From Flawed to Flourishing: Reshaping the Nigerian Curriculum for Sustainable National Development

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ABSTRAK

Sistem pendidikan Nigeria memainkan peran penting dalam membentuk masa depan bangsa. Namun, selama bertahun-tahun, terdapat kekhawatiran mengenai efektivitas dan relevansi kurikulum dalam mempersiapkan siswa menghadapi tantangan dunia yang berubah dengan cepat. Penelitian ini bertujuan untuk mengeksplorasi kelemahan dalam kurikulum Nigeria saat ini dan mengusulkan strategi untuk membentuk kembali kurikulum tersebut guna mendorong pembangunan nasional yang berkelanjutan. Penelitian ini merupakan penelitian systematic literature review/tinjauan pustaka yang luas dan sistematis, langkah yang sangat penting untuk memahami secara komprehensif tantangan yang ada dalam kurikulum Nigeria dan mengidentifikasi strategi potensial untuk perbaikan. Pada penelitian ini memungkinkan penyatuan yang komprehensif dari artikel ilmiah, laporan pemerintah, dan publikasi pendidikan, membentuk dasar yang kuat untuk metodologi selanjutnya. Penelitian ini ini dimulai dengan menganalisis keadaan kurikulum Nigeria saat ini, menyoroti keterbatasan dan kekurangannya, membahas bagaimana kurikulum gagal untuk secara memadai menangani keterampilan dan kompetensi penting yang dibutuhkan oleh angkatan kerja abad ke-21, seperti pemikiran kritis, pemecahan masalah, kreativitas, dan literasi digital. Studi ini juga menekankan perlunya mekanisme evaluasi dan umpan balik yang berkelanjutan untuk memastikan keefektifan kurikulum yang telah diubah. Penilaian rutin dan sistem pemantauan harus diterapkan untuk mengukur dampak perubahan kurikulum dan mengidentifikasi area yang perlu ditingkatkan. Dengan mengatasi kekurangan dan menggabungkan keterampilan yang relevan dan praktis, kurikulum dapat lebih mempersiapkan siswa menghadapi tantangan masa depan.

ABSTRACT

The Nigerian education system plays a crucial role in shaping the nation's future. However, over the years, there have been concerns about the effectiveness and relevance of the curriculum in preparing students to face rapidly changing global challenges. This research aims to explore the weaknesses within the current Nigerian curriculum and propose strategies to reshape it to drive sustainable national development. It is a comprehensive and systematic literature review, a critical step to thoroughly understand the challenges within Nigeria's curriculum and identify potential improvement strategies. This research allows for a comprehensive synthesis of scholarly articles, governmental reports, and educational publications, establishing a strong foundation for subsequent methodologies. The study begins by analyzing the current state of the Nigerian curriculum, highlighting its limitations and shortcomings. It delves into how the curriculum inadequately addresses critical skills and competencies needed by the 21st-century workforce, such as critical thinking, problem-solving, creativity, and digital literacy. The study emphasizes the need for continuous evaluation mechanisms and feedback to ensure the effectiveness of the modified curriculum. Regular assessments and monitoring systems should be implemented to measure the impact of curriculum changes and identify areas for improvement. By addressing these deficiencies and integrating relevant and practical skills, the curriculum can better prepare students to face future challenges.

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1. INTRODUCTION

The Nigerian curriculum needs to be reshaped to promote sustainable national development. The current formal curriculum is limited in meeting the economic challenges of the country (Aderinoye & Ojokheta, 2021; Alade, 2020). To complement the formal curriculum, vocational/technical and economic empowerment programs (VTEEPs) should be implemented to empower families and address the economic needs of the populace. Enculturation of sustainable development concepts is crucial for developing citizens who can adopt sustainability as a life principle. The declining nature of the agricultural sector in Nigeria calls for the advancement of agripreneurship education in universities with the development of a curriculum that promotes agripreneurship and increases youth and farmer participation. Institutions of higher education have a valuable role to play in leading the way in sustainability education by integrating it into the curriculum and everyday practice. There is a need to improve marketing education and practice in Nigeria by adopting an entrepreneurship-focused model and addressing the current deficiencies in the marketing curriculum. The Nigerian curriculum is divided into three levels: the basic education level, the senior secondary level, and the tertiary level. At the basic education level, which consists of primary and junior secondary education, the curriculum aims to provide a broad foundation of knowledge and skills across various subjects. However, there are criticisms that the curriculum is too content-heavy, focusing more on rote memorization rather than critical thinking and problem-solving skills. The Nigerian curriculum is primarily based on a content-driven approach, where the focus is placed on the transmission of knowledge rather than the development of critical thinking and problem-solving skills. This traditional approach limits the student's ability to apply their knowledge in practical situations and stifles their creativity and innovation. The curriculum lacks relevance to the needs of the students and society (Ahmadi & Lukman, 2015; O. Igbokwe, 2015). The content is often outdated and fails to address the current challenges and trends in various fields.

