Education, Science and Technology: Sustainable Tools for Globalizing Nigeria Nation: Issues and Solutions.

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Abstract
This paper analyzed the roles of education, science and technology as key indicators and sustainable tools in the process of globalizing Nigeria nations. The various issues militating against its actualization were exhaustibly discussed. The paper also systematically examined the possible solutions against the backdrop of its quick passage to the global milieu. One point according to Cornoy and Rhoten, (2002) is clear, that if knowledge is fundamental to globalization, it means that globalization should also have a profound impact on the transmission of knowledge .This can only be achieved when the nations educational system is robust, accommodating and fully implementing the basic tenets of the sustainable goals which the universal basic education (UBE) is sacrosanct. The Universal Basic Education (UBE) was the acceptable panacea and ground norm for nation's quest to migrate from its local space to the global space. However, in Nigeria, the paradigm was greeted with myriads of problems ranging from policies to implementations of the transformation tools adopted by other nations.

Keywords: Education, Science, Technology, Sustainable development, Globalization and UBE.

Introduction

The foremost institutional mechanism for developing human skills and knowledge is the formal education system. Most nations of the world understood that the rapid quantitative expansion of education opportunities is the key to national development. The more formal education increases, the more rapid the development of such nations and subsequently, the more globalized the nation would be, (Joseph, & Richard, 1991). From the global perspective, economic and social developments are increasingly driven by the advancement and application of knowledge which is fundamental to the construction of a knowledge based economy and society globally, (World Bank, 1999). As a result, there has been a growing awareness in many nations of the importance and expansion of formal education.

Since education has been recognized as a prerequisite for progress and development in any civilized society, it should be designed to meet its purpose. Education is a tool for development. It widens minds, recognizes good and evils, makes us to separate well from terrible and maximizes our environment to the best of our ability for the improvement of persons and societies (Subzwari, 2004).

According to Opoh, Okou, & Ikang, (2015)   education is a process of acquiring skills, relevant knowledge and aptitude to survive in the technological world and become global citizens.

Therefore, it is an acceptable instrument or tool which engineers' progress and should be maintained and sustained. This is because of its importance, as an active agent of social, economic, political, religious, cultural, scientific and technological change.
In today's competitive world, education is an important vehicle for the socially and disadvantaged nations to meet global standard. It is one of the fundamental needs for human development and to escape from poverty (Sivakumar and Sarvalingam, 2010); it is necessary for national and global development and for a prosperous society. It has the capacity to cause things to change (transformation), and consequently can help to develop an underdeveloped nations, push forward a backward or retarded state, transforms an uncivilized nation, revives and encourages the demoralized or despondent person, and so on. (Uriah,2005, SUriah, Ololube & Ololube, 2016).

Education as a change agent fosters the development of the individual and the general development of the society. In Nigeria, education is geared towards all round development of the citizens and the socio-economic development of the Nation (Uzoechi, 2013).

Education is a lifelong learning and training process, developing transferable skills and knowledge that can be applied to competitive markets where knowledge and information is being traded as a commodity (Chinnammai, 2005)
Subsequently, the role of education has become more linked to globally competitive positions such that the changes in the institution functions have introduced universities towards direct entrepreneurial education to sustain themselves. In today's society, education provides individuals with better opportunities of employment, in turn leads to a better lifestyle, power and wellbeing.

With the above in mind, every form of education in Nigeria has been structured not just to meet the immediate needs of the citizens and or the society, but also to shape the future and the world at large. Taking this need into cognizance, the educational system should be characterized with flexibility so it can align with global best practices.
To achieve this in Nigeria, the educational system had developed through various forms, stages, processes and policies in which case the Universal Basic Education (UBE) is considered crucial and most recent. The nation's efforts in this direction are to ensure its passage to globalization. However, a lot of factors are militating against the proper implementation of UBE in Nigeria as presented in this paper.

