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Review

The effect of globalization on Nigerian education

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Globalization has come to denote communication revolution and epistemological advancement. Of much importance is the fast movement of goods and services and economic liberalism. All these have gradually reduced the vast world to a global village. The thrust of this paper therefore is to examine the effect of globalization on Nigerian education. Considering the debauched leadership in the country which has necessitated a scant financial attention to human socialization, Nigerian educational system has become synonymous with mediocrity and backwardness. The aftermath is that its recipients are not properly equipped to make the needful contribution that would positively turn around their immediate environment. Invariably, this has affected the quality of leadership, deepened social crises and increased the rank of the poor. The paper concludes that Nigeria cannot appropriate the benefits of globalization insofar as its educational system is not constituted to surmount the challenges of globalization.

Keywords: Globalization, Nigerian and education.

INTRODUCTION

Since the 1980s, the global political economy has witnessed phenomenal transformation in all sectors. These have marvelously reshaped global relationships and engendered new actors in the international scene. Interestingly social interactions and movements among different peoples of the world have increased thus leading to the demystification of myths and untested assumptions.

It is germane to state that all these achievements which have facilitated closer ties among humans were because of the great breakthrough in science and technology. The systematic application of the laws of nature to the essential needs of humanity have undoubtedly spawned a world of sophisticated industrial goods. As the political economy expands, and stretches its industrial capacity, the world economy becomes more complex, with novel strategies of production of goods and services, and wealth appropriation.

Indeed all these processes have almost compressed the global economy, and reduced it to what is often referred to as the global village. Infact, considering the sophistication of the village, one can surmise that it is now controlling the hamlets within. Therefore, the focus of this paper is to examine the effects of these global trend on Nigerian education particularly University education. Before we delve into that, it will be apposite to have a proper understanding of globalization.

Conceptualization of Globalization

Globalization has become a catchphrase used in all conferences that borders on social development. Its indispensability to socio-political and economic development has made it imperative for a thorough examination of the concept. According to Egbon,

globalization primarily has two principal meanings, as a phenomenon and as a theory of economic development. Within the context of a phenomenon, globalization translates to a greater interdependence among different regions and countries in the world in terms of finance, trade and communication. As a theory of economic development, globalization assumes that a greater level of integration is taking place among different regions of the world and that this integration is having an important impact on economic growth and social indicators (Egbon, 2011:12). The integrating trend associated with globalization is reinforced by the improvement in information technology. The knowledge and acquisition of technological know-how becomes a desideratum for the understanding of the principles of globalization.

It is not surprising that 'the rapid growth of internet and associated www... is the latest expression of this development. In 1990, fewer than one million users were connected to the internet. By 1995, the figure had risen to 50 million. In 2000, it grew to between 580 to 655 million. By the year 2005, forecasts suggest that the internet may have over 1.12 billion users or about 18% of world's population.

(Aliyu, 2008:52). Esko Toyo stated that globalization is a call for lifting restrictions on private imperialist direct investment. It is an attempt to exploit the fact that the world is chronically indebted to the imperialist already. They have to swallow the hook of foreign direct investment... (Quoted in Akani, 2004:10).

Globalization did not emerge in the world stage from the blues. It is nothing but part of the systematic movement orchestrated by the industrialized countries to emasculate weak economies of the world for their capricious enjoyment. The emergence of nation states in Europe and its attendant wars, the formation of international organizations, subjection of Africa to inhuman slavery, the colonization of the continent and the present epoch of unprecedented scientific revolution are just part of the trends to bring the globe under one hegemony. All through these stages, there has been an unbridled effort to internationalize capitalism for maximum profit. The present epoch is distinguished from previous stages because of its facilitation of fast movement of goods and services, and business transactions electronically carried out no matter the distance. This process has resulted to what Renato Ruggiero, Director-General of the World Health Organization (WHO) described as a 'borderless economy'.

