



IMPACT OF BRIEXIT ON THE CONTEMPORARY EDUCATIONAL POLICIES AND DIPLOMACY FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

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ABSTRACT

This study aims at examining the impact of Briexit on the contemporary educational policies and diplomacy for sustainable development in Nigeria. A descriptive survey research design was employed for the study. Simple random sampling technique was used to select 1200 educational administrators in Nigeria (i.e. 200 respondents were randomly selected from each of geo-political zones across Nigeria). The researchers' design questionnaire was used to gather data

Introduction

Britain's referendum to exit the European Union (EU) came with economic, political, immigration, diplomatic and education implications on the continent of Africa particularly, Nigeria being one the largest allies' country with the United Kingdom (UK). Nigeria enjoys strong diplomatic ties with Britain being a member of the British Commonwealth with \$6 billion (about #2.4 trillion or \$8.52 billion) in bilateral trade in 2015 (Oriloye, 2016).

Andrew (2016) submitted that the emergence of Briexit came to the world unawares and believed that its impact could be felt in both short and medium terms in Nigeria. He further submitted that the timing of Briexit is bad for Nigeria because it can creates instability in the market; reduce trade flows, direct foreign investment, reduction on development assistance donors to Nigeria and Nigeria remittances.

IMPACT OF BRIEXIT ON EDUCATIONAL GRANTS AND SCHOLARSHIP FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

The impact of the exit of the UK from the European Union on the educational grants and scholarship for sustainable development in Nigeria can never be underestimated. According to the new official immigration data shown that the population of Nigerians granted sponsored study visas (scholarship) by the United Kingdom (UK) had significantly increased by over 500 percent in recent years. Similarly, the



from the respondents. The data collected were analysed using the descriptive statistics and simple percentage. The reliability of the instrument was carried out with reliability index of 0.87. The findings of the study revealed that Briexit had positive impact on the contemporary educational policies for sustainable development in Nigeria. However, the study also revealed that Briexit had no impact on the international educational grants and scholarship for sustainable development in Nigeria. It was recommended that both Nigeria and British government should strengthen their diplomatic relationship to foster more and robust educational policies that would enhance sustainable development in Nigeria.

Keywords: Impact, Briexit, contemporary, educational policies, sustainable development, diplomacy

British government released a data showing the significant increment in the number of scholarships given to Nigerian students by 529.5% to 58,887 in the first quarter (Q1) of 2022 from 9,355 in the same period of 2020.

Despite the withdrawal or exit of the Britain from the European Union (EU), it is pertinent to note that the British government website stated that Nigeria recorded the largest percentage increase in sponsored study grants when compared with the year 2020 (Bailey, 2022). The increment recorded was by 49,532 (529 percent) to a record high of 58,887. This makes Nigeria as one of the best three nations that benefited from the educational grants and scholarships (Bailey, 2022).

Statement of the Problem

The ongoing confusion over the way or manner Britain's relationship with the European Union since the referendum of 2016 had degenerated into a serious debate among the stakeholders in all sectors ranging from education, politic, economy, immigration, sports and host of others. It is disturbing to see the level at which educational sector was negatively affected such that UK universities lose access to EU funds which make up 10% of the research income. As a result of this development, many African countries particularly, Nigeria that patronises the institutions in Britain suffers from this development. Thus, African countries particularly, Nigeria were deeply concerned about the impact of Briexit that had resulted in reduced higher education opportunities among Africans, UK universities became less internationally diverse due to higher fees, visa restrictions and reduced working rights for Africans. Hence, Nigerians and Africans



generally need to review their contemporary educational policies and diplomacy to enhance sustainable development.

Several scholars had worked on the impact of Brexit on educational sector, Simon (2017) wrote on Brexit: Challenges for Universities; Oriloye (2016) conducted a study on the impact of BREXIT on Nigeria and Africa at large and Bridgestock (2021) wrote on students believe Brexit could damage career prospect and Ilechukwu, Njoku and Ugwuozor (2014) worked on education and development disconnect in Nigeria: Education for sustainable development (ESD) as the 21st century imperative for Nigeria's national transformation, sustainable development and global competitiveness. It is pertinent to note that none of the previous studies had worked on the impact of Briexit on the contemporary educational policies and diplomacy for sustainable development in Nigeria. This constitutes the gap in knowledge, part of which the researchers intend to fill.