Furthermore, the current curriculum places excessive emphasis on theoretical knowledge and neglects the development of practical skills. The students lack the necessary skills in critical thinking, problem-solving and communication which are vital for their future success in the workforce (Hodge & Lear, 2011; Yusuf & Adeoye, 2012). This fragmented approach hinders the holistic development of students and limits their ability to focus on areas of interest or aptitude. The curriculum should be redesigned to incorporate interdisciplinary learning, project-based assessments and real-world applications. It emphasizes the importance of integrating technology and digital literacy skills into the curriculum to prepare students for the digital age. The proposed reshaping of the curriculum highlights the need for a more holistic and learner-centered approach (Emes & Cleveland-Innes, 2003; Tzenios, 2022). This involves shifting the focus from excessive reliance on content memorization to a greater emphasis on critical thinking, problem-solving, creativity and innovation. Incorporating cross-cutting themes such as sustainable development, entrepreneurship and digital literacy into the curriculum to equip students with the skills necessary for the future. It is important to evaluate the current curriculum to identify areas that need improvement and to build upon its strengths. One of the strengths of the existing curriculum is its emphasis on core subjects such as mathematics, science, and English language. These subjects provide a strong foundation for students and equip them with essential skills for further education and future careers. The focus on these subjects helps to develop critical thinking, problem-solving, and communication skills which are highly valued in the modern world (Scott, 2015; Snyder & Snyder, 2008). Another strength of the curriculum is its inclusion of cultural and historical aspects of Nigeria. By incorporating local history, traditions and values, the curriculum promotes a sense of identity, pride and patriotism among students. This cultural integration helps to foster a deeper understanding and appreciation of Nigerian heritage.

Furthermore, the existing curriculum acknowledges the importance of vocational and technical education. It offers options for students to pursue practical skills and vocational training alongside academic subjects. This approach recognizes that not all students have the same aptitude or interest in traditional academic disciplines. By providing vocational education, the curriculum caters to the diverse needs and aspirations of students, ensuring that they have a variety of pathways to success. However, despite these strengths, there are several weaknesses in the existing curriculum that need to be addressed. One major weakness is the lack of alignment between the curriculum and the needs of the job market. Many employers in Nigeria complain that graduates lack the practical skills and competencies required for the workplace. The curriculum should be revised to incorporate more practical and hands-on learning experiences, internships, and apprenticeships to bridge this gap. Another weakness is the overemphasis on rote memorization and the lack of focus on critical thinking and problem-solving skills. The existing curriculum often promotes a surface-level understanding of subjects, with an excessive focus on examinations and grades. This approach hampers students' ability to think critically, analyze information, and apply knowledge to real-world situations. The curriculum should be revised to

encourage inquiry-based learning, project-based assessments, and collaborative problem-solving activities. Additionally, the existing curriculum does not adequately address the societal challenges that Nigeria faces today. Issues such as climate change, gender inequality, and sustainable development are not given enough emphasis in the curriculum. To prepare students for the future, the curriculum should incorporate these topics and equip students with the knowledge and skills to become responsible and active citizens.

