Handbook of Education Systems in Africa

Edited by:
Oscar Alberto Ramirez

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LIST OF ABBREVIATIONS

AVU	African Virtual University
CPE	Certificate of Primary Education
CCIs	Charitable Children's Institutions
CAPA	Commonwealth Association of African Polytechnics
COL	Commonwealth of Learning
CBC	Competency-Based Curriculum
DELPHE	Development Partnerships in Higher Education
ECCDE	Early Childhood Care and Development
ESSPIN	Education Sector Support Program
FGD	Focus Group Discussion
FPE	Free Primary Education
FSE	Free Secondary Education
GATS	General Agreement on Trade in Services
HSC	Higher School Certificate
ICT	Information and communication technology
IDRC	International Development Research Center
IIEP	International Institute of Educational Planning
KCPE	Kenya Certificate of Primary Education
LCPS	Low-cost private schools
MDGs	Millennium Development Goals
NREN	National research and education networks
NEPAD	New Partnership for Africa's Development
OLSET	Open Learning Systems Education Trust
PADHAA	Partnership for Advancing Human Development in Africa and Asia
RELI	Regional Education Learning Initiative
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SUBEBs	State Universal Basic Educational Boards
SESEA	Strengthening Education Systems in East Africa

SAP	Structural Advancement Program
SSA	Sub-Saharan Africa
SDGs	Sustainable Development Goals
TESSA	Teacher Education for Sub-Saharan Africa
TVET	Technical and Vocational Education and Training
UNICEF	United Nations Children's Fund
UNDP	United Nations Development Program
UBE	Universal Basic Education
UPE	Universal Primary Education
UME	University Examination Matriculation
VUSSC	Virtual University for Small States of the Commonwealth
ZBB	Zero-Based Planning

SUMMARY

It's broadly acknowledged that a large part of Africa's education systems suffers from low-quality teaching and infrastructure, in addition to inequalities and exclusion at different stages. Despite a sizable boom in the amount of youngsters with access to quality primary education, a vast number still remain away from school. This volume seeks to highlight the challenges to quality schooling in Africa and identifies feasible solutions to the issue. Unequal distribution of critical facilities, such as well-equipped schools, is identified as one the contributors of wide education inequalities. The topics covered include Chapter 1: History of Education in Africa; Chapter 2: African Countries with the Best Education System; Chapter 3: Challenges and Issues Facing the Education System in Africa; and Chapter 4: Major Progress in Access to Education in Africa, ; Chapter 5: Strengthening Education Systems in Africa; Chapter 6: Planning and Financing Sustainable Education Systems in Africa; Chapter 7: Girls' Education in Africa; Chapter 8: Boys' Education in Africa; Chapter 9: ICT in Education Initiatives in Africa; and Chapter 10: Education Reforms in Africa . Quality education enhances the distribution of competent workers, and governments can use this greater supply to develop an equitable where everyone, wealthy or poor, can have similar opportunities.

PREFACE

Frequently in Africa, decisions to educate kids are made within the context of discriminatory social establishments and cultural norms that prevent children from marginalized backgrounds from attending school. Regarding gender equality in education, this volume mentions that big gaps exist in access to schools for girls.

UNESCO's Institute for statistics mentions that more women than boys stay out of school in sub-Saharan Africa, where a girl can expect to receive only about 9 years of training even as boys can anticipate 10 years or more in school. More girls than boys drop out of school before completing secondary or tertiary training in Africa. Globally, girls account for two-thirds of the global adult population without basic literacy skills.

Then there's the extra task of Africa's poorly resourced schools, the problems starting from the lack of basic infrastructure to low registration rates. According to the volume, as much as 50% of the students in some locations aren't learning efficiently. There are negative consequences to this, such as low social mobility within communities. Many children who are currently in school will no longer harness their talents enough to lead successful lives in the future. A few will even graduate from primary school without sufficient knowledge on reading and arithmetic.

The drivers of inequality in education are many and complicated, but the response to these demanding situations revolves around simple and sound guidelines for inclusivity, the eradication of poverty and exclusion, extended investment in education and human development, and excellent governance to create a fairer distribution of education resources. With an envisioned 364 million Africans between the ages of 15 and 35, the continent has a massive youth population, which gives an incredible possibility for making an investment within the future generations of African leaders and marketers. Countries can begin to build and upgrade learning centers and offer safe, inclusive and effective learning environments for all.

The topics covered in this volume include, Chapter 1: History of Education in Africa; Chapter 2: African Countries With the Best Education System; Chapter 3: Challenges and Issues Facing the Education System in Africa; Chapter 4: Major Progress in Access to Education in Africa; Chapter 5: Strengthening Education Systems in Africa; Chapter 6: Planning and Financing Sustainable Education Systems in Africa; Chapter 7: Girls' Education in Africa; Chapter 8: Boys' Education in Africa; Chapter 9: ICT in Education Initiatives in Africa; and Chapter 10: Education Reforms in Africa.

Often in Africa, decisions to teach kids are made within the context of biased social establishments and cultural norms that prevent youngsters from registering to schools. concerning gender equality during training, this volume mentions that big gaps exist

in getting admission to, achieving success, and research, most usually girls bear the greatest risk, even though in some regions boys can be the ones at risk. Statistics show that more girls than boys are out of class in sub-Saharan Africa, where a girl can expect to receive only about 9 years of education, as boys can receive 10 years or more. Besides, more girls than boys drop out of school before completing secondary or tertiary school in Africa. Globally, girls account for two-thirds of the 750 million grownups lacking basic literacy skills.

Chapter 1

History of Education in Africa

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1.1. INTRODUCTION

Education has been a major part of Africa's development to the current stage. Education was offered initially through informal means. This was to ensure that every individual acquired skills to enable them to survive. Education was highly valued, and it still is. Africa's education history can be categorized into three main groups according to the colonial period. These groups in pre-colonial, colonial and post-colonial education. The pre-colonial period was when Africans went about their normal endeavors without external, influence while the colonial period was when colonizers from different parts of the world came to Africa and started to change the mode of education. Colonization led to the introduction of formal in Africa. Education systems used in African countries are a reflection of the impact of colonialism (Yamada, 2008).
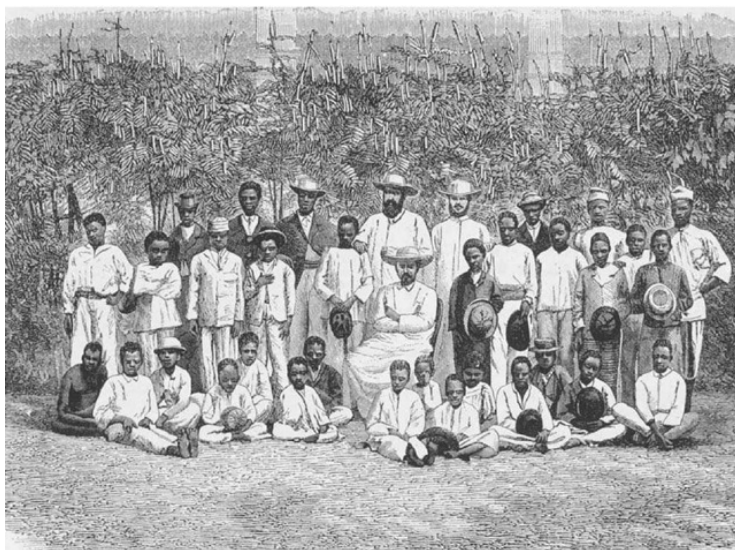
Figure 1.1: Education in Africa began before the start of colonization.

Source: http://what-when-how.com/western-colonialism/education-western-africa-western-colonialism/

Some African countries use both European and traditional methods of teaching. In most countries, the state of education is influenced by political and economic factors. These factors determine the quality of education. They also determine the number of schools. Since the colonial period, the number of schools in Africa has increased. The same applies to the quality of

education offered. Colonization has allowed girls to get access to education, among other things. Education in Africa is still improving with countries putting measures to ensure all children can access quality education (Wahl, 2013). There are still numerous barriers to overcome a major one issue being inequality. To get a clear understanding of the history of education in Africa, many studies have been done to establish whether some beliefs about the education system then are true or false.

There are individuals who believe that education in education was introduced by colonialists. Studies show that education was already in Africa before the start of colonialism. Transfer of knowledge and information from one generation was actively done in the pre-colonial period. Teaching methods were mostly informal. Scholars like Walter Rodney are among those who study the history of education in Africa. In his book, he asserts that education was being carried out in the pre-colonial period. Introduction of formal education was done by colonizers who established learning institutions to improve the state of education.

Figure 1.2: Certain communities taught children according to their age group to effectively pass information.

Source: https://unsplash.com/s/photos/africa.

Education offered in Africa differed from one ethnicity to another depending on the social, economic and political system. Knowledge transferred to children was dependent on the community. For instance, different communities have different views about God and will teach their

children according to their views. Similarities will be noted with regards to teaching styles and the learning culture. Also, all communities educated their children with the aim of passing knowledge. A common thing about education in Africa is that education was not practiced in isolation. Children were educated in groups. In some cases, children were grouped according to their age. This is because there is a variation in the level of maturity according to age. For instance, in some communities, girls at the age of 13 would get married; therefore, they would be taught about marriage (Unterhalter et al., 2005).

In most African countries, parents and family members were actively involved in educating children. With the introduction of formal education, certain individuals are tasked with the duty of educating children. Both education systems seek to ensure that children are able to fit-in in the society. To better understand the revolution in Africa's education system, we study education in the different periods.

1.2. EDUCATION IN PRE-COLONIAL PERIOD

The pre-colonial period was before the start of colonialism. Countries were governed using the decentralized method of leadership. There were several communities or tribes who moved from one area to another looking for resources such as pasture for livestock or fertile lands. Family was the basic unit of the society. As power was decentralized, people were allowed liberty to do many things among them is owning land. There was a lot of economic independence in that families would produce their own food. They could also build houses and secure their homes (Austin, 2008). In most cases, family members would live in one area. People would interact with each other through trade, cultural events, and sports. Children would be involved in most of these activities and would acquire knowledge from it. For these reasons, there was little pressure to establish an organized system of transferring knowledge.

Figure 1.3: Education in the pre-colonial period involved the transfer of indigenous knowledge.

Source: https://goodsaria.blogspot.com/2017/11/2-examine-main-characteristics-of-pre.html.

By involving children in day-to-day activities, they were able to acquire skills and values. They were able to know what society expected of them. For instance, girls were required to help their mothers in the kitchen. As the mother cooks, the girl is expected to observe and by so doing learn who certain dishes are prepared. Apprenticeship was the major form of education. It involves children a wiring knowledge from their parents, tribe members and skilled individuals (Asimeng-Boahene, 2006). Children were required to learn numerous skills in addition to learning about the values and norms upheld by the community. In most communities, education was specified in that girls were required to learn from their mothers, aunt's or any female role model. The same applies for males. The specifications vary depending on the community.

For instance, girls were required to have skills like cooking, farming, dancing, winemaking, house making and in some cases medicine making. As mentioned earlier, parents and community members were involved in educating children. Members of the extended family members were also involved in the education process. They all had the power to educate and discipline a child. For instance, if a member of the community saw a child steal or destroying property society allowed the individual to punish the child. Education in the pre-colonial period was a community effort. Each

had their own part to play. As education was informal, different methods were used to educate children. Passing of information was done orally. One of the ways students learn is through storytelling. It was done orally. Stories were a great tool for educating children on their cultural history. Some stories would talk of the origin of the community. Stories were also used to instill values in children. This is because most stories had a moral lesson in them. They would demonstrate impacts of certain actions. They were used to warn or provide caution on certain behaviors. In most communities, storytelling sessions were done in the evening. Children would gather around the narrator. In most communities, grandparents conducted story telling sessions as they had more time to interact with children. They could freely talk about sensitive issues that parents were not comfortable sharing with their children.

Figure 1.4: Grandparents were free with children and were good at teaching sensitive topics.

Source: https://www.shutterstock.com/search/african+story+telling.

African communities require all members to be knowledgeable of their values and traditions. One way children could acquire such knowledge is through rituals and festivals. Rituals carry the history of a community or tribe. Each tribe has their own rituals conducted in specific seasons. By participating in rituals, children learn about the expectations and responsibilities of adulthood. For instance, in tribes that practice circumcision, during the preparation process, children learn of the importance of circumcision. They are also taught about adulthood, whereby boys will be required to get wives and start a family. Dipo is a ritual done in many African communities. The ritual involved girls being taught about motherhood, marriage, and cooking. After completing the ritual, girls have acquired skills needed for womanhood (Stasavage, 2005).

Activities such as trade allowed children to interact with other individuals. They also acquire knowledge and skills enabling them to participate in trade activities. They also learn about the benefits of hard work and different methods of generating an income. Community members being involved in educating children was a benefit. This is because members of that community have a common ancestor. Therefore characteristics used to identify the community are exhibited by the members. As they interact with children, they talk about their community and their culture. Communities also interacted with other communities. This resulted in intermarriages. Through these interactions, children learn other skills taught in other communities. This facilitated the development of numerous educational tools.

The need for knowledge grew in Africa. Societal changes generated the need to acquire more skills to help individuals adapt to the changes. Studies have been able to prove that Africans were able to learn from each other acquiring skills to help them survive. For instance, communities that practiced nomadism were known to possess knowledge and skills on the art of making hunting tools. By interacting with the environment, have understood the environment and can use it to make tools. They are able to identify trees that can be used in making arrows. They can also use certain stones to sharpen blades. By interacting with individuals from other communities, the art of making hunting tools has been adopted by other communities.

Figure 1.5: Different tools were used in hunting in the pre-colonial period.

Source: https://artsandculture.google.com/exhibit/traditional-african-weapons/tAKCb6QeUuhmLA.

While making these tools, preservation of the environment was highly emphasized. Children were taught to use environmental resources sparingly. In this manner, they acquired knowledge on resource management.

In as much as education in the pre-colonial period was informal, it bared scientific understanding. Even though they had no knowledge on scientific research, Africans were able to develop medicines for different diseases (Schultz, 2003). They used different plant parts in treating diseases. They made concoctions using different materials. They were able to use different materials provided by nature to make different materials. They were able to use different raw materials to produce fabrics and metallic tools. Different

techniques, though simple, were used in making different tools. Some of the products produced during the pre-colonial period are used today. There are African communities that still use traditional medicines. Traditional skills were shared across Africa through different methods, intermarriages being one of them. During times of war, some individuals were captured. The captured individuals would work as slaves who would share their skills as they interact with members of the community.

1.2.1. Proof of Learning in Pre-Colonial Period

To prove that there was education in the pre-colonial period, scholars have studied the pre-colonial period. There are different aspects of the pre-colonial period that show or count as education. Learning may not necessarily involve a student sitting in class acquiring knowledge from teachers. According to Moumouni, education is any form of learning that allows a prepared a child for adulthood integrating them to the society by instilling values and teaching of societal norms. This is the same objective of education today; to ensure that students acquire and skills that will enable them to fit in society. In the pre-colonial period, individuals interacted with the environment. By studying the environment, different communities adopted measures to ensure the environment is conserved (Schultz, 2004). Taboos were useful in conserving the environment. Different communities had their own taboos. The taboos restricted community members from eating certain plants or killing animals. There are taboos that limit excessive use of environmental resources. Passing taboos from one generation to another qualifies as teaching resource management.

Children were involved in different activities to enable them to gain knowledge and skills to help them survive. For instance, boys were taught to hunt and farm while girls were taught how to cook and take care of children. As teaching of these skills qualifies as education. Children will be able to use this knowledge to get food and raise families. Also, a major part of the education involved children learning norms and values of the community. Children were taught not to steal, kill or destroy property belonging to another individual. Major emphasis was placed on hard work and raising independent individuals. This prepares them to be responsible adults and qualifies as education.

In traditional African education, the production of tools is common in most societies. However, skills were used in making and using the tools were determined by two major factors. In most communities, tools were

developed to help in ensuring security. This mean that they were used to keep out predators. Tools used for such purposes were modified to a certain fit (Shehu, 1998). Those using the tools were also taught on different strategies they can use to kill predators. This is evidence of education. The presence of resources and location of the land determined whether protection tools would. The presence of resources and a good location meant that they will experience many conflicts as other communities would want to access those resources.

Figure 1.6: The youth were taught different battle strategies and making weapons.

Source: https://www.msomibora.com/2018/04/history-form-two-topic-2-socio-economic.html.

