

# INTERNATIONALIZATION OF BASIC EDUCATION IN NIGERIA: A PROGRESSIVE APPROACH

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## **Abstract**

Records abound of poor academic performance and unwillingness of students to learn, no commitment, poor attitude towards reading, poor classroom management and control, deficient professional disposition, no subject matter mastery and practical skills. All these are as a result of faulty conceptualization of educational programmes and application of mundane methodologies debased by technical deficiencies, politico-cultural sentiments and bureaucracy. Globalization is the nugget of scientific and technological infusion in national and individual activism. Internationalization is integrating teaching, research and service thereby enhancing pedagogy, research and innovation. Globalization through internationalization is making institutions of learning to blend and widen the scope of education. Unfortunately, the idea is presently limited to the higher level. This paper therefore calls for the extension of the benefits of internationalization to the basic school level through a progressive means.

**Key words:** Internationalization, Globalization and Basic Education.

Education is the means by which culture and cultural values are transmitted from generation to generation. The Federal Republic of Nigeria (2013) in her National Policy on Education stipulates that education is an instrument “Per excellence” for effective national development. Education in Nigeria spheres around three major levels: the basic education (made up of the six years Primary School and three years Junior Secondary School), three years senior secondary school and tertiary levels.

One of the objectives of basic education is to ensure that the citizen acquires appropriate levels of literacy, numeracy, communicative and life skills, as well as the ethical, moral, security and civic values needed for the laying of solid foundation for a life-long learning. Some of the goals of basic education are to:

Provide the child with basic knowledge and skills for entrepreneurship, wealth generation and educational advancement;

Develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities;

Inculcate values and raise morally upright individuals capable of independent thinking and the appreciation of dignity of labour;

Provide opportunities for the child to develop manipulative skills that will enable him/her to function effectively in the society. F.R.N 2013, PP 4 and 5

The specific objectives of the primary education include the development of ability to adapt to the changing environment and provide opportunities for the child to develop life manipulative skills

that will enable him/her to function effectively in the society (FRN, 2013). The laudable objectives and goals of Basic education in Nigeria aim at laying a sound foundation for functionality in education and entrepreneurship. The past and present educational curriculum has not been able to give the sound and solid foundation which can create room for technological advancement and wealth creation. This is why the need for internationalization (globalization) or cross country or intercultural education should start from the Basic education levels.

### **The Concept of Internationalization**

Internationalization is conceived as a design process which informs man that a product such as soft ware can be adopted to various languages and regions without requiring engineering changes or alterations to the source code (GALA, 2017). It is the process of planning and implementing products and services, so that they can easily be adapted to specific local languages and culture, a process called localization. The internationalization process is at times called translation or localization enablement. Rouse specified that localization enablement includes:

Allowing space in users interfaces (for example hard ware labels, help pages and online menus) for translation into languages that require more characters.

Developing products (such as web editors and authority tools) that can support international character (Unicode)

Creating print or web site graphic images so that their text labels can be translated inexpensively.

Using written examples that has global meaning

For software ensuring data space so that messages can be translated from languages with single – byte character codes (such as English) into languages requiring multiple byte character code (such as Japanese Kanji)

Joanna and Torgny (2014) noted that internationalization is the process of integrating an international, intercultural or global dimensions into the purpose, functions or delivery of education. Global Awareness for Local Action (GALA 2017) opined that internationalization is readiness for localization. Internationalization can save significant expense time and headache for every one or nation involved. Internationalization (I18N) is a product of growing demand for multilingual products and applications.

### **Internationalization (I18N) (Localization) and Globalization**

Whereas Internationalization (Localization) is informing us that product such as software can be adopted for various uses and translated into various local languages (GALA 2017), globalization is the process of interaction and integration among people, culture, government etc. Globalization is the free movement of goods, capital, services, peoples, technology and information. Globalization involves, international integration of countries fruiting from the convergence of world views, products, ideas and other aspect of culture. It advances into the means of transport such as the steam locomotive, steamship, jet engine and containership, and in communication infrastructure, which include, the rise in telegraph and its modern offspring, the internet and mobile phones. All these are the products of globalization leading to the generation of ideas and interdependence of economies and cultural activities (Wikipedia, 2016).