Globalization has led to 'the intensification of the world wide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa (Derefaka, 2004:233). The essential ingredients of globalization is anchored on,

1. Movement of people, goods and services across the world
2. Private sector development,

3. Belief on the efficacy of the market,
4. Interdependence of economic transaction.

The belief on the effectiveness of the market presupposes an adherence to economic fundamentalism, the Washington consensus 'or a form of dogmatism in the extreme in which there is a strong belief that markets can handle any and everything' (Olofin, 2006:24). According to Kankwenda, 'globalization has a strong dogmatic and doctrinal dimension... the globalization of the market fundamentalism and its paradigm, which in reality is nothing but the keeping in step of developing countries...' (Kankwenda, 2004:156). Considering the complexities of the global economy and its interdependence, one would conclude that the process is without internal blemish. Its benign appearance has cloaked its imperialist and exploitative mission. This fact has made it detestable in the Third World. In fact Wilfred declared that it is 'the pinnacle of imperialism'. The global demonstrations against the World Bank and the World Trade Organization in Seattle, Washington D.C, Prague and Davos have proved that all is not rosy with globalization.

More important is the fact that the principles and mission statement of globalization are constantly reviewed and sustained by Multinational Corporations, (MNCs), the International Monetary Fund, World Bank (IMF/WB), World Trade Organization (W.T.O) and the industrialized countries of Europe and North America. Since globalization largely depends on technological efflorescence, massive industrialization and a solid infrastructural base to triumph, it automatically means that countries that are wallowing in underdevelopment, with macro-economic inconsistencies will be enveloped and manipulated by those that are developed. This is the genesis of inequality in the global economy fueled by globalization.

The marketization of the global economy, the dismantling of domestic economic constraints and the export of capital have led to the emergency of non-state actors with a leviathan-like status which play vital role in the dictation and implementation of global economic agenda. For instance, in 2001, Exxon-Mobil had a Gross Corporate Product (GCP) of \$210.4 billion. This was greater than the GNP of Austria (\$6.89 billion), more than twice Egypt's GNP (\$98.8 billion), about three times the GNP of Chile's GNP (\$71.5 billion), almost seven times greater than Vietnam's GNP (\$31.3 billion) and about one hundred and ten times Armenia GNP (\$1.9 billion), (Rourke and Boyer, 2003:48).

Again due to globalization, 'of the top 500 MNC, about 95% are based in the West'. In the banking industry, '... 50 multinational banks controlled assets nearly \$20 trillion in 2000, giving them immense financial power in the global economy (Rourke and Boyer, 2003:305). According to Zakaria, '... between 1990 and 2007, the global economy grew from \$22.8 trillion to \$53.3 trillion, and global trade increased by 133%, the size of the

global economy doubled every ten years.... Going from \$3.1 trillion in 1999 to \$62 trillion in 2008 (Zakaria, 2009: XI and 20).

Incidentally, these global achievements did not benefit the Third World countries as most of the profit and development went to the industrialized state. For example, the assets of the two hundred richest people are more than the combined income of 41% of the world's people, and as the United Nations Development Programme (UNDP) Human Development Reported 'the richest 20% of the world's population receives 86% of global income, while the poorest 20% receives 1% (Ike, 2004:13).

Invariably, globalization has become synonymous with western exploitation and 'the highest stage in the development of imperialism' (Akani, 2004:19). In other words, it has become a new trend for capitalist expansionism. After all, the modern world system is therefore a capitalist world-economy because the accumulation of private capital, through exploitation in production and sale of profit in a market, is the endless accumulation of capital through the eventual commodification of everything (Wallestein, 1998:10).

The capitalist world is hinged on a mindless survival of the fittest and since the Third World cannot profitably participate in the game because of their obvious handicap, this means that they exist at the fringe of the global political economy. Because globalization brings about marginalization on a massive scale, and economic and political domination, globalized poverty has become the vogue. The effect of globalization is terribly uneven, and produce big winners and losers (Taiwo, 2004:224). United States with less than 5% of the world's population consume 25% of the world petroleum, while the 48 poorest countries account for less than 0.47% of global exports, the industrialized nations hold 97% of all patents (Akani, 2004:18-19).