The occurrence of such conflicts required community members to be knowledgeable on battle strategies. Wining battles meant that the community has safeguard its resources and maintained its identity. In Africa, occurrence of tribal clashes was determined by the frequency of movement. Nomadic communities are known to move from one area to another. When they settled in an area that belongs to another community, then a conflict would arise. Occurrence of such conflicts created a need for strategies that will enable the tribe or community to survive. Battle strategies and techniques were taught to the younger generation by the older generation. They had experienced some battles and learnt from them. By passing this information, the younger generation acquired new skills another proof of education.

In most African communities, before the community proceeded to war they would seek divine intervention. This was done to involve a deity who would ensure their victory. Most communities believed that defeat was as a result of a curse cast by an ancestor. Worship was done before the start of colonialism. Communities would offer sacrifices to a deity. Religious activities were done by a priest. In most communities, if the priest died, then their child would inherit the role. For them to conduct religious activities, they were taught how to do them. Children were also taught of the existence of a god and how to worship and serve the god. This is proof of education (Sasaoka & Nishimura, 2010).

As mentioned earlier, Africans would use naturally available resources to make medicine. Medicines could be prepared as concoctions, added to food or chewed. Children were taught to differentiate how the medicines were prepared and ingested. Most were able to identify the right leaf to use for a certain illness. In some communities, there are specific individuals who deal with administering of medicine. There were referred to as medicine men or herbalists. They would train young men the art of medicine making. They would learn through apprenticeship. They observe the herbalists make the medicine and do it by themselves. This is another proof of learning.

Figure 1.7: Learners would observe the making of medicines and acquire the skill.

Source: https://confucianweeklybulletin.wordpress.com/2020/02/17/techno-logical-developments-in-pre-colonial-africa/.

All these proofs of education have been accepted by other scholars. They argue that education involved children acquiring knowledge and skills. In all the proofs mentioned, children were being taught. They acquired knowledge and skills from the older generation to enable them to survive. The unique thing about pre-colonial education is that there is no boundary between socialization and learning activities as they were both utilized. The transfer of knowledge from the older generation to the younger generation shows that learning took place.

1.2.2. Setting For Pre-Colonial Education

Education in the pre-colonial period was centered towards acquiring survival skills. The setting involved elders facilitating the learning process. Children were trained to acquire skills that would enable them to survive. Elders used different methods to pass information to the younger generation. For example, in Botswana, elders would use songs to encourage young individuals to respect, honor and support their leaders (Samoff & Carrol, 2004).

Figure 1.8: Traditional music was rich in cultural information.

Source: https://www.contemporary-african-art.com/african-music.html.

They also encouraged them to endure struggles, live in unity, help one another and protect the community even if their life is on the line. Other than songs, different formulae were used to ensure young people attend meetings, uphold religious practices, obey elders and know how to generate and protect their source of livelihood.

In other communities, elders used myths and proverbs to pass knowledge to the younger generation. They were also used to explain the customs and laws followed. Stories were used to inform the youth about their cultural heritage as well as the history of the community. This was done to ensure that the youth were proud of their culture and by so doing, embrace their culture.

1.2.3. Education Curriculum

During the pre-colonial period, there was no education curriculum. Informal education was offered with different communities using different methods to educate children. To prove that there was no education curriculum in the pre-colonial period, scholars like Meredith say that there were high levels of illiteracy and innumeracy in most African societies before the introduction of formal education. There are many proofs of the absence of a curriculum (Rolleston & Adefeso-Olateju, 2014). For instance, there was no specific method of training children. Though different strategies were used to train students, they were not well defined methods. Though these methods were used, the youth were able to acquire different skills. They were able to learn metallurgy and the making of tools using metallic components. They were able to make fine clothes and make brew using grains and bananas.

Another argument supporting the lack of an education curriculum is the mode of communication. In most schools, a well-defined language possessing grammar and vocabulary is used in teaching. However, in traditional education individuals communicated using swift runners. Information was not passed through word of mouth as there was no form of learning to define the pronunciation of certain words. Most communication systems used in the current education system are as a result of the introduction of formal education by the colonialists. Though there was some scientific knowledge among individuals, there were no scientific research (Qorro, 2009). For instance, with the creation of medicine, different parts of plants were used in making medicines. For them to identify that certain plants are used to treat specific diseases, they used different methods of preparation until they settled at a certain preparation method that was effective.

Figure 1.9: There was no knowledge of how to read and write in the pre-colonial period.

Source: https://blog.rhinoafrica.com/2012/02/07/our-top-25-books-about-africa/.

Also, there were no books. There wasn't any form of literature to be used to pass information from one generation to another. Individuals did not know how to read and write. A curriculum is a document containing instructions of how the education system is to run. The absence of paper and the lack of reading and writing skills means that there was no curriculum. Learning was mostly done orally. Therefore the traditional education system made use of both non-instructional and instructional models to teach students. All these reasons contributed to traditional African education being termed as informal.

1.2.4. The Teacher in Pre-Colonial Education

In the pre-colonial period, education was mainly done to uphold cultural values ensuring they are transferred from one generation to another. Values and behavior were learnt throughout the entire process. At a tender age, children would learn these values from their mothers as they interacted with them (Asiedu, 2014). As the children develop and become more mature, they were taught according to their gender. Girls being taught by their mothers about womanhood while boys were taught about fatherhood by their fathers. Every member of the society was involved in teaching the major qualification being the level of life experience the individual possess. For instance, those

who have participated in tribal wars and conflicts have knowledge about fighting strategies. These individuals are involved in training young adults who will take part in these wars.

Figure 1.10: Boys would watch their fathers take care of livestock and learn how to take of livestock.

Source: https://bettercarenetwork.org/sites/default/files/attachments/reflections_on_africas_indigenous_knowledge_on_parenting-_indigenous_parenting_practices_of_different_communities_in_africa_-_2014_.pdf.

There are several teachers in traditional education. The youth had various people they could look up to. The learning process involved them observing and listening to their elders. Learning entailed the acquisition of skills to enable the youth to become a source of labor. Some skills would be used in day-to-day activities while others were used in certain seasons. There learning process was continuous in the life in that even those who were teaching were still acquiring knowledge from other individuals. In other words, the teacher was the learner. The need to square more skill for survival ensured the learning process maintained the continuous learning cycle.

Grandparents were also teachers. In traditional societies, grandparents were views as people who had much knowledge and wisdom. In most societies, children would mostly interact with grandparents who would tell those stories about their history, their ancestors, or wars. They would also

use stories to teach students moral values. In some cases, they would sing songs rich in cultural history. In some communities, there are a specific group of people highly regarded by the community. They include medicine men, diviners and priests. They had their own duties in the society. They were required to train young men who would in turn inherit their roles (Unwin, 2004).

Figure 1.11: Herbalists would teach young men the art of medicine making.

Source: https://www.intechopen.com/books/herbal-medicine/herbal-medi-cines-in-african-traditional-medicine.

To prove that learning was a continuous process, scholars like Kina acknowledged the fact that there were continuous innovations and modification of skills ensures that individuals were learning throughout. Even though education in the pre-colonial period did not take place in classrooms or did not have a specific learning system, it didn't mean that learning was not taking place. The teacher was the custodian of knowledge. In traditional education, knowledge taught to children was never questioned. This may be due to the respect accorded to the elders. There was punishment for those who disrespected them or didn't comply with what they were told. The fear

of being punished may cause children not to question the knowledge. All teachers were to instill values to learners who will acquire the same values and in future teach the younger generation. This means that those being taught were expected to be teachers of the future generation. This created a learning cycle (Ogunniyi & Rollnick, 2015).

1.2.5. General Characteristics of Pre-Colonial Education

Knowledge was transferred from teachers to learners through oral means. This includes telling if stories, songs and giving instructions. In some cases, teachers would demonstrate what was being taught, and students would imitate. Children would acquire knowledge through observation and participation. In some cases, it would be through simulation, trials or experiences. Knowledge transferred to students is based on spiritual notions. They believe that the concept of human living requires one to be careful of the surrounding. This is because most societies believe that living things, human beings included, are infused with spirits. Spirits were highly regarded in traditional societies as they were said to bring curses or blessings upon a family. Therefore certain components of the environment were taken care of. Most of these beliefs were used in making taboos.

In traditional African societies, there are views that human beings and other environmental components are inter-related. This is because human life and the environment were viewed to be dependent on each other. Human beings need resources provided by the environment while human beings give back by taking care of the environment and participating in activities such as farming. There is a view of balance with regard to subordination. Knowledge taught during the pre-colonial period is said to be holistic and integrative in that it was grounded on culture and the relationship between human beings, the environment, and supernatural forces.

Traditional knowledge places heavy emphasis on learning of values, being emotionally involved and have a certain perspective of society. It therefore does not make use of logic or conducting evaluations to generate conclusions. Most of the knowledge transferred from the older generation to the younger has been acquired over long periods of interacting with the environment and other human beings. Knowledge in traditional African societies is transferred to the younger generation with the aim of ensuring that they have all necessary skills to ensure their survival. These skills enable them to get a source of livelihood, protect their families and themselves from predators and interact with other individuals.

1.3. EDUCATION IN COLONIAL AFRICA

Deutscher Knabenkalender 1912. Der Gute Kamerad.   Eine Schule in den deutsch-afrikanischen Kolonien.
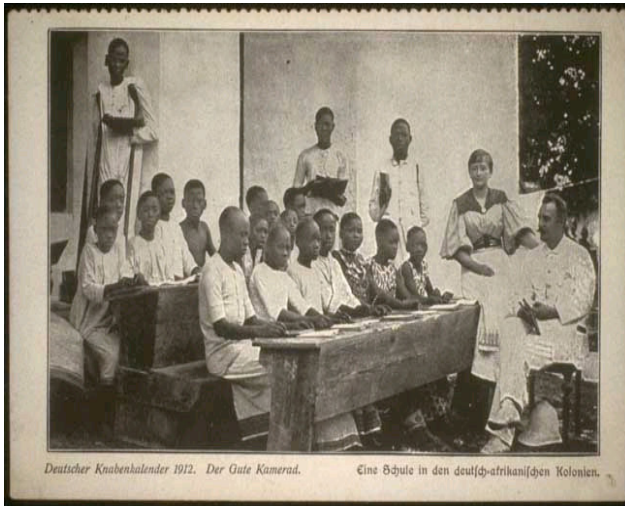
Figure 1.12: Colonial education was as a result of the start of colonialism.

Source: https://ifas.hypotheses.org/604.

Colonial education began in the 19th century as a result of colonizers settling in Africa. There were different colonizers who came to Africa, all with different objectives. There are those who wanted to acquire resources for trade or to spread the gospel. The start of colonization marks the end of pre-colonial education. Most colonizers were prepared to change traditions followed by Africans so that it can a line to their standards. This was mostly evident among missionaries who came to introduce Christianity in Africa (Ojogwu, 2009). However, there were colonial powers who did not influence Africa's system of education. Colonizers such as Belgium, Spain, France, and Portugal did not want to be involved in Africa's education system. They were mostly focused on acquiring resources, establishing traveling routes, developing colonial economies and get free or cheap labor. Education was not developed in those areas as colonizers required labor. They trained individuals so they can acquire skills to meet the labor requirements.

Most colonial powers were not willing to improve the education system in Africa as it would not benefit them. It would also require them to invest large sums of money to purchase books and establish schools. They did not view investing in Africa's education as a good use of revenue. They also from improving the education system to avoid any uprisings. In some areas, those

in leadership positions opposed the introduction of westernized education. Some of the things taught by colonizers went against the traditions of most societies. Most colonial powers went back and forth discussing whether or not they should introduce higher education in African societies. They did not know the extent to which they can educate them. For some powers like the British, they did my want to invest much in education they opted to offer vocational training and education.

Vocational training was done to equip Africans with skills to enable them to read and write. This way to enable them to effectively communicate with the colonizers. However, the vocational training provided general knowledge. It was not effective in teaching professions like engineering. Dominant racial overtone was highly present in the vocational training. Training was done to equip Africans with skills to improve their mental and social limitations. Colonial powers such as Belgium limited access to higher education to enable them to maintain their power. Some feared educating Africans because they could develop knowledge and skills, allowing them to develop their own revenue and resources, destroying the influence of the colonial powers (Oketch & Rolleston, 2007). While other communities developed strategies that allowed them to control the education system to their advantage. In some areas the powers created limitations in accessing education. For instance, they could use the language barrier and lack of educational infrastructures enabled them to control the education system.

Some powers required African communities to establish physical schools to enable them to establish an education curriculum. Colonizers controlled what was taught in schools to allow them to perpetuate their own agenda. By so doing, they have been able to introduce new knowledge and information to Africans. This means that Africans were required to ignore all the knowledge they had acquired during the pre-colonial period. This was to enable them to acquire more skills. By ignoring what they had learnt, it would be easy to acquire and learn more. This fostered the dwindling and posterity in Africa. Colonization has had major impacts in education. Some African countries are still struggling to recover from the effects of colonialism.

1.3.1. Colonialism in Africa

Different colonial powers came to Africa with different goals. Their coming to Africa resulted in the development of education in Africa. Some of the colonial powers are as follows.

13.1.1. French Colonial Power

The French came to Africa and established French colonies. French colonials used education as a tool to colonize many African countries. Their ruler, Hubert Lyautey, oversaw the establishment of French Colonial Empires. His ruling methods involved French colonials using cooperation with the native to enable them effectively rule. Hubert oversaw the French empire in Morocco. He advocated for colonials to create a relationship with a certain group of Africans referred to as bourgeois. The French colonials established several learning institutions across the French Empire.

Figure 1.13: French colonials established empires in different parts of Africa.

Source: https://en.wikipedia.org/wiki/Cercle_(French_colonial).

In the French colonial established in Morocco used the French language to teach. French was used to teach in universities in a bid to create economic development. It has also been useful in ensuring the citizens comply with the political rule. However, they did not want to achieve the political compliance through assimilation of deracination. Higher education was done to prepare students to enter political agencies. This system of learning allowed native Moroccans to acquire knowledge to enable them to get administrative roles once they have completed the learning process. This was useful in establishing good leadership in the French colonials. The educated Moroccans would help

French colonials govern other Moroccans. The educated Moroccans were given leadership functions. This was useful in helping getting the trust of the natives (Okoli, 2012). While in the classroom room instructors would give students a curriculum. The curriculum was predetermined in that giving of knowledge was limited to certain students. Therefore certain students were granted access to some information. However, French colonials controlled the education system. French colonials had a certain criteria for choosing students who would attend their schools. This resulted in a native class of Moroccans who acted as liaisons.

French colonials were able to establish their rule in their empires for longer durations. There are numerous effects of French colonial rule in their empires. Countries colonized by French have been able to develop their education system. Most countries use French as their national language. Their rule was beneficial for those being colonized. Their rule was not as harsh compared to other colonial powers. The French were among colonialist who helped establish schools in Africa, resulting in improved education system. Most children were able to acquire knowledge in how to read and write. Teaching students to enter political agencies was useful in governing the country after French colonials left.

13.1.2. British Colonial Africa

The British colonized different countries in Africa. They introduced education in the countries they colonized. In their colonies, education was introduced in three major phases. The phases are categorized according to the time periods. The first phase of education introduction was in the 19th century till the start of the First World War. This was the period when missionaries got to Africa. Education was carried out by the missionaries. They establishes missionary schools in the British colonies. The missionaries mainly moved to Africa to spread the gospel. In as much as missionary schools were established to spread the gospel, British colonials used them to perpetuate their own agenda. Some referred to it as a colonial machine. Colonial system used in French was used in British colonies.
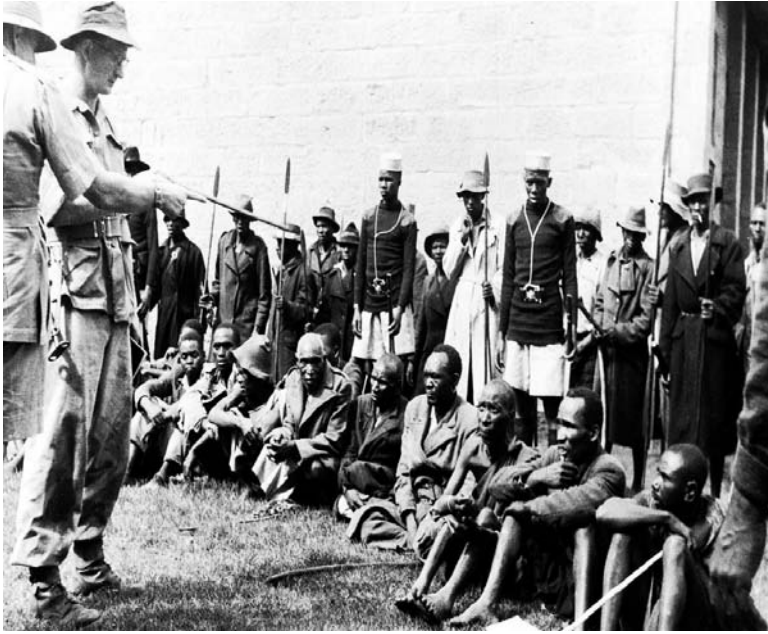
Figure 1.14: The British came to African in 1808 to establish their British colonies.

