Globalization and the Challenges for Education in the 21ˢᵗ Century: Nigeria on the Focus

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Abstract

Globalization finds expression in the process whereby the transmission of knowledge, skills, attitudes, abilities and behaviour cease to be geographically fixed, partly as a result of technology, also through international media. Globalization is a fundamental factor affecting education globally in this century. As members of the international community, Nigeria is not shielded from globalization. This paper, therefore, examines the challenges of education in Nigeria in a globalizing world. The paper suggests, ways by which those challenges could be addressed; among them is that adequate funding and consistency of educational programmes should a priority of the Nigerian government..

Keywords - *Globalization, Challenges, ICT, Education, Nigeria.*

I. INTRODUCTION

Globalization has become one phenomenon which described the current world in which we live. The quality and quantity of education and training determine whether and how countries can participate in the process of globalization, such as global value chains, fragmentation, increased trade in final products and migration (Ossai & Nwalado, 2013). Today, the nature of learning and teaching will change rapidly due to the increasing interaction from mere accessible global telecommunication networks driven by the content of the internet and the tradition of book-teacher model which will then be absolute.

Indeed all these processes have almost compressed the global economy, and reduced it to what is often referred to as the global village. Educational globalization is the delocalizing of education content and undermining of local academic cultures, thus making education content and academic cultures comply with international best practices.

Globalization is a fundamental factor affecting education in Africa, especially tertiary education. The issue of "globalization" has generated a great deal of interest in the recent past. This level of interest can be said in part to be a direct consequence of technological advances especially in the field of education and technology (Ogakwu & Isife, 2013). Consequently, what we now have is the so-called "global village" where everything is within reach from anywhere (Arrighi, 2005). In the context of this study, in order to keep the analysis within reasonable bounds, the focus is only on the education aspects, with particular emphasis on its implication on the Nigerian state. This paper examines how globalization movement or process has affected or is affecting education globally and Nigeria in particular.

According to Oleforo (2013) Edmond Carpenter and Marshall Moluhan had in 1960 coined the popular phrase "a global village" when they argued that post - literate man's electronic media contracted the world into a village or tribe where everything happens to everyone at the same time.

Education in the present century can no longer be localized but globalized. However, African countries and Nigeria in particular should globalize her education system with caution. This is to ensure that in our rush to please the international community, we do not lose sight of our peculiarity, culture and local contents. Whatever education content we give to our children should be able to liberate them from ignorance, superstitions beliefs, religious fanaticism, cultural catharsis, ethnic chauvinism and mental enslavement and make them candidates of academic and national patriotism devoid of academic and national dishonesty (Oleforo, 2013).

If education in Nigeria is to remain relevant in the emerging world order which is information and technology-driven, then ICT must be given a pride of place in the scheme of things. No country that downplays ICT can function properly in the emerging global village that the world has been reduced. Globalization has given rise to many educational opportunities such as online distance learning, it attracted foreign students, introduction of new programme and competition in education, especially higher education (Bonga & Dafiaghor, 2014). To become a key player in the emerging 'global village', Nigeria has to re-think ICT and provide the necessary

environment for it to thrive at all levels of our education system. Doing this will adequately integrate Nigeria education into the world global system.

A. The Concept of Globalization

According to Ebaye (2006) cited in Oleforo (2013), globalization implies the compression of the world and the intensification of consciousness of the world as a whole and has such products as the emergence of a global division of labour and a deregulated world economy. Nyenke (2004) opines that globalization is the trans-boundary movement of capital, people, information and culture. According to Adejugbe (2003) globalization describes the revolutionary and accelerating process by which all the countries of the world are becoming increasingly interdependent and interconnected. Ikem and Ebegha (2013) see globalization as the creation of a global economy in which the most remote and culturally distinct nations are joined together by a vast network of international trade.

B. The Concept of Education

Education emerged from the Latin word, "educare" this literally means to bring up. Different scholars have described education in various terms. In general terms, education is the process of transmitting societal values, norms and desirable attitudes from one generation to another. Ocho (2005) sees education as the process through which individuals are made functional members of their society.

