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IMPACT OF GLOBALIZATION ON THE EXPANSION OF HIGHER EDUCATION

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Abstract
In this paper, we have pointed out some of the effects of globalization; particularly, on the Nigerian education system and the economy in general. Though emphasizing the negative aspect of it in line with view of scholars that argued globalization is "the re-colonization of African countries" (ILO, 2004). As much as globalization is viewed as the root of all evil by some scholars, it is viewed by others as the root of all good. From our findings it is evident that people with capital assets, education and other skills have benefitted from globalization. The research showed how globalization has led to the increase in the volume of investment in Nigeria, greater democracy, revolutionized the Information and communication Technology sector, reduced transport cost, large investment in education and diffusion of knowledge, (ILO, 2004). On the other hand, globalization has led to the economization of education, migration and brain drain of developing countries like Nigeria, loss of the traditional values of education, gender inequality, high debts, and unfair global rules. Scholars have also suggested poor or inadequate funding of education in many countries as a result of globalization. In order to respond effectively to globalization, we recommend Nigeria needs to develop its national capacities, effectively regulating its economic activity, promote fairness and equity, provide basic public services, and effectively participate in international negotiations.

Introduction
Globalization has made economies all over the world become connected. The way in which they are connected is not new, as available data has shown that the first wave of globalisation occurred in 1870, (Mishkin, 2006 as cited in Naz and Ahmad, 2018). Therefore the connection between economies and globalization is as far back as 1870. Due to the current rapid trend in globalisation, the world has been facing great unpredictable changes. Education has been developing at a different pace in many countries as a result of globalization (Pang, 2013). Globalization is the result of numerous fundamental forces that present themselves in diverse ways across the 'economy, politics, and culture' (Glenn,

2007) as cited in (Rizvi and Lingard, 2010). However, (Carnoy,1999) as cited in (Pang,2013) argues that Globalization brings about competitive pressure, which implies that a country's 'investment', productivity, and creativity are no longer constrained by its boundaries. Several aspects of the economy have been affected both negatively and positively by the globalization process, such as education, politics, and economy.

The effects of globalisation are far-reaching and a complex phenomenon. Its effect has cut across economic, political, education and social aspects of the world. It is, therefore, not a surprise that it has gathered many divergent and enthusiastic explanations. On the positive side, some scholars view it as inevitable and significant drive towards ensuring economic prosperity throughout the world. At the other end, it is attributed to all the evils of our contemporary world. The main objectives of globalization are to ensure human development that will be a better standard of living, redistribute income and ensure the attainment of economic growth and well-being (Giddens, 2000).

Higher education is imperative to national development. The objectives of tertiary education in Nigeria include among others developing and imparting proper values for the survival of the individual and society, promotion of national and international understanding and interaction, development of individual's intellectual capacity to understand and appreciate their local and external environment, acquisition of physical and intellectual skills. It is clear that education does not only provide the necessity for economic development but also social cohesion (Lawanson, 2009).

The history of higher education in Nigeria can be traced back to Ashby Commission, 1960. It was the first commission set up for higher education in Nigeria. The job was to investigate for the government and recommend the need for higher education in Nigeria. Interestingly, the commission estimated the resources required in Nigeria up to 1980's and designed effective strategies for actualization (NOUN, 2011). Several universities were established following the report, including University of Nigeria Nsukka, University of Ife, Ahmadu Bello University Zaria, in 1960 while University of Lagos came up in 1962. The oil boom of the 1970's saw the surge of more universities in Nigeria; these universities are known as second generation universities. The seven universities added were established in Kano, Calabar, Maiduguri, Ilorin, Port-Harcourt and Jos during that period. 1980's and 1990's saw an increase in the creation of universities, with a lot of state universities established. This was complemented with polytechnics and colleges of education with each state having either a university, polytechnic, college of education, both or all the three (Okojie, 2008).

Twenty-First (21st) century saw rapid increase in the number of enrolments into universities in Nigeria. (Jibril, 2003 as cited in Bright and Odunayo, 2015) reported that nearly 1 million students are enrolled in not fewer than 200 Nigerian institutions.