Science, Technology and Sustainable Development
Another major facet which has made Nigeria not yet globalized is its poor science and technology policies .In a rapidly evolving global world, Science and Technology Education is pivotal and a key sustainable instrument for development and globalization. The slow pace of globalization in Nigeria is intricately linked to the educational system Nigeria operates. It is obvious that the educational system is faced with the issues of low and slow Science and Technology development. For Nigeria to be reckoned with, in line with other developed nations, her science and technology development is necessary and is germane and should be given utmost attention as well recognized as one best way to place Nigeria in the global map, such that national goals and aims should be geared towards making her citizens global in the science and technology sphere.

The goals of Science and Technology Education are largely directed towards engendering cultural and democratic nations of scientific literacy especially in the face of information and communication technology (ICT). In order to broaden citizens understanding of Science and Technology and to better prepare them for global participation and responsible citizenship in the future, Science and Technology Education need to go beyond the stage and phase it is now in Nigeria.

The rise of global society, driven by technology and communication developments are shaping children, the future citizens of the world into "global citizens", intelligent people with a broad range of skills and knowledge to apply to competitive, information based society. The future of Nigeria to join this trend lies within the ability to compete in a global market where industrial based economies are giving way to knowledge, skills and intellectual capacity to meet the challenges of changes. Global Education is the remedy.

In education parlance, the quality of national educational systems is increasingly being compared internationally or globally. This has placed increased emphasis on science and technology curriculum, standards and methodology, and on meeting standards by changing the way education is delivered. ICT is gradually being introduced into educational systems, partly to expand the quantity of education on a low cost through accessible distant education and again to deliver high quality education through computer assisted instruction and the use of internet. Accordingly, if the nation's science and technology advancement is short, then the possibility of joining the global map might be a delusion

Education and Globalization

Globalization is a comprehensive term that describes the emergence of a global society in which economic, political environmental and cultural events in one part of the world have significance for people in other parts of the world (Nzewi, 2012). Globalization is the result of advances in communication, transportation and information and communication technologies. It describes the growing economic, political, technological and cultural linkages that connect individuals, communities, business and government.

Globalization is a process, which has affected many facets of human endeavour, one of those being education. Education is undergoing constant changes under the effect of globalization. The effect of globalization are obvious on the education as it brings rapid developments in technology and communications; changes the learning systems across the globe, as ideas, values and knowledge are changing the roles of students and teachers, and producing a drastic shift in society from industrialization towards an information or knowledge based society. Globalization and technological advancements are two potent tools for the reawakening of the nation's quest to delivering and increasing access to the world and subsequently, curriculum should reflect this global trend. The big question is; how would Nigeria Nation join this paradigm shift?

One point according to Cornoy and Rhoten, (2002) is clear, that if knowledge is fundamental to globalization, it means that globalization should also have a profound impact on the transmission of knowledge. Thus, one sure way to meet its global challenge is to re-consider its educational systems in tandem with its science and technology policies from its very basic education.

Nigeria Education and National Goal Attainment

Although, the concept Education has been construed differently by different authors it is essential to highlight some of the various views.

Education, according to Ololube in Uriah (2014) is any act or experience that has a formative effect on the mind, character, or physical ability of an individual. It is the entire range of experience in life through which an individual learns something new. Furthermore, in the technical sense, education is seen as the process by which society deliberately transmit its values, knowledge, skills, and ideals from one generation to the next through deliberate instruction.

Education as a change agent fosters the worth of development, progress of the individual, and the general development of society as it geared towards all round development of the citizens and the socio-economic development of Nation.

Although UKeje, (1986) defined it as a process which occurs whenever any influence produces a change in the physical or mental behaviour of the individual. This can be said to be reformations in an individual's beliefs, values, needs, attitudes, behaviour, habits, skills and knowledge. To Ehiametolor, in Okecha (2008) ''Education is the acquisition of knowledge, the aggregate of all the processes through which a person develops ability, skills, attitudes and other forms of behaviour with positive value in the society in which he lives".