Education is one of the fundamental rights of individuals. Article 26 of the Universal Declaration of Human Rights, which was adopted by the United Nations General Assembly on 10 December 1948, stipulated that:Everyone has the right to education. This shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory while technical and professional education shall be made generally available. Higher education shall be equally accessible to all on the basis of merit.

C. The Concept of Educational globalization

Educational globalization is the delocalizing of education content and undermining of local academic cultures, thus making education content and academic cultures comply with international best practices. Global education arose from the challenge of translating globalization issues into concrete school programmes. It is centered on global learning and seeks to develop the abilities to understand, to feel and to adjust to the challenges of a changing society. Global education is grounded in the reality of globalization and the interconnectedness of nations, economies and governance that demands that students must be well acquainted with global problems and issues (Arokoya, 2012).

II. THE MILLENNIUM DEVELOPMENT GOAL AND THE GLOBALIZATION OF EDUCATION

In September 2010, world leaders held a United Nations Millennium Summit at the General Assembly of the United Nations Organization (UNO) on the future of their respective countries and citizens. The summit's decisions, now known as Millennium Declaration, taken by the world leaders later gave birth to what is universally and formally known as the Millennium Development Goals (MDGs). Since 2010, the MDGs have become the international yardstick for measuring, monitoring and evaluating development indices in developing countries. Education was one of the indices of measuring development globally (Oleforo, 2013).

Specifically, goal 2 at (MDGs) as stated above, is about achieving universal primary education by ensuring that by 2015 children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. Goal 3 is aimed at eliminating gender disparity in primary and secondary education, preferably by 2015, and at all levels of education not later than 2015.

According to Oleforo (2013) the millennium development goals (MDGs) sought to universalize access to education by citizens of the world, especially children, in view of the indispensability of education in human and global development. Access to education should be universalized in the sense that all countries of the world are sub-systems of the main system. This hinges on the fact that any defect in the sub-system has a deleterious effect on the entire global system. Education thus becomes an instrument of world peace. Seen this way education liberates people from ignorance, superstitions beliefs, religious bigotry, cultural backwardness and political extremism. An educated individual as a responsible member of a "global village" cannot do anything that will undermine the sanctity of such a "village".

IV. GLOBALIZATION AND EDUCATION IN NIGERIA: RELEVANCE OF GLOBALIZATION ON THE EDUCATIONAL SUBSECTOR

The social, political, economic and technological changes in the world today through globalization have revolutionized education, calling for a more radical change to meet the current demands of the society. Internet is a window to the world. It opens a vast store of information and communication. Connectivity has become important as building a new school for the community advancement (Olaniyan, 2006) cited in (Ubi & Edet, 2013).

Invariably, one would think that globalization only concerns business and industry. But, if one considers education as part of the information business, then education can be seen as the core of globalization.

Thus, according to Taylor (1985) government, are trying to compete on the global markets by placing their priorities on education to produce the human capital that is most appealing to global competition, which is in line with the world new initiative that tries to support life-long educational programmes and as well integrate the work with education, student mobility and joint study programmes.

According to Ubi and Edet (2013), in a world economy that is controlled by communication and information technology, empowered by those that control capital, new options for the educational subsector are inevitable. A shift to the new technologies is seen as a catalyst for new learning environments. Access to communication has become crucial and has to be taken as one of the fundamental human rights. Thus, a substantive progress in the implementation of information and communication coupled with progress in the quality of life and development cannot be achieved without preparing people for a knowledge society (Castell, 1996).

This knowledge driven society can be achieved in one hand through the wanting of science and technology education based programmes that will necessitate the use of computers in system information science, parallel and distributive system, software engineering simulation techniques and telecommunication systems.

New options for distance education are driving the shift from traditional learning communities such as school, universities and colleges towards unrestricted life-long learning possibilities. This shift from teacher-centered to learner-centered learning means that teachers at all levels need to embrace new information and communication technologies. As new technology is being accepted as the catalyst for new learning environment therefore access to communication has become crucial (Olaniyan, 2006) cited in (Ubi & Edet, 2013).

