

GLOBALISATION, VOCATIONALISATION AND LOCALISATION AS REBRANDING
MODELS FOR CONTEMPORARY NIGERIAN EDUCATIONAL SYSTEM
SHOMOYE Mariam Adenike & KAYODE A. Alao, Ph.D

**GLOBALISATION, VOCATIONALISATION AND LOCALISATION AS
REBRANDING MODELS FOR CONTEMPORARY NIGERIAN
EDUCATIONAL SYSTEM**

SHOMOYE Mariam Adenike

Federal College of Education,
Iwo, Osun State

E-mail: mariamashomoye@gmail.com

Tel: 08103149180

&

KAYODE A. Alao, Ph.D

Faculty of Education,
Obafemi Awolowo University,
Ile-Ife, Osun State

E-mail: kayodealao09@gmail.com

Tel: 08037058689,

Abstract

The paper presented a tripartite model of globalisation, vocationalisation and localisation as rebranding vectors for contemporary Nigerian educational system. The basic argument proposed in this study is that contemporary Nigeria educational system could perhaps be best rebranded on the trinity of globalisation, vocationalisation, and localisation. In practical terms, any educational system that wants to stand the test of time must be globally competitive. On this note, the proposed rebranding of Nigeria educational system is supposed to step up the Nigeria school system to global standard. All the tiers of the school system must be rebranded for global competitiveness. Furthermore, vocationalisation is another rebranding model proposed in this paper. The Nigeria educational system is perhaps losing its meaning-structure because of large scale un-employment of school products. To solve this problem, all tiers of education in Nigeria must teach one vocation or the other so that school products could be more employable and useful without white-collar jobs. The Nigeria educational system must move away from white-collar job syndrome to full “vocationalisation” of school certificates. Academic preparation must go hand-in-hand with vocational preparation in all school system. Additionally, Nigeria educational system should be rebranded along the line of local relevance. The indigenous Nigeria flavour and Nigeria indigenous value must be a model for rebranding. Local values and relevance must also be part and parcel of rebranding and re-working in Nigeria educational system. A globally acceptable educational system has no meaning without local relevance and flavour. Once Nigeria can achieve the goal of rebranding along the tripartite model propose in this paper, Nigeria will be on the part of sustainable growth and development. This is the major line of thought of this paper.

Keywords: Globalisation, Vocationalisation, Localisation, Nigerian Educational System, Tripartite.

Introduction

Many people believe that education is the process of encouraging learning, information, and a way for people to develop their talents. According to Fafunwa (1974), education is the culmination of all the procedures that help children and young adults acquire skills, traits, and other types of positive values that contribute to the society in which they live. Nonetheless, according to Abiodun (2012), the right cultivation, transmission, and use of such information ensures the daily internal and external growth and sustenance of every community.

Globalization or internalization began centuries after civilization, the slave trade, the industrial revolution, and capitalism. Dialectic underlies the global phenomenon and is transferrable to the fields of economy, politics, culture, technology, and religion (Isbister, 2006). Globalization is therefore the process of intercultural integration that results from the exchange of ideas, products, and other factors including culture. Ubi and Edet (2013) view globalization as a process that encourages the exchange of national and cultural resources on a global scale. Among them are improvements in communications and transportation networks, such as the spread of the internet, which causes economic and cultural activities to be interdependent. Vocationalization of secondary education can be defined as the diversification of a previously liberal arts or general academic curriculum to include more vocational and technical subjects that are intended to boost students' capacity for work in both the formal and informal sectors (Ikeoji and Agwubike, 2006).

Akram (2012) regards Vocationalization as the advancement of vocational oriented techniques needed across all tiers of Nigerian educational system. It is worthy of note that acquisition of vocational is a key determinant that will redress the youth unemployment and improves the country positively when the proper techniques is implemented. However, there has been a growing awareness of the significant role that acquisition of vocational skills can play in both personal and national development. This is in response to the high degree of social discontent that has resulted from the persistently high level of youth unemployment that is seen in many nations throughout the world. According to Ayonmike (2010), providing teenagers with the necessary practical skills is crucial in light of the rising incidence of social ills and other detrimental effects linked to unemployment.

A Globalisation as Aa Rebranding Tool

Globalisation is now a recurrent issue in all matters concerning modern man, the world has become a global village, communication technology has broken down entirely the barriers between nations and communities. Global competitiveness has become an issue in every matter that is important to man. The economy of nations, the education of nations provision of amenities must meet global standards, perhaps there is no sphere of human endeavour that is spared of global competitiveness than

education. The primary school in Nigeria must be as good as any school in any part of the world. Provision of secondary school and university education, it is therefore imperative for Nigerian educational system to be rebranded for global competitiveness; perhaps Nigerian school system may be far below global standards. The public school system in Nigeria is decadent and not functioning properly, is this a global phenomenon? It is imperative for Nigerian school system especially public education to be rebranded for global competitiveness. Any school system that is not competitive globally would put the country it is servicing into serious economic jeopardy. Educational funding in Nigeria must be improved to meet global standard.