Under globalization, the annual losses to developing countries run at an estimated \$50 billion – an amount much higher than what they receive in foreign aid (Taiwo, 2004:245). We can deduce correctly that globalization is nothing but capitalist imperialism cloaked in eye-catching apparel to draw people to its side. Capitalism by its nature is motivated by profit. Therefore, globalization is nothing but the provision of the essential verve and energy for the transformation of the global political economy on the side of capitalism. This is why the United States of America (USA), the chief apostle of capitalism and its allies are always paranoid and ready to commit the most heinous crime against humanity, whenever any country refuse to be part of the capitalist train. Iraq, the defunct Soviet Union, Afghanistan and Africa provides pellucid examples of the devastating role of this hegemon just to make sure that the world is safe for capitalist to triumph.

USA's annual military expenditure has grown to more than \$40 billion and since 1981, 'it has intervened in more

than 50 times in foreign countries'. All these are geared towards the creation of 'a dominant American empire throughout the world' (Harvey, 2008:28 – 29). From our discourse, it is glaring that globalization as it is presented constitute a huge threat to state sovereignty, and does not hold any hope for the non-industrialized countries. Hence Hosni Mubarak former Egyptian President noted that 'our global village has caught fire'. This is because of the excruciating pain it has imposed on them. Joseph Stiglitz, a 2002 Nobel Prize winner in Economics averred that 'we have a chaotic unconditional system of global governance without global government....' (Stiglitz, 2006:21). This global governance is dictated by the WB/IMF and their allies, through loans. The stringent conditions of the loans sometimes:

'misguided, the projects for which the money was lent was misconceived. The borrowing countries were required to adopt the structure of their economy to the IMF market fundamentalism, to Washington consensus policies. Liberalism opened up African markets to goods from foreign countries, but the African countries had little to sell abroad (Stiglitz, 2004:41).

The aftermath is that 'Africa is stripped of its natural resources, and left with a debt burden beyond its ability to pay' (Stiglitz, 2004:23). From the way globalization is being reinforced by its apostles, one begins to wonder whether they want the developing countries to be perpetually poor, underdeveloped and exist within their capricious desire, or '... the fear that economic growth in the poor countries might bring a dirtier world' (Toyo, 2000:45). In the next section, we shall examine how globalization has affected Nigerian educational development.

What is Education?.

It has become indubitable that the era of globalization is invariably the epoch of rapid internationalization of human affairs, and the impact of this process is not evenly spread. Only those who have the competitive capacity through education can bountifully reap from this process.

Education becomes an essential parameter to measure the quantum of advantage accruing to any country. Education emerged from the Latin word, 'educare'. This literally means to bring up. Education, therefore, means the process of bringing up people to know their environment and how they can contribute in the development of their society. Education is the stimulus that can trigger man's innate potentials to their proper use. Hence it is 'the process of acquiring knowledge and understanding' (Anderson, et al, 2006:263), and 'an

instrument of change in the society which involves a series of task or activities which cannot be accomplished in the short term' (Johnny, 1999:3).

According to the National Policy on Education of 1976 as amended, 'education is the vehicle for the promotion of socio-cultural and political change in the society' (Akabue and Enyi, 2001:417). Education humanizes the mind for ethical conduct, good governance, liberty, life and rebirth of the society by subjecting medieval ideas to microscopic scrutiny. Education is an agent of change which empowers its recipients to be creative and become a change-agent. After all, Denis Diderot, one of the Enlightenment philosophers opined that 'man is the only point of departure and the only point of return'. The essentiality of education to human development made J.J Rousseau to aver that,

we are born weak, we need strength, helpless, we need aid, foolish, we need reason All that we lack at birth, all that we need when we come to man's estate, is the gift of education. This education comes to us from nature, from men, or from the education of men, what we gain by our experience of our surroundings is the education of things (Rousseau, 2006:6).

Education in whatever form is indispensable for the production and repositioning of a given community. It suggest that any community / state that neglects the socialization of its members will experience an opaque existence, and live within the bounds of state of nature. Fafunwa noted that traditional education oriented Nigerians (Africans) to achieve and uphold the seven cardinal goals. Among them is to develop the child's later physical skills, to develop character, develop intellectual skills and respect for elders and position in authority (Fafunwa, 1991:20).