The work is presented as follows; first, introduction. This shall contain the background of the study, conceptualizing globalisation, education, and education in Nigeria. Secondly, the drivers of globalization, laying emphasis on its cause and the rapid spread of globalization, and aspects of globalization. Next, the conflicting views about the effect of globalization on education. This section shall elaborate on the different view and how this relates to education in Nigeria. Finally, suggesting the ways on how best Nigeria can get out of globalization.

Concepts of Globalisation, Education and Education in Nigeria

Different scholars have given different accounts and definitions of globalization, it is clear based on the scholar's views that globalization is not a brand-new phenomenon. However, migration of ideas, art forms, and people have always been a part of human history, but what appears to be new now is the speed occasioned by Information and Communication Technology (ICT) with which such movements are now carried out, as well as the lack of effectiveness of the 'restrictions build' by countries across the world to keep their 'social, political, and cultural' integrity (Bates, 2002 as cited in Pang, 2013). The concept of globalization has become a familiar and popular concept in the 21st century, because scholastic ideas are made available via the ICT to anybody seeking for knowledge. Globalization has impact on many sectors of society, including education.(Ogohi, 2014 as cited in Bright and Odunayo 2015) However, the impact of globalization transcends the traditional boundaries of nation states due to the fact that injustice across nation states continue to increase owing to the fact that the gap between the rich and the poor continues to increase at an alarming ratio. (Kilbourne, 2002) Globalization is being viewed as the growing perception that events occurring throughout the universe are accelerating into one integrated world - the world as a global village.

Globalisation "is the elimination of barriers to international movement of goods, services, capital, technology, and people that influence the integration of world economies" (Daniels et al., 2015, p. 47). However, increasing globalization has resulted in an "interdependent and integrated" world economy (Hill, 2014). It is supported by the dichotomy of time and space and how changes of these two affect the contemporary world (Green, 1997). It is a general movement towards economic trade liberalization, a broader flow of capital, goods and services, and a quasi-abolition of national borders (Bakhtiari and Shajar, 2011). UNDP in Human Development Report (1999) describes globalization as the increasing

interdependence of the world's inhabitants, on an economic, political, technological, as well as cultural level. It is aimed at turning the world into a single village. Critics such as Held et al (2004) were of the opinion that the impression being giving by globalization is of no use and most of the conception is being brought by hyper globalist (Held, et al, 2004) as cited in (Chris and Kirsten, 2009) only such group of people (hyper globalist) could envision a world without borders (Ohmae, 1990, p.164) as cited in (Chris and Kirsten,2009,p.164). However Gilpin, 2000 as cited in Kilbourne, 2002 argues that without a huge governmental system that increases trans-national boundary globalization will not be possible.

Furthermore, others define "globalization" as all economic activity 'local, national, and regional' which is integrated into a 'global' marketplace through information and communication technology, which are both the result and the cause of "modernization and capitalist" expansion. It is not regulated by national governments and transcends geopolitical boundaries (Guttal, 2007, p.524). However, Ulrich Beck argues that as a result of globalization, old forms of political action are no longer centered on nation states; the transformation becomes possible as a result of international films withholding their resources away from nation states (Kilbourne, 2002). Therefore, globalization can be said to have brought about the integration of different sectors of the economy under a single entity without any setback or bottleneck from independent countries as a barrier. This shows that globalization is the broadening, deepening, and acceleration of contemporary world interconnection, encompassing 'cultural, financial, and spiritual' aspects of the modern social system. (Held et al, 1999 as cited in Marshall, 2014)

Education is essential to the growth and development of individuals, society, and nation. Development of the education sector is an interest that all nations share (Pang, 2013). As pointed out by Alfred Marshall (1936, p. 208), "the most valuable of all capital is that invested in human beings If one of the major goals of nearly all societies today is rapid economic growth, then programs of human resource development must be designed to provide the knowledge, the skills, and the incentives required by a productive economy". It therefore follows that educational development ensures individuals develop intellectually, physically, morally to maximize their potential. For society, educational development help to foster social justice, strengthen civil society and cohesion. For Nations, it improves the quality and productivity of the population, promotes national unity, enhance competition, and instil social responsibility among its citizens.