Another important aspect of global competitiveness is the provision of communication technology into schools. Computer literacy must be taught in all tiers of Nigerian education, Nigerian teachers must be introduced to computer literacy, teaching and learning in all school system must embrace I.T. procedures. Teaching and learning must be information technology compliant. In essence the school system must not be left behind in technology.

The accomplishment of the Millennium Development Goals is the main objective of globalization. Also, in order for these objectives to be accomplished, the higher education sector of Nigeria's educational system needs to be sufficiently enhanced in terms of qualified personnel, instructional design, and curriculum. This undoubtedly explains why many academics have come to the conclusion that higher education institutions are troves of talent, information, and abilities that may be applied to a variety of national endeavours.

Vocationalisation As A Rebranding Tool

According to Psacharopoulos, Loxley, and Hoopers (1996), vocationalization is the introduction of practical or vocational subjects, teaching and learning that gives students the chance for fieldwork or visits to the industry for practical exposure, providing career guidance and a more applied approach to teaching vocational education.

Vocationalization was characterized by Fien, Maclean, and Park (2008) as education that places more emphasis on employability skills development in order to meet societal demands for the economy and labor force. According to Kenya (1999), vocationalization is a basic set of general skills that let students communicate better, work in teams with less supervision, access new methods of doing things using ICT, and support entrepreneurial education. There is an urgent need to vocationalise all tiers of Nigerian educational system.

Vocationalisation of a school curriculum may be the necessary antidote for graduate unemployment and unemployability in Nigeria. Both the universities and secondary schools may need to rework their curriculum so that vocations can be taught, besides academic qualifications. A graduate of English may be allowed to take vocational electives in woodwork or carpentry during University education. If such a graduate does not find work in English language, he would be self-employable in woodwork or carpentry. It is suggested that general elective courses should be essentially vocationalised. Vocational elective courses should also be

taught in secondary school carpentry, wood work pot making ceramics, tie and dye, beadmaking, automobile engineering, tailoring, poultry, animal husbandry etc. Should be thoroughly introduced in Secondary school. The present white colour education orientation of Nigerian school system must be corrected to put love of vocation and agriculture into minds of school products. The long closure of Nigerian universities in recent time have perhaps opened the eyes of most undergraduate to the importance of vocational training, most university undergraduate engage in learning one vocation or the other during the 8 months ASUU stay at home break. Many Universities undergraduate have now learnt one trade or the other on top of their academic preparation in the University. We are proposing in this paper that this valuable vocational experience must be officially brought into the university academic preparation. It is imperative that some form of vocation must be brought into the general electives course system of Nigerian Universities.

Localisation as a Rebranding Tool

A globally competitive education system with balance vocational curriculum perhaps has no meaning without local relevance. Nigerian local flavour and relevance must be part of the rebranding process. There is a need to further “Nigerialise” the Nigerian educational system, we must rebrand to glorify Nigerian culture, history, Nigerian diversity and patriotism in the school system. Nigerian schools must teach love of agriculture, character education celebrated in Nigerian culture, respect for elders, dignity of labour and the rich heritage and philosophy in Nigerian languages and culture. We must re-brand and re-structure our schools in such a way that our school will produce young-stars that will be a proud of the Nigerian nation. The problem and challenges in the Nigerian society must be tackled within the school system. Anti0corruption education must be taught in Nigerian schools, patriotism must be taught and encouraged in Nigerian schools, national anthem studies must be introduced in Nigerian schools, so that Nigerian school products will imbibe the moral and patriotic lessons, embedded in our national anthem and national pledge. In essence the school system should rebranded in such of way that school products will believe in the sustainability of the Nigerian nation. The present situation where Nigerian schools are not teaching Nigerian values in schools is perhaps dangerous to the future of Nigeria. The spirit and intention that gave birth to the national youth service corps must perhaps be replicated in all tiers of the Nigerian educational system to be rebranded along the line of making Nigeria