According to Vidiya, Yarevde and Guari (2014), career competencies required to achieve corporate competitiveness is an integral part of globalization. These days, it is not easy to keep up with the rapidly growing vocabulary which can capture the whole mass of skills that prepare an individual to be part of the global work force. The notion that competitiveness is critical to the national development and sustainability has proved much the case that falls on educational institutions to be responsive to those skills which constitute work preparedness which can only be achieved through internationalization of the educational system. Internationalization is the only means through which the shift towards substantive skill formation could be achieved. The pace at which trans-national co-operations are moving up the global value chain implies that educational institutions need to move from the periphery and embrace the core internationalization spirit.

Globalization describes the integration and interdependence of groups and nations as a result of cross exchange between them (Houghton and Scheehan, 2000 in Vidiya, Yarevde and Guari 2014). Accordingly the economic, political and social forces are pushing the 21<sup>st</sup> century educational institutions towards greater international involvement and knowledge explosion and the need for heavy capital investment into the education sector.

Globalization is directly correlated to the facility with which trans-local entities interact with each other (Knight and Altbach 2007). Globalization reduces the notion of nation-states without invalidating it. This brings about internationalization. The two concepts are often misperceived to be substitutable; while internationalization took its root from globalization; they are not identical. Internationalization refers to an engagement of multi-national, multi-cultural and multi-lingual dimensions into entity or phenomenon (Altbach, Reisberg and Rumbley, 2009). In the same vein, Vander (2001) in Vidiya, Yarevde and Guari (2014) referred to internationalization as the “process of increasing cooperation between states or to activities across state border”. This description emphasizes the dissimilarity between globalization and internationalization from the stand point of the manner in which one views the role of nation-states.

Knight (1993) in Vidiya, Yarevde and Guari (2014) stated that internationalization is the process of integrating an international or intercultural dimension into the teaching, research and service functions of an institution of higher learning. In another process oriented definition, Altbach, Reisberg and Rumbley (2009) noted that internationalization refers to specific policies and programmes undertaken by governments, academic systems and institutions and even individual departments. The definition of globalization describes it as “tentacular spread” unlike internationalization which is not an end in itself but a means to an end, but has values in enhancing pedagogy, research and innovation, and institutional engagement (Vander, 1997, as cited in Qiang 2003 and presented in Vidiya, Yarevde and Guari 2014).

Knight enthused that globalization focuses on the worldwide flow of ideas, resources, people, economy, values, culture, knowledge, goods, services and technology, while internationalization of the educational system is described as the process of integrating an international, intercultural and global dimension into the goals, teaching/ and learning, research and service functions of the educational system. Internationalization pays attention to the relationship between and among nations, people, cultures, institutions, while globalization stresses on the concept of world-wide flow of economy, ideas, culture etc. The differences between the concept of worldwide flow and the notion of relationship among nations is both striking and profound. These two concepts are therefore related to each other but at the same time different.

### **Internationalization of Basic Education in Nigeria**

Basic education in Nigeria is a policy in which a child spends six years in primary school and three years in the Junior secondary school. At this level, the child is expected to acquire skills in literacy, numeracy, communication and others. It is also expected that at this level, the child will be able to achieve diverse knowledge and skills for entrepreneurship, wealth generation and educational advancement among others. This paper therefore suggests that, internationalization of education in Nigeria should start from the basic education level to ensure solid foundation in the educational system.

Miri (2017) carried out a study on internationalization of secondary education-Lesson from Israeli Palestinian – Arab Schools in Tel Aviv – Jaffa, and found out that cosmopolitan capital was an integral ingredient in the set of competencies to provide a competitive edge for effective citizenship in the 21<sup>st</sup> century. Internationalization of education becomes a more common phenomenon in secondary schools as a tool to provide youth with a cosmopolitan capital and relevant capabilities for the future. The research which investigated the internationalization process taking place in Palestinian – Arab Secondary Schools in Israel showed that school principals supported the internationalization even though change is tailored to meet the individual needs and interest of each system of education. The scope, nature and intensity of international activities depend largely on schools contextual variables. The report from the research study showed that the international dimension in Israeli Palestinian – Arab schools was closely related to political and national circumstances.

However, there is no one size that fits all models of internationalization but rather adopting a set of objectives and strategies which are in ‘vogue’ and for branding purposes which only negates the principle that each programme, institution or country needs to determine each individual approach to internationalization. It is based on its own articulated, rational, goals and expected outcomes. This recognizes that the internationalization process is driven by an assessment of individual needs and priorities. It can pose challenges if the education system of the country sees it as a tool for economic gain or political advantage.