Students from certain families who quickly grasped knowledge and learnt English were used as liaisons. The English-speaking natives were used as a link between leaders and other native members. The difference from the French colonial rule is that the British did not train natives for them to enter political agencies; instead they had economic agenda's in mind. As missionaries trained Africans, the number of English-speaking natives increased. This resulted in the demand for education. Missionaries were able to meet these demands by training Africans by teaching them the Bible. British colonials made use of the free labor provided by Africans (Antal & Easton, 2009). However, the problem was that most Africans did not possess the skills needed in industries. The lack of skilled labor would affect the economy. To combat this issue, the British government gave grants to schools. The grants were to be used to facilitate vocational training which would equip Africans with skills to be used in industries. Missionaries provided Africans with skills after completing the Africans would be employed in industries.

Most colonials found Africans to be a useful source of labor. Africans were more resistant to harsh climate compared to other natives. Some British colonials too some Africans to work in British countries. In the first phase, education by missionaries was done to the initial phases of the First World War. However, there was unequal levels of education in different British colonies. This is why British colonies were working towards ensuring uniformity in all British colonies. During the colonization period, there was a Covenant of the League of Nations. The league contains a human rights. Among the human rights is universal recognition. In most British colonies there was a system of national identification. In Kenya, it was referred to as the "Kipande system." The League of Nations were involved when British colonies were gaining independence. They outlines colonies that would gain independence. British colonies were allowed to gain their independence as well as their ability to demonstrate their potential to self-rule.

With regards to education, an Advisory Committee on Education was established in 1923. The committee was to be used to further education in British colonies. Initially, there was lack of uniformity in the level of education in different British colonies. Their main objective was to ensure that there is uniformity in meeting educational goals in all British colonies. This means that they would administer educational goals equally among all British colonies (Oduaran, 2000). To help attain their goals, several programs were put in place by the committee to enable them to meet their goals. Different educational practices were developed by the committee. Many advancements were achieved in the education system.

1.3.2. Purpose of Colonial Education

In the pre-colonial period, education was informal. Many Africans did not know how to read and write. The main aim of colonial education was to assimilate Africans to enable them to become civilized. The assimilation process involved Africans being forced to take up traditions and cultures of those colonizing them. Some may refer to it as cultural assimilation as it involves one ignoring their cultures and adopting new ones. For some colonies, it was useful in achieving political control. To attain cultural assimilation, several steps have been taken to achieve goals. First the culture is introduced and is accepted by those colonized. There is a form of consent with cultural domination. In most cases, the new cultures are not easily accepted by the colonized. In this case, individuals are forced to adopt the new culture.

Numerous methods were used by colonizing powers to maintain control over those being colonized. However, it was noted that using physical control was not effective. This is why most of them used mental control, which was achieved by using a focal intellectual location. This was the education or school system. Schools were used by colonizers to further their agenda's in that they were able to achieve foreign domination. It was also useful in exploiting the economies of the colonies. Colonial education was aimed at ensuring that Africans abandon their indigenous learning methods and replace them with modern and western learning structures used by colonizers.

Colonial education was favored by ideas of supremacy held by most colonial powers. Ideas of supremacy was common in British colonial powers. They were able to control what was taught in schools as they developed curriculums used in schools. In most British colonies, educated Africans were employed by the British. Education was used to help them know how to speak English and conduct calculations. However, with the knowledge they acquired Africans were required to submit under the rule of the British.

Education involves a teacher facilitating the learning process. During colonial education, there were different teachers, all of whom were from different backgrounds. There are some who used tactful and effective methods to teach their students. In some colonies, teachers were obtained from the military. These teachers use military methods of teaching. There are those teachers who used different methods to impart knowledge to students (Nishimura & Yamano, 2013). When comparisons are done, the modes of teaching used in the colonial period are different from the ones used today. In the colonial period, students were handled harshly. There was a form of aggression and sternness from teachers. However, education offered was not standardized. Education was offered according to the ethnicity, location and community.

1.3.3. British Colonial Education Policy in Africa

With the introduction of formal education in Africa, the British developed policies to help them meet their education goals. However, their policies were in line with their supremacy beliefs. This is because most European colonialists came to Africa with the belief that they are "Superior races." They had come to Africa with the ideology that it is their duty to bring civilization to Africa. Africa was referred to as the inferior race. There were those for the opinion that Africans were savages and they should be taught

that Americans were supreme. This ideology through cruel resulted in the "Ideological Pacification." This kind of pacification is when Africans were taught that they were to submit under colonial rule and they accepted that it was their destiny to serve the Europeans. Scholars like Frantz Fanon quoted that in the context of colonization, the colonial power would stop cultivating cultural dormancy when the colonized admits that the whites are supreme colonials.

Figure 1.15: The British education policies were used in British colonies.

Source: https://en.wikipedia.org/wiki/Analysis_of_Western_European_colonialism_and_colonization.

This was evident in most British colonies. In as much as the Africans were educated, they would still submit under British rule. They would still work in low income jobs and settled in areas that didn't have fertile soils. They were not in any way to fit the same status as the Europeans. This is Africans were not allowed to establish and live in good houses despite the fact that they had acquired knowledge on architecture. Even though the British had these ideologies, the missionaries did not agree to it. They

offered education to help Africans acquire education, improving their way of life (Ndulu, 2004). They also aimed at erasing some traditions followed by such as Female Genital Mutilation that were a threat to human life. In most countries, the metropolitan power was in charge of delivering the educational requirements. The conflict in education ideologies resulted in British colonies establishing their own schools.

In British schools, a common curriculum developed by the British was used. Learning was based on the curriculum. This means that English was used in delivering instructions to students. Teachers were actively involved in helping Africans learn who to read, write and speak in English. This resulted in English being made the official language. The language was used in government and colonial interactions. However, the British education policy was said to be a cheap model of education. The British education policy resulted in the development of a learning curriculum. In the curriculum, there was the development of a learning system referred to as the 8–4–4 system where individuals would acquire primary education for eight years in after completing, students would proceed to get high school education for four years. The final level of education was acquired in universities.

1.3.4. Evolution of Colonial Education

The setting used in colonial education was different from that used in the pre-colonial period. In fact, it is an upgrade. During the pre-colonial period, the system of education was not defined. Education was majorly informal with parents, family members, and members of society required to educate the younger generation. Education was mostly through oral means. Learner's would observe what was being done and acquire the skills. The education process was continuous with many modifications being done. Education was done to enable children to acquire skills that will enable them to survive. In a sense education was centered on ensuring survival.

The setting for formal education was very different. First, if all classrooms were established to create a learning environment. Initially, when missionaries came to Africa, the established mission schools. These schools were used to teach Africans about the Christian religion. Missionaries first taught Africans how to read and write. For this to be possible, the Bible was translated to fit the language of the society. For instance, in Kenya, missionaries translated the Bible from English to Kiswahili (Mfum-Mensah, 2017). The translation made it easy for missionaries to teach Africans English. Africans would attend classes at certain hours. They slowly adopted

English as a language. As they interacted with the missionaries, they learnt how to pronounce different words.

Figure 1.16: The first missionary school in Kenya was established in Rabai.

Source: https://paukwa.or.ke/rabai-mission-school/.

As colonialism took route in Africa, colonialists wanted Africans to be a source of labor, but the challenge was that Africans lacked skills to enable work in industries. This led to colonizers giving grants to missionary schools to give vocational training which would enable them to get skills. In light of the First World War, Africans were trained in the art of making weapons and fighting in wars. Many Africans were involved in the warfighting for their colonial power. The war caused many European missionaries to return to their homes. With the absence of missionaries, British colonials were left to establish schools.

As many Europeans settled in Africa, schools were established to enable their children to acquire education. The British established other schools for Africans. They developed education policies to manage the education

system. With the establishment of schools, Europeans were the teachers. The education system saw the development of timetable to effectively teach. Students were required to report to school during the morning and live at noon or the evening. Different subjects were taught, such as math, English and arithmetic's among others. Overtime Africans were trained, and we're able to facilitate education in the schools they taught in. Overtime black teachers became a common scenario in schools. This lead to the generation of the 8–4–4 system. More schools were developed in colonial areas.

1.3.5. Difference of Education in the Pre-Colonial and Colonial Education

There is a big variation in the education in the pre-colonial period and colonial period. In the pre-colonial period, education was mostly informal as there was no organized method of learning where there are differences in the method of offering education. This is different from the colonial period as education offered is formal (Michaelowa & Wittmann, 2007). There is a form of organization used in colonies. In the pre-colonial period, education was conducted everywhere and at any time. Children learnt throughout the day in the forest and different parts of the environment. This is different from colonial education where learning was done in schools. In this sense there is an environment specifically meant for learning.

In the pre-colonial period, there were no books for reading and writing. This is because then, Africans had not learnt how to read or write. This is different in colonial education as Africans were taught how to read and write. Missionaries translated the Bible to native languages enabling Africans to understand what they were reading. Colonial education enabled Africans to get higher education and more knowledge. In pre-colonial education, learning was mostly done through oral means. Also students' learnt through observation and illustrations. This is doesn't apply in colonial education. Numerous methods of teaching and learning are used in the colonial period. Teaching is mostly done through reading and writing. There is a teacher who writes instructions on a board. Orally methods of learning are also used mostly in explaining concepts.

There were numerous teachers during the pre-colonial period. Parents, family members, and the members of the society. They were all involved in educating children. The society worked together to ensure that values and skills were passed from the older generation to the younger generation. In colonial education, there are certain individuals allowed to offer education.

Those who offer education have been trained to offer education. They possess teaching skills. The teachers use different teaching methods to ensure they attain their educational goals. In as much as there was evidence of scientific research, no form of experiments were done. Traditional forms of medicines were used to treat people. With the introduction of colonial education, there was the introduction of proceed medicine.

1.3.6. Negative Effects of Colonial Education

In as much as the coming of the colonizers was beneficial in introducing formal education there were negative effects. As mentioned earlier British colonizers had an ideology that they should teach Africans to submit to their rule. They had the ideology of white supremacy. This was incorporated into the education system and its impacts are still felt today (Akkari, 2004). The curriculum would not allow Africans to be over them. The education system made Africans to be dependent on the Europeans. The same is still evident today. The education system has not properly developed. It is still lacking behind. There is still a huge gap in the level of education in the British and Africans.

The greatest impact of colonial education is the exploitation of natural resources. Formal education meant that there was a need for schools and books. Land was also cleared to create room for the establishment of houses for the Europeans to settle in. This meant that trees had to be cut to make timber. Forests were cleared to make room for schools and other learning facilities. In Kenya, there was a paper industry was established to enable the production of paper which was used to make books. Africans also lost access to their resources in that the Europeans were granted access to most of the natural resources leaving out Africans. The Europeans occupied very fertile lands while Africans occupied less fertile lands.

The coming of colonialist also brought about the construction of a railway line. The use of railway system allowed Europeans and Africans to travel from one place to another. Trains used back then ran on steam. This means steam is used to run the trains. This lead to several trees being cut to create coal that would allow the engine of such trains to work. Trees were also used to create railway tracts. Coming of colonialist also disrupted the normal day-to-day activities. Africans were denied access to fertile lands that would enable them to conduct farming. This tampered with their source of livelihood. Resetting to less fertile lands resulted in poor yields. As most colonial rules were harsh, most colonies began to rebel against

the colonial rule. In some colonies, colonizers left peacefully while some opted to live in the countries. In other countries, natives rebelled and fought against the colonizers. For these colonies, they were tired of the harsh rule and mistreatment of Africans. Most of them were routing to get their independence to allow them to govern themselves. African countries gained independence in different times. The time frame is 1950–1990. Attainment of independence meant that countries got the freedom to rebuild their country. Most countries had the hope of re-establishing traditional norms more so with matters education. However, with the introduction of Western education, the education system in Africa evolved. However, education in Africa is still unique as most countries use a combination of learning models.

The evolution of the education system in Africa was as a result of westernization and involvement of several donors. Most of these agencies pushed for the development of the education system. The UN was involved in helping develop policies that would influence the education system in Africa. The policies were to help in the establishment and improvement of primary and secondary education in Africa (Michaelowa, 2002). This was in the 1960s. Twenty years down the line, the UN was involved in developing education policies that would ensure all children get access to universal primary education. The hybrid method of education used in Africa involved students acquiring knowledge in the classroom and also learning from the surrounding and members of the society.

The education process includes the use of learning programs to enable students to acquire other skills. It also enables them to be aware of various issues going on in the society. Some of the programs includes a HIV/AIDS awareness programs to enable students to be aware of how the disease is spread and how it can be prevented. The education system contains most of Africa's cultural heritage. This ensures that all students are proud of their cultures. It also enables them to acquire values to enable them to fit in the society.

1.3.7. Benefits of Colonial Education

Introduction of colonial education in Africa has been beneficial. It is an improvement from the initial informal education. Colonial education brought formal education. The education system used in Africa became more organized. There was a specialized environment meant for learning. Trained individuals passed knowledge to students. Africa's were able to acquire new skills that were more advanced compared to what they knew initially.

Western education was useful in abolishing African traditions that would cause harm in the life of human beings. For instance, western education was useful in abolishing female genital Mutilation. They taught Africans on the negative effects of the practice. Colonial education created a foundation for the development of education in Africa.

1.4. POST-COLONIAL EDUCATION

This is the education period after European colonizers left Africa. Africans got their independence and were at liberty to make the necessary advancements to their education system. When missionaries came to Africa, they established missionary schools with the sole aim of spreading the gospel. It later on advanced to provision of vocational training and later on establishment of European schools (Mama, 2003). While in European schools, Africans were able to gain knowledge. Africans were able to replace European teachers. After European colonizers left, most African countries started their development processes.

Figure 1.17: The end of the colonial period allowed African countries to work on their education system.

Source: https://theconversation.com/nz/topics/post-colonialism-29418.

As most countries were not well developed, missionary schools and European schools were mostly used to offer education. Initially certain communities were allowed to access education. This had to change with the exiting of European colonialists. This is among the major reforms made to

the education system. Initially, colonial powers controlled what was taught to Africans. With the Advisory Committee on Education, colonialists were required to ensure that those colonized are able to demonstrate civilization even after the power left. This resulted in colonial powers investing in education.

Education reforms done in the African colonies were an improvement of the initial education system used by colonialists. This means improving the learning system. For instance, in Kenya after the departure of British colonials, the then Kenyan leader gathered Kenyans to improve the country. They established more schools and trained more teachers. The more the teachers, the more the number of students that can learn. The United Nations was also involved in helping improve the education system. In Kenya, the education system was modified. This was the case in many other African colonies (Labé et al., 2013).

In most countries, there was the development of a ministry of education to better manage education. In some countries, learning curriculums used by colonialists were retained, while in other countries, a new education was adopted. Use of learning materials was also adopted. Most African countries got learning materials from foreign developed countries. The demand for education in Africa led to the development of institutions of higher learning. Later on, TVETs and other learning institutions were established.

Figure 1.18: Many colleges and universities have allowed students to acquire higher education.

Source: https://africa-facts.org/top-50-universities-in-africa/.

Later on there was the introduction of examinations and tests. In Kenya, the education reform resulted in the establishment of national examination. The same case applies to other countries. Countries integrated the wearing of uniforms to help create uniformity and equality among students. The United Nations has actively been involved in improving the education system in Africa. They were involved during the adoption of the Millennium Development Goals. These are goals entails numerous objectives involving primary education. The goals are developed every year. For instance, the goal for the year 2015 the goal was to ensure that every child got equal opportunity to finish their primary education. Other organizations are involved in improving education. Countries have numerous organizations involved in improving the education system.

The World Education Forum has held numerous meetings to help improve education in different parts of Africa. They have adopted different programs to achieve educational goals. When making educational plans, they use data on student enrollment and the number of classrooms to enable them to make more informed decisions. In 2015, statistics show that student enrollment in primary schools was 57%. When compared to other years, it is the lowest student enrollment percentage recorded (Katuu, 2015).

