line with the JPIAMR Strategic Research and Innovation Agenda, this call will focus on tackling the rising threat of antimicrobial resistance. Through this call, the ERA-NET JPIAMR-ACTION intends to create and reinforce the collaboration between research partners coming from different countries and different fields of expertise to promote research on antimicrobial resistance. The deadline to submit a pre-proposal is **8th March 2022**. For more information on how to apply please visit:*

<https://www.jpiamr.eu/calls/therapeutics-call-2022/#information-application>

British Ecological Society (BES) Grants 2022 for Ecologists in Africa

This grant provides support of up to £8,000 for ecologists in Africa to carry out innovative ecological research. Recognizing that ecologists in Africa face unique challenges in carrying out research, the grant is designed to support the development of skills, experience and knowledge base as well as making connections with ecologists in the developed world. BES supports excellent ecological science in Africa by funding services and equipment. The deadline to submit application is

18th March 2022. For more information on how to apply please visit:

<https://www.afterschoolafrica.com/23507/>

Wellcome Early-Career Awards

This scheme offers funding for early-career researchers from any discipline who are ready to develop their research identity. Through innovative projects, they will deliver shifts in understanding that could improve human life, health and wellbeing. By the end of the award, they will be ready to lead their own independent research programme. Up to £400,000 of research funding is available for five (5) years, but may be less for some disciplines, and longer if held on a part-time basis. Application closes on **15th February 2022**. For more information on how to apply please visit:

<https://wellcome.org/grant-funding/schemes/early-career-awards>

Wellcome Career Development Awards

This scheme offers funding for mid-career researchers from any discipline who have the potential to be international research leaders. They will develop their research capabilities, drive innovative programmes of work and deliver significant shifts in understanding that could improve human life, health and wellbeing. Research funding is available for eight (8) years, but may be less for some disciplines, and longer if held on a part-time basis. Application closes on **29th March 2022**. For more information on how to apply please visit:

<https://wellcome.org/grant-funding/schemes/career-development-awards>

Awards

Call for nominations for TWAS Awards

The Academy provides nine awards to individual scientists who have been working and living in a developing country for at least 10 years. TWAS is inviting nominations from all its members as well as science academies, national research councils, universities and scientific institutions in developing and developed countries. TWAS provides nine awards of USD 10,000. The deadline to submit online nominations is **31st March 2022**. For more information please visit:

<https://twas.org/opportunity/twas-awards>

TWAS-CAS Young Scientists Award for Frontier Science

TWAS is inviting nominations for the **2022 TWAS-CAS Young Scientists Award for Frontier Science**. This annual award, established in year 2020, recognizes scientific achievements by young scientists living and working in a developing country. The third edition of the award will recognize achievements in Earth Sciences. The award, worth USD 10,000, is sponsored by Lenovo Ltd. The deadline to submit online nominations is **20th April 2022**.

For more information please visit:

<https://twas.org/opportunity/twas-cas-young-scientists-award-frontier-science>

TWAS Siwei Cheng Award in Economic Sciences

With funding from the Siwei Cheng Foundation of the Education Foundation of the University of Chinese Academy of Sciences, the award will recognize economic scientists who have been living and working in a developing country for at least 10 years. A prize of US\$10,000 accompanied by a medal will be awarded in the field of Economic Sciences. The deadline to submit online nominations is **31st March 2022**.

For more information please visit:

<https://twas.org/opportunity/twas-siwei-cheng-award-economic-sciences>

TWAS-Mohammad A. Hamdan Award for Mathematical Sciences

Starting from year 2020, this biennial award is named after TWAS's late Vice President for the Arab Region, Prof. Hamdan. It is given for outstanding mathematical work carried out by a scientist working and living in Africa or Arab regions. A prize of US\$5,000 accompanied by a certificate will be awarded in the field of mathematical Sciences. The deadline to submit online nominations is **20th April 2022**.