Unfortunately, colonial education through the instrumentality of the colonial state doggedly and consistently suppressed indigenous education in preference to western education. From 1842 when the 'Nursery of the infant' was established in Badagry to the 1950s, colonial education became a viable channel to indoctrinate Nigerians nay Africans on the absolute need to trust and obey imperialist etiquette because there is no other way. A speech from Renkin, colonial Governor of Kinshasa in Congo DR in 1883 urged the missionaries to,

'...interpret the Gospel in a way to protect and serve the interest of Belgium in that part of the world... you will see that our savages be not interested in the riches, that their soil possesses in order that they will not want them. Thus they will not be involved in a murderous competition with us and dream to live a luxurious lifestyle. Your knowledge of

the scripture will help us to use special text that recommend the infidels to love poverty, such as the beatitudes: 'blessed are the poor, for theirs is the kingdom...it is hard for the rich to enter the kingdom of heaven...'

From the above, we can see that both the missionaries who pretend to be neutral of colonial exploitation were working hand in hand with the colonial state to uphold the ideals of imperialist exploitation. While the mission(s) emphasized that 4 rs - Religion, Reading, Writing and Arithmetic, the colonial administration encouraged the learning and teaching of English language. The choice of subject was informed by the fact that they needed interpreters, court clerks, policemen, commercial and financial clerks among others (Adiele, 1996:190). By the time the country attained fragile political independence on October 1, 1960, it became imperative to overhaul the imperialist oriented educational policy which was outwardly focused and shallow in content. It was this scenario that informed the myriad educational reforms which the country witnessed right from the regional education policies to the Lord Ashby commission in 1959.

Post- Colonial Education

At independence, the Nigerian ruling class was faced with the stark inadequacies and deficiencies of colonial education. It was also discovered that post colonial challenges of development and nation-building needed a novel philosophy of education that would assist in the production of quality human capital. All these necessitated the numerous educational policies such as the Universal Primary Education (UPE), 6.3.3.4 system, Universal Basic Education, establishment of more elementary, post-primary, tertiary institutions and creation of institutions such as the Joint Matriculation Examination Board (JAMB) and the National University Commission (NUC). In what seem to be the mission statement of Nigerian Universities, Dr. Azikiwe Nigeria's first President, declared that,

We are founding a University of Nigeria in order to create a glorious opportunity for ambitious men and women...who have the aptitude and vision to prepare themselves for greater service to their communities. The university which (would be) based on the philosophy....of land grant colleges in America... should teach skills to its students and...challenge them to build a brave new world (Nwideduh, 2003:9).

The building of 'a brave new world' would enhance the attainment of high socio-political and technological ideals, raise a crop of committed leadership and ensure that the

Table 1. Educational Institutions, Enrollment and Number of Teachers 2004/2005 Session

Educational Institution	No. of Schools	Enrolment	No. of Teachers
Primary	60,188	22,267,407	599,172
Secondary	10,93	6,397,581	153,154
University	93	780,001	27,484
Polytechnic	52	331,581	-
Monotechnic	42	20,853	-
Colleges of Education	85	351,255	-

Source – Peretomode, 2008:6

vision of independence ‘..would not be a sham’ (Nwideduh, 2003:6).

The need to expose Nigerians to world class education led to the establishment of numerous educational institutions. For instance, by the 2004 / 2005 academic session, Nigeria had more than 60,188 primary schools, with 599,172 teachers. (see table 1).

From the table, we can see that the country’s primary institution has risen to 60,188, Secondary 10,913, University 93, Polytechnic 52, Monotechnic and Colleges of Education 85, with thousands of students. By 2010, Nigerian universities had increased to 117 Universities, {36 Federal, 36 State, 45 Private} with a total enrolment of One Million students. This vividly demonstrates the surging desire by Nigerians to be educated.