Education is a life-long process, which frees a man from ignorance and, to some extent, superstition. Education enhances the quality of an individual and enables him to build up his personality in such a way that he is able to play an effective role in the development of the society to which he belongs (Okecha 2008).

The National policy on Education (2004) conceptualized education as an instrument "par excellent" for effecting national development. In view of the importance, the national policy on Education has been revised severally from 1977 when it was first published. The essence of this, policy document is to express on the part of the government the way of attaining its cumulative national goal, and globalization through education. The national goals are foundation of the Nigerian philosophy or ideology and these are:

i.   The development of an individual into a morally sound, patriotic and effective citizen,
ii.   The total integration of the individual into the immediate community, the Nigerian society and the world as a global community,
iii.   The inculcation of national consciousness, values and nation unity,
iv.   The development of appropriate skills, mental, physical abilities and competences of empowering the individuals to live in and contribute positively to society, nationally and globally.

Universal Basic Education and Sustainable development in Nigeria
Efforts to globalized the nation and meeting up the national goals in the country had led to different educational policies in which case the most recent was the Universal Basic Education (UBE)
Basic education is key to human and National development and globalization since it is one of its tool for sustainable goals worldwide. It is the foundation upon which other levels of education are built on. It is an important requirement for human and National progress (Tahir, 2006). The introduction of basic education for all citizens has been a global effort which Nigeria and some other nations of the world set out to achieve through the universal basic education (UBE) programme, (Ochoji & Daniadi, 2006). Ihebereme and Maduewesi, (2007) said that the universal basic education has been the most important effort in the chains of policies to globalize Nigeria. The need for such intervention scheme in the nation education process was borne out of the realization of the role of education in citizens lives and in the promotion of social, political and economic development in every nation and globalizing such nations.

In the Nigeria context, the relevant laws and policy statements, for example, the Nigerian constitution and the National policy on education guaranteed individual inalienable right to education because of the invaluable position of education in human and National progress as well as the recognition of its viability to sustain globalization of the country (Bob-manuel, & Joseph, 2013).

The major objectives of UBE as conceived are:
- Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion
- The provision of free, universal basic education for every Nigerian child of school age.
- Reducing drastically the incidence of drop out from formal school system through improved relevance, quality and efficiency.
- Catering for the learning needs of young persons, who for one reason or another have had to interrupt their schooling through appropriate forms of complementary approaches to the promotion of basic education.
- Enduring the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for lifelong learning. (Bobmanuel & Joseph, 2013).

Worlu (2007) once noted that one of the main reasons for introducing the UBE scheme in Nigeria is because it is a signatory to the 1990, Jomitien, Declaration of Education for all by the year 2020 and also a member of Group E-9 nations committed to the total eradication of illiteracy". This is indeed, a global-social and economic challenge which forced many governments around the world to reform their educational systems and Nigeria is no exception. In Nigeria one of such reformation is the introduction of Universal Basic Education (UBE).

The good intentions of government to achieve a quick passage to the global map through the medium of UBE was however short-lived because of its numerous challenges which has bedeviled it. Since the educational system, practice and policies are not sustained, its supportive vehicles such as science and technology suffer the same fate.

Challenges and Possible Solutions:
i. Inadequate Infrastructure:
Students need to become familiar with the freedom of choice and expression, the free flow of ideas, and access to systems of information and means of communication based on new technologies. The National Universities Commission (2004) (NUC) survey discovered that only about 30 percent of Nigeria student's population has adequate access to classrooms, lecture theaters, libraries, workshop and libraries (Okebukola, 2002). It is worrisome to note that Nigeria Universities are fast decaying. All the resources required for education production process are in short supply, lecture halls, laboratories, student's hotels, library space, books and journals, office spaces are all seriously inadequate (Ochuba, 2001).