A reshaped curriculum can facilitate the development of a skilled workforce that meets the demands of a rapidly evolving job market (Andrews & Higson, 2008). It can also promote innovation and entrepreneurship, driving economic growth and reducing unemployment rates. In line with this research, which states regarding reshaping the curriculum, that the curriculum must be reviewed to make it more relevant and problem-oriented, the nation must be able to solve its problems through the implemented curriculum (Achor, 2010). Reshaping the Nigerian curriculum for sustainable national development also requires collaboration between stakeholders, including policymakers, educators and the private sector. The importance of involving all relevant parties in the curriculum development process to ensure its effectiveness and relevance. By working together, stakeholders can identify the needs and priorities of the nation and design a curriculum that aligns with these goals. By introducing a curriculum that is relevant, dynamic and inclusive, future generations with the knowledge, skills and values needed to thrive in the 21st century. A reshaped curriculum should prioritize critical thinking, problem-solving, creativity and entrepreneurship, as these are essential skills for success in an increasingly competitive and technology-driven world. This research aims to explore the weaknesses within the current Nigerian curriculum and propose strategies for reshaping it to drive sustainable national development. Expanding on this, the study seeks to conduct a comprehensive analysis of the deficiencies present in the existing Nigerian curriculum. Through a thorough examination, it aims to identify specific areas where the curriculum falls short in adequately preparing students for the evolving demands of the modern world. Moreover, the research endeavors to formulate actionable strategies and recommendations for the restructuring of the curriculum, aiming to align it more effectively with the needs of the nation's socio-economic and educational advancement. Ultimately, the goal is to contribute substantive insights and proposals that can pave the way for a curriculum geared towards fostering sustainable national development in Nigeria.

2. METHODS

The research paper initiates with an extensive and systematic literature review, a pivotal step aimed at comprehensively understanding the prevailing challenges within the Nigerian curriculum and identifying potential strategies for enhancement. This meticulous approach allows for a comprehensive synthesis of scholarly articles, governmental reports, and educational publications, establishing a strong foundation for subsequent methodologies. Building upon this systematic review, the study adopts a qualitative and quantitative approach to engage stakeholders (Madanaguli et al., 2022). Through interviews, focus groups, and surveys, educators, policymakers, students, and community representatives offer diverse perspectives on identified challenges and potential improvement strategies. Additionally, an evidence-based framework, derived from empirical data and theoretical foundations, ensures the credibility and reliability of proposed enhancements. Overall, this multifaceted research methodology, comprising a systematic literature review, stakeholder consultations, and an evidence-based approach, endeavors to contribute significantly to the holistic development of Nigeria's curriculum, thereby supporting the nation's sustainable journey towards comprehensive national development.

3. RESULT AND DISCUSSION

Results
The Need for a Reshaped Curriculum

Education plays a vital role in the sustainable development of any nation (Singh Malik, 2018). There is a pressing need to reshape the Nigerian curriculum to foster creativity, innovation and entrepreneurship. This integration will not only equip students with the necessary skills for the future but also contribute to the overall sustainable development of the nation. Creativity, innovation and entrepreneurship are essential drivers of economic growth and societal progress. By integrating these elements into the curriculum, Nigeria can foster a generation of individuals who are not only job seekers but also job creators. It is crucial to recognize the significance of these skills in a rapidly changing world, where traditional job roles are being replaced by automation and technological advancements. Integrating a curriculum that fosters creativity, innovation and entrepreneurship enables students to develop critical thinking and problem-solving skills. These skills are essential for students to navigate complex challenges,

adapt to changing situations and come up with innovative solutions. By encouraging students to think critically, analyze information and approach problems creatively, the curriculum can nurture their ability to tackle real-world issues effectively (Awang & Ramly, 2008). Nigerian schools can encourage collaboration and teamwork among students. Through group projects, discussions, and interactive learning activities, students can learn the importance of working together, sharing ideas, and leveraging diverse perspectives. These skills are crucial for the future workforce, where teamwork and collaboration are valued in various industries. By integrating an entrepreneurial mindset into the curriculum, Nigeria can foster a culture of innovation and entrepreneurship. Students can learn about identifying opportunities, taking calculated risks and developing business plans. Moreover, exposure to entrepreneurship can inspire students to create their ventures, contribute to the economy and address societal challenges through innovative solutions. This can be achieved through partnerships with local industries, internships, and practical learning experiences. By bridging the gap between theory and practice, students can gain hands-on experience and develop a better understanding of how their skills can be applied in real-life situations. By equipping students with critical thinking, problem-solving, collaboration, and entrepreneurial skills, Nigeria can prepare its future workforce to thrive in an increasingly competitive global economy. Policymakers, educators and stakeholders must recognize the need for this integration and take proactive steps toward implementing a curriculum that nurtures creativity, innovation and entrepreneurship.