Internationalization can transform the basic education levels of the educational system just as it has changed the world’s university systems. It has led to the recruitment of brains for national innovation agenda. Thereby resulting in the countries building human capacity. Recent national and world wide survey has shown that internationalization priorities and rationals show that establishing an international profile or global standing is becoming more important than reaching international standards of excellence, capacity building through international cooperation projects is being replaced by status building initiatives to gain world class recognition and higher rankings (Miri, 2017).

Again there are countless examples of positive initiatives which illustrate how collaborative scholarships, cross border education exchange and internationalization strategies could contribute to the development of the individuals, institutions nations and the world at large. When the basic education level is internationalized, myriad gains will be achieved. Jibrin Barau (the chairman, Senate Committee on Tertiary Institutions and TETFUND) posited that Nigeria needs to have socio-cultural exchanges with other countries. He said that students from Cameroon and Niger Republic come to Nigeria to study. He also notify that it is good to mingle with people from other parts of the world to learn from them since we have exchange students who come from European nations to this country, that interaction is necessary. Barau said that Nigeria should develop universities and educational institutions to the levels that will draw patronage from far and wide (Olalekan, August 2017).

This meeting the challenges of globalization in the 21<sup>st</sup> century, internationalization from basic education level is the only way out. The global economy and its challenges are transforming the economy of Western World as well as Australia and China. The work, people do, are changing and in order to succeed, there is need to adopt skills. Every work force is going global and the global work force is coming to Nigeria. Young Nigerians need global competencies to live and work all over the world in global teams with global clients. Nigeria, like Australia, is one of the most multicultural societies in the world and globalization places greater emphasis on the need for awareness and skills to sustain the cultural diversity of its complex mosaic.

Trade, migration and geo-political factors all demand globally ready students to better understand the region in which we reside. The Melbourne Declaration, identified Asia and Australian engagement as a key perspective that should be incorporated in the curriculum. The cross-curriculum theme of Asia and Australia's engagement is embedded in the learning areas in the Victorian curriculum. An internationally minded school or nation will include learning sequences from Asia and other countries in the learning areas of the Arts, History, Geography, English, Social studies, Literature and Asian as well as European languages (Lindsay 2016). This implies that the curriculum of the Nigerian educational system should be expanded to include studies in Asian and European cultures. This type of innovation in the curriculum will leap Nigerian upwards from her present position in science and technology.

High expectations should be in line with policy context. The Nigerian government and the community have high expectations of how young learners are prepared to live and work in a globalized world. For example, Australian – Victorian Government partnership strategy in engaging on a global state in particular with China is guided by the mutual prosperity. The international Education Strategy 2016 provides a vision for world-class education offering and strategies to support this important export sector. The education state is a multipronged strategy for lifting students / pupils achievement across the state. The framework is for improving students outcomes (FISO) drawn on the latest research on learning and global best practice. It includes preparing students for global citizenship as a key dimension for improved community engagement in learning. The Victorian (Australian Government) school curriculum (F-10) set out what every student/pupil should learn during their first eleven years of schooling. This includes international perspectives in most learning areas and intercultural and ethical capabilities mandated across the curriculum (DET 2012). This practice should be adopted in the first six years of Nigerian basic education.

According to Hayden (2013), research shows that eight key principles are important for building inter-culturally capable schools. It is proposed that the most intercultural capable students/pupils should attend schools that:

- have strong, explicit and well-established culture of racial, religious and cultural equality in all areas of its operations; and
- actively integrate the knowledge, attitudes and skills required for respectful engagement with diversity across all members of the school community including students, pupils, teachers and parents.
- the more effective schools recognized that a range of factors influence students intercultural knowledge, skills, attitudes and behaviours, including the values, attitudes and practices that are embedded in and perpetuated through the attitude and behaviours of peers, parents, teachers, the media, geographic location and economic privilege and disadvantages.

- the more effective schools critically and reflexively assessed the inter-cultural challenges specific to their schools and took action to address these by embedding intercultural policies and practices in all areas of school life, including teacher professional learning and the use of school spaces and
- the most powerful and influential learning experiences occurred outside the classroom as a result of students' interactions with others, including family and peers.