The coming of colonialist created an avenue for girls to access education. One of the effects of colonization is the increased value of female education. The number of girls being enrolled in schools has increased over the years. In post-colonial education, education practitioners are working on ensuring quality education for all. In most countries, enrollment of boys in schools is higher compared to that of girls. Many organizations are working towards increasing literacy in Africa. There is a variation in literacy levels in different African countries. A major factor affecting the variation is the colonial power. This is because some colonial powers invested heavily in education while others didn't.

1.5. THE CURRENT STATE OF EDUCATION IN AFRICA

Measures taken during post-colonial education have contributed to the current state of education. Currently, most African countries have developed education system better than those used by colonialists. There is also an increase in demand for education with an increase in student enrollment being noted in various countries. Most countries have been able to establish more schools to ensure that most students are able to access education. Much

emphasis has been placed on the need for education. Different measures have been adopted to ensure that all children are given equal opportunity with regards to education access. Some of the measures taken include the provision of free primary and secondary education.

Governments have established numerous public schools in both high and low income areas. Higher learning institutions have been established. Africans have been able to acquire higher levels of education, enabling them to compete with children from developed countries. Technology has been integrated in education. This has enabled students in higher learning to conduct research. Technological tools have also been adopted in classrooms making learning more effective.

Figure 1.19: Integration of technology in the learning environment is among the latest trend in education.

Source: https://theconversation.com/how-digital-technology-can-help-reinvent-basic-education-in-africa-85937.

Culture is also a major issue affecting education in Africa. In as much as Africa's education system has developed, there is still room for improvement. Not all countries have been able to achieve free primary education. According to the state in each country, measures have been adopted. Some countries are working towards the removal of fees in schools. Countries see working in conjunction with internal and external donors to get all needed funding to make primary and secondary education free for all. The quality of education

also needs to improve (Kisanji, 2019). Countries have started to invest in their education system. They are building more building and teaching resources to make teaching effects. In most African countries, there is still an issue of political stability. There are wars and conflicts limiting access to goods and water. This is why most schools offer school meals to ensure the health of the child is maintained.

There are numerous programs developed to help improve the learning process. Equity in education is still an issue. Provision of free primary and secondary education is useful in facilitating equity in schools. There is the need to ensure that more girls are enrolled in schools. This is achieved by ensuring that both girls and boys get equal learning opportunities.

1.5.1. Issues

Education in the postcolonial period was not a smooth sail. There are numerous problems with the education process. Among the issues is maintaining students in schools. African governments are working to ensure that all children get access to quality education. The results have been good in that there has been an increase in student enrollment. However, students are dropping out of school at specific points of primary school, all for different reasons. The high demand for child laborers has caused many children to leave school to enter the workplace. Others have dropped out of schools due to lack of school fees. During the postcolonial education, some African traditions were still maintained, such as marrying of girls while in the teen ages. This practice is still done today and is affecting education if the girl child. Postcolonial schools are still struggling to ensure that all girls get access to a good education.

There is still an issue with in adequate learning facilities and staff. As education developed in African countries, there was a growing demand for education still present today. However, there are many students to teach but few classrooms to teach children in. Most schools have to deal with issues of overcrowding. This has also resulted in several problems, among them inequality in education. Certain children are allowed to acquire education while their counterparts are left without an education. There is a major issue of lack of adequate staffing in schools (Jk, 2016). Most schools in Africa are unable to employ the needed number of teachers to meet the demand. The limited number of teachers is as a result of inadequate numbers of trained teachers. Also, many individuals are shying away from teaching as a profession because the pay is lower compared to other professions. The

lack of trained teachers has negative effects on student performance. Issues of insufficient staffing are mostly experienced in rural areas. Most trained teachers move to urban areas to look for jobs are the pay offered in urban areas is much better than the one offered in rural schools. Also, there is a big variation in the quality of education offered in urban schools to that offered in rural schools. Students in urban schools have better access to a variety of learning materials. Also, most rural schools have employed untrained teachers due to the inadequacy of trained teachers. The impact is reflected in student grades. Most of the children in rural schools are not able to read, write or calculate properly. When students from rural and urban areas graduate, the student from rural schools will not possess the same skills as their counterparts. This means that they will not be able to further their careers. This has sparked the need for equality in education across Africa.

Among the issues contributing to the lacked trained personal in African countries is emigration. Most of the well-educated students who have pursued great careers tend to move to developed countries to look for work and a stable income. This is a loss for Africa as there will be inadequacy of skilled personal. This means that there are few trained persons who will transfer the knowledge they have acquired to the younger generation. In the long run, Africa suffers a financial loss as money used in training these individuals did not benefit the continent. This makes it hard for African governments to budget for education. They would rather invest the money in another sector that will benefit them.

Some African communities have not abandoned traditional practices. Initially, girls were no valued. This is why most of them were not taken to school after the introduction of formal education. The same is experienced today. In some African cultures, boys are educated while girls are left at home. Education introduced in African countries was based on the colonial rule. Most of them introduced learning curriculums that are still used today (Johnson, 2006). A good example is with higher learning institutions in Africa. They still use Euro-centric curriculums to facilitate learning. By so doing, African countries learning materials published by European countries. This has caused many to believe that Africa is still being colonized indirectly. Also, methods used by colonizers are used by African leaders. Through corruption, they are exploiting other Africans for their own benefit just like colonial powers.

So far, the biggest threat to education is conflicts. Many African countries are experiencing political instability, which has resulted in wars. In some

areas, children have been recruited to fight for their country. Over the years, there has been an increase in conflict in Africa. Due to the wars, children are unable to get access to education as these conflicts have resulted in schools being burnt down. Also, the learnt process cannot continue as children and teachers' lives would be at risk.

Chapter 2

African Countries with the Best Education System

CONTENTS

2.1. INTRODUCTION

Since time immemorial, the human race is always in a learning phase; from childhood to the time they depart this world. After delivery, an infant has to learn on how to adapt to the new world they have been introduced into; as they grow, they have to learn how to feed, walk, communicate with the others, do some house chores, among other activities.

The learning process in human beings has evolved over time; from a period where learning only occurred at home, to an age where young ones have to be enrolled in educational institutions to be taught different things about life and how the world operates. The learning process which requires children to attend schools to be taught has been assigned the name Education

2.2. EDUCATION SYSTEM

The education system is a term used to refer to the learning process which learners go through from childhood that is in their first level of education, which is mostly referred to as early childhood education in most nations; all the way to the higher level of education. Education system is categorically used to refer to the learning process in public institutions which are sponsored by the government.

Basically, an education system is made up of everything that has to do with public school learning. The laws and different policies which are formulated to regulate the running of different educational institutions; the funding of different public schools by the government; the distribution of several school resources; the different ways in which different educational institutions raise funds for the purposes of running them; the different school infrastructural components; transportation system for different learning institutions; government offices which either directly or indirectly oversee the running of public learning institutions; the staff members of different levels of learning institutions; the awarding of wages to different staff members in learning institutions; school stationery such as the likes of books, computers, teaching resources, among others; and so many other issues, make up the education system (Hoppers, 2009).

The education system is divided into different types of education, which are incorporated into different levels of education. The first level of education is referred to as the preschools. As the name preschool suggests, this level of education introduces the young learners into the education system. The second level of education is the primary school. With primary school,

learners are introduced to the basic concepts of education in the early years; and as the learners approach the completion of their primary schools, the studies become a bit complex. The third level of education in the secondary school education. Secondary school introduces learners to the different fields of study, which help in shaping an individual in terms of their career. The fourth level of education, which can be said to be the last, is the higher level of education. At the higher level of education, learners are given the opportunity to choose their career paths and equipped with the appropriate skills and knowledge for their career. Higher level of education is further divided into different categories, whereby, with the advancement from one level to the other, the skill set and knowledge of learners is perfected.

The education system is also made up of different types of education. The different types of education are not limited by the different levels of education such as the preschools, or the secondary level of education; rather, they are governed by the surrounding and upbringing of children in different levels.

The first type of education is the formal education. As the name formal suggests, formal education is a type of education which follows an orderly manner in passing information from the teachers to the students. With formal education, learners have to follow a systematic way of learning; that is, from primary school to secondary school, to higher learning institutions; without skipping any classes in between. The formal education systems do vary in different countries in Africa but was matters is that, in one way or the other, they do educate their students on similar topics of study (Higgs, 2012). Still, in formal education, the type of schools do differ within the same nation, but the fact is, the information being passed on to the students by their teacher is one and the same thing. This is proved by the fact that, by the end of the student's respective level of study, all schools, despite their difference, have to sit for the same examination so as to graduate to their next level of study and also to test their level of understanding.

The second type of education is the informal education. As the name informal suggests, informal education does not follow a systematic way of passing information to the learners. The advantage with informal education is that, it can also be passed on to the learners as they still continue with their formal education. For instance, a child may attend school for formal education during the weekdays, and on weekends, they spend their time at home with their parents learning about different home activities such as the likes of cooking basic meals at home, minor repairs for some broken

home appliances. Formal learning institutions do also incorporate informal education in their systems. Sporting activities and the formation of different clubs which are not academic-related are some of the available forms of informal education. Learners could be allowed to showcase their talents in different sports; by taking part in non-academic clubs, for instance, the likes of wildlife clubs. School activities such as the likes of school trips to different places are categorized under the informal education, for they are not that much academic-related, that is; a student does not require a tutor to open up their minds and eyes to appreciate the different things they see and get to learn about in their trips; unlike formal education where a learner is eighty percent dependent on the tutor to grasps different kinds of information.

The third type of education in different parts of Africa is referred to as the non-formal education. Non-Formal is neither formal education nor informal education, but in its own ways, it acts as an intermediate between both formal education and informal education. By an intermediate, it means that, it is similar to formal education for it follows a systematic way of passing information to the learners; however, with the main difference with formal education being that, it does not award any kinds of certificate or special recognition for the completion of it learning process (Heugh, 2009). By being an intermediate, Non-Formal education is similar to the informal education in that, it can take place at any time meaning it is not confined to age groups of anything of that sort; although, its main difference with informal education is that, upon commencement of the learning process, non-formal education does follow a systematic way of passing information to the learners. For instance, swimming lessons are categorized under Non-Formal education for they do follow a systematic way of teaching their students, from the basic ways of swimming to the complex ways, but at the end of the lessons, there is no awarding of certificates or any kind of special recognition.

The fourth type of education is the special education. Special education has been designed in different parts of Africa and other parts of the world in order to help learners with differences and needs. Special education ensures that the learners are taught in the best way possible to help them to be at the same knowledge and skills as the other learners. Both informal education, formal education, Non-Formal education are combined in special education to ensure that learners with special needs are not left out in any way. Basically, special education helps learners with challenges to cope in the normal class setting. It ensure that, the right methods of tutoring are

used to help them grasps information. In Africa, children with disabilities were never put into much consideration; however, with time, the Africans came to realize that disability is not inability, and that, most of the disabled individuals in the society are more talented compared to the rest. To avoid the feeling of stigmatization among students living with disabilities, most of the special education institutions are being combined with the regular education institutions for the learners to value their differences, respect them, and feel that they are part of the society and not exiles in any way.

2.3. EDUCATION SYSTEM IN AFRICA

The Education System in Africa is quite similar to other parts of the world due to the effects of colonialism. Most African nations were colonized back in the day. Before colonization, Africans only had the Non-Formal form of education and the informal education where the learners learned different skills and knowledge mostly through apprenticeship. During the pre-colonial period in Africa, there were no schools since most of the informal education happened within the home set up, for young ones were taught by their parents on how to do different activities and equipped with the right morals which are acceptable in the society and also warned of the morals which were not acceptable in their society (Hadebe, 2017).

During the colonial period, the colonialist introduced formal education to Africans. Postcolonial period, Africans fought to change the introduced education system, but most nations only managed to change it a little bit. This means that the education system in Africa is a mixture of the European education system and the African education system.

The education system is immensely affected by the different challenges which different African nations struggle with. It reflects the effects of conflicts in different parts of Africa; effects of famine, water insufficiency; pandemics; effects of colonialism; effects of economic status; effects of gender inequality; among others.

Despite the above-mentioned challenges facing education; the education system in different parts of Africa has managed to come out strong. The level of literacy in Africa has increased, and in some countries, the level of literacy can be said to be almost at a 100%. The challenge of school fees more so in the basic levels of study, that is, the preschools and primary levels have been eliminated or reduced by a larger percentage in different parts of Africa. Most African nations have improved their school infrastructure and invested more in their education system to ensure that the education

delivered to learners is of the best quality. However, most African countries are facing the challenge of language barrier. Most learners find it a challenge to grasps information being taught to them in their fast language. This is because, the confusion between their first language which they are fluent in since they were taught from the word go, and the second language which is mostly introduced to them in a school setup (Geo-Jaja, 2004). Most nations in Africa, are advising parents, more so modern parents, to do their best in equipping their young ones with both the first language which is their native language for the purposes of preserving African cultures; and the common language used in teaching learners is schools; all at the same time. This way, the learners will not have to struggle to understand the classwork.

African nations do have their own share of struggles when it comes to education; and most of them are doing their best to perfect their education system for they have realized that education is the future and key to many successes, not only to the learners but to their entire continent.

For this reason, the issues of emigration in order to go and look for greener pastures in western countries is totally being discouraged. For, if the educated individuals in Africa go out to perfect the economies in other countries, who will perfect Africa, who will the learners in Africa look up to when they are in need of an individual to look up to for motivation and as their role models. Educated Africans are being pleaded with, to invest in Africa, to stay behind and perfect Africa, using their skills and knowledge, and do their best to look for the greener pastures in Africa, and generate the greener pastures in Africa, not outside Africa.

2.4. THE AFRICAN COUNTRIES WITH THE BEST EDUCATION SYSTEM

For the purposes of making Africa a better place, a continent which will be respected and not looked down upon, all African nations are doing their best to perfect their education system. Some of them have ended up having the best education system, as others do their best to be at per with them. However, being at the top list of the African countries with the best education system, does not mean that the countries have to let their guard down; rather, they should do their best to pull up their socks and make more and more improvement, for with education, there is nothing like the topmost level.

2.4.1. Education System in Seychelles

Seychelles is an island country in the western parts of the African countries. Just like most African nations, the Seychelles get the effects of colonialism in their region. However, the education system in Seychelles was mostly founded under the missionary activities which were taking place in different parts of Africa, way before colonialism. As early as the late eighteenth century, the residents of the island Seychelles were introduced to a bit of formal education by the missionaries from European nations who had come to spread the gospel and also to explore Africa (Escher et al., 2014).

The Roman Catholic was among the first Christian organization which supported the setting up of formal education institutions to help in educating the residents of Seychelles for the purposes of effective communication between the whites and the Africans. Still, schools were used as platforms for converting most Africans into Christians. The Anglican Brotherhood church was also part of the missionary organizations who first introduced formal education in Seychelles.

During such periods, the formal education introduced to the natives of Seychelles was on the basics of education; such as the likes of reading and writing and communicating in other languages apart from their native languages. As stated earlier, such learning institutions in Seychelles were mainly set up only for the purposes of ensuring that Africans are able to understand the language they are being preached in and also help in spreading the gospel to their fellow illiterate members of the society. With time, the missions noted the increase in the number of interested parties in education to the extent that they expanded their learning institutions to other levels of education. Seychelles was among the first African countries to have had a learning Institution of the higher level of education. However, all the learning Institutions were run by the missionaries. In the mid-nineteenth century, the leadership in Seychelles took over the running of different learning Institutions from the missionaries. After taking over of the education system by the Seychelles government, many primary schools were set all over the island in order to ensure that all nationalities of Seychelles were literate and able to protect themselves from the increasing rates of colonization which were taking place in different parts of the world.

Teaching back in the days was done by done by basically any educated adult. However, as the government of Seychelles sought to perfect its education system, a Teacher's Training College was set up. The secondary teachers would be trained for a minimum of two years, whereas the primary

school teachers were trained for a minimum of one year. With the availability of local teachers, the education system became better.

Free education was introduced in Seychelles in the late nineteenth century. With free education, the literate level in Seychelles can be said to be at a 100%. In order to improve the literacy level in Seychelles, their government opted to introduce adult education which ensures the illiterate adults who were interested in education had a chance of being educated.

Currently, Seychelles has been ruled to be the topmost African country with the best education system. The quality of education system in Seychelles can be associated with the earlier introduction of education in Seychelles compared to other countries in Africa (Donohue & Bornman, 2014). Furthermore, Seychelles is quite a small island country meaning that there is even distribution of schools; eliminating the struggle in most African countries of accessibility to learning institutions and congestion in learning institutions due to their low availability.