However, globalization has rendered public education, which is based on 'social democratic principles and concepts, obsolete and useless in 21st-century society (Reid,

2002 as cited in Kelly,2009)thus is as a result of advancement in technology which has made facilitators and schools to be irrelevant and redundant in the field of education as learners now make use of technology to learn new ideas which makes the facilitators and schools to become obsolete in the area of teaching and learning Robertson(2005) as cited in (Shield,2013,p.82) Scholars such as Parker view globalization as the growing perception that events occurring throughout the universe are accelerating into one integrated world (Parker,1997) as cited in (Pang,2013, p.18).

The transformation of human life in different aspect ranging from economics, political or social either in developed or developing countries cannot be complete without the ICT due to the fact that, ICT is driving a major change in the workplace, production of goods and services and how nations relate to one another. Therefore, the impact of innovative information and communication technologies on global transformations cannot be denied. (Fazal and Bob, 2010). Therefore it can be clearly seen that technological advancement has played a key role in the transformation and expansion of higher education across the world due to its connection with globalization.

For the attainment of national development, education is recognised as the means of empowering people towards such development. In Nigeria, the National Economic Empowerment and Development Strategy (NEEDS), and Millennium Development Goals have all stressed the importance of education. A key idea of the NEEDS document was that education can be employed as a means of empowerment for the socially marginalised groups, as well as an effective means of developing the full potentials and abilities of human resources, as well as creating competent, modern work forces through the acquisition of practical skills that are relevant to the 21st century. It has been argued that the route to building economic prosperity, income equality and social cohesion is world-class skills. However, the key to these skills depends on the level of knowledge, innovation and technical expertise of the economy.

Driver of Globalization

The pace and size of globalisation is driven by several factors that influence every nation. However, on a broader sense, they can be categorised into; economic, political, technological, educational, and social factors (Naz and Ahmad, 2018). As cited in Spring (2014), the globalization of education can be viewed as a weaved set of processes affecting education such as issues of human capital, information, communication technology, multinational corporations, economic development, and non-governmental organizations. The expansion of trade globally has made it possible for the sharing of knowledge among different organisation and businesses. Knowledge in terms of enhance technology, societal

norms and moral standard are being shared globally, which leads to development on various levels such as societal, individual, and organisational development in other nations via the extension of global trade as a result of globalization (Sadegh and Shajar, 2011).

The economic factors are mainly the elimination of trade and investment barriers. This implies free flow of goods and services across borders with no or minimal cost. Through trade liberalization within the General Agreement on Tariffs and Trade (GATT) framework, the pace of globalisation began to accelerate. Foreign direct investment (FDI) also escalated with globalisation. The declining transport cost has made FDI more rapid and multi-country-based production of goods and services feasible both technically and economically. However, globalisation has led to the integration and centralization of financial markets around the world through financial deregulation and liberalization and increased interdependence of nations resulting in elimination of stiff rules and regulations that could affect the flow of capital (Stiglitz and Greenwald, 2003).