Globalization has brought fundamental changes in the ways in which countries are forming and planning educational policies and practices and its impacts.

Today, there is need for modern education oriented towards the need of citizens of nation state to transform it into postmodern education oriented towards the need of global citizens (Lakoso & Betty, 2013) cited in (Ubi & Edet, 2013). They went further to state that globalization which depends largely on technological efficiency, massive industrialization and a string capital base to triumph, did not favour the underdeveloped (third world) countries. Schools are now seen as conservation institutions slow to adopt new practice and technologies. The aftermath is that the recipients are not properly equipped (half baked) who can hardly fit into the highly skilled workforce and make meaningful contribution to the society.

V. PROBLEMS MILITATING AGAINST THE GLOBALIZATION OF EDUCATION IN NIGERIA

Problems militating against the globalization of education in Nigeria include:

A. Inadequate Expert Knowledge on the use of ICT
There is the lack of expert knowledge of ICT by teachers as most Nigerian school teachers are computer illiterates. If it is true that no education system can rise above the quality of its teachers, then the present crop of teachers in all levels of the educational system should be re-trained in ICT, since most of them never had such training when they graduated from schools. As it is now, the present crop of teachers, most of whom are computer illiterates cannot adequately prepare students for today's information and technology driven world (Oleforo, 2013).

B. Inadequate Computers in Nigerian Schools
In most schools there are no computers for learners use. Where they are available, they are inadequate. This has grossly hindered progress in our school system.

C. Teachers' Unwillingness to Integrate ICT in their Teaching
Most teachers in Nigerian schools are not computer compliant. Even if they are, many prefer to use their knowledge of computer in making money as consultants instead of using them in teaching.

D. Problem of Electricity
Lack of or epileptic electricity constrains the use of ICT in education especially in developing countries such as Nigeria.

E. Inadequate Funding
Where money is not available it becomes difficult to provide computers and other ICT facilities that can enhance learning.

F. Lack of Personnel for Maintaining ICT Facilities
In Nigeria, people to maintain or service ICT facilities are very few. As a result, when the accessories break down, the system will be packed waiting for repairs, which may take a very long time. On this ground, Mkpa (2007) lamented that the required personnel or manpower to maintain the system are very much in short supply.

VI. CONCLUSION

Information and communication technologies have a major role, not only in improving existing learning but also extending opportunities for lifelong learning. Education in this 21st century cannot succeed meaningfully without computer technology and ICTs. To ensure this success, certain provisions must be taken into consideration. These include the provision of physical facilities like quality buildings, furniture and equipment that will enhance ICT. These have a way of impacting positively on the success of globalization of education. Education in this century transcends national boundaries and does not recognize physical barriers, de-emphasizes spatial limitation and downplays facial interaction. This era of computers, revolutionized telecommunication and the internet is what the country cannot shy away from, but the positives of the times should be properly harnessed for the country to appropriately benefit from economic globalization. Our knowledge of today will not be enough to solve our problem of tomorrow. To reap bountiful fruits of education in this century, we must invest heavily in ICT. These will open a vista of a brighter future for Nigeria as she marches confidently into the information and technology-driven age.

VII. THE WAY FORWARD/ RECOMMENDATIONS

- To remain relevant, Nigeria must globalize her educational system. The country must re-think ICT and integrate same into its educational system. This will enrich its educational contents and pedagogical strategies.
- Investment in and joint publications of research works with international schools should be encouraged.
- There is need to develop or equip the satellite programmes so that the local students running online programme can meet up the much needed national and international standard.
- The government of the Federal Republic of Nigeria should develop their human resources to meet up with the knowledge requirements of the globalization process.
- The international organizations through agency like the UNESCO should provide the needed technologies and training of personnel in developing countries.
- Adequate funding and consistency of educational programmes are imperative.
- Provision of adequate power supply (electricity)
- Lastly, the creation of a nationwide network of information system in schools.

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