In order to make its education system better, the government of Seychelles has made sure that both primary and secondary education are compulsory to all learners. Failure to attend school for learners in age groups suitable for either primary or secondary schools, the parents are held accountable for not encouraging their young ones to embrace education.

The primary and secondary school education in Seychelles has been made free of charge. All a learned has to do is to pay for the uniform; for the stationery materials and tuition fee are totally catered for by their government. However, the transition from primary school level to secondary schools is not at a 100%, but compared to other countries in Africa, it is quite high.

In Seychelles, children are taught to master the skill of writing and reading during the first level of study which is referred to as the Creole. In order to eliminate the language barrier as a challenge in the education system, the learners are taught in English as early as in grade three. French, is later introduced in the late stages of primary education in Seychelles that is around grade six.

Private schools in Seychelles have been around for quite some time. However, during the late nineteenth century, the government of Seychelles kind of discouraged enrollment in private schools. With time, the government managed to allow enrollment into private schools. The competition between private and public learning witnessed in different countries in Africa is not an issue for all the learning Institutions are equally funded and equipped with the best learning materials and infrastructure.

In Seychelles, the enrollment to polytechnic learning Institutions required a learner to have served at the National Youth Service; however, currently, there is no need for joining the National Youth Service before enrolling into a polytechnic (Dembélé & Oviawe, 2007).

Seychelles being a tiny island country, does not have numerous higher education institutions; however, the few that are present are of high quality. One of the latest and best universities in Seychelles is the University of Seychelles which was established in 2009. The main campus of the University of Seychelles is located in Anse Royale, whereas the second campus is located at Mont Fleuri. The main campus specializes in several fields of study, whereas the second campus specializes in the School of Education.

Figure 2.1: An image showing the University of Seychelles.

Source: https://www.google.com/search?q=university+of+Seychelles& client=ms-android-transsion-infinix-rev1&prmd=ivn&source=lnms&tb m=isch&sa=X&ved=2ahUKEwiXu5urwbzwAhXQT8AKHfcaCwgQ_ AUoAXoECAIQAQ#imgrc=kKpbVUynuWA_OM.

2.4.2. Education in Tunisia

Tunisia is an African country located in the North-Western sides of the African continent. Tunisia was a colony of the France nation. It got its independence in the year 1956. Like most African countries, education was introduced in Tunisia by the colonialist; whose main purpose for introducing

education was to ensure that they had a common language of communicating with their colonies. This mends that the education system in Tunisia was majorly shaped during the colonial period. However, postcolonial period, the Tunisian government has done its best to ensure that it does renew the education system and minimize the postcolonial effects of colonialism.

The education system in Tunisia has been shaped in such a way that it ensures the production of qualified learners who will help in making Tunisia a better nation in terms of economic growth, innovations, among other ways.

The economic growth in Tunisia has contributed a large percentage to the growth of the education sector. The structural development in Tunisia, placing it a greater advantage of being one of the African countries deep-rooted in global trade integration with other nations across the world. The economic policies which have been implemented by the government of Tunisia maintains a discipline which ensures continued growth of the Tunisia economy and growth in the global market opening more trade connections with other nations not only in the African continent but also with other nations across the world (Clegg, 2007).

The education system being one of the top priorities of the Tunisian government; a large percentage of the economic benefits have been invested in the education system. Investment in the education system ensures that schools have the best infrastructure; that they are supplied with enough resources necessary for the prosperity of the education system. For instance, the Tunisian government allocated almost twenty percent of its budget money to the education system in the year 2005.

The literacy levels in Tunisia has increased tremendously post the colonial era. The increase in literacy levels can has been contributed by the continued investment in the education sector; making education more affordable for most families in Tunisia. Just like many African countries, the literacy ratio in Tunisia have had their own share of the gender inequality challenge. Most of the schools in Tunisia comprise of more boys compared to girls. However, the issue of gender inequality is slowly being neutralized with the establishment of several organizations which support the education of girls; helping them understand the importance of education and also providing them with the necessary resources whose lack make it a challenge for the girls to continue with their education.

The educational reforms in Tunisia have been designed in a there is balance between the Arabic culture of the residents of Tunisia, and the French culture, which was brought about through colonization. Immediately after Tunisia gained its independence, they had to maintain French as a

foreign language which has to be taught in their schools as early as the primary level of education. The purpose for learning the French language at such an early age was to ensure that, later in the last years of primary school education; learners would be taught on scientific subjects in French; for teaching scientific language in Arabic languages was a challenge; and furthermore, few of the Tunisian were well knowledgeable about scientific subjects.

The reform to maintain French as the teaching language in Tunisia has been implemented. The implementations have eliminated French as the teaching language at primary and secondary school level; though in higher education institutions, French has maintained its position as the teaching language. At the primary and secondary level of education, the Arabic language has taken the forefront of being the teaching language in order to maintain the culture of Tunisians, promote their Islamic religion, and in order to promote the history of the people of Tunisia (Chataika et al., 2012).

After colonization, the residents of Tunisia managed to set up higher education institutions, which is the oldest and most popular higher education institutions in Tunisia; the University of Tunis. After the establishment of the University of Tunis, all the other higher education institutions which have been set up since then, have been placed under the authority of the University of Tunis.

The set up of the primary school level of education in Tunisia is quite different from other nations in Africa. Age groups ranging from the ages of six years to around sixteen years are required to attain basic education training; which is compulsory. The minimum number of years, a pupil is expected to spend pursuing primary level of education in Tunisia is thirteen years; meaning that learners have to spend thirteen years in primary school.

In the early twenty-first century, the government of Tunisia introduced competency-based approach in school curriculum, which pushed for the publishing of new revised school textbooks at all levels of education. With the competency-based approach, the importance of Information and Communication Technology in schools was emphasized by the Tunisian government, and it was made compulsory for all learners to get to know the basics of technology; for the government of Tunisia does understand that the future is all about technology.

The academic year in Tunisia is quite unique for it runs from the months of September to the month of June, with the national exams at different levels of education being done in the month of July. The education system

in Tunisia is divided into five levels of education. The first level is early childhood care and education; the second one is the basic education; the third one is the secondary school education; the fourth one is the technical and vocational track education; the fifth one is higher education.

The early childhood care and education, as the name suggests, is a level of education that accommodates young children from the ages of three years to around six years. The early childhood education is further divided into three categories in the nation of Tunisia. The first level is the kindergarten. At the kindergarten level, young ones of the age of three years are accommodated; whereby they are exposed to the school environment where they interact with other children from different localities, different backgrounds, and allowed to naturally learn how to interact as one big family, setting their differences aside. The second level of early childhood education is the Kouttabs (Azomahou & Yitbarek, 2016). Since Tunisia is an Arabic nation, the Kouttabs exists so as to introduce young ones to their Islamic religion. At Kouttabs, children are taught on everything to do with the Quran; from reading the Quran, writing in their language, and a bit of arithmetic. The Kouttabs are always under the supervision of religious leaders which is governed by the Ministry of Religious Affairs in Tunisia. Basically, the main purpose of Kouttabs is to ensure that young ones are taught on the importance of religion, and that their upbringing is entirely founded in religion; for with religion, good morals are upheld in the society, and there exists minimal conflicts. The third category of the early childhood education is the preparatory level of education. The preparatory schools are under the supervision of the Ministry of Education; for at this level, young ones are taught the basics of learning and officially introduced to the world of education systems and the many more to come their way in the future.

The second level of education in Tunisia is the basic education. The basic education in Tunisia accommodates young children aged between the ages of six years to around sixteen years. The basic education in Tunisia is further divided into two categories. The first category takes six years for it to be completed, and it is referred to as the primary education. The second category takes a period of three years for the learners to complete it, and it is referred to as the lower secondary education. The lower secondary level prepares learners for the secondary school education (Caffentzis, 2000). For a primary school learner to graduate to the lower secondary, they are required to have an average of at least fifty percent at the end of their sixth grade. At the end of the nine years of basic education, learners are given the chance to

prove their competence in basic education by sitting for a national exams; whose results determine their admission to secondary school education.

The secondary school education in Tunisia takes a period of four years for the learners to complete their secondary education. The secondary school education in Tunisia is divided into two categories. The first category is the general academic which takes a period of one year. During that one year of general academic, learners are introduced to the basic of secondary school education, which are more of an advancement of the knowledge they gained during the period of lower secondary education. From general education, the learners move to the next category of secondary education which is the specialized education. The specialized level allows learners to choose one field among the few fields of specialization in Tunisia; which are language arts, sciences, economics, and management. The specialized category takes a period of three years. At the end of the four years of secondary education, learners have to sit for a national examination which analyzes their competence at the secondary school level of education. Depending on their performance in the secondary school national examinations; some learners are awarded a certificate to pursue either higher education or to join the technical and vocational training institutes.

The technical and vocational track is a level of education which accommodates learners who did pass in their national secondary school examination. However, in some special cases, some learners might be interested in technical training despite the fact that they had qualified to join higher education institutions. This level of education in Tunisia is under the supervision of the Ministry of Employment. As the name suggest, technical and vocation training institutes specialize in equipping learners with different technical skills in several fields such as the likes of masonry, plumbing, electrical wiring, among others. Upon completion of technical and vocational institutes, the graduates are ready for the labor market hence they go for employment.

The last level of education in Tunisia is the higher education. Higher education institutions accommodate graduates from secondary schools who had performed well in their national secondary school education. At the higher education level, learners are equipped with different skills and knowledge-based on their career choice. The government of Tunisia has made several efforts in order to perfect the tertiary education. One, they have corrected the inefficiency which had been experienced in scientific programs by improving the internal efficiency and ensuring that the pass

rates are high; a move guaranteeing the production of only but the best qualified graduates of different scientific courses (Bregman & Bryner, 2003). Two, the government has pushed for the introduction of more short-term programs whose main purpose is to ensure that, even the least qualified students get a chance to master the basic of their dream careers; and later in life, if they prove to be fit for such course through performance, they are given the chance to learn the complexes of their careers. This way, the nation of Tunisia will have more scholars who will help in making Tunisia a better nation.

Figure 2.2: An image showing the Tunis University.

Source: https://en.m.wikipedia.org/wiki/Tunis_University.

The Tunisian government does also offer adult education to illiterate adults who are interested in education. The adult education in Tunisia is under the supervision of the Ministry of Social Affairs and solidarity. Several organizations have invested their funds in adult education to ensure that Tunisia has a large percentage of educated and skilled individuals who will help in building their nation.

In the African continent, Tunisia has been ruled out to be the second country with the best education system.

2.4.3. Education in Mauritius

Mauritius is an African country located in the North West sides of our continent. Just like most African countries, Mauritius was a British colony. Mauritius gained its independence from the British in the year 1968. After gaining independence, the new government of Mauritius had a greater task ahead of them. The task of making the country their own, and changing it in order to reduce the effects of colonialism on them. However, the education system was quite a challenge to change since the education system was introduced to Mauritians by their colonizers, the British; so, the government of Mauritius vowed to make their education better and easily accessible to all citizens of Mauritius, despite their status.

The education system in Mauritius is governed by the Ministry of Education and Human Resources. The ministry of education and human resources in Mauritius supervises the development of different learning institutions, the funding of learning institutions, the distribution of resources in all public learning institution; and as an advisory body to the private schools which are not funded by the government. Mauritius is a nation of many languages due to the different ethnic groups residing there; however, only three languages are used in the education sector: the English language, the French language, and the Mauritian creole. Literacy level in Mauritius are quite high since the Mauritius government has given the education sector a high priority compared to other fields (Brock-Utne, 2003). The total literacy percentage has been estimated to be around ninety percent. Gender equality when it comes to education in Mauritius is slowly turning out to be a thing of the past. This is because the level of literacy among the males is approximated to be at 92% whereas that of the females is estimated to be at 88%, with a difference of only four percent. Due to the betterment of the education sector in Mauritius, the enrollment rates at different levels of education in Mauritius have been increased from one year to another.

The different levels of education in Mauritius are under the supervision of different ministries in the government; with all of them being under the umbrella of one ministry, the ministry of education and human resources, as stated earlier. The primary and secondary level of education are under the supervision of the ministry of education and human resources; the technical and vocational training are under the supervision of the Mauritius Qualification Authority; the tertiary education is under the Ministry of Tertiary Education, Science, Research and Technology. The education system in Mauritius is similar to the British education system, since, as stated earlier, Mauritius was

a British colony. The formal education system in Mauritius is divided into four levels; the pre-primary level, the primary level, the secondary level, and the tertiary level. However, there does exist an additional level of education in Mauritius for individuals who are not interested in the formal education, and end up dropping out of school; the pre-vocational and vocational education. The academic stream in Mauritius follows the four levels of education. From pre-primary school, young ones graduate to primary school; from primary school, they graduate to secondary school; from secondary school, they graduate to tertiary schools, either within their country, or international tertiary institutions. For individuals who are not interested in the formal education, they are allowed to go for the vocational stream. The vocational stream accommodates learners who have either dropped out of primary school level of education or who failed in their final examinations at primary school level (Bourdon et al., 2010). The vocational stream moves from primary school to pre-vocational learning which takes a minimum of two years; to vocational learning with takes a period of three years; to post-secondary qualification; which takes a period of three years; after which, if the student is still interested in formal education, they are given the chance of joining higher education institutions and pursuing their dream careers. However, this does not mean that a graduate from a vocational training institute is not eligible for a job in the labor market.

Figure 2.3: An image showing the University of Mauritius.

Source: https://www.google.com/search?q=university+of+mauritius&client= ms-android-transsion-infinix-rev1&prmd=imnv&source=lnms&tbm=isch& sa=X&ved=2ahUKEwji6-bEwbzwAhVTQMAKHaZmBxQQ_AUoAXoE-CAMQAQ.

2.5. LEVELS OF EDUCATION

The pre-primary level of education takes a period of two years. It accommodates learners between the ages of three to five years. At pre-primary schools, young ones are introduced to the education system whereby they are taught about basic things such as how to read and write. Pre-primary education in Mauritius is compulsory, and failure to enroll young ones to school, the parents or guardians have to face the law.

The primary education in Mauritius takes a period of six years. The age group in primary schools is that of children between the ages of five years to around eleven years. The learners have to move from standard one all the way to standard six. The last two years of primary school education, standard five and six are quite competitive, for during those years, the learners will be preparing for their final national examinations, the Certificate of Primary Education (CPE). In the certificate of primary education examination, five subjects are compulsory: English, French, Mathematics, Science, and History; with Geography and Oriental subjects being optional. Learners who fail in CPE are given the chance to re-sit their examinations in the following academic year, however, it is not compulsory since they might join vocational training institutes in interest. Primary education is compulsory in all parts of Mauritius.

Upon completion of the primary education, learners are allowed to join the secondary school, depending on their performance in the CPE. The secondary education in Mauritius takes a period of six years. The secondary education in Mauritius is divided into two categories. The first category takes a period of three years whereby learners are given the chance to specialize in; Languages, Mathematics, Science subjects, Technology subjects, Health subjects, Social science subjects, Art subjects and Cross-curricular domains of learning (Blakemore & Cooksey, 2017). At the end of the first three years of learning in Mauritius, learners are given the opportunity to sit for a National Assessment whose performance allows them to proceed to the next category of their secondary school education. The second category of secondary education runs through form four to form five. At form four, students are allowed to specialize in subjects from the different disciplines taught in secondary school. The students are introduced to the complex topics of the subjects they have chosen for two years, that is; in form four and form five. By the end of the five years of secondary school education, the students have to sit for their final examinations, the GCE 'O' Level examinations for them to attain the Cambridge School Certificate (SC). The GCE 'O' level

examinations, is examined on the six subjects which the learners specialized in, during their fourth academic year in secondary school, that is, in form four. Upon attainment of the SC certificate, learners proceed to their last phase of the secondary school education which takes a period of a minimum of one year. During this one year, learners are expected to choose three subjects from the previous six subjects in which they will specialize in plus an additional of two subsidiary subjects; making it a total of five subjects being done during that one year. By the end of that one year, students have to sit for their last examination in their secondary school studies. The exams are referred to as the 'A' level examinations, whereby a student is awarded with the Cambridge Higher School Certificate (HSC).

The average progress in all the three main examinations done during a student's secondary school examinations determine the entry to higher education institutions. However, the performance in the A level examination is given the top priority while determining the entry qualification to tertiary education institutions.