According to World Bank (1994), the equipment for teaching, research and revitalizing of African Higher education learning are either lacking or very inadequate and in a bad shape to permit the universities the freedom to carry out the basic functions of academic. According to Nigeria University Commission (NUC) (2016) the presidential visitation panel which looked into the operations of all federal universities between 1999-2003 reported that physical facilities of the universities were in deplorable condition. Ajayi and Ayodele (2002) described the situation as an off-shot of the endemic financial crisis in the sector.

ii.   Poor Implementation:

Nigeria has robust formulated good educational policies which has created a partway to excellence, but its implementation often makes it deficient. This brings to mind, the question of quality. The 6-3-3-4 system of education was an American system which Japan copied in 1945 and succeeded and Nigeria adopted it without any headway. Since the former was short of expectation, the extant policy is 9-3-4 system of education; with its UBE of free and compulsory 9 years of education in primary and junior secondary schools; 3 years of senior secondary schools and a tertiary education of a minimum of four years. Alagoa in Okorosaye-Orubite, (2008) observed that "it is not the conceptualization of ideas or policies, but the problem has always been the implementation of the policies". If Nigeria will be reckoned with as globalized nation then her education policies need to be fully implemented.

iii.   Poor Funding:

In many developing countries, Nigeria inclusive, formal education is the single largest industry and the greatest consumer of public funds. One of the major issues in repositioning of Nigeria education system as a sustainable tool for globalization is poor funding. The gross under-funding of the educational system in the country has rendered the university education system incapacitated. Adepoju (2002), remarked that money is absolutely useful to any education system. It provides the essential purchasing power with which education acquire its human and physical inputs. According to Odia and Omofonmwa (2007), UNESCO recommendation of the minimum 26% annual budgetary allocation to education is not followed accordingly rather Nigeria spends less than 7% of her annual budget on education. This in its real sense is contrary to the practice in other countries that had identified education as a sustainable tool in repositioning their global quest. Uriah and Ololube (2016) clearly demonstrated in their findings that other nations such as Botswana, spends 19.0%; Swaziland, 24.6%., Lesotho, 17.0%., South Africa 25.8%., Cote d'Ivoire, 30.0%., Burkina Faso 16.8%., Ghana 30.0%., Kenya 23.0%., Uganda 27.0%., Tunisia 17.0%., and Morocco 17.7% while Nigeria is 7%. Adequate funding of education in Nigeria is a sure way to make her education globalized among the nations of the world.

Corruption

Nigeria educational system has been bedeviled by corruption and indiscipline at various levels. The teaching and non-teaching staff as well as students are engrossed in various unwholesome practices. In our tertiary institutions, various forms of extortion and unethical behaviors are the order of the day. In some universities, some lecturers indulge in unethical conducts, while students alike involve in other malpractices. These practices are antithetical to progress and development, and hamper Nigeria's attainment of her global status. Therefore, let all necessary laws and institutional regulations be enacted to regulate the educational system, corruption, and crime related matters be enforced. ICPC and EFCC should set their arsenals on the Nigeria check educational system.

iv.   Poor Leadership:

The problem of most of Nigeria's educational institutions is that of poor leadership. Often, the appointment of headmasters, principals, supervisors, provost, Rectors and Vice-Chancellors do not follow due process hence introducing mediocrity. This means that such appointments are sometimes made without any consideration to character, experience, performance and qualification but to ethnicity, religion, political affiliation, membership of cult, and ability to play ball. This according to Okecha (2008), does not augur well for the system. He stated that "Visionary men and women, intellectually equipped, creatively endowed with imitative, and character should be made to manage the affairs of our

educational institutions. The above case is epitomized in the appointment of Rev. Fathers, clergy men, as chairmen, of Schools Board in some states in Nigeria, it is simply an aberration. These suggest a case of a square peg in a round hole. Such appointments in educational system do not give the system the opportunity to grow. This primitive practice hinders the progress and development of globalization.