Purpose of the Study

The main purpose of this study is to examine the impact of Briexit on the contemporary educational policies and diplomacy for sustainable development in Nigeria. Specifically, the study investigates:

1. The impact of Briexit on the contemporary educational policies for sustainable development in Nigeria.
2. The impact of Briexit on the international educational grants and scholarship for sustainable development in Nigeria.

Research Questions

The following research questions were raised and answered in the course of this study:

1. What is the impact of Briexit on the contemporary educational policies for sustainable development in Nigeria?
2. What is the impact of Briexit on the international educational grants and scholarship for sustainable development in Nigeria?

Methodology

This research employed survey research design. The researchers-designed questionnaire tagged “Questionnaire on Impact of Briexit on the Contemporary Educational Policies and Diplomacy for Sustainable Development in Nigeria (QIBCEPDSN)” was used as an instrument for this study. Simple Random sampling technique was used to select 1200 educational administrators as sample for this study. The instrument used for data collection was validated by three experts in Test & Measurement and found it appropriate for this study. The reliability of the instrument was determined using the test re-test reliability technique within a two week interval. The scores of the two tests were



correlated using the Pearson's Product Moment Correlation (PPMC). The value of the correlation coefficient obtained was 0.87. Two research questions were answered and analysed using the simple percentage.

Similarly, the instrument was administered by the researchers and research assistance to all the 1200 education administrators sampled across the six geo-political zones in Nigeria. Also, the researchers used Google forms using WhatsApp platform to distribute and retrieve the instrument from the respondents. Twenty items were designed for the respondents to react to by ticking "Positive Impact (PI)" and "Negative Impact (NEGI)" and "No Impact (NI)".

Result

Demographic Presentation of the Respondents

Table 1: Gender Distribution of Respondents based on Geo-Political Zones

S/N	Geo-Political Zones	Sex	Frequency	Percentage (%)
1.	North Central	Male	147	73.5
		Female	53	26.5
	Total		200	100
2.	North East	Male	153	76.5
		Female	47	23.5
	Total		200	100
3.	North West	Male	139	69.5
		Female	61	30.5
	Total		200	100
4.	South East	Male	115	57.5
		Female	85	42.5
	Total		200	100
5.	South-South	Male	107	53.5
		Female	93	46.5
	Total		200	100
6.	South West	Male	113	76.5
		Female	47	23.5
	Total		200	100
Grand Total			1200	100

Table 1 shows that 1200 educational administrators were sampled across the six geo-political zones in Nigeria for this study, out of the 200 respondents sampled from North Central, 147(73.5%) were male respondents while 53(26.5%) were female educational



administrators sampled for this study. Also, out of the 200 respondents sampled from North Eastern part of Nigeria, 153(76.5%) were male respondents while 47(23.5%) were female educational administrators sampled for this study. In North West, out of the 200 respondents sampled, 139(69.5%) were male respondents while 61(30.5%) were female respondents sampled for this study. In addition, out of the 200 respondents sampled from South East, 115(57.5%) were male respondents while 85(42.5%) of the respondents were females.

In another vein, out of the 200 respondents sampled from South-South geo-political zone, 107(53.5%) were male respondents while 93(46.5%) were female respondents sampled for this study. In a related development, out of 200 respondents sampled from the South West, 113(76.5%) were male respondents while 47(23.5%) of the respondents were female respondents sampled for this study. This implies that the population of male sampled for this study is more than their female counterpart in all the six geo political zones in Nigeria.

Research Question One: What is the impact of Briexit on the contemporary educational policies for sustainable development in Nigeria?