The first tertiary education in the history of Mauritius was started during the colonial period, and it was referred to as the College of Agriculture which was more of a diversified system for it was made up of public, private, regional and abroad minor institutions which offered many courses, apart from the main courses of Agriculture. Local enrollment into the available tertiary institutions in Mauritius is at an approximate percentage of seven. The enrollment percentage is quite low because most of the secondary school graduates opt for international tertiary education whereby they have to go to overseas countries to go and further their education. The tertiary education available in Mauritius are either universities or colleges. The tertiary education in Mauritius is divided into three different categories, as in most tertiary institutions around the world. The first category is the undergraduate level of education mostly known as the bachelor's degree, where students are equipped with skills and knowledge on the careers; the second category is the master's degree level of education, where graduates are given the chance to perfect their skills and knowledge attained during their undergraduate level of study; and the last category is the doctorate degree, mostly referred to as the PhD degree, whereby graduates of master's degree are given the chance to become the wizards in their area of study.

The pre-primary and primary levels of education have been compulsory in Mauritius so as to ensure that, all the citizens of Mauritius do at least have some solid foundation in education, and that they are able to read and write

and interact with each other in a civilized manner. As stated earlier, past primary school level of education, teenagers are allowed to choose whether to continue with the academic stream or to join the vocational stream. The vocational stream allows learners to join technical and vocational education. The technical and vocational training institutes provide training on technical courses to their learners. They also equip the learners with more detailed education, which prepares them for the world outside a school set up; that is, they are taught on how to survive in the labor market, how to be fit for employment, among other things (Barouni & Broecke, 2014).

The education system in Mauritius is said to be one of the most complex education system with high competition. The competitiveness in learning institutions in Mauritius led to private tuitions. Private tuitions allows learners to spent more hours doing their school work, after the normal school hours, with the help of private tutors; in order to be able to thrive in the competitive school environment. However, due to the side effects of private tuitions, the government of Mauritius banned private tuitions among learners in primary schools. Private tuitions mounded so much pressure on young ones at such a tender age. With the ban of private tuition, the government introduced the Enhancement Program as an alternative for tuitions. The enhancement program allows primary school pupils to still do extra classwork but in a more enriching, enjoyable and rewarding way.

Due to the tremendous efforts the government of Mauritius and its citizens have made in perfecting the education system, Mauritius has been ruled out to be the third African country with the best education system. Furthermore, education in Mauritius is free; in primary school, no charges are levied, same to secondary school; and in tertiary institutions, only a third of what is expected to be paid as school fees is levied on the students. Additionally, the learning facilities in Mauritius are top-notch.

2.5.1. Education in South Africa

South Africa is an African country located in the south part of the African country. Just like most education systems in Africa were influenced by the colonialist; the education system in South Africa is British-based bearing in mind the fact that the nation of South Africa was a British colony.

The education system in South Africa is under the control of two bodies, which are divided according to the different levels of education. The first body is the Department of Basic Education, a body which governs both the primary and secondary education. The second body is the Department

of Higher Education and Training, a body which is in control of the higher education and the technical and vocational education in South Africa (Yamada, 2008).

The Department of Basic Education, not only oversees the activities of public primary and secondary schools; but it also supervises activities in private primary and secondary institutions. The early childhood development education centers are also under the governance of the Department of Basic Education, because early childhood education can be categorized as part of the primary school education; more of a pre-primary level of education, whereby young children are first introduced into the education system.

South Africa is quite a large nation in terms of the ground square meters it covers. For this reason, the nation of South Africa is divided into nine provinces. For the purposes of making education better in different parts of South Africa, the nine provinces have managed to come up with their own departments, which are basically under the main two departments; either the department of basic education or the department of higher education and training.

The two bodies heading the education system in South Africa are fully funded by the government; for the government has given a top priority to education, with a large percentage of the yearly budget going to the sector of education with each passing year. The department of basic education is solely responsible for paying the wages to the teachers at both public primary and secondary schools. The private schools are left to fund themselves using their own means, all the government does for them, as stated earlier, is to act as an advisory body to them. In some public schools, which are quite expensive to manage, the government caters for almost three quarter of the expenses; leaving the quarter to the school to supplement with support from the parents or other innovative ways.

The education system in South Africa is divided into two categories. The first category is the basic education level and the higher education level, which can be substituted for technical and vocational training. The basic education level in South Africa is further divided into three sub-divisions. The Foundation Phase (grade 0 and grades 1 to 3), Intermediate (grades 4 to 6), and Senior (grades 7 to 9).

The early childhood level of education introduces young ones to the education system by helping them master some basic skills such as the likes of how to read and write, how to interact with other children from other backgrounds, and live peacefully with them, among other skills. The second

subdivision is the General Education and Training, traditionally referred to as the primary level of education. The GET is further divided into three groups. The first group runs from grade 0 to grade 3; whereby learners are taught on the basic things of education in different subjects (Wahl, 2013). The second groups runs from grade four to grade 6 which introduces learners to some complex concepts of various subjects; and the last group running from grade seven to nine whereby they are prepared for their next level of education; and at the end of the month grade, they get the chance of proving their competence in the General Education and Training level of education. Grade 0 to grade three is referred to as the foundation phase of GET; grade four to six are referred to as the intermediate phase of GET; and the last grades, grades seven to nine, are referred to as the senior phase of GET. The grade 000 and grade 0 are not common in most parts of the world, though they are compulsory in South Africa. The grade 0, which is pronounced as grade bought, is also compulsory in South Africa; and basically, the entire General Education and Training level is compulsory in South Africa.

The second category of the basic education in South Africa is referred to as the Further Education and Training, which was previously being referred to as the secondary education. Basically, the FET runs from grade ten to grade ten, taking a maximum of three years for completion; however, in some schools in South Africa, the FET is also made up of other non-higher education vocational training facilities.

Upon completion of the Further Education and Training level, the private sector of South Africa does offer an additional level of education, the grade 13. Grade 13 is not part of the educational curriculum in South Africa. In private schools, the FET runs from grade ten to grade thirteen instead of grade twelve. In public school, graduates from the FET level, get to grade twelve, and if interested, they may enroll in some home schools system so as to pursue their grade thirteen. Grade thirteen can be referred to as a post-matric level of education which perfects the knowledge a student obtained throughout the sixteen years in their basic level of education.

The management of basic learning institutions in South Africa is quite a challenge. The government of South Africa may not be able to cater fully for the entire education system; meaning that, as stated earlier, the school will have to supplement the remaining percentage not catered for by the government, either through school fees from parents, or fundraising activities, or donations. The assigning of government grants to different learning Institutions is determined by the financial status of the individuals

within the location of the school; if the individuals are well off, the grant percentage is low; and if the individuals are struggling financially, the grant percentage is quite high. Learners in different levels of education must have uniforms, which are quite expensive; there is also the need of purchasing costumes for the extra curriculum activities, which are also expensive. With all these expenses, most parents find it hard to sustain their children in school; hence the need for more scholarships so as to boost the education system in South Africa (Unterhalter et al., 2005).

The payment of school fees is quite a challenge in few parts of South Africa. Not that it is too expensive to pay, but because of the consequences that come with not having paid one's school fees. Different learning institutions will not chase away learners whose school fees has not been cleared on time; nor will they fail to hand over results to the learners; however, parents who have not cleared their school fees will be sued. In South Africa, all learning institutions have the right to press charges against parents who have not paid their school fees either due to neglecting or because they lacked means of paying the school fees.

Due to the challenge of paying school fees in South Africa, the government has managed to come up with a policy that exempt children from poor backgrounds from having to pay any school fees at all. The policy of school payment exemption works on the formula that; if the total annual income is less than ten percent more of the annual school fees, their child is exempted from paying school fees. If the annual income of both parents or guardians is more than ten percent of the annual school fees, but thirty times less the annual school fees; the total amount to be paid is reduced to a certain percentage on behalf of the parent. Total orphans and children from families who rely on government support for their survival, they are also allowed to enjoy the policy of school fees exemption. Learning institutions with a large percentage of learners who enjoy school fees exemption, get a large grant percentage from the government; so as to cater for all the needs which were to be catered using the school fee paid by parents.

In South Africa, there exists several private institutions. The institutions are not state-owned, and as stated earlier, they do not receive any financial support from the government, but they do get regular supervision visits from the government. The fee parent plan in private schools in South Africa is quite high for they have to do their best to cater for all the school needs and be able to deliver quality education to learners. However, some private Institutions lack strong financial support system; hence the government

ends up supporting them with financial grants to avoid their closure and unnecessary displacements of learners from one institution to another. The grant percentage assigned to private schools in South Africa depends on the locality of the school.

The GET education is compulsory in South Africa. Upon graduation from the GET level of education, learners are free to choose to either go for the FET education or to join the technical and vocational training. Those who choose to proceed with the FET education, have the chance of later joining the Tertiary institutions depending on their performance in their final year in FET. The learners who choose not to join the FET level of education, they have the option of joining the technical and vocational training. The technical and vocational training Institutions, as the name suggests; equips learners with knowledge and skills on different technical courses such as the likes of Masonry, Plumbing, Carpentry, among others (Stasavage, 2005). Some of the students who graduate from the FET level of education, might not qualify to join the Tertiary institutions, or may not be interested in joining the Tertiary institutions; so, they end up choosing the technical and vocational training institute.

The second level of education in South Africa is the higher education. The enrollment rates into tertiary institutions in South Africa are quite high, increasing annually. Before entrance to universities in South Africa, a Matriculation Endorsement is required; however, most institutions go a step ahead and set their own admission requirements such as having an entrance examination test, before a student is enrolled in their institutions. At a higher level of education, learners are equipped with skills and knowledge which prepares them for the labor market. The main challenge with higher education institutions is that, after graduation, most graduates face the challenge of unemployment. Unemployment is majorly caused by the large number of students doing the same courses in the university which are not in high demand in the labor market; and the universities end up producing so many qualified graduates seeking for the same job opportunity, which are not readily available in large numbers. Due to the growing rate of enrollment in tertiary institutions, the government of South Africa saw it fit to come up with an act which guided the extension of higher education institutions. The extension acts allows different higher learning institutions to establish several branches in the different provinces of South Africa, offering the same courses as the main campus, and well equipped; making it easy for students in different parts of South Africa to pursue their higher education.

Figure 2.4: An image showing the image of the University of South Africa.

Source: https://www.alamy.com/stock-photo-unisa-building-university-of-south-africa-pretoria-111655205.html.

South Africa is one of the many nations which have had to fight the epidemic of school violence. Since the government of South Africa has given a top priority to education, both the education departments joined with the Center for Justice and Crime Prevention department; so as to come up with a program named the Hlayiseka, whose main purpose is to fight violence in all levels of education in South Africa. With the Hlayiseka, peace and unity is guaranteed in learning institutions, ensuring that the students deliver quality results and help in making the nation of South Africa a better nation.

The education system in South Africa is said to be the fourth-best in the African continent. This is proved by the efforts the South African governments has made in ensuring that their education system is the best by; assigning a large percentage of the annual budget to the education sector, formulating a policy on school fee exemption among learners from different backgrounds, among other activities (Schultz, 2003).

2.5.2. Education in Algeria

Algeria is an African country in the North West sides of the African continent. Like most western countries in the African continent, Algeria was a French colony. However, before the colonial period, Algeria already had an education system in place, though it was not that advanced. The education system in Algeria during the pre-colonial period was based on the religion. Algeria being an Islamic nation, had Hubus who were the Muslim teachers who headed the education system in the pre-colonial period. The

Hubus used to teach young ones in madrasa about the Quran, how to read and write, and some basic arithmetic; since mathematics originated from the Islamic community.

During the colonial period, the France colonialist reformed the madrasa education system in Algeria, and introduced the formal education system. Primary schools were established, one type for the colonialist which taught in French, and the second one for the Africans. The main reason for setting up the primary schools was to educate Africa so that the colonialist had a common way of communicating with their colonies.

The education system in Algeria was not fully established by the time they gained their independence. This is because, as the colonialist tried to set up an solid education system, the citizens of Algeria fought tooth and nail in order to gain their freedom from their oppressors. The war become a barrier to the building up of schools, and the promotion of education in Algeria.

After Algeria gained its independence from France, the government which took over had education as their first priority. It is believed that those who took over from their colonialist were educated and knew the importance of education. With education being a first priority to the first government ever in Algeria, several policies were formulated in order to renew and strengthen the existing education system in Algeria. The first reform was that of the establishment of a Ministry of Education, which was founded in the year 1963.

Education in Algeria is free to all learners in the basic level of education. The main languages used in the education sector in Algeria are; the Arabic language since it is the language of the natives of Algeria; and the French language, since it is the language which was mostly used in learning institutions during the colonial period, and post-colonialism, the Algerians saw it fit for usage as a learning language for it had become part of them for some few years during the colonial period (Schultz, 2004).

The education system in Algeria is divided into five different levels. The first level is the preschool level. Just like most nations across the globe, the preschool level of education introduces learners to the education system where they are taught on how to interact with each other and equipped with basic skills such as basic reading and writing of letters and simple words. The preschool level of education takes a period of two years. The rate of enrollment into preschool level of education is quite low; because, at such tender ages, most learners in Algeria have to attend their madrasa for them to develop a religious foundation in their lives. However, since the preschool

level takes two years to complete, some parents might choose to enroll their young ones to madrasa during the first year, and the second year they join the preschool; hence the reason for the low admission rates since they are not balanced as expected.

The second level of education is the primary school. At primary school, learners spend a period of approximately five years. Primary school learners are taught the knowledge and skills of basic education.

From primary school, the learners graduate to the third level of education, the lower secondary school. The lower secondary school take a period of four years before completion. As the name lower secondary school suggests, at this level of education, the learners are introduced to the complex knowledge of different subjects taught in school. Both the primary and lower secondary schools in Algeria are referred to as the "Enseignment Fundamental."

The preschool level of education, the primary level of education, and the lower secondary school level of education; are free of charge in Algeria and they are compulsory for the age group ranging from the ages of six to fifteen years. Failure to enroll a child of this age group to school, the parent has to face the law.

The fourth level of education is the secondary school education. Secondary school education in Algeria takes a period of three years before completion. At the secondary school level of education, learners are taught on complex subjects which prepares them for the higher education, if interested. In Algeria, by the end of the three years of secondary school education, students who are interested in joining a higher education institutions, ought to sit for a national examination whose performance determines their enrollment into higher education Institutions (Shehu, 1998).

The fifth level of education in higher education. At higher education, students take three years to do their bachelor's degree, which equips them with the skills and knowledge required for the labor market. Graduates interested in perfecting their skills and knowledge could go for the Master's program which takes period of two years; and for those who wish to be experts could go for the doctorate degree which takes a period of three years.

Figure 2.5: An image showing one of the higher education institutions in Algeria, The Guelma University

Source: http://www.entes.com/algeria-guelma-university-b5.html.

Algeria is said to be the fifth-best country in the continent of Africa with the best educating system due to the value its government has given to the education sector.

2.5.3. Conclusion

The African continent is slowly rising in the education sector. Soon, the education sector in all the nations of Africa will be at per with the European countries or even better. For that reason, it is advisable that each African nation does its best by investing more in education.

Chapter 3

Challenges and Issues Facing the Education System in Africa

CONTENTS

3.1. INTRODUCTION

There are numerous challenges and issues facing the education systems in Africa. This chapter is going to discuss some of these issues in depth.

3.2. ACCESS AND EQUITY

Despite the weighty accentuation on essential instruction by worldwide help with the Education for All structure, 38 million youngsters were never selected school in sub-Saharan Africa starting at 2004 (UNESCO, 2006). The issue is more intense in country territories where framework and instructors are terribly lacking. It is compounded by the way that because of neediness and social practices numerous guardians lean toward youngsters to deal with family cultivates instead of going to class, as the work possibilities of instruction are dismal (Sasaoka & Nishimura, 2010).

Figure 3.1: Education in Africa.

Source: https://www.africanexponent.com/profile/takudzwachiwanz.