The Neglect of Vocational and Life Skills in the Nigerian Curriculum

It is widely acknowledged that education plays a crucial role in shaping the future of a nation. However, in the case of Nigeria, there has been a persistent neglect of vocational and life skills in the country's curriculum. The focus on academic subjects has taken precedence, leaving a significant gap in preparing students for practical life and sustainable national development. One of the primary reasons for this narrow focus on academic subjects is the societal perception that success can only be achieved through a traditional academic path. Parents and educators tend to prioritize subjects such as mathematics, English and sciences, believing that these will pave the way for a successful career. As a result, vocational and life skills education is often overlooked and viewed as a lesser alternative. The consequences of this neglect are far-reaching. Without a strong emphasis on vocational and life skills, students are ill-prepared for the realities of the job market. This has contributed to high levels of unemployment and underemployment, as many graduates lack the practical skills required by the industry. According to the National Bureau of Statistics, Nigeria's unemployment rate reached a staggering 33.3% in the fourth quarter of 2020.

To address this issue, there is a need for a paradigm shift in the Nigerian curriculum. A holistic approach that integrates vocational and life skills into the education system is crucial for sustainable national development. By equipping students with practical skills, they will be better prepared for the workforce and have a greater chance of finding gainful employment. For example, Germany's dual education system combines classroom learning with on-the-job training, ensuring that students acquire both theoretical knowledge and practical skills (Salas-Velasco, 2023). This approach has been instrumental in reducing youth unemployment and creating a highly skilled workforce. Moreover, neglecting vocational and life skills not only hampers economic growth but also undermines social development. Life skills such as critical thinking, problem-solving and communication are essential for personal development and active citizenship. These skills enable individuals to navigate the complexities of everyday life, make informed decisions and contribute meaningfully to society. Incorporating vocational and life skills into the curriculum can also address the issue of inequality. Currently, students from low-income backgrounds often face limited opportunities for higher education. By providing vocational pathways, the education system can empower these students with practical skills that can lead to meaningful employment and economic stability. The government should allocate adequate resources to develop and implement vocational and life skills programs. Educational institutions should revise their curriculum to include practical training and ensure that teaching staff are qualified and trained in vocational education.

A Flawed Approach to Education

The Nigerian curriculum has historically been criticized for its focus on rote memorization and regurgitation of facts rather than nurturing critical thinking skills. This approach impedes students' ability to analyze, evaluate and apply knowledge in real-life situations (Kean & Kwe, 2014; Mtsweni et al., 2020). The authors argue that the current curriculum fails to equip learners with the necessary skills to solve complex problems and think critically, thereby hindering their potential for sustainable national development. Critical thinking is a fundamental skill that enables individuals to question information, evaluate arguments and make informed decisions. It encourages independent and analytical thinking,

fostering innovation and problem-solving abilities. However, the Nigerian curriculum often neglects to incorporate critical thinking into the teaching and learning process. The lack of emphasis on critical thinking in Nigerian secondary schools. The research reveals that teachers primarily employ traditional teaching methods that discourage students from questioning or challenging concepts. This inhibits the development of critical thinking skills, limiting students' ability to engage with complex issues and find creative solutions.

Problem-solving is an essential skill in today's rapidly changing world. It empowers individuals to identify challenges, analyze their root causes and develop innovative solutions. However, the Nigerian curriculum has been criticized for its limited focus on problem-solving skills. The current curriculum primarily emphasizes factual knowledge rather than providing opportunities for students to apply their learning to real-world problems (Dufera, 2006; Jacobs, 2012). This approach hampers the development of problem-solving skills and stifles creativity, as students are rarely encouraged to think beyond the scope of prescribed textbooks. Creativity is the driving force behind innovation and progress. It allows individuals to think outside the box, generate novel ideas and approach challenges from new perspectives. However, the Nigerian curriculum often fails to foster creativity among students. The curriculum places a disproportionate emphasis on memorization and conformity, leaving little room for creative thinking (Maiorana, 1992; Yosso, 2002). This approach stifles students' imagination and inhibits their ability to come up with innovative solutions to complex problems.

To address the lack of emphasis on critical thinking, problem-solving, and creativity in the Nigerian curriculum, a transformative approach to education is needed. This includes integrating critical thinking and problem-solving skills across all subject areas, promoting active learning methodologies and encouraging teachers to adopt student-centered teaching practices. Furthermore, the curriculum should provide opportunities for students to engage in project-based learning, collaborative problem-solving and creative expression. By nurturing these skills, students will be better equipped to tackle the challenges of the future, contribute to sustainable national development and thrive in a rapidly evolving global landscape.

