



**SCHOOL OF LOGISTICS AND INNOVATION TECHNOLOGY (SLIT)
FEDERAL UNIVERSITY OF TECHNOLOGY, OWERRI (FUTO)
OWERRI, IMO STATE, NIGERIA**

SLIT DISTINGUISHED LECTURE SERIES – MAIDEN EDITION

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**OFFICIAL POLICY COMMUNIQUÉ ISSUED FROM THE MAIDEN EDITION OF
THE DISTINGUISHED SLIT LECTURE SERIES**

THEME: Smart Frontiers in Logistics and Innovation: Redefining Africa's Path to Sustainable Development

TOPIC: Logistics and Innovation Education as Pathways to Lifelong Careers, Economic Growth, and Africa's Sustainable Development

ADDRESSEES

- The Vice Chancellor, federal University of Technology, Owerri
- The Honourable Minister, Federal Ministry of Education, Abuja
- The Executive Secretary, Nigeria Universities Commission
- The National Assembly and suitable policymakers
- logistics educators,
- Government institutions and development stakeholders.

PREAMBLE

The Maiden Edition of the School of Logistics and Innovation Technology (SLIT) Lecture Series was successfully held at the Federal University of Technology, Owerri (FUTO), Nigeria. The Lecture Series was instituted to stimulate national and continental discourse on the strategic role of redefined logistics and innovation education as pathways to Lifelong careers, economic growth, and sustainable development in Africa, with particular emphasis on Nigeria.

The inaugural lecture was delivered by Professor O. T. Ebiringa, Director, Career Services and Counseling Centre, Pioneer Dean of the School of Logistics and Innovation Technology, and former Dean of the School of Management Technology, FUTO. The lecture provided a conceptual, empirical, and policy-relevant framework for repositioning logistics and innovation

education as a systems-oriented, multidisciplinary, and technology-enabled discipline critical to national development.

KEY OBSERVATIONS AND FINDINGS

Participants at the Lecture Series observed that:

1. Traditional logistics education in Africa remains largely narrow, fragmented, and insufficiently aligned with contemporary economic realities, digital transformation, and labour market demands.
2. Logistics in the 21st century extends beyond transportation and warehousing to encompass the management of complex systems and operations across sectors such as healthcare, elections, security, education, disaster response, finance, energy, and governance.
3. The persistent mismatch between university learning outcomes and industry skill requirements continues to undermine graduate employability, productivity, and innovation capacity in Nigeria and across Africa.
4. Innovation education is indispensable for preparing graduates for lifelong careers in a rapidly evolving global economy characterized by technological disruption, automation, and fluid career pathways.
5. Universities can and should function as economic engines, producing techno-managerial graduates capable of value creation, enterprise development, systems optimization, and sustainable problem-solving.
6. The School of Logistics and Innovation Technology (SLIT), FUTO, represents a pioneering African model in redefining logistics and innovation education through integrated, technology-driven, and multidisciplinary curricula approved by the National Universities Commission (NUC).

RESOLUTIONS AND RECOMMENDATIONS

Following extensive deliberations, the Maiden **SLIT Lecture Series** hereby resolves and recommends as follows:

1. Policy and Government Actions

Governments at federal and state levels should formally recognize logistics and innovation education as strategic national development pillars comparable to engineering, medicine, and information technology.

Education, transport, trade, digital economy, and industrial policies should be aligned to support the development of logistics and innovation competencies for national productivity and competitiveness.

Public funding frameworks should prioritize investment in logistics and innovation education infrastructure, digital laboratories, and applied research ecosystems.

2. Higher Education and Regulatory Reforms

Regulatory bodies and tertiary education managers should encourage the expansion of competency-based, labour-market-responsive logistics and innovation programmes across Nigerian and African universities.

Curricula should integrate technology, systems thinking, entrepreneurship, sustainability, and experiential learning, moving beyond purely theoretical instruction.

Universities should adopt interdisciplinary “system-of-systems” curricular models that enable collaboration across departments and sectors.

3. Industry–Academia Collaboration

Stronger partnerships should be fostered between universities, industry, professional bodies, and government agencies to co-design curricula, support internships, and enhance graduate employability. Industry participation in teaching, mentoring, research commercialization, and innovation hubs should be institutionalized.

4. Innovation, Digitalization, and Sustainability

Logistics and innovation education should deliberately integrate emerging technologies such as artificial intelligence, Internet of Things (IoT), blockchain, data analytics, and cybersecurity.

Sustainability principles, including green logistics, resource efficiency, climate resilience, and circular economy practices, should be embedded in teaching, research, and practice.

Education programmes should be aligned with continental initiatives such as the African Continental Free Trade Area (AfCFTA) to support intra-African trade and industrialization.

5. Lifelong Learning, Careers, and Entrepreneurship

Governments and institutions should promote lifelong learning frameworks, continuous professional development, and re-skilling pathways to support dynamic career transitions.

Entrepreneurship and innovation education should be strengthened to enable graduates to create enterprises, generate employment, and commercialize research outputs.

Digital career tracking, alumni networks, and labour-market intelligence systems should be deployed to close the learning–livelihood gap.

CONCLUSION

The **Maiden Edition of the SLIT Lecture Series** reaffirms that redefined logistics and innovation education is central to addressing Africa’s employment challenges, productivity gaps, and sustainable development aspirations. Participants unanimously agreed that a coordinated

approach involving government, academia, industry, and development partners is required to translate education into livelihoods, innovation into value, and knowledge into national prosperity.

The Lecture Series therefore calls on policymakers, logistics educators, and government authorities to act decisively in mainstreaming logistics and innovation education as catalysts for inclusive growth, resilience, and Africa's sustainable future.

Signed: _____

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