v.   **Lack of Quality Teachers**:
The fundamental changes in employment over 50 years imply a rise in the demand for non-routine cognition and interpersonal skills and a decline in the demand for routine cognition and craft. Skills, physical labour and repetitive physical tasks (OECD, 2012) graduate are entering a world of employment that is characterized by greater uncertainty, speed, risk, complexity and interdisciplinary working. The teacher is a major player in the implementation of any educational system the world over. As it is rightly observed in the National policy on Education that "no educational system can rise above the quality of its teachers" the drive to globalization begins with its teachers. Qualification of teaching staff was found to be one of the most important factors affecting the perception of education quality. Arnon and Reichel (2007) believed that students perceived personal and professional knowledge of the teacher to be the most significant qualities needed to be an ideal teacher. Quality and qualified teachers are lacking thus, for any sustainable and substantial growth in our educational system to be felt, the country needs to double its efforts. Akareem and Hossain (2016) stated that 'teaching staff do not always get effective training to ensure effective teaching and thus rely on   the   job experience .Hence, addressing the issue of training existing and future teaching staff is crucial and will ultimately result in higher quality education'

vi.   **Poor monitoring/Evaluation/Quality Control**:
One of the effective ways of ensuring our passage into the global map is the adequate monitoring of the policies set out for implementation and evaluating the policies. According to Okafor (2013), the purpose of monitoring/Evaluation of any programme are to investigate whether (a) what is the programme set out to achieve? (2) Has the programme been implemented as planned? (3) What steps or factors in the programme have either helped or hindered the achievement of the objectives or purpose? (4) What next should be done to sustain the purpose of the programme?. Only through effective monitoring/evaluation would we be sure of following the trend. Let all the relevant agencies established to ensure that quality is maintained at the various levels never have compromised standard and thus make a mockery of such national sacred exercise. Quality education is an indispensable factor if Nigeria must attain her economic, scientific and technological height in global map.

vii.   **Problem of ICT in Schools**
This is the age of ICT and virtually every facet of human, economic, scientific, technological transactions or operations are electronically conducted. Today every facet of development has link with electronic operation. There are e-learning, e-phone, e-government, e- banking and so on. ICT tools are commonly used in the classrooms as effective teaching and learning aids. Software tools of leg provides with virtualization of abstract concepts and ideas. Its effectiveness for teaching and learning cannot be over stressed since teaching tools, computer software provides new ways of linking abstract concept with tangible realizations.   The wide application in almost every facet of daily activities makes its distinguishing feature of the present post modern era. The trend in this era is a race towards the emergence of e-society, a society driven primarily by digital technologies in the form of modern ICTs. UNESCO (2002a) noted that ICT has become within a very short time, one of the basic building blocks

of modern society. Many countries, Nigeria inclusive, do not regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education alongside writing and numeracy. In the present era of global community, the education industry has become ICT's driven in recent time as indicated by the emergence of new paradigms, such as e-education, e-learning, e-classroom, e-book, e-portfolio, e-registration, e-passport, e-examination and so on.

UNESCO (2002b) further noted that globally, educational systems are under intense pressure to adopt modern ICT's to teach students the knowledge and skills they need in the present century to become global citizens. ICT is conceived or perceived as the ground norm for natural survival and overall school development within the context of a rapidly changing world, Nigeria, as a developing country which must participate effectively and ensure a key position in the emerging information cyber space, requires an efficient and even effective ICT system organized by an appropriate policy on ICT. The way Forward is using ICT as a veritable tool of sustainable development and global comprehensiveness, Government views ICT as a strategic tool for National development because of its numerous benefits. Contrary to the policy, ICT infrastructures are not in place in our schools in the country.