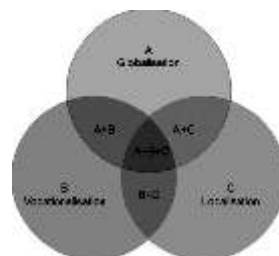


Fig. 1: The Tripartite Model

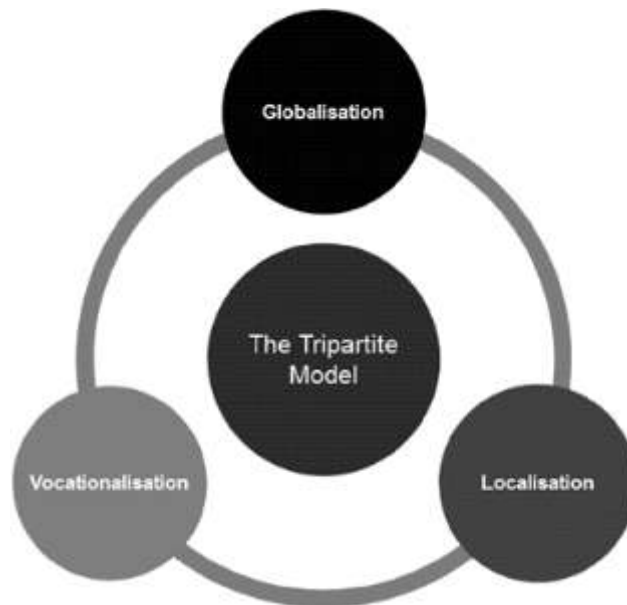


Fig. 1: The Tripartite Model

Positive Impacts

With the help of globalization, developing and undeveloped nations can access their ideas, patterns, techniques, and procedures. Nigeria's educational system has benefited from globalization in the following ways:

1. **Innovations in education:** Babalola (2007) asserts that globalization has promoted research and trade while bringing about improvements in teaching and learning technologies. The problem-based approach to teaching and learning has also been brought about by globalization.
2. **Man-power development and training:** One's possibilities are increased through education, which also provides the types of labor needed in a given community. The numerous economic sectors need to be planned as a result of the world system's worldwide nature. Higher education institutions would not be able to fulfill their role of creating the workforce for the economy without globalization.
3. **Increased knowledge:** With the help of globalization, it is now possible for people to enroll in programs online and learn things online.
4. **Harmonization of educational curriculum:** Due to globalization, Nigeria's educational system can now be aligned with the educational systems of other African nations, allowing Nigerian students to obtain the same education as kids in other areas of Africa.
5. **Competitive international education system:** According to Oni and Alade (2008), upgrading Nigeria's educational system is necessary for the country to develop more quickly. Globalization has thus sparked healthy rivalry in the educational systems of other countries, and Nigeria is no exception.

Negative Impacts

Despite the fact that globalization has benefited Nigeria's educational system, it has had the following negative effects on it:

1. **Increased educational finance:** The Nigerian educational system has undergone various changes as a result of globalization. Many financial resources are needed to make some of the adjustments. Hence, globalization has raised the cost of funding education in Nigeria, making it challenging for the Nigerian government to provide enough funding.
2. **Culture:** Students were taught proverbs and were encouraged to actively participate in family and community activities as part of the traditional educational system. Regrettably, globalization has altered all of them by imposing Western standards, norms, and values without adequately taking into account our sociopolitical, cultural, and historical context.
3. **Unhealthy competition:** Nigeria's educational system is now more frequently contrasted with that of other foreign nations. Nigeria has turned to borrowing in an effort to live up to promises and provide uniform education that is on par with global standards. Now that its production is also being compared to that of other nations, graduates from Nigerian colleges can find meaningful work even when they fall short of what the rest of the world expects.
4. **Examination malpractice:** Nigeria has adopted international testing and national assessments through a variety of examination bodies in an effort to overhaul our educational system. Several organizations use standardized examinations for assessment, including the Test of English as a Foreign Language (TOEFL), Graduate Management Admission Test (GMAT), West African Examinations (WAEC), and National Examinations Council (NECO). The adoption of such standardized tests has led to students' desperation, and as a result, they now engage in examination fraud. Now, it has been established that these people participate in illegal activity while using globalization-related technology devices. The end result of this is that these students leave school unreformed, half-baked, or even fully raw.

The Way Forward

Despite the awareness of the Federal Ministry of Education in the negative impact of globalization mentioned above, it is necessary to look into the following way out:

1. The government need more professionals in the planning of educational system that will meets the demand of the global world.
2. The use of electronic gadgets in an examination hall should be frowned at, also during computer-based test (CBT) access to internet should be discouraged.
3. The educational curriculum should be designed in a way that will accommodate traditional norms and values of Nigerian system.