Regrettably, from the mid 1960s to the 21st Century, Nigerian education lost its operational utility and was entrapped in the vortex of perennial politics and military preatorianism. Instead of becoming a ‘people processing institution...’ where inquiry is pushed forward, and discussions verified and perfected, and rashness rendered innocuous, and error exposed, by the collision of mind with mind, knowledge with knowledge (Peretomode, 2008:40), it shamefully nose-dived into the morass of degeneracy. Our revered universities became infested with primordial sensibilities and a haven for ethnic irredentists, revered intellectual compradors and academic Lilliputians. Under this arrangement, ideological toleration suffocated, just as dictatorship became the vogue in educational administration. According to Benjamin,

Under a dictatorship, no improvement in university administration is possible. The reverse obtains, university always deteriorates administratively, as in other ways under a dictatorship... when a dictatorship is overthrown, it takes the university some time to recover administratively. Teaching, as can also be said of research and service, would have been dangerously slowed down and even dislodged (Peretomode, 2008:47).

By the time military handed over power to civilians in 1999, Nigerian education, especially university education was a shadow of itself. There were consistent mass failures in the West African School Certificate Examination, and the National Examination Council. Universities were noted for their production of sub-standard students infested with the virtue of consumer consciousness and moral depravity.

Effect of Globalization on Education.

It is obvious that the expanding trend of globalization has led to the internationalization of education. This has provoked many changes and adjustments. Therefore, one must develop a competitive spirit in order to be relevant. This is because ‘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 (Velde, 2005:11). According to Chinnamai,

Globalization as a process, which has affected many areas of human life, one of these being education... Education is undergoing constant changes under the effects of globalization. The effect of globalization on education bring rapid developments in technology and communication across the world of ideas, values and knowledge... (Chinnamai, 2005:1).

In this scenario, it becomes imperative that for any country to enhance its competitive advantage, it must invest in the education industry. It is not for nothing that many countries who want to qualitatively participate in the global arena have not hesitated in overhauling and refocusing their educational industry. As Prof. Chris L. Smith stated ‘the scientific world is changing and new players are fast appearing. Beyond the emergence of China we see the rise of South-east Asia, Middle East,

North Africa and others (Daily Mail). Specifically, 'The Plan for Revitalizing Education in the 21st Century' in 1998 established what may be said to be China's bedrock of Education reform. Among other things, 'research spending has increased to 20% since 1999 to \$100 billion, 1.5 million Science and Engineering students graduated from Chinese universities in 2006'. According to IMF prediction, 'China will overtake the United States of America as the largest world economy by 2016. Again, the Royal Society of London in its 2011 report ranked China second only to the United State of America in the share of published research and may take the first position in 2013.

Sadly, Nigeria has not been able to make the necessary overhaul like China, Brazil and Japan in her economic policy that would ensure a broad-based macro-economic growth and keep the country '...at the cutting edge in the global economy' (Obama, 2008:35). The economy is now in comatose and education is on a cascade to decadence. In most cases, needed funds for research, infrastructural development, welfare of staff and students are not released. When released, they find their way into the private pockets of dictatorial university administrators. The consequence is an increasing frustration, incessant strike actions by teachers and complete loss of interest in academic work by students. The 1996 annual report of the Civil Liberties Organization (C.L.O) noted that,

Education remained in the chaotic state as it has been for a long time, most particularly, even since the advent of IMF / WB Structural Adjustment Programme. This was in spite of the fact that the Academic Staff Union of Universities suspended its strike of 1994 which spilled over into 1995 (Ifowodo, 1997:113).

The woolly educational administration and the abstruse university in Nigeria have combined to stultify the growth of education in the country. The prevalence of uncertainty has led to the phenomenon of brain drain arising from the ever increasing North-bound pull for self-actualization and political sanctuary. Since globalization thrives on competition, many Nigerian professionals and academics have been drained to North America, Europe and Middle East. A Committee for the Defense of Human Rights {CDHR} report noted that 'there is an insidious internal brain drain in which, the lecturers physically within the system are mentally and intellectually outside' (CDHR, 1999:159). The North-bound pull couple with educational uncertainty has led to the flight of many Nigerians. For instance, more than 40% of Nigerian doctors are in the Middle East, Europe and North America, and between 1992 – 2000 a total of 133 academic staff left the Olabisi Onobanjo university (Olufemi, 2000:11). The Nigerian University Commission also reported that, out of a total

of 1,119 staff that left ten Nigerian universities, 730 were academic staff (Nwideduh, 2003:32). According to Yaqub,

...the United Nations Economic Commission for Africa and the International Organization for Migration (IOM) show that 27,000 African Professionals left the continent from 1960 – 1974. The figure rose to 40,000 from 1975 to 1984. And since 1990, it is estimated that at least 20,000 professionals leave the continent annually... the International Organization for Migration (IOM) estimates that over 3,000 professionals reside outside Africa, and 30,000 of them have doctorate degrees (Yaqub, 2007:4).