The use of computer networking technologies has brought about the dawn of a new age and has revolutionized the cognitive, affective or behavioural patterns of people. As information technology has become an important form of human capital development that affects economic success (Zavodny, 2004), computer literacy among secondary school students has not been given the desired concern. The upsurge of interest in computer engagement among students is also understandable, given the fact that most examinations like JAMB and NECO forms are filled Online, (Okoli, 2004). In developing countries like ours ICT is available only on a very limited scale and this raises doubts about developing countries ability to participate in the current ICT-induced global knowledge economy. There has also been concern that this unequal distribution of ICT may in fact further contribute to the marginalization of poor countries by the developing countries (Avgerou, Pp 98). The main challenges facing developing countries on the effective utilization of ICT include the issues of awareness, advocacy and policy formulation, connectivity i.e. affordable and equitable access to ICT infrastructure.

viii.   Science, Technology and Development Policies
Science and technology have become a key factor for sustainable development worldwide. The duo has in no small measure contributed to the material progress of nations. Science and technology explains the dichotomy for the placement of nations into either developed or developing. It is an accepted prerequisite for development in any nation. Issues of education are of very great importance for economic prosperity for a country to develop and ranked in the global sphere. Issues of science and technology education are even of particular interest, as it is the principal means by which science and education can help a people to achieve national development (Gift, 1991).

There are myriads of reasons for the teaching of science and technology in schools. These reasons are classified into (1) economic (2) democratic (3) skills and (4) cultural. Economically, school science helps in the production of highly skilled scientific, technological and engineering manpower for the economic well being of a country. The democratic school science prepares the students to be informed citizens and enlightened consumers who should act as agent to negotiate the ethno-scientific challenges of modern life. The believers have said that education should encompass education in science and also education about science. More so, important reason for school science is the inculcation of desirable scientific skills. These skills help citizen to be entrepreneurial, work effectively and

function efficiently in various endeavors. On the other hand cultural believers lay emphasis on appreciating science in the development of the society both in the past and the future, (Uzoeshi, 2013).

The contributions of science and technology to the developed nations of the world, and the role of scientifically and technologically informed population in promoting national development has been recognized. However, it is on the contrary in Nigeria, it is very clear from the foregoing that the goals of science and technology education is to produce literate citizens who are scientifically and technologically informed. If Nigeria as a nation is to keep pace with other developed countries in this era of globalization, then there is an urgent need for the establishment of an enabling milieu for the acquisition of scientific and technological literacy.

Education has a major role to play in all this. The challenge of the modern era is the creation of a moral and political order that expresses and enables an active citizenship, to generate and constitute more effectively than ever before a public that has the capacity to participate actively as citizens on the shaping of a learning society and polity (Stewart, 1994 p. 102).

Solutions
Proper implementation of education for all

In recognition of the importance of education to national development and globalization there has been agitation for more functional qualitative education the world over. This global concern led to inauguration of education for all (EFA) in Jomitien in 1995.

Education for all (EFA) movement is a global commitment to provide quality basic education for all children, youths and adults. They are geared towards;

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantage children.
- Ensuring that all children, particularly girls children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.
- Ensuring that learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.
- Achieving a reasonable percent improvement in levels of adult literacy especially for the women, and equitable access to basic and continuing education for all adults.
- Eliminating gender disparities in primary and secondary education and achieving gender equality in education by, with a focus on ensuring girls full and equal access to and achievement in basic education of good quality.
- Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Need to improve the infrastructure base

Quality in our educational system is a gateway to globalization, and if quality is to be enhanced in our nation's education these days, then the infrastructure base of the system needs to be improved upon. As Ochuba (2001) has rightly put it, the present situation calls for an urgent need for the government to make available enough funds for the rehabilitation of existing facilities and updating them to close the gap. Governments should intensify efforts in providing more physical facilities in the schools. Besides, corporate bodies, philanthropist and NGO' should also assist in the provision of these facilities to facilitate effective teaching-learning activities in order to achieve the academic goals of education for national development. There is need for a serious expansion of physical facilities and equipment to meet the increasing student population.