Table 2: Impact of Briexit on the Contemporary Educational Policies for Sustainable Development in Nigeria

S/N	Items Inferences	PI	%	NEGI	%	NI	%	
1.	Basic Education Policy	17	1.4	21	1.8	1162	96.8	NI
2.	Senior Secondary Education Policy	787	65.6	333	27.8	80	6.6	PI
3.	Tertiary Education Policy	629	52.4	501	41.8	70	5.8	PI
4.	Adult Education Policy	765	63.7	27	2.3	408	34	PI
5.	Girl Child Education Policy	401	33	72	6	793	66	NI
6.	Nomadic Education Policy	301	25.1	65	5.4	834	69.5	NI
7.	Vocational Education Policy	607	50.6	398	33.2	195	16.2	PI
8.	Entrepreneurship Education Policy	802	66.8	201	16.8	197	16.4	PI
9.	Peace and Security Education Policy	113	9.4	37	3.1	1050	87.5	NI
10.	ICT Education Policy	711	59.3	41	3.4	448	37.3	PI



The data in table 2 relate to the impact of Briexit on the contemporary educational policies for sustainable development in Nigeria, the result shows that Briexit had positive impact on 6 out of 10 contemporary educational policies in Nigeria while Briexit had no impact on 4 out of 10 contemporary educational policies in Nigeria. Basic education policy, Girl child education policy, Nomadic education policy and Peace and security education policy felt no impact of Briexit in Nigeria while Senior secondary education policy, Tertiary education policy, Adult education policy, Vocational education policy, Entrepreneurship education policy and ICT education policy positively felt the impact of Briexit in Nigeria. This implies that Briexit had positive impact on the contemporary educational policies for sustainable development in Nigeria.

Research Question Two: What is the impact of Briexit on the international educational grants and scholarship for sustainable development in Nigeria?

Table 3: Impact of Briexit on the International Educational Grants and Scholarship for Sustainable Development in Nigeria

S/N	Items	PI	%	NEGI	%	NI	%	
	Inferences							
1.	International Scholarships	703	58.6	333	27.7	164	13.7	PI
2.	International Grants	623	51.9	415	34.6	162	13.5	PI
3.	International Research 502	41.8	617	51.4	81	6.8		NEGI
	Collaboration							
4.	International Students	315	26.3	573	47.7	312	26	
	NEGI							
	Mobility							
5.	International Conferences	274	22.8	302	25.2	624	52	NI
6.	International Workshops	195	16.3	233	19.4	772	64.3	NI
7.	International Faculty	287	23.9	571	47.6	342	28.5	
	NEGI							
	Mobility							
8.	International Quiz, Essay and Debate Competitions	305	25.4	291	24.3	604	50.3	NI
9.	International Seminars 185	15.4	213	17.75	802	66.8		NI
10.	International Education Aids for Researches	202	16.8	234	19.5	764	63.7	NI



The data in table 3 relate to the impact of Briexit on the international educational grants and scholarship for sustainable development in Nigeria, the result shows that Briexit had negative impact on 3 out of 10 international educational grants and scholarship for sustainable development in Nigeria, 2 out 10 had a positive impact on international educational grants and scholarship for sustainable development in Nigeria while Briexit had no impact on 5 out of 10 international educational grants and scholarship for sustainable development in Nigeria. Briexit had negative impact on International research collaboration, International students' mobility and International faculty mobility in Nigeria, International scholarships and International grants felt the impact of Briexit positively while International conferences, International workshops, International quiz, essay and debate competitions, International seminars and International education aids for researches felt no impact of Briexit in Nigeria. This implies that Briexit had no impact on the international educational grants and scholarship for sustainable development in Nigeria.

Discussion

The study revealed that Briexit had positive impact on the contemporary educational policies for sustainable development in Nigeria. This finding corroborated the submissions of Andrew (2016) who revealed that the impact of Briexit could be felt in both short and medium impact on Nigeria.

Similarly, the study also revealed that Briexit had no impact on the international educational grants and scholarship for sustainable development in Nigeria. This finding supported the submission of Bailey (2022) who revealed that Nigeria is one of the three countries that benefited immensely on the education grants and scholarship among the members of the commonwealth nations regardless of Briexit.

Recommendation

The study recommended that both Nigeria and British government should strengthen their diplomatic relationship to foster more and robust educational policies that would enhance sustainable development in Nigeria.

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