Benefits of a Reshaped Curriculum

Education plays a crucial role in shaping the future of any nation. The curriculum, as the backbone of the education system, has a profound impact on the development of individuals and the overall progress of a country. The world is rapidly changing, driven by technological advancements, globalization and evolving societal demands. To keep pace with these changes, it is imperative to equip Nigerian students with the necessary skills and knowledge. A reshaped curriculum can provide a more relevant and contemporary education experience, enabling students to thrive in the 21st century. A reshaped curriculum can address the issue of educational inequality by ensuring that all students, regardless of their background or location, have access to quality education. Inclusive education is crucial for social cohesion and sustainable national development. By incorporating diverse perspectives, cultures and experiences into the curriculum, students can develop a broader understanding of the world and foster respect for different identities. This inclusivity can be achieved by incorporating indigenous knowledge, gender-sensitive materials and promoting multiculturalism within the curriculum. One of the key benefits of a reshaped curriculum is its potential to foster entrepreneurship and innovation. The curriculum should provide students with the necessary entrepreneurial skills, such as critical thinking, problem-solving and financial literacy, to empower them to become job creators rather than job seekers. By integrating practical experiences, internships and real-world projects, the curriculum can instill an entrepreneurial mindset and encourage innovative thinking. A reshaped curriculum should prioritize VET programs to bridge the gap between education and employment. By offering a wide range of vocational courses, such as technical skills, agriculture, healthcare and ICT, students can develop specialized skills that are in demand in the labor market. This will not only enhance employability but also contribute to the overall economic development of the country. A reshaped curriculum should incorporate environmental education and promote sustainable practices. By raising awareness about environmental challenges, such as climate change, deforestation and pollution, students can become environmentally conscious citizens who actively contribute to the preservation of the planet. The curriculum can integrate topics like environmental science, conservation and renewable energy to foster a sense of responsibility towards the environment.

Challenges and Barriers in Implementing a Reshaped Curriculum in Nigeria

The Nigerian education system plays a crucial role in shaping the country's development and ensuring the future success of its citizens. Resistance to change is a common challenge when implementing any educational reform, including reshaping the curriculum. Overcoming this resistance

requires effective communication, stakeholder engagement and awareness campaigns to highlight the benefits and importance of a reshaped curriculum. One of the primary challenges in implementing a reshaped curriculum in Nigeria is the lack of infrastructure and resources. Many schools across the country suffer from inadequate classrooms, libraries and laboratories which hinders effective teaching and learning. Without the necessary infrastructure and resources, it becomes challenging to introduce and deliver a curriculum that incorporates new subjects and teaching methods (Awaah et al., 2021). Another significant barrier is the limited capacity and training of teachers. The success of a reshaped curriculum heavily relies on well-trained and competent teachers who can effectively deliver the new curriculum content and methodologies. However, in Nigeria, there is a shortage of qualified teachers, particularly in specialized subjects such as science, technology, engineering and mathematics (STEM). Without adequate teacher capacity and training, the implementation of a reshaped curriculum will be compromised. However, in Nigeria, there is often a lack of coherent policy frameworks and coordination between different government agencies responsible for education. This lack of policy support can hinder the implementation process and create confusion among educators and schools (Viennet & Pont, 2017). The government must provide clear policy guidelines and establish effective coordination mechanisms to support the implementation of a reshaped curriculum. Moreover, cultural norms and practices can influence attitudes towards certain subjects or teaching methods, making it difficult to introduce new elements into the curriculum (Viennet & Pont, 2017). Sensitivity towards these socio-cultural factors and effective engagement with communities are essential for overcoming this challenge. To overcome these challenges, it is crucial for stakeholders, including the government, educators, parents and communities, to work together to address these barriers and create an enabling environment for an effective reshaped curriculum.