For more information please visit:

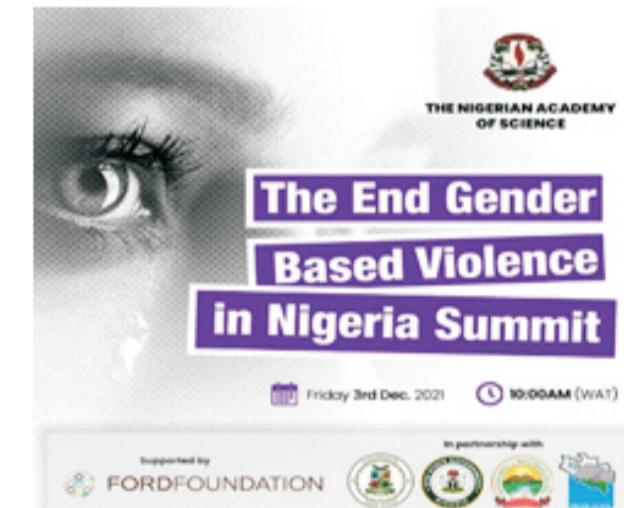
<https://twas.org/opportunity/twas-mohammad-hamdan-award>

NAS CORNER

NAS holds its ambassadorial lecture in collaboration with University of Ilorin

The Nigerian Academy of Science (NAS) in collaboration with the University of Ilorin Faculty of Life Sciences held its Ambassadorial Lecture on Tuesday 30th November, 2021. The lecture titled: **"Nigeria's Hydrocarbon Resources: Current and Future Trends; and Challenges Towards a Reliable Energy Diversification"** was delivered by Professor Kehinde O. Oladipo, FAS at the Auditorium of University of Ilorin.

NAS hosts the End Gender Based Violence (GBV) in Nigeria Summit



The Nigerian Academy of Science (NAS) in early December of 2021 hosted the End Gender Based Violence (GBV) in Nigeria Summit. The event, which took place in Abuja on Friday 3rd December, 2021 was supported by Ford Foundation. The summit served as a platform where relevant stakeholders from across the country discussed issues surrounding GBV in Nigeria. During the summit, the lessons from the implementation of the NAS supported GBV project in Abia, Edo, Ekiti, and Niger states, were learnt as well as recommendations for addressing GBV across Nigeria were proffered.

NYA CALL FOR APPLICATION

The Nigerian Young Academy (NYA) is inviting applications from brilliant young and early career researchers below the age of 45 who are from various disciplines working in Nigerian institutions. Two categories of application are available:

ABOUT NYA
The Nigerian Young Academy (NYA) is a society for inspiring young brilliant young researchers below the age of 45 in Nigeria who are working in developing countries. It aims to encourage and inspiring qualified academics and professionals towards supporting young researchers nationally and promotes the application of collective research and innovation in addressing challenges in the society. Additionally, it plays a crucial role in building institutional figures for young researchers and providing them with opportunities to network and exchange ideas, to enhance their research and to contribute to integrity and excellence in research, and encourage young researchers nationally and internationally for the socio-economic benefit of Nigeria.

Eligibility
1. Are you a brilliant young researcher below the age of 45 in Nigeria?
2. Are you currently involved in research and have evidence of scholarly research?
3. Do you hold at least a Master's degree in your field of research?
4. Are you currently involved in research and have evidence of scholarly research?
5. Are you a brilliant young researcher below the age of 45 in Nigeria?
6. Are you currently involved in research and have evidence of scholarly research?
7. Do you hold at least a Master's degree in your field of research?
8. Are you currently involved in research and have evidence of scholarly research?
9. Are you a brilliant young researcher below the age of 45 in Nigeria?
10. Are you currently involved in research and have evidence of scholarly research?
11. Do you hold at least a Master's degree in your field of research?
12. Are you currently involved in research and have evidence of scholarly research?
13. Are you a brilliant young researcher below the age of 45 in Nigeria?
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15. Do you hold at least a Master's degree in your field of research?
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31. Do you hold at least a Master's degree in your field of research?
32. Are you currently involved in research and have evidence of scholarly research?
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