The key factor that drives globalisation is the Information and Communication Technology (ICT). It is considered by many as the key driver of globalisation. Technological innovations such as internet, electronic commerce (E-commerce), electronic banking (E-banking), highly sophisticated transport equipment, strong and efficient supply chain have all contributed to the pace of globalisation. The role of internet cannot be overemphasised in delivering the success of globalisation. Advancement in technological infrastructure provided by ‘telecommunications, information systems, microelectronic devices, and computer-controlled' transport networks have enabled globalization (Pang, 2013). Therefore, the popular view that knowledge is now the most significant part of production in highly industrialized nations' economy, and that as a result, the citizens of these countries want increased access to knowledge in the form of qualification (Guile, 2008) can be attributed to the advancement in technology as a result of globalization. The need for different types of expertise has varied over the previous few decades: the most vital part of it is that globalization has led to governments refraining from acting "in the market economy" on behalf of their citizens through ‘international trade agreements and globalization. Although it is difficult to predict which abilities will be needed in 2030, demand for advanced skills is increasing. (EDIF, 2015). Even though it is difficult to know which type of higher qualifications/high skills needed in the future countries such as the USA (United State of America) are using ‘transnational enterprise,’ in actively ‘exporting the value of human capital.’ This is a crucial ‘neoliberal concept’ implemented by the ‘OECD's’ agency, which is dedicated to fostering the link between ‘higher education, human capital, and international competitiveness.’ (Chiang, 2013) Thus, Becks as cited in

(Kilbourne, 2002) was of the opinion that the western reformers who see themselves as the neoliberals are ultimately destroying the west.

The ease of communication between nations has created a basis for 'cultural homogenization', which has created 'one global society' (Waks, 2006, p. 413).This interconnectedness has caused re-norming and re-shaping political agenda of states across the world as they have to respond to 'global politics' (Held, 2004, p. 364).Areas such as ‘economic, social, political and cultural are using it to bring about changes which can be linked to revolutionary changes in information communication technology as well as elimination of barriers among different countries and regions, which makes the movement of goods and services from one region to another much easier (Guttal, 2007). It is necessary for the creation of interpersonal relationship across the world and without which globalisation would be incomplete (Naz and Ahmad, 2018). The impact of modern technology has brought a distinct character to the process of globalization compared to similar cases in the past. Socially, the world is more integrated with language serving as the link in bonding and converging diverse nations. Products are becoming homogeneous with taste and fashion becoming the leads.

In developing countries like Nigeria with a high poverty index, education would have a huge impact in lifting people out of poverty. According to Le Goff and Singh (2014), globalisation is associated with reducing inequalities in developing countries and also provides workers with opportunities to the benefit of globalisation. These benefits flow into a country through mechanisms such as free flow of information, knowledge, technology, ideas, and trade liberation, leading to increase in specialization, innovation, and efficient allocation of resources (Le Goff and Singh, 2014). Ha and Cain (2017) further argue that global integration of economies increases income per capita. However, Bergh and Nilsson (2014) add the view that globalisation is detrimental to developing countries because it increases the gap between low- and high-income countries which implies unequal distribution of opportunities among citizens of these nations.

For the purpose of this work, I will be referring to the Federal Republic of Nigeria (2014) *National Policy on Education*. This will aid in explaining the effects of globalization within the Nigerian context. The *National Policy on Education* defines the guidelines and requirements for the effective administration, management, and implementation of education at all tiers of government. The document is a roadmap as well as a reference point for the education sector in Nigeria.

Arguments on the Impact of globalization

The complexity of globalization seen to have spurred (Adesina, 2012 as cited in Bright and Odunayo, 2015) to see globalization as a huge, complicated subject that has sparked debate over its meaning, timeline, and future, as well as whether it benefits society as a whole or simply particular countries or people. The problem of globalization being a subject of intense debate has contributed to its status as a highly contested concept within the academic community. Globalization is seen as intensified social ties that links distant localities in a way that local events are influenced by things happening far away and vice versa (Giddens, 1990 as cited in Bright & Odunayo, 2015). Critics such as Capling and others see globalization as the creation of a global economy marked by unregulated "market forces" and "new economic actors" such as multinational firms, foreign banks, as well as other financial institutions (Capling, Considine & Crozier, 1998 as cited in Pang, 2013).