A critical examination of most of the international and local conferences organized in the United States of America (USA) will reveal that majority of the African participants are from Nigeria. They populate the African studies centers of universities in the USA; a good example of such conference is the annual conference of African Studies Association (ASA). Interestingly, most of these Nigerian scholars with high academic profile loath to return home citing political instability, total insecurity in the country and brazen educational decadence as discouraging reasons. Indeed, Ali Mazrui, Africa's foremost Political Scientist and Pan Africanist noted that,

'the best educated ethnic group in the United States is according to the U.S Census Bureau, the population of Nigerians living in America.... According to Emeagwali...' when Zik set foot in America in 1924, the number of Nigerians in the U.S was probably less than ten. By the end of the twentieth century, the number of Nigerians in the United States, has risen to a quarter of a million'. Hence it is now widely believed that about 10,000 Nigerian academics are employed in the United States alone (Yaqub, 2007:5)

The rate at which Nigerian professionals and others are migrating to other countries for social actualization thanks to globalization has left Nigerian universities without the needed hands in critical disciplines. We therefore, agree with the Deputy Executive Secretary of the Economic Commission for Africa, that 'unless African governments ensure that brains remain in the continent, in 25 years time Africa will be empty of brains'. While we recognize the economic[remittances] and diplomatic value of brain drain, but this cannot be commensurate with the quality of their contribution to the national development of their country. According to Velde, 'total remittances to developing countries amounted to US\$80

billion in 2002, about 50% more than official aid flows. Remittances to Sub-Saharan Africa were US\$4.1 billion in 2002 (US\$2.1 billion over 1991 – 2000).

These remittances constitute 26.5% of GDP in Lesotho, 19% in Eritrea, 13.6% in Cape Verde, Uganda 8.5% and 6% in Comoros. In Latin America total remittance was US\$6 billion, out of which US\$4 billion was used for internal development (Velde, 2005:47). In 2008 total remittance was \$10 billion for Nigeria, Egypt \$9.6 billion...(<http://www.allnigeriansinspain.com/nigeria.money.oversea/ht>) The money remitted is used to assist family members and other dependents at home, and boost the growth of the capital market. But the deepening inequality and dependence this practice perpetuate is injurious to the country's macro-economic sustenance. As globalization opens access for easy global mobility, '... it reinforces many existing inequalities and erects some new barriers (Altbach, 2005:5). For those not caught by the pull, some of them have resorted to consultancy services for MNCs. In most cases they influence the outcome of research. The flurry of consultancy services by academics have encouraged the commercialization of learning and research. This development prompted Mamandani declare that African universities are suffering from the corrosive consultancy culture.

The prescriptions of the apostles of globalization on the growth of Nigerian education appear benign on paper, but exploitative, discouraging and reinforced the crises of education in the country. SAP, greatly de-emphasized public expenditure on education and other social services. This obviously reduced the number of school enrollment, increased the number of students dropout and tension in the country. From 1985 – 1995, there were about 115 incidents by African students against the noxious and suffocating state of African universities occasioned by WB/IMF dictated SAP in 30 countries with Nigeria first with more than 14 incidents (Federici et al, 2000:iii).

With less government concern on education, Nigerians are almost at the mercy of private entrepreneurs and their external collaborators who see post-primary schools and universities not as a vital instrument of human capital development and creating a knowledge-based community that would play significant role in the global economy. Rather they see it as a money-generating venture in accordance with market principles. This account for the exorbitant school fees, administrative impunity, ideological abhorrence and deprivation of universal rights. This inhibiting academic environment is antithetical to global educational norms. They cannot '... produce any intellectual work, much less be present in the world market of ideas, except at the service and under the control of the international agencies (Federici et al, 2000:19).