This finding reinforces the importance of a comprehensive, connected, school-wide approach to intercultural education. It also underlines the imperatives for school to attend to the role of students' outside-of-school experiences in formulating programmes and practices to equip students of all ages with the intercultural capabilities needed for cultural global future.

### **Areas to be Considered as Priority in Internationalization**

There are five areas that appear to be considered very important. These priority areas are guides that are focused on supporting high-quality implementation in schools across the system. Internationalizing education is a process of change. It is not just a series of activities, or just one activity.

The five broad priority areas upon which this guide is structured were nominated by the project schools as the programmes and activities that best describe what a school does when it internationalizes. This guide refers to these activities as practice areas. The five practice areas nominated by the projects are:

- whole school approach to internationalization
- curriculum assessment and instruction
- sister-schools and over-sea learning experiences
- community partnership and
- integrating international students.

### **Implementation Dimensions**

There are six implementation dimensions in each practice area framed through six lenses:

- vision, mission and school cultures
- organizing for internationalizing
- teaching and learning
- relationships and engagement
- teaching capacity and
- measurement impact (DET, 2016)

### **Understanding Global Readiness/What it Means for One to be Globally Ready**

When one is globally ready, he/she:

- has the ability to get along with people who do not share the same cultural commitments and beliefs
- is reflective and has the capacity to recognize that there are other legitimate ways to see the world.
- has a deep knowledge of the world

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- is curious about global affairs and history
  - speaks two or more international languages
  - is competent in diverse settings and can engage with different beliefs and cultures in meaningful and purposeful ways
  - recognizes and minimizes religious or ethnic prejudices and
  - is skilled in interpreting, negotiating and managing conflicts
- (Department of Education and Training Australia. (DET 2016)

Those who are to implement internationalization (Globally ready teachers) have:

- prior knowledge and direct experiences with cultural diversity, such as in the local community or experiences in other countries and are confident to broaden their curriculum.
- communication skills for international people-to-people engagement
- in-depth knowledge about partnerships and
- digital capability, innovation and risk management skills. (DET 2016)

Internationally minded schools are known for:

- using effective models of language instruction – including the language of Asia (and Africa)
- building global perspectives across the curriculum to particularly support cultural capability.
- Using information technologies that build learners understanding and interaction with the world
- Drawing on students’ and community cultural diversity.
- Developing intercultural capability through cultural events and activities.
- Providing professional learning from teachers and leaders to build knowledge and confidence
- Engaging in meaningful sister-school partnership, international projects and partnerships. (DET 2016)

**Implementation Dimensions**

There are six implementation dimensions for internationalization of education as shown on this table

<b>Vision, mission and school culture:</b>	<b>Organizing for internationalizing:</b>	<b>Curriculum instruction and assessment:</b>
The expectations, attitudes, traditions and values that promote global understanding and intercultural competencies within the school	The administrative structures and processes for sustaining an international focus	The system that guides the creation of an internationally focused curriculum and related instructional strategies and assessments.
Relationships and engagements: The structure that	Teachers capacity: Professional development specifically focused developing teachers’	Measuring Impact: Processes for

facilitates connection between adults and students from other cultures, communities and network	capacity to deliver lessons that develop students global awareness and intercultural competence and/or languages	measuring the impact.
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DET 2016

### Implementing Internationalization Using the Guide

DET (2016) specified three different strategies for implementing internationalization using the guide. These are:

(i) Start with the curriculum:

A well-designed internationally informed curriculum should underpin all other internationalizing practices. It is the most potent means for making students globally ready: it is one thing that they will all experience daily. There is need to start with integrating an international perspective into the curriculum and providing students with the opportunity to learn a language.

An internationally oriented curriculum becomes the launching pad for students to engage in learning experiences with a focus on content beyond their immediate experiences and with students/pupils from other countries and walks of life.

(ii) Access recommended resources:

The resources in this guide assist schools to:

- access global projects
- Pursue the establishment of meaningful and sustainable sister-school partnership
- engage in online language learning
- draw on the community to help build intercultural capabilities
- attract international students for short exchanges or long term enrolment, and
- engage in oversea learning experiences. (Department of Education and Training, Australia DET 2016)

(iii) Working in teams:

The experiences of working with schools had shown that teachers and students' awareness of the range of support materials vary considerably. Consequently, it suggests that teachers work in teams to find out what the resources (e.g. websites, software, case studies and tools / artefacts) have to offer (DET, 2016).