The present circumstance calls for development in the monetary climate and in increasing instruction financing by governments and their improvement accomplices for building new schools, preparing instructors and giving instructive materials to help African nations in gathering the objective of training for all by 2015. Also, to fortify public discernments about the worth of instruction changes are required that can guarantee training that gets ready youngsters for independent work and off-ranch pay age exercises instead of for paid positions. The gross enrolment proportion for essential schooling in Sub-Saharan Africa is 91%, and the net enrolment proportion is

65%, inferring that there is as yet far to go prior to accomplishing all-inclusive essential instruction in Africa. The entrance issue is intense at all degrees of schooling and is reflected in the low gross enrolment proportions at optional and tertiary levels, which are 30% and 5% individually, the most reduced level contrasted with some other area on the planet. The young ladies' enrolment proportion is a lot of lower than that of young men at all degrees of schooling. Despite the fact that over years the distinctions have diminished, it actually stays high. Net enrolment proportion for young ladies at essential, optional and tertiary levels are 85%, 26%, and 4%, showing a female-male proportion of 0.89, 0.78, and 0.62 separately (Samoff & Carrol, 2004). Young ladies in numerous helpless networks actually experience the ill effects of separation with regards to choices on whether a kid or young lady ought to go to class. Young ladies actually give the majority of the family work and are constrained into early marriage after they have been denied an opportunity to According to UNESCO Institute of Statistics (2006), the quantities of extra elementary teachers needed to meet the extended necessities throughout the following decade in Sub-Saharan African is 1.6 million assume responsibility for their own predetermination through training. Juvenile pregnancies, adolescence ceremonies and sexual legends, and control of culture, still lead to early passage into marriage and diminish the odds of overcoming any barrier. Blossom and Cohen (2005) have referenced different elements which are important for the African setting: lower market compensation for ladies which can make putting resources into tutoring for young men prior to tutoring for young ladies a sane monetary choice for a family; verbal and actual maltreatments; an absence of useful, secure latrines for young ladies; and significant distances among home and school, which can dissuade guardians from sending girls to class; the way that young ladies leave guardians' family upon marriage. The educational systems have a job in handling these issues and there are expanding drives in progress to assemble African social orders for sending all young ladies to class. At the college level, a few nations "have presented portion-based confirmation strategies focused on sexual orientation value, governmental policy regarding minorities in society for truly tested individuals, needs-based bursaries, particular affirmation and courses modules" (Mihyo, 2005). As referenced above, in the accomplishment of schooling MDGs, sub-Saharan Africa falls a long way behind different locales, with an estimated 28 nations truly off course and are probably not going to arrive at the MDGs before 2040 (UNESCO, 2006). Easterly (2007) has contended that while this being valid, it is unreasonable to censure Africa

for not accomplishing the foreordained MDGs, as these objectives and targets were subjectively intended to gauge progress against destitution and hardship, and that their plan exacerbates Africa than it truly is. The MDGs were not set in a manner that gave a reasonable image of progress in all districts. Among other methodological issues, the decision of the benchmark year as 1990 for the MDGs declared in 2000 exacerbated Africa off than different areas as the advancement made by 2000 was disregarded. In any case, the depiction of Africa as falling a long way behind different areas additionally has the potential for preparing more prominent assets to address the difficult improvement circumstance of the Mainland. Significance and Quality African training framework has so far accentuated extension of schooling without satisfactory consideration regarding its importance, which would prompt wastage of assets. Identified with the topic of importance is the language of guidance. Experience shows that the utilization of African dialects during the early long periods of instruction may diminish redundancy and dropout rates and empower an early acquiring. This has been shown by the investigations of Zambia, Namibia, and Tanzania. The importance issue is more articulated at the upper auxiliary, higher and professional levels where, while growing access, the arrangement of educational plans with the requirements of the work market accepts more prominent importance (Rolleston & Adefeso-Olateju, 2014). Science and innovation training need to begin at a beginning phase of instruction. The inquiry regarding how to make the educational program more helpful for the individuals who drop out before the finish of the essential cycle stays uncertain. A significant issue of a large portion of the schools in Sub-Saharan Africa is the inability to turn out understudies with fitting information and abilities. An examination embraced during 1995–1998 by SACMEQ to quantify elementary school understudies' perusing capacity tracked down that in four out of seven nations, less than half of 6th graders accomplished least fitness in perusing. Low accomplishment is additionally apparent in the PASEC study (1996–2001), directed in six francophone nations: 14–43% of 5th grade understudies had 'low' accomplishment. Cultural control compares to teaching that is utilized to persuade young ladies that specific things regardless of whether hurtful to their wellbeing, for example, female genital mutilation, are fundamental in the event that they need to develop to womanhood. In certain social orders, they are informed that they can't be acknowledged for marriage or they won't ever get kids on the off chance that they are not circumcised. It is the situation in Benin where the drive 'Toutes Les filles à l'école,' upheld by improvement accomplices, coordinates yearly occasions to inspire

guardians to send their little girls to class. ADEA. 2005. Le program de talk dans l'enseignement primaire en Zambie, Paris: L'Harmattan. in one or the other French or science. In Senegal, for instance, more than 40% of understudies experienced issues taking care of numbers with two decimal focuses. There has even been some falling away from the faith. Correlation between SACMEQ investigations of 1995–1996 and 2000–2001 showed a 4% decrease in grade 6 education accomplishment scores, with the main contrasts happening in Malawi, Namibia and Zambia (UNESCO, 2005). Prior investigations on factors influencing learning in West Africa (MaClure, 1997) showed that in Ghana numerous essential and optional school understudies had perusing issues as they just read for assessments while at college, understudies would in general trade course readings and didn't accepting numerous books for their learning and future use. In Mali and Togo composing abilities were discovered to be underneath expected norms, and not many understudies showed interest in improving penmanship abilities. Helpless sentence structure educating was distinguished as a deterrent in these nations while oral correspondence issues were noted in Benin and Togo. In Cameroon, the issues of correspondence and composing abilities was noted among understudies and educators as well. Endeavors to distinguish purposes behind these decreases highlight numerous variables. These incorporate school types. As demonstrated in the above West African examination, single sex schools appeared to perform better compared to co-training schools in Ghana with all-young men schools performing lower than all-young ladies' schools. Then again execution in science classes was more unfortunate than that in non-science-based classes. Be that as it may, in general, factors influencing learning in a wide range of schools included social factors mostly family foundation, guardians' instructive levels, vicinity of guardians to understudies, and family livelihoods. These elements have been recognized as basic in different nations of Africa (Datta 1984, Obanya, 2002). The majority of them exude from the way that family pay seems to have fallen in many nations, including nations, for example, Malawi where school expenses were canceled in 1994. In that country, the quantity of grade school understudies multiplied in 10 years, and school assets fell in outright terms over the two SACMEQ study periods. At the auxiliary level, proof of feeble essential abilities is compounded by challenges school leavers have in acquiring reasonable positions. Moreover, those school leavers are not prepared to make their own positions as professional instruction in Africa has been low. At more significant levels, notwithstanding work market troubles, the proof remembers low degrees of

distribution for proficient, peer-audited, diaries and low degrees of licenses contrasted with those of different nations. The principal issue, anyway likewise lies in training strategy improvement and the board in African nations. The Jomtien undertaking was to fortify schooling by meeting fundamental adapting needs. Seven territories covering these requirements were distinguished as enduring, building up students' full abilities, empowering students to live and work with nobility, giving them ability to partake completely being developed cycles, outfitting them with abilities to improve their personal satisfaction, engaging them to settle on educated choices and empowering them to keep on learning. The Dakar Framework 2000, received these regions and embraced the four columns distinguished in the Delors Report (Delors, 1996) principally that essential instruction should prompt figuring out how to be, figuring out how to do, figuring out how to know and figuring out how to.

Burkina Faso, Burundi, Sierra Leone, Ethiopia. all have education rates underneath half. As such, over a portion of the populace in these nations (individuals over the age of 15), can neither read nor compose. This is definitely the main issue confronting Africa today. Ignorance and the absence of value instruction is the primary motivation behind why Africa stays in destitution regardless of the wealth of both human and common assets.

Most unmistakable individuals in Africa today (counting Africa's lord of the tracks and marathon runner Haile Gebrselassie of Ethiopia) can vouch for this. Ethiopia's Haile Gebrselassie used to run a few miles to and from school each and every day. The conditions haven't changed much across provincial Ethiopia. The individuals who can run will run; however, what might be said about the individuals who can't run? A significant number of the helpless youngsters abandon instruction and become involved with the air pockets of lack of education and obliviousness.

As a rule, this turns into a generational revile. Helpless uneducated guardians are less inclined to send their kids to class which implies their youngsters and grandkids become involved with this air pocket as well. Stretching out the hands of training to more rustic towns and networks across the Mainland (particularly in nations like Burundi, Sierra Leone, Liberia, Burkina Faso, and so on) can go far in aiding break this cycle.

Another serious issue confronting quality training in Africa today isn't the absence of school offices. Maybe, it is the absence of the stuff to run those offices. Take Nigeria for instance. In Nigeria today, the rich and the individuals who can manage the cost of it for the most part send their

youngsters to private and global schools while the poor is frequently left with no other decision than to send their kids to state funded schools. State funded schools are by and large less expensive and surprisingly free as a rule. Nonetheless, the tragic part is that the majority of these schools need great instructors and school supplies. Classes are stuffed. A few homerooms spill when it downpours. A few youngsters even take classes under trees. There are just not many course books and a few schools have none by any stretch of the imagination. Since it is "public," no one thinks often about these schools (Qorro, 2009). A few educators go to classes smashed and some even explicitly attack their understudies. Request some from these instructors and they will disclose to you they've not been paid their pay rates for quite a long time. Others will advise you, they are simply helping the local area out in light of the fact that their compensations are no good thing to keep in touch with home about. The public authority has totally bombed the understudies as well as the educators in these government funded schools. Appropriately prepared educators and some stable government arrangements can go far here.

Another serious issue confronting schooling in Africa today is simply the absence of quality training. Africa has such countless alumni however, not very many quality alumni.

Another serious issue hampering quality instruction in Africa has more to do with our ancient culture and boorish strict practices. Ladies are the foundation of solid social orders. Instructed young ladies grow up to become taught moms and instructed moms structure the foundation of sound homes. The tragic thing anyway is that, on account of Africa, a portion of our insane social qualities and strict practices regularly depict young ladies as substandard compared to young men. A few guardians send their male youngsters to class while keeping their female kids in the kitchen. Toward the day's end, the young ladies are constrained into early relationships all for the sake of neediness, religion and culture.

3.3. LANGUAGE

Because of high semantic variety, the tradition of expansionism, and the requirement for information on global dialects like English and French in work and advanced education, most tutoring in Africa takes places in dialects that instructors and students don't talk locally, and at times essentially don't comprehend. There is impressive proof that understudies educated in a subsequent language accomplish less fortunate outcomes

than those educated in their native language, as the absence of capability in the subsequent language impedes understanding and energizes insufficient repetition learning. In spite of the fact that UNESCO have suggested since the 1950s that youngsters be instructed early proficiency in their first language, advancing later to different dialects, not all African nations execute this viably. Indeed, even where the most punctual evaluations are instructed in the primary language, understudies are ordinarily compelled to change to dialects like English and French prior to securing capability in these dialects.

3.4. ABSENCE OF LEGITIMATE OFFICES AND TEACHERS

Another justification the low instruction rates in Africa is the absence of appropriate tutoring offices and inconsistent freedoms for training across nations. Numerous schools across Africa think that its difficult to utilize instructors because of the low compensation and absence of appropriate individuals. This is especially valid for schools in far off zones. A great many people who figure out how to get training would like to move to enormous urban communities or even abroad where more freedoms and more significant salary anticipate. Consequently, there will be an excessively huge class sizes and a high normal number of understudies per instructor in a school. Besides, the instructors are typically those unfit with not many showing helps as well as course book arrangement. Because of this, kids going to schools in rustic regions generally achieve less fortunate outcomes in state administered tests contrasted with their metropolitan partners. This can be found in the reports given by the Northern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ). Those stepping through the exams in rustic territories score a lot lower than those in unassuming communities and large urban areas. This shows an absence of equivalent schooling opportunity given to kids from various pieces of a similar country.

With educators being less qualified than others in metropolitan regions, the instructing to learning climate produces a results among the understudies. In one case, educators accepting similar tests as their understudies, and three-fourths of them had failed. In expansion, those that don't get similar schooling to those in the greater urban communities experience difficulty even after graduation with perusing, composing, and doing math (Unwin, 2004). Understudies who don't accomplish similar equivalent training to those in metropolitan conditions don't accomplish a similar result in

building up progress with a profession. With instruction being a significant worry towards accomplishing a profession and building up a future, Africa should know that equivalent training should be set up inside all schools all through the nations.

3.5. DISPLACEMENT

Resettlement has prompted a deficiency of exceptionally taught individuals and monetary misfortune. The deficiency of gifted individuals must be supplanted with another enormous expense which suggest the deficiency of cash spent instructing individuals who leave and new individuals to supplant them. Despite the fact that a practically 5.5% of GDP interest in instruction, the misfortune makes it hard for the public authority to spending plan another sum in training as they should focus on different requirements, for example, military spending plan and obligation overhauling.

3.6. CULTURE

Western models principles actually keep on ruling African instruction. Due to colonization, African establishments, especially colleges, actually educate utilizing Euro-driven educational programs with basically no association with life in Africa. This is additionally propagated by the utilization of European and American imported course books. Many view this absence of independence as a progressing impact of colonization maintained by the advanced, degenerate African elite.[who?] This disposition lays on the premise that during colonization, the African decision world-class abused their own kin for their own advantage instead of promoter for the interests of their own kin.

3.7. WORLDWIDE WATER CRISIS

The worldwide water emergency effects affects instruction in country nations in Africa. Restricted admittance to schooling and medical problems can be additionally compounded by deficient water frameworks or sickness that may follow. Jungle fever, referred to be a primary driver of death in Africa, is a mosquito-borne illness that can normally be found in unmanaged pools of still water. The mosquitos breed in such pools, and thus, kids who drink from these pools can bite the dust or fall seriously sick. Moreover, a particularly extraordinary ailment can later influence the psychological capacities of kids who become sick at a youthful age. This isn't just relevant

naturally yet in addition as an impact of becoming sick: kids who miss a lot of school can't upgrade their schooling because of missing exercises.

3.8. MILITARY AND CONFLICT

Military spending is causing schooling spending to diminish enormously. As indicated by a March 2011 report by UNESCO, furnished struggle is the greatest danger to schooling in Africa. While the quantity of dropouts across the landmass has been expanding drastically, one of the impacts of war and struggle on schooling is the redirection of public assets from training to military spending. An as of now underfunded framework is losing more cash (Ogunniyi & Rollnick, 2015). African nations have been distinguished as the most elevated spenders of GDP on military all around the world contrasted and the sum coordinated toward instruction. Military and struggle likewise prompts the uprooting of youngsters. It regularly constrains them to stay in camps or escape to their adjoining nations where instruction isn't accessible the world will detonate to them.

3.9. UNENDING POVERTY

Numerous individuals imagine that Africa is an extremely helpless Mainland. Indeed, even Africans themselves have such deceptions. It is a pardon not to build up the instructive area. On the off chance that the landmasses were ruined, pilgrims couldn't ever have come.

Figure 3.2: state of African education

Source: http://Poverty and Education in East Africa:

Do you realize that African nations have a ton of important regular assets, which are utilized for the development of the development of the created world, yet most of individuals in Africa live in destitution, and youngsters have no admittance to training? Such philanthropic associations as Doctors Without Borders, WHO, and UNICEF made the picture of Africa as a ruined landmass to get however, many assets as could be allowed to do their tasks in Africa.

3.10. YOUNGSTERS ARE OUT OF SCHOOL

An extensive number of African youngsters are out of school. As indicated by ongoing exploration, Africa has the world's most minimal optional school paces of enlistment. Around 28% of kids get tried out auxiliary school. Around 90 millions of African teens need to battle for work in low-paid and genuinely interesting positions.

3.11. CEASELESS MILITARY STRUGGLES

Numerous issues Africa's appearances are attached to endless military contentions. We as a whole heard stories on the news when a sibling executes a sibling. It is hard to comprehend why individuals who used to have similar spots of living for ages choose to assault each other's neighbors. The authority rendition is that these struggles depend on ethnic narrow mindedness. In any case, in the event that we look nearer to rebels assaults on the public authority., we ought to ask who supports them. Where do African individuals get weapons? These military contentions make huge hindrances to instructive advancement. Numerous kids in Africa live in struggle zones, for instance, the Eastern Democratic Republic of Congo or Somalia. They live in distant camps for dislodged individuals and have no admittance to appropriate training (Ojogwu, 2009). Do you realize that a huge number of youngsters in Somali are evacuees? South Sudan consented to the harmony arrangement quite a while back, however, the nation actually has beyond what 1,000,000 youngsters can't approach school.