However, (Bonal 2003, Safstrom, 2005 and others as cited in Kelly, 2009) were of the opinion that globalization has totally led to the shift from the traditional role of states having too much influence on their internal affairs to a seeming universal stage/culture. More so globalization has brought about a change from states being providers of education in the 'traditional, way to becoming onlookers. (McGinn, 1997; Held et al 1999 as cited in Kelly, 2009).therefore 'physical force' that has being influenced on schools because of globalization has brought about the need for a better choice in education (Kelly, 2009)

Economization of Education

The term global "economization" of education as used by Spring, (2014) or "prostitution" as used by Kuehn (2001 as cited in Kelly, 2009) is concerned with the diversion from schooling for civic participation, preserving the environment, culture, and human rights to merely economic growth and employment. In line with this, other opponents such as Kuehn (2001) argue that globalization is a result of unrestricted capitalism; schooling is commercially motivated and serves economic good only. Schools emphasize teaching skills that relate to the workplace. To buttress this point, it is evident in the *National Policy on Education* (2014) that the philosophy and belief of education in Nigeria is that education is an instrument for national development and social change; education is important for the progress and unity of Nigeria; maximizes the potentials, skills of individuals for self-fulfillment and general development of the society.

Globalization has seen the rapid rise in the number of higher institutions and spending towards education in Nigeria. With liberalization the core to globalization, spending on studies abroad has been on an all-time high. In 2018, premium times, an online news outlet in Nigeria reported that Nigerians spend a whopping ₦1 trillion (about $2 billion) annually

on education at universities abroad (Premium Times, 2018). Kelly, (2009) posited that the deviation from traditional school commercialization to full commercial involvement in schools is interfering with the integrity of academic institutions, to the extent that schools sometimes promote their political views. The Nigerian Turkish University (now Nile University) was linked to the Gulen Movement. A movement accused by the Turkish president of being responsible for the 2016 coup d'état in Turkey (ICIR, 2021).

Privatization and commercialization dominate Nigeria's deregulation policy in the field of education, with a focus on access and funding (Denise, 2002 and Alabi 2005 as cited in Okundare et al, 2013). Therefore, the public tertiary education system is complemented by private institutions, which provide higher education for the masses. Across nation states, the debates and discussions tend to focus on the knowledge economy and the role it plays in the world economy. This rise has been largely attributed to how the education system is performing (World Bank, 2003) as cited in (Shield, 2013, p.83). This has led to the massive establishment of licensed private Universities of which some are affiliated to foreign Universities notable among them is ABTI American University. As of December 2021, there are more than ninety (90) private universities in Nigeria (National University Commission, 2021). However, deregulation of education has led to less access, due to the impact of increased fees and levies especially among the new generation private institutions in Nigeria. Globalization has led to greater economic and social inequality while it is true that it has led to the expansion of higher education, it as well leads to more inequality (Pang, 2013, p.24) Grants and loans play a significant role in the attainment of a college degree by students, resulting in a substantial debt burden at graduation (Bignold and Gayton, 2009). Public universities in Nigeria have more than 65% of their students from low-income families. More than half of them try and meet the financial requirements of a heavily subsidized higher education, various degree programs in Nigeria were claimed to be subsidized by the government amounting to the tune of two hundred thousand (₦200,000.00) naira per undergraduate student in university level as of 2000 (Bako,2002) as cited in (Okundare et'al,2013, p.5) The advent of globalization has led to an increase in welfare states adopting neoliberal ideologies aimed at promoting economic international competitiveness through austerity measures, economic deregulation, a decrease in capital taxes, and employment flexibility (Novelli and Ferus-Comelo,2010 as cited in Pang, 2013, p.21)

Governments and education

Globalization is characterized by driving economic systems towards a free market economy with no or low government intervention (Kelly, 2009). It has led to the rethinking of the economic, political, and socio-cultural values. The general argument using law,