Many lecturers hardly attend local and international conferences either because of lack of sponsorship,

research grants or they are too busy trying to make ends meet. To these lecturers, academic research and its operational utility becomes a pass time, a secondary issue. This lack luster interest in education made Hayward and Gana to lament that,

Nigerian higher education is in crisis...since the mid 1970s when the country's universities ranked among the best in the world, a combination of factors have turned many institutions into political battle grounds that deliver an education of dubious distinction ... (Nwideeduh, 2003:91).

Apart for IMF/WB dictated SAP, the loan conditionality has rendered a disservice to the growth of Nigerian education. Apart from paying huge sum of money in form of debt service, in 2005 the country paid the sum of \$12 billion cash as a necessary condition for debt forgiveness. This is when education is in near-collapse. Shizha strongly argued that 'the decrease in education and advent of user fees suggested by IMF were particularly hard on poor families, because 'the price of schooling increases while income remained stagnant or desperate (Piper, 2006:6). In the same vein '... the \$120 million loan to Nigerian university system put control over the imputation of books and journals as well as expatriate staff in the hands of the Bank (Frederici, et al, 2000:75). Other conditionality's of the loan included,

1. Retrenchment of staff, academic and non-academic,
2. Commercialization of hostels and the charging of school fees,
3. Scrapping of departments which do not have two-thirds of their academic staff complement, and those that did not have a prescribed number of students and scrapping of remedial and pre-degree courses (Jegade, et al, 2001:16).

The harsh and objectional content of the WB/IMF educational prescriptions which was anchored on the so-called market efficacy made ASUU and non-Governmental Organizations condemn and outrightly reject the Nigerian Universities System's Innovation Project (NUSIP) when it was introduced ten years later. It is against this backdrop that one can conclude that the WB/IMF is killing Nigerian education. The aftermath is loss of academic freedom, high incidence of poverty, unemployment, rising frustration and deprivation of the right to education contrary to the United Nations Covenants. The revised 2004 National Policy on Education noted in section 8 (62a and b) that the internal organization and administration of each institution shall be its own responsibility and '...that the traditional areas of academic freedom for tertiary institutions are,

- i) to select their students,
- ii) to appoint their staff
- iii) to each, select areas of research and dissemin-

Table 2. Comparative Public Spending on Education as % of Gross National Product.

Country	1980	1985	1990	1995	1996
Botswana	6.0	6.2	6.9	8.4	10.4
Egypt	5.7	6.3	4.0	4.8	-
Ghana	3.1	2.6	3.3	-	-
Kenya	6.8	6.4	7.1	6.8	6.6
Nigeria	6.4	1.2	1.0	0.9	-
South Africa	-	6.0	6.5	6.8	7.9

Source – Jegede, et al, 2001:18).

ate the research results of such research and

iv) to determine the content of courses, and that Government will continue to respect this freedom... (Paretomode, 2008:49).

Today, Nigerian Universities have lost their revered freedom even the right to hire qualified lecturers, pursue the basic canons of truth and take an independent and objective action without recourse to Government. They have been encumbered by unnecessary political entrapment and this has profoundly affected their morality and epistemological focus.

On the other hand, poverty rose from 45% in 1970 to nearly 70% in 2009, life expectancy has reduced from 54 in 1980 to 49 years in 2008 (Ohuabunwa, 2010:xvi). The number of people wallowing in poverty increased from 17.7 million in 1980 to 92.4 million in 2003. (Dauda, 2006:321). The United Nations Development Programme (UNDP) attributed the high rate of poverty in Nigeria to cumulative consequences of many years of neglect of education... (Dauda, 2006:318). Statutory allocation to education witnessed a downward trend. From 1980 – 2003, annual allocation to education as percentage of total budget increased from 1.95 to 12.98 in 1995 and decreased to an all time level of 1.83 in 2003. A CDHR report noted that Nigeria was least in public spending on education out of six African countries from 1980 to 1996. {See table 2).