Internationalization Needs a Whole School Focus.

Internationalizing Nigerian schooling needs a whole school focus in which all levels must be characterized by:

- International perspective in every subject discipline
- A strong focus on languages
- a strong focus on temporary skills (including critical thinking and problem solving, creativity, collaboration and communication)
- an appreciation and understanding of the interconnections between Nigeria and other countries and cultures. (DET 2016)



**Internationalizing Schools are also Encouraged to:**

- give priority to the international dimension in school planning and teaching, particularly in terms of global citizenship.
- Offer language programmes including bilingual studies
- Host international students/pupils and international delegations
- Build opportunities for overseas student's learning experiences and exchange programmes (including school specialization, participation in community service projects and attend overseas schools)
- use ICT for collaborative learning with students of other nations and cultures.
- build opportunities for high-quality overseas professional learning experiences for teachers and school leaders.
- capitalize on the cultural diversity of their students and school community.
- forge meaningful school to school partnerships, locally, nationally and internationally (e.g. sister-school) (Hayden, 2013).

**The Reason for Whole School Focus**

There is need for pupils and students to become globally ready. Internationalizing must become a core requirement for schools. The school practices to be adopted include:

- (i) Urban primary school 1 – 6 internationalizing Programme that has a five part structure:
  - an internationalized enquiry based curriculum
  - an innovative mandarin programme
  - an international sister-school partnership
  - extensive community based engagement
  - a cohort of primary level international pupils with cultural exchange – inquiry, thinking and learning. (Hayden, 2013)
- (ii) Outer suburban Primary School annual implementation. Plan places emphasis on a whole – school approach to the studies of Asia across four key areas of school practices.
  - Curriculum audit has guided rewriting to include an Asian perspective
  - language programmes for Nigerians like that of Indonesian, and increasingly supported by other disciplines
  - Active sister- school relationship in Nigeria as it is in Indonesia, and teacher professional learning
  - Community engagement through the arts, valuing cultural diversity and global awareness. (Hayden, 2013)
- (iii) Outer suburban secondary school with a whole year level approach for Jss 1-3 supports internationalizing evolving around the languages curriculum

This approach comprises six elements:

- Strong language curriculum – German and Indonesia supported by other disciplines
- Sister-school partnerships with corresponding structured language Programmes
- Local primary school networks involving teachers, parents and student /pupils taking part in intercultural days

- Celebration of international events
  - an international curriculum
- Language is therefore central to internationalizing (Hayden, 2013)

(iv) Outer suburban secondary school with an integrated internationalizing strategy: This involves;

- international students programme
- strong language programmes- French and Mandarin
- overseas learning experience for students
- link-up with schools internationally
- strong community engagement of intercultural understanding. (Hayden, 2013)

These ensures the preparation of students for globalised future by offering a broad range of initiatives, programmes and resources that enable them to explore the world Implementation tools and aids demand that schools should develop and adopt a range of whole - school internationalization. Examples are vision, mission and culture. The expectations, attitudes, traditions and values that are the foundation for the school's internationalizing programme (Halse, 2016)

### **Value of Internationalization**

Internationalization of education has led to the expansion of academic mobility for research, pupils / students, schools and teachers. It has also resulted in a highly competitive billion dolar international recruitment schemes. Nations now invest massively in marketing campaigns to attract the best and brightest students to study and teachers to work in their institutions. The concomitant effect is to supply the brain power for the needed innovation and research. It has also resulted in high level income generation. This is contrary to the notions that students from poor nations are being helped to go and study in the institutions of higher nations so as to come and help develop their nations. The resultant effect of academic mobility is likely the competition for the bright students and teachers benefiting the developed countries and their institutions at the expense of the poor nations. The impact of international academic mobility on the recognition and promotion of the indigeneous and diverse cultures has not helped matters for the poor countries. The fusion and hybridization of cultures had rather worked to impoverish the third world nations (eg Nigeria) (Joanna & Torgny 2014)

### **Benefits of Internationalization**

According to GALA (2017), internationalization offers benefits which include the following;