Propose Solutions in Implementing a Reshaped Curriculum in Nigeria

The Nigerian curriculum plays a vital role in shaping the educational landscape of the country. However, like any other educational system, it faces numerous challenges and barriers in its implementation. To achieve sustainable national development, regular curriculum reviews and updates are necessary. The National Educational Research and Development Council (NERDC) should collaborate with relevant stakeholders, including educators, industry experts and policymakers, to ensure that the curriculum is aligned with current knowledge and skills required for sustainable development. Some teachers may not possess the necessary skills and knowledge to effectively deliver the revised curriculum. To address this, the government should invest in comprehensive and ongoing professional development programs for teachers. These programs should focus on equipping teachers with the necessary pedagogical skills, subject knowledge and technological proficiency to effectively deliver the reshaped curriculum. The government should increase investment in education, ensuring that schools have access to updated textbooks, learning resources and modern technology. Partnerships with private organizations and international donors can also help bridge the resource gap and provide necessary support.

Discussion

The Nigerian curriculum is divided into three levels: the basic education level, the senior secondary level, and the tertiary level. At the basic education level, which consists of primary and junior secondary education, the curriculum aims to provide a broad foundation of knowledge and skills across various subjects. However, there are criticisms that the curriculum is too content-heavy, focusing more on rote memorization rather than critical thinking and problem-solving skills. The Nigerian curriculum is primarily based on a content-driven approach, where the focus is placed on the transmission of knowledge rather than the development of critical thinking and problem-solving skills. This traditional approach limits the student's ability to apply their knowledge in practical situations and stifles their creativity and innovation. The curriculum lacks relevance to the needs of the students and society (Ahmadi & Lukman, 2015; O. Igbokwe, 2015). The content is often outdated and fails to address the current challenges and trends in various fields.

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2022). This involves shifting the focus from excessive reliance on content memorization to a greater emphasis on critical thinking, problem-solving, creativity and innovation. Incorporating cross-cutting themes such as sustainable development, entrepreneurship and digital literacy into the curriculum to equip students with the skills necessary for the future. The current assessment and evaluation methods used often fail to assess critical thinking, problem-solving and creativity. To address this challenge, alternative assessment methods such as project-based assessments, portfolios and performance-based evaluations should be incorporated. These methods provide a more comprehensive and accurate measure of students' abilities and competencies aligned with the reshaped curriculum. Regular consultations, feedback mechanisms and partnerships can help ensure that the curriculum meets the needs and aspirations of all stakeholders. In conclusion, the government, educational institutions and society as a whole need to collaborate in reshaping the curriculum to meet the evolving needs of the country and empower future generations for a sustainable future. The limitations of this research encompass several areas that require attention in the development and implementation of a reformed curriculum in Nigeria. Firstly, this study leans towards mapping the challenges and solutions faced within Nigeria's educational curriculum without grounding its findings in specific empirical data that test the effectiveness of the implementation of these changes. Secondly, within the implementation context, logistical aspects and the allocation of resources needed to enact a new curriculum are not specifically highlighted in this research. In this context, further studies focusing on implementation planning, resource allocation, as well as performance evaluation and the actual impact of curriculum changes on educational progress in Nigeria are necessary. Recommendations based on these limitations include the necessity for adequate further research to validate and test the effectiveness of the proposed curriculum strategies and changes. Such research could involve a combined approach of case studies, quantitative analysis, and qualitative assessment to ensure the suitability and real impact of these changes within the educational environment. Additionally, there should be a focus on concrete efforts to overcome implementation barriers, such as adequate budget allocation planning, training and development for educators, and periodic monitoring and evaluation to maintain consistency and effectiveness of the altered curriculum. In conclusion, these continued recommendations are crucial to ensure that the proposed curriculum changes can be successfully implemented and yield the anticipated positive impact on education in Nigeria.

4. CONCLUSION

Reshaping the Nigerian curriculum is a critical step towards sustainable national development. It requires a collaborative effort from policymakers, educators, and other stakeholders. Overall, the research paper provides valuable insights into the current state of the Nigerian curriculum and offers a roadmap for reshaping it to ensure sustainable national development. In conclusion, reshaping the Nigerian curriculum is an essential step towards sustainable national development. By addressing the challenges and incorporating the necessary changes, Nigeria can create a curriculum that equips its citizens with the skills, knowledge and values needed to thrive in a rapidly evolving world. By implementing these changes, Nigeria can build a curriculum that prepares students for a flourishing future. By prioritizing curriculum reform and embracing innovative approaches, Nigeria can create a brighter future for its citizens and secure its place on the global stage.

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