From the table above, we can see that the proportion of GNP spent on education was 6.4% in 1980 but it shamefully reduced to 0.9% in 1995. This is in contrast to Botswana that rose from 6.0% in 1980 to 10.4% in 1996, and South Africa from 6.0% in 1985 to 7.9% in 1996. Unfortunately, Nigeria is a famous oil producing country in the world and adjudged to be an ocean of gas with a reserve of 187 trillion cubic feet (tct). All these inhibiting factors have combined to make Nigerian universities a shadow of themselves and cramped by contractors and ethnic warlords. Universities no longer even make a pretence of being what was expected of them since the time of Enlightenment that by their work in research and teaching they would pursue the truth, and endeavour which in itself would have an educative effect and would foster the progress of mankind (Akubue and Enyi, 2002:57).

It was in pursuit of an educational system that would adapt to change that ASUU in its National Executive Council (NEC) meeting at the Federal University of Technology, Owerri (FUTO) declared that 'the failure to implement major funding provisions undermines the goal of ensuring that Nigerian universities are fully equipped with teaching and research facilities, and that the future of education in general is firmly secured (ASUU, 2011:1).

As globalization expands its tentacles, its negative impact on Nigeria education, particularly the universities cannot be overemphasized. This therefore calls for an urgent and sustained action by the Government to redirect this cascading trend.

CONCLUSION

In this paper, we have looked at globalization and its effect on Nigerian education. We noted that globalization is buoyed up by the WB/IMF, WTO, MNCs, and the Washington Consensus. These bodies supported by the industrialized nations design policies and set standards that universalize their interests. Unfortunately, weak nations of the world lack the capital base, international reach and financial clout to challenge some of these policies that are capable of hindering their development. The aftermath is massive flight of professionals to areas they optimize their talent, thereby creating inequality and most importantly a development stasis in the developing countries. It is in this sense that globalization is seen as westernization of the world. Gradually, the world is beginning to see western models of development as the ideal form of development almost in all sectors of life.

Nigerian education cannot be left out. Through a leadership that is ideologically trapped in the vortex of ethnicity and ethno-nationalism (Eteng, 2004:37), easily allured by corruption, estacode-generating overseas tours and a consumption-driven economy, it becomes an uphill task for the country's political economy to launch itself positively in the global area. Not stupendously, globalization has impacted negatively on Nigeria, especially the education industry.

Therefore, Nigerian leaders must do what is needful now. As Hollingsworth asserted 'the times cry out for

leaders to guide the people safely in a world where, without vision, more people (and institutions) will perish in more different ways than have ever perished before' (Peretomode, 2008:44). Nigerian rulers must painstakingly overhaul the entire educational edifice in line with global demands. Finance, research grants and learning facilities must be made available for organization of conferences, seminars, symposia and procurement of latest and relevant journals. All these will create a true academic community in our universities. Emphasis is placed on journals and library because they constitute the soul and engine-room of quality intellectual production and sound scholarship. It may not be an exaggeration to say that most lecturers, secondary schools and even universities do not have an up to date library. Where it exists, they are stocked with archaic books with discarded editions. Instead lecture notes and handouts constitute auxiliary reading materials, they become alternative to books and journals for scholastic attainment. This is at variance with what obtains in universities located in the industrialized West.

Harvard university library consists of 80 individual libraries and has over 15 million volumes. It prides itself as the largest academic library in the world. University of California, Berkeley's library has 10 million volumes and maintains over 70,000 serial titles, while Standford University library holds more than eight million volumes in its 19 libraries. The University of Toronto library in Canada holds 10.5 million book items, 5.4 million microform items and 1.9 million items in its collection... in Africa, the university of Cape Town (South Africa) main library and nine branch libraries contain 1.5 million volumes and over 27, 000 journal titles, of which 6,094 are current... 30 electronic journals and 175 electronic research databases. The university of Ibadan... has one million volume of books, 60,000 journals, and subscribers to 20 databases in its library. (Peretomode, 2000:24).

The present era of globalization places much emphasis on swift adaption to change. Therefore, Nigerian education must be solidly positioned to be part of the global wind of change. As President Obama noted in his 2009 inaugural address, '... the world has changed, and we must change with it' (Obama, 2008:297). Nigeria should not hesitate to collaborate with Africans in Diaspora, philanthropists, groups and institutions that are genuinely interested in the qualitative turn-around of Nigerian education.

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