4. Stakeholders should incorporate good reading culture in the lives of students.
5. Often training and retraining of teachers that will impart appropriate knowledge that will meet the world's standard in the minds of learners should be the major concern of government

Conclusion

The paper concluded that a tripartite model is a viable tool for rebranding Nigeria educational system. However, it is necessary for all tiers of education in Nigeria to teach at least one vocation or the other so that school products could be more employable and useful without white-collar jobs. For effective actualization of the tripartite model, there should be synergy between Academia-Industrial personnel in the formulation of curriculum at all tiers of Nigerian educational system to meet the demand of the global world. Consequently, local values and relevance must also be part and parcel of rebranding and re-working in Nigeria educational system.

References

- Abiodun, A. A. (2012). Rebuilding the Foundations of Education in Nigeria, newsletter of the Social Science Academy of Nigeria, Vol.5, No. 2.
- Adelabu, M. (2006): Globalization and Imperatives for Changes in Educational Policy Making in Nigeria. Being a paper presented at the 3rd VITTACHI International Conference on Rethinking Educational Change. IFRANE MOROCCO 1st -5th July.
- Agabi, O. G. (1999). Introducing Educational Planning. Port Harcourt: International Centre for Educational Services. Ajayi, I. A.: The Influence of Globalization on Educational System in Nigeria (NOUN) Abiodun, A.A. (2012). Rebuilding the Foundations of Education in Nigeria, newsletter of the Social Science Academy of Nigeria, Vol.5, No. 2.
- Akram, M. (2012). Formal education, skill development and vocationalisation: The missing link. *Research on Humanities and Social Sciences* 2 (8), 142-148
- Ayonmike, S. C. (2010). Skill training in Nigerian technical colleges: Benefits and challenges. *Journal of Qualitative Education* 6(1), 75-86
- Babalola, J. B. (2007). Reform and Development of Nigeria's Tertiary Education, focus on Obasanjo's administration.
- Babalola, T. B., Ayeni, N. O. & Adedeji, S. O. (eds) Access, Equity and Quality in higher education. Ibadan: Awemark Industrial Printers.
- Egwuasi, P. I. & Imoh-Ita, I. (2014). Issues of Globalization and Continental Conflict. The Libyan Experience. *Academic Discourse: An International Journal*, 17 (1), 56-62.
- Ejiogu, A., U. Umo, and R. Esene (eds). Globalization and Education in Nigeria. West and Solomon Publishing Coy. Onitsha: pp 250-275.
- Etim, E.E., Akpan, I. U. and Enefiok, I. (2013). Globalization and Educational System in Nigeria. *International Journal of Modern Management Science. Review* 2(1): 17

- Fien, J., Maclean, R., & M-Gon, P. (2008). *Work, learning and sustainable development: Opportunities and challenges*. Dordrecht, Netherlands: Springer.
- Griffiths, D. F. (1964). *The Nature and Meaning of Theory in Behaviour, Science and Educational Administration*, 63rd edition. Chicago: National Society for the Study of Education.
- Hall, A. D. and Fadem, R. E. (1968). Definition of System. In Walter Buckely(ed), *Modern Systems Research for the Behavioural Scientist* Chicago: Aldine, a print of 1956 article published in general system yearbook of the society for general systems research, vol. 1, pp. 51-21.
- Ikeoji, C. N. & Agwubike, C. C. (2006). Approaches for effective vocationalisation of secondary school agriculture in Nigeria: The views of agricultural science teachers in Delta State. *Journal of Agricultural Education and Extension*. 12(3), 213-222
- Isbister, J. (2006). *Promise not kept, poverty and the betrayal of the third world country development*. USA: Kumarian Press Inc.
- Kenya (1999). "Press Release: The revised primary and secondary curriculum". Nairobi: Ministry of Education, Science and Technology.
- Keziah, A. A. (2007). *Trends in Nigerian Educational Innovatons*. Port Harcourt: pearl publishers.
- Lawani, A. O., Unuigbokhai, O. A., and Garuba, M. A. (2013). *Globalization and the Educational System in Nigeria*.
- Nwobi, A. C., Chikwe, G. C. and Opara, J. (2013). The impact of Globalization on the Educational System in Nigeria. *International Journal of Applied mathematics and Modelling*. Vol. 4 (28-41) October 2013. www.kindipublication.com
- Okoli, N. J. (2012). Effects of Globalization on Education in Africa. *Academic Research International*. 2(1) January 2012. www.journals.savap.org.pk
- Oni, A. A. and Alade, I. A. (2008). *The Future of Higher Education in Nigeria, Global Challenges and Opportunities*. Retrieved online from www.herp.net.org on 16 march, 2015.
- Shenkar, O. & Luo, Y. (2004). *International Business*. New York: John Wolly & Sons.
- Yusuf, N. (2008). Education and Development in a Globalized Environment. The Case of Northern Nigeria. *An International Multidisciplinary Journal*, vol. 2 (2).