- Easier adaptation of software applications (or other contents) to multiple locals
- Reduced cost and time for localization
- Single internationalized source code for all versions of the school product
- Simpler maintenance
- Improved quality and code architecture
- Reduced over all cost of ownership of the multiple versions of the product and
- Adherence to international standards / best practice

GALA (2017) further highlighted some practical examples of how internationalization could be critical to multilingual products which include:

- Independence from a specific language /character set encoding
- Removal of hard coded text
- Minimization of concatenated text strings
- Careful use of the in - line variables
- Compatibility with third party tools
- Compliance for global text display
- Accommodation of right- to – left languages (for example Arabic)

### **Challenges Involved in Internationalization of Basic Education in Nigeria**

It is programmed that the demand for international education by 2025 will cover over 7.2 million students (school children/pupils). This is a gigantic leap from 1.2 million pupils projected in the year 2000. This will require a number of new academic programmes, curriculum, infrastructure to meet the demands of these quantum rise. It is on record that it is no longer students, teachers and researchers who are crossing borders but academic programmes are now delivered across national frontiers, even sister – schools are being established in the third world countries. These new programmes and developments, even though, are meant to increase access to various levels of education, and also service the desire for foreign employment and credentials, there are serious challenges in terms of the soundness of the academic offer, the integrity of the providers and finally the recognition of such credentials.

The rise in the number of foreign credentials and accreditation mills are realities that face students, parents and employers as well as the academic community. Internationalization of education is also struggling to deal with fake degrees and accreditation, credentials that are earned but are not recognized and non- regulated. It is also needful to acknowledge innovative development by new providers, providing new quality programmes and legitimate degrees by way of new arrangements and partnerships – Franchise, and twinning. There is also the issues of balancing cost, quality and access which challenges the benefits and risk of international education (GALA 2017).

### **Conclusions**

Cultures and cultural values can only be transmitted from one generation to the other through education: Education in Nigeria is made up of three spheres – the basic , the senior secondary and the tertiary levels . The major objective of the basic education is to help citizens acquire appropriate levels of literacy, numeracy, communication, life skills, ethical moral values, security, civic values needed for life long learning as well as basic knowledge and skills for entrepreneurship, wealth generation and educational advancement

Internationalization is a design process which shows that products such as software can be adopted in various languages, regions and culture and still retain its engineering source code. Internationalization is also called translation or localization. It has been extended into education to mean a process of integrating international, intercultural or global dimension into the purpose, function and delivery of education. Internationalization means a readiness for localization.

Internationalization is saying that products can be adopted for various uses and translated into various local languages while globalization is the process of interaction, and integration among people, culture government and the free movement of goods, capital, services, people, technology and information. Globalization is international integration while internationalization is a means to globalization.

Internationalization of basic education in Nigeria is a means for preparing the youth for effective citizenship in the 21<sup>st</sup> century. There is no one short cut model for internationalization rather a country or educational system has to adopt a set of objectives and strategies which are in 'vogue' but will suit the programme, institution or country's approach to internationalization. Internationalization is capable of transforming the basic education level as it has led to the recruitment of brains for national innovation.

As at now, the internationalization of education seemed to have been recorded more effectively at the higher institutional level. The role of infusion, collaboration and linkage of western and eastern educational curricula into the Nigeria secondary education is in ascendency. It is more in the private sector and also very common in the urban areas. What is left is to broaden and widen the collaboration, linkage and infusion to the public and rural primary and secondary schools.

### **Recommendations**

The paper recommended the followings;

1. Internationalization of education in Nigeria should start from the basic level to other levels. This is to ensure improved solid foundation in the educational sector. It is also to ensure that the youths are rightly equipped with the skills, knowledge and competencies needed for both life long – learning, wealth creation, employability in the world wide labour market and world wide interaction.
2. For global interaction and integration, there is need for innovation in the educational system of Nigeria. This innovation should reflect on the curriculum starting from the basic education level. This implies the introduction of cross – country or international curriculum to include intercultural education in the teaching learning programmes of the educational system. This will help to prepare globally ready students who better understand the world.
3. There is need for the training and retraining of teachers who will be exposed to new knowledge and direct experiences in cultural diversity. The teachers will also be proficient in digital operations and innovation resulting from internationalization so as to teach the new curriculum effectively.
4. The implementation of internationalization policies, programmes and actions requires facilities. The government in conjunction with the private sector should make the necessary funds available for the programmes.

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