democracy, and cooperation with other social actors as a framework for a renewed state role. While the concept of a totalitarian state has been debunked, globalization has withered the state too much. State governments are now passive players to a large multinational corporation, whose economic and political motives are achieved through pro-capitalistic maneuvers such as international trade agreements (Marginson, 1999). The power and influence of state governments over education in most countries have been significantly reduced. Bottery, (2001) argue about the unnatural characteristics of globalization and accused it of introducing a new ethic. He further argue that states no longer have the virtue and ability to sustain efficient and adequate provision of public infrastructures and services such as housing and schools (Bottery, 2001). This trend has aided the exploitation of national resources by Multinational Corporation mostly in developing countries like Nigeria. For example, the commonwealth scholarship program claims every year, it offers 800 students' postgraduate degrees at UK universities. These students come from across commonwealth nation, Nigeria inclusive. Some of these students never return to Nigeria leading to brain drain of the country by such scholarship schemes. Domestically, we have witnessed the creation of universities that are affiliated to some countries of Multinational corporations in Nigeria, for example Nile-Turkish University, Sky-line University (a UAE affiliated University). These have contributed to low funding of public universities in Nigeria. Dr Christopher Echereobia a chairperson of the Academic Staff Union of Universities (ASUU) Federal University of Technology, Owerri Chapter lamented on this. He observed that there are no resources to ensure the continuation of the existing educational system in Nigeria (Vanguard, 2021). Globalization did not increase "equality" in services being rendered in the education sector but rather it brought about inequalities (Carnoy, 2002) as cited in (Pang,2013, p.24)

The demand for certain sorts of higher-level talents created by globalization puts pressure on specific aspects of life, particularly in countries that are more intimately linked to the globalization process (Naz and Ahmad 2013). As knowledge is the most significant part of production in highly industrialized nations' economy, and that as a result, the citizens of these countries want increased access to knowledge in the form of qualification (Guile, 2008, p. 355) has led to the quest for higher qualification in developing countries like Nigeria which has led to the expansion in its tertiary institutions. The Joint Admission and Matriculation Board (JAMB) as cited in (Okundare et al, 2013). Indicates that Nigeria has about twenty-four Federal Universities, fourteen State Universities, four National Centres for Tertiary Education, one military university and two degree-awarding Colleges of Education as of 2002/2003. As private enterprises are recognized as an effective method of increasing competitiveness and ensuring service quality, the expansion of education has been dependent on private competition (Chiang, 2013, p.163). This has led to the establishment of many private higher institutions in Nigeria ranging from Colleges of

Education, Polytechnics and Universities as at 2021, according to National Universities Commission (NUC). These have grown into forty nine Federal Universities which includes the National Open University and the Nigerian Defense Academy, fifty four State Universities and ninety nine private Universities, (NUC, 2021). Moreover the expansion in higher education did not only stop from the universities as globalization has led to the establishment of many Polytechnics and Colleges of Education according to National Board for Technical Education (NBTE). Nigeria currently has thirty-seven Federal, fifty-one State and sixty four Private Polytechnics (NBTE, 2021) According to the statistics obtained from the official site of National Commission for Colleges of Education (NCCE) Nigeria currently has two hundred and five Colleges of Education out of which one hundred and six are privately owned (NCCE, 2021). Although the governments of various countries and international organisations have diverse perspectives on the knowledge economy, the end outcome is the same that is modern economic growth is inextricably related to education (Shield, 2013, p.84).

However, as higher level of education is strongly linked to higher employment rates and larger earning premium (EDIF, 2015, p.3) Money power and muscle power are no longer adjuncts to knowledge. Instead, knowledge has become their own existence (Brown and Lauder, 1997) for developing countries like Nigeria the quest for better earnings and qualifications by the citizens has led to the establishments of fake degree awarding institutions according to National Universities Commission. The commission has discovered more than sixty-seven illegal universities, satellite campuses and study centres across the country (NUC Bulletin, 2021). However, this has led to the award of fake certificates by the institutions which are of great concern.