Ensuring Quality in our education

To ensure quality in our educational systems, the pedagogical, managerial and subject matter skills and competencies of the teachers need periodic improvements in order to engender qualitative learning outcomes of learners. Again consistent capacity building programmes intended to improve the quality of teachers must be sustained. Actual orientation and re-orientation processes must be put in place to inculcate enhanced professional skills for all categories of teachers. The aim is to professionally improve on their methods of teaching, managerial skills and subject matter capabilities which must be in tandem with global best practices. Laying credence to the benefits of retraining, it was discovered that students whose teachers attended more in-service training programmes performed better than those whose teachers did not, (Isiugo-Abanihe & Asuru, 2007). Teaching and learning must be guaranteed in terms of product of teachers.

Therefore, to achieve this, supervisors of education must insist on standard of all educational programmes and activities in schools at all levels. Inspectors of education must ensure that good and qualitative education is provided in Nigeria. Quality education therefore, is an indispensable factor of Nigeria passage to the global educational space.

Designing Curriculum for global mainstreaming

One of the quick ways or easy passage to the global sphere is for Nigeria to design curriculum for global education or mainstreaming where its citizens transverse the local borders to the global geography.

An increasing globalised world has raised questions about what constitute meaningful citizenship as well as about its global dimensions. Global meaningful citizenship as well as about its global dimension. Global citizenship refers to a sense of belonging to a broader community and common humanity, it emphasizes political, economic, social and cultural interdependency and interconnectedness between the local and the globe (UNESCO, 2015). Adding global education to the curriculum with its global perspective shall do a lot of good to the nation's educational development. Issues of contemporary global issues, and other peoples' cultures and countries involve resocialization of individual and advancement of social civic issues. Curriculum as social reconstructivism is central as schools are place for cultural retraction and that education is a process of critical awareness that draws on people's ideas and perception to question and challenge injustices. In other words, global curriculum reflects these two strand of progressive education; the first is focused on the developed of the individual and the student's experience.

Emphasis should be placed on technology-based education: The abysmally low level of ICT adoptability and applicability in Nigerian educational systems is a major source of concern especially in our rural communities where the facilities are dearth. We live in a global age where knowledge based economy powered by ICT assisted devices, other electronic systems and the social media /internet thrived. Thus, it becomes critical that our UBE Schools should reflect and emphasize the use of these devices. The direct implication of ICT illiteracy is to hinder the learners an exclusively local thinker because of this locally based understanding of the world around him (Major and Ominabo, 2013)

There is the urgent need for the school curriculum to shift and adopt globally accepted standards of ICT facilitated teaching and learning. The teaches also need to be exposed to ICT assisted teaching and learning, internet and computer education in our UBE schools if Nigeria must be globalized educationally.

Adequate Funding

The funding of higher education requires both public and private resources. The role of the state remains essential in this regard. The diversification of funding sources reflects the support that society provides to higher education and must be further strengthened to ensure the development of higher education, increase its efficiency and maintain its quality and relevance. Public support for higher education and research remains essential to ensure a balance achievement of educational and social mission. Society as a whole must support education at all levels including higher education, given its role in promoting sustainable economic, social and cultural development.

Summary

UNESCO believes that universal access to high quality education is essential to the building of peace, sustainable social and economic development, and intercultural dialogue.

Therefore, the overall consensus is that global education is key for the 21st century learning in global economy. It can be empowering and transformative in terms of how citizens view the world, (Dyer, 2005). It expands students understanding and acceptance of cross-cultural differences (Gore, 2004), and avails opportunities for citizens to develop positive and responsible values and attitudes and become active global participants, in recognition of Education as a sustainable tool for development and globalization. From the global perspective economic and social development are increasingly driven by the advancement and application of knowledge, education, science and technology as fundamental to the construction of knowledge economy and society in all facets, (World Bank 1999). Although, the potentials of education systems in developing country to fulfill these responsibility of globalization is frequently halted or thwarted by long-standing problems which the paper has succinctly highlighted; inadequate infrastructure, poor implementation of policies, poor funding, corruption, poor leadership, lack of quality teachers, poor monitoring/ evaluation/ quality control, problem of ICT in schools and inadequate science and technology development policies are the challenges.

Proper implementation of the identified problems in our education system is the only panacea to quickly migrate to the global space.

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