Globalisation and brain drain

The term brain drain refers to the transfer of human capital or resources from one country to another. Docquier and Rapoport (2006) define it as the migration of highly educated individuals from developing countries to developed ones. They further stress on the constraining effect of brain drain on development of poor countries. It is important to highlight that brain drain does not imply movement from developing countries alone, but rather movement from any country whether developed or developing. Docquier and Rapoport (2006) explain that brain drain can also occur within an economy, such as movement from one sector to another. It is obvious from the findings of Docquier and Rapoport (2006) that the causes of brain drain are well known. Globalisation was singled out as the supply side factor strengthening the cause of human capital movement. A related research by Docquier and Marfouk (2006), observe an increasing relationship between

emigration rate and income of countries. Sub-Saharan Africa and the Caribbean Island are the most affected region with high brain drain and consistently experience rising brain drain. As cited by Bhagwati and Hamada, 1974 in Docquier and Rapoport (2006), brain drain contributes to inequality in the world and shortage of human capital to the affected country. The aftermath is governments altering the spending on public education away from general skills when trained persons leave the country, and the country ends up educating few professionals (Poutvaara, 2004 as cited in Docquier and Rapoport, 2006).

The Mo Ibrahim Foundation in 2019 stated that as of 2017, 36.3 million migrants left African countries, representing 2.9% of Africa's total population in 2017. The study however, attributed this mass migration to education and skills. The average match between education and the skills required by businesses is very poor in Africa than other parts of the world and only 1.1% of youths aged between 15-24 years in Africa partake in vocational programmes (Onyekachi, Stephanie and Camila, 2019).

Globalisation and Educational Change

The impacts of globalization have spread and led to change in global educational system. Many countries, Nigeria inclusive have taken actions to improve their competitive advantage through development of knowledge-producing institutions and industries (Daun and Strömqvist, 2011). Developing a knowledge driven economy through the improvement and enhancement of human capital, skills acquisition and technical abilities have become a paramount goal of many countries' educational policies (Bates, 2002). Educational policies and administration have experienced a paradigm shift in many countries. Mulford, (2002) as cited in Pang (2013) note that the wisdom, trust, compassion, honesty, empathy in old-fashioned education have changed to some so-called values of contract, choice and competition in modern education system. For example, in Nigeria, the goal of education has reflected the need for skills acquisition while in school. The *National Policy on Education* points out that teaching shall be practical, information technology (IT) supported, and activity based. The establishment of specialised institutions such as Colleges of Science and Technical Colleges, vocational enterprise institutions are efforts towards balancing schooling with skills acquisition.

In tertiary institutions, the goal of the *National Policy on Education* (NPE) 2014, are among others: the provision of high-quality career counselling and lifelong learning programmes that prepare students for self-reliance, self-employment, and employability; the reduction of skills shortages through the production of skilled manpower tailored to the requirements of the work force. (NPE, 2014, p. 39). Evidently, the policy has shifted attentions away

from the traditional method of schooling to a skill-oriented method. The policy went on to introduce entrepreneurial courses in order to enhance this agenda.

Conclusion

In this paper, we have pointed out some of the effects of globalization; particularly, on the Nigerian education system and the economy in general. Though emphasizing the negative aspect of it in line with view of scholars that argued globalization is "the re-colonization of African countries" (ILO, 2004). As much as globalization is viewed as the root of all evil by some scholars, it is viewed by others as the root of all good. It is evident that people with capital assets, education and other skills have benefitted from globalization. Globalization has led to the increase in the volume of investment in Nigeria, greater democracy, revolutionized the Information and communication Technology sector, reduced transport cost, large investment in education and diffusion of knowledge, (ILO, 2004). On the other hand, globalization has led to the economization of education, migration and brain drain of developing countries like Nigeria, loss of the traditional values of education, gender inequality, high debts, and unfair global rules. Scholars have also suggested poor or inadequate funding of education in many countries as a result of globalization.

In order to respond effectively to globalization, Nigeria needs to develop its national capacities, effectively regulating its economic activity, promote fairness and equity, provide basic public services, and effectively participate in international negotiations.

In view of the opinions discussed in this paper, the some recommendations are made. As good as globalization is, there should be room for less developed countries to follow the emerging world order through their comparative advantage. Education should be geared particularly toward meeting up with specific nation state challenges before considering the 21st Century work place challenges. The Information Communication Technology should create varieties of skills employment opportunities instead of creating high employment in less developed countries.

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