3.12. OBLIVIOUSNESS OF THE CENTER SCHOLARLY STANDARDS

The absence of legitimate schooling and restricted admittance to information are the principle elements of the center African issues in the training area. African pioneers ignore those issues. African youngsters should peruse

books by Darwin, Machiavelli, and Hegel to change their mentality. There is a huge learning deficiency in Africa. Simply examine how youngsters learn in schools. Just a set number of nations truly partake in significant global learning appraisals, while the rest governments gather instructive information in an untidy and amateurish way.

3.13. HELPLESS INFRASTRUCTURE

There is no contention with regards to the degree of poor infrastructural standard that the African understudies utilize during their examinations. The utilization of ineffectively assemble schools influences the degree of comprehension of the understudies contrarily. Think about a circumstance where the understudies are learning in a study hall whose rooftop has been debilitated and all the material sheets fallen away from the structure. On the off chance that it happened that downpour started to fall, what will be the state of the understudies and the educator showing them on that day? In all actuality is either the training closes at that point or the understudies excused for the afternoon.

3.14. DEFICIENT PAYMENT

Deficient installment of educators is another factor that challenges auxiliary school training in Africa. The measure of installment given to any educator is reliant upon the nature of administration that the instructor will convey. The board can't pay $70 to an African educator as compensation for the month when he realizes that she should be paid at any rate $350 and anticipate that quality service should be given to the understudies.

This has been an issue in dark race nations. The lawmakers take all the cash and feel uninformed of dealing with the instructors that dealt with them. These equivalent educators are individuals that are raising other youthful abilities in the nations (Oketch & Rolleston, 2007).

3.15. WEAKNESS

Numerous schools in Africa are not gotten. The understudies who are learning in the schools are not ensured of their security. This disposition is without a doubt has come about to loss of lives of those that came to schools to learn. It is awful as guardians who have lost their youngsters through this reckless disposition of school directors are in torments.

In Nigeria, for example, in the period of October 2017, there was an episode of individuals managing antibodies to the understudies of essential and auxiliary schools in the country. A portion of the understudies who got such antibodies passed on. After certain responses of general society, the public authority and health branches of the nation rejected that they didn't send any of such gathering for immunization. That is to show you the degree of frailty in African optional schools.

This can be affirmed by Vanguard News distribution on October 12, 2017 through the sentence "The whole southeast zone is right now in upheaval, following broad gossip charging attack of schools by men wearing military uniform and supposedly infusing understudies and understudies to death with an obscure antibody connected to monkeypox."

3.16. UNFIT EDUCATORS

Most private optional schools in Africa are after benefit and not predominantly on the information to be bestowed on the auxiliary school understudies. This is terrible. It is one of the difficulties with the schooling area of Africa. The private owners of most private optional schools in Africa utilize unfit instructors who need insight on instructing calling to show the understudies. This is one reason why a large number of the understudies perform ineffectively, and that is one of the underlying drivers of assessment negligence. An unfit instructor will have close to nothing or nothing to bring to the table to the understudies the person educates.

3.17. FREE PRIMARY EDUCATION'S DEVELOPMENT ISSUES; A CASE IN KENYA

At the point when freedom came in 1963, the public authority vowed to kill instruction charges yet they proceeded into the 1970s, which made numerous guardians retain their kids from school for very nearly 10 years (Nkinyangi, 1982; Sifuna, 2007; Somerset, 2007; Vos et al., 2004). Anyway, in 1971, the Kenyan government gave general instruction by eliminating educational expenses in locale that the public authority considered "ominous." It was marked Free Primary Education (FPE) 1971 (Oketch, 2010; Sifuna, 2007; Vos et al., 2004). In 1973, the public authority disposed of school charges (FPE, 1973) for understudies in principles (grades) one through four in all regions, and set a uniform expense of 60 shillings each year for guidelines five through seven. By 1978, the public authority had killed charges for

the whole of essential training, principles one through eight (Nkinyangi, 1982; Oketch, 2010; Sifuna, 2007; Vos et al., 2004). End demonstrated just an administration signal as the charges had been eliminated however, took on another name. The public authority and schools currently expected understudies to give cash to building assets and gear reserves, including books and regalia. The new and added costs kept on underestimating helpless families. As more understudies went to schools, the requirement for assets expanded as gear and structures. During the 1980s, the public authority dropped their expense disposal choice in this manner finishing free essential instruction when the World Bank set up the Structural Advancement Program (SAP) to help fundamental training (Banya and Elu, 2001; Mooko, Tabulawa, Maruatona and Koosimile, 2009; Samoff and Carrol, 2004). The public authority presented cost-sharing hence adequately moving the duty of paying for schooling from the public authority to guardians and understudies (Sifuna, 2007). It was not until 2003 that the public authority presented Universal Primary Education (UPE), which by and by dispensed with essential schooling charges. The development of "enrolments expanded from 5.9 in 2002 to 7.2 million out of 2004" (Sifuna, 2007, p. 696). Albeit the case is to have at last arrived at an all-inclusive instruction, Kenya's essential schooling framework actually encounters various difficulties, particularly in assets as talked about straightaway.

Obstacles with "Free" Primary Education Throughout the whole cycle of disposing of charges, Kenya's schooling framework saw an expansion in enlistment, a decline in assets, gigantic access issues, and an increment of value concerns. As an immediate outcome to both FPE 1974 and FPE 1979, the elementary schools saw an enormous expansion in enlistment (Oketch, 2010). Notwithstanding, the dropout time was speedy, and understudies battled to remain selected due to the diminishing nature of instruction. Schools attempted to give space, study halls, books, scratchpad, and even educators to help the understudy's schooling. The Kenyan government made charge changes without arranging how to get cash from different settings. Albeit essential training has been viewed as free since 2003, many locale schools expect guardians to assist with building assets or gear reserves. With access increments and an enormous quantities of understudies entering Grade 1, clearly a country with restricted assets would battle. The enlistment increments have brought about a decrease of value instruction in Kenya. The public authority desires to make an informed populace by giving schooling all around, yet by doing this, they are basically adding bodies to the homeroom, yet restricting the information went to those

understudies. As indicated by Sifuna (2007): With expanded enrolments, numerous schools couldn't adapt to the high convergence of students. It was entirely expected to discover classes being directed in the open, under trees or in chapel structures to enhance the accessible space. Numerous schools presented twofold meetings/changes in the first part of the day and evening to adapt to the upsurge, while others presented a few streams. (p. 692) When analyzing the issues made by the end of expenses, the inquiry is whether the public authority is really supporting essential schooling. In certain spaces, instructors have homerooms with 60 to 80 understudies, and invest such a lot of energy with the enormous classes that they wind up restricting tasks and need more supplies for all kids (Lewin and Sabates, 2011; Oketch, 2010; Otienoh, 2010; Sifuna, 2007; Somerset, 2007). Likewise, in many regions, because of the enormous class sizes, understudies are abandoned and either wind up rehashing the class or exiting all together. Somerset (2007) inspected the redundancy rate somewhere in the range of 1974 and 1977 and found that "all-out enrolments rose from 227,600 in Grade 5 to 243,400 in Grade 7, an expansion of 15,800; however, absurd period the quantity of repeaters hopped from 11,100 to 34,800, an increment of 23,700" (p. 5). This pattern has not improved throughout the long term. For the 2010/11 school year, more than 400,000 understudies didn't finish grade 8 and from following understudies who started elementary school in 2003, just 59% of them finished the framework ("Dropouts, rehashes take cost with the expectation of complimentary essential training," 2011). The training framework does not have the foundation and the materials to appropriately uphold the convergence of understudies that the disposal of charges energized. This doesn't recommend that eliminating the charges was an error; it just proposes that in all actuality, essential schooling isn't all around free for these understudies or of equivalent quality. For instance, families actually need to pay for outfits and need to choose to lose pay on the off chance that they remove their youngster from the work market. Understudy's families are liable for buying required outfits before they can join in, yet much of the time, this isn't reasonable. For instance, while a uniform in a Kenyan town may cost what could be compared to five U.S. dollars, this is a huge sum for a family when the yearly gross public pay (GNI) per capita for Kenya is $770 contrasted with the United States' GNI of $47,240 (UNICEF, 2011). For certain families, it will be more financially savvy to keep their youngsters at home to help the family. Youngster work proceeds in Kenya and it influences more unfortunate, provincial families more and makes more prominent training access impediments for young

ladies (Nungu, 2010; UNICEF, 2005). These patterns cause the additional expenses and uniform expenses to be obstacles that families regularly can't reasonably defeat except if the public authority accepts totally free general public elementary school. Public essential schooling might be free in the arrangement articulations; however, the enlistment increments and the quality abatements have not made widespread access.

Future Educational Challenges Roy (1990), a futurist and leader of the Institute for the Future, advised that "anything you gauge is by definition dubious" subsequently our intending to shape better lifestyles should be founded on a mix of translations of projections just as our goals. The inquiry we need to pose to ourselves is do we really have the prescience expected to give us sensibly exact pictures of tomorrow's world (Roy,1990). A portion of the difficulties that are probably going to confound instructive arranging in the following decade as per Harold (1990) are as follows:

- Trends in populace and contracting position markets. The expanding youth populace gangs an uncommon test to instructors in giving self-supporting abilities in the light of diminishing open positions.

- Environmental issues. Perils including deforestation, corrosive downpour, abuse of energy resource, pollution and by and large environmental change. Students need to comprehend that the security of countries likewise rely upon arrangements in regards to the climate. There is need, thusly, for instruction frameworks to take an interest effectively and astutely in these issues.

- Family challenges. Change in family-like single-parent, endemic vagrancy and working moms. Schools might be left with duties in the past accepted by the family, for example, giving daycare and showing significant qualities and practices.

- Teen pregnancy, alcohol utilization, and drug misuse.

- Technological turns of events. These improvements are making different difficulties for schooling and society. They incorporate the opportunities for data over-burden with information expected to expand fourfold and changes in the idea of information and what we accept. Schooling should figure out how to manage quickly amassing advancements like PCs, video innovation and robots with man-made brainpower.

- Schooling in the home may discover a spot later on.

- Distance adapting imaginatively very much planned will assume

a significant part in teaching individuals. Herold (1990), in this manner, cautions that we should stay determined in managing changes for later and not be immobilized by attempting to clean the matured mosaics of past rehearses. Virtual schools will create whereby understudies could in any case meet face to face for social and athletic occasions. Simultaneously actual plants would shrivel as would managerial and ancillary occupations (Kas, Margret and Czeslaw, 2000). Students would purchase whatever guidance they need online. Educators and understudies can live anyplace on the planet and just meet online. This implies that it will demonstrate troublesome or difficult to save numerous contemporary organizations later on. Likewise, Fray (2007) predicts some school structures progressing into learning focuses that are open 24 hours per day, obliging both youngster and grown-up students, offering help staff to help individuals who battle with the framework or explicit theme. Instructors then again will become occasion organizers, aides and mentors, and some who are innovative leaning may decide to turn out to be full-time course makers.

At the beginning of autonomy, approaching African pioneers rushed to focus on training on their improvement plans. Achieving general essential instruction, they kept up, would help post-independence Africa lift itself out of miserable destitution.

As governments assembled schools and post educators even to the farthest corners of the Mainland, with assistance from strict associations and different accomplices, youngsters started to fill the study halls and essential instruction was in progress.

Africa's present grade school enrolment rate is above 80% all things considered, with the Mainland recording the absolute greatest expansions in primary school enrolment worldwide over the most recent couple of many years, as per the United Nations Educational, Scientific and Cultural Organization (UNESCO), which is entrusted with planning global participation in training, science, culture and correspondence. More kids in Africa will school than at any other time.

However, in spite of the achievements in elementary school enrolment, disparities and shortcomings stay in this basic area.

As per the African Union (AU), the new development in enrolments "veils gigantic differences and framework dysfunctionalities and shortcomings" in

instruction subsectors, for example, preprimary, specialized, professional and casual schooling, which are seriously immature.

It is broadly acknowledged that a large portion of Africa's schooling and preparing programs experience the ill effects of bad quality educating and learning, just as imbalances and rejection at all levels. Indeed, even with a significant expansion in the quantity of kids with admittance to essential instruction, an enormous number actually stay out of school.

A recently delivered report by the United Nations Development Program (UNDP), Income Inequality Trends in sub-Saharan Africa: Divergence, Determinants and Consequences, recognizes the inconsistent dissemination of fundamental offices, like schools, as one the drivers of wide pay abberations. Ayodele Odusola, the lead manager of the report and UNDP's central financial specialist, makes the accompanying point: "Quality instruction is vital to social versatility and would thus be able to help diminish destitution, despite the fact that it may not really lessen [income] imbalance (Austin, 2008).

To address training disparity, he says, governments should put vigorously in kid and youth improvement through suitable schooling and wellbeing approaches and projects.

Greater training, he says, improves the appropriation of gifted laborers, and state specialists can utilize this expanded stockpile to assemble a more attractive society wherein all individuals, rich or poor, have equivalent freedoms. As it is presently, just the elites profit by quality schooling.

"Rich pioneers in Africa send their kids to concentrate in the best colleges abroad, like Harvard. After investigations, they return to manage their nations, while those from helpless families who went to state-funded schools would be fortunate to find a new line of work even in the public area," notes Mr. Odusola.

Another test confronting strategy creators and teachers is low optional and tertiary enrolment. Angela Luigi, one of the creators of the UNDP report, says that while Africa has made huge advances in shutting the hole in essential level enrolments, both auxiliary and tertiary enrolments fall behind. Just four out of each 100 kids in Africa is relied upon to enter an alumni and postgraduate foundation, contrasted with a day and a half of 100 in Latin America and 14 out of 100 in South and West Asia.

Indeed, simply 30 to half of optional school-matured youngsters are going to class, while simply 7–23% of university matured youth are

enlisted. This changes by subregion, with the least levels being in Central and Eastern Africa and the most elevated enrolment levels in Southern and North Africa," Ms. Lusigi, who is likewise the essential counsel for UNDP Africa, disclosed to Africa Renewal.

As indicated by Ms. Lusigi, numerous elements represent the low change from essential to auxiliary and tertiary training. The first is restricted family livelihoods, which limit kids' admittance to instruction. An absence of government speculation to make equivalent admittance to schooling likewise has an influence.

"The large push that prompted a lot higher essential enrolment in Africa was sponsored tutoring financed by both public assets and improvement help," she said. "This has not yet progressed to giving free admittance to auxiliary and tertiary-level schooling."

Another hindrance to progressing from essential to optional instruction is the failure of public foundations in Africa to guarantee value across topographical and sex limits. Handicapped youngsters are especially hindered.

"Frequently in Africa, choices to instruct youngsters are made inside the setting of biased social establishments and social standards that may keep young ladies or young men from going to class," says Ms. Lusigi.

With respect to balance in instruction, huge holes exist in access, learning accomplishment and progressed examines, regularly to the detriment of young ladies, albeit in certain districts, young men might be the ones in a difficult spot.

UNESCO's Institute for Statistics reports that a larger number of young ladies than young men stay out of school in sub-Saharan Africa, where a young lady can hope to get just around nine years of tutoring while young men can anticipate 10 years (counting some time spent rehashing classes).

A larger number of young ladies than young men exit school prior to finishing optional or tertiary instruction in Africa. All around the world, ladies represent 66% of the 750 million grown-ups without fundamental proficiency abilities (Asimeng-Boahene, 2006).

At that point, there is the extra test of Africa's inadequately resourced training frameworks, the challenges going from the absence of fundamental school foundation to low quality guidance. As per the Learning Barometer of the Brookings Institution, a US-based research organization, up to half of the understudies in certain nations are not adapting adequately.

Results from local appraisals by the UN designate "helpless learning results in sub-Saharan Africa, notwithstanding up pattern in normal learning accomplishments." Many kids who are presently in school won't learn enough to secure the fundamental abilities expected to lead effective and gainful lives. Some will leave school without a fundamental handle of perusing and science.

3.18. SURVIVING

The drivers of imbalance in training are numerous and complex, yet the reaction to these difficulties spins around straightforward and sound approaches for comprehensive development, the destruction of neediness and prohibition, expanded interest in schooling and human turn of events, and great administration to guarantee a more pleasant circulation of resources.

With an expected 364 million Africans between the ages of 15 and 35, the landmass has the world's most youthful populace, which offers a gigantic chance for putting resources into the up and coming age of African pioneers and business people. Nations can begin to construct and overhaul instruction offices and give protected, peaceful, comprehensive and powerful learning conditions for all.

The AU, remembering that the landmass' populace will twofold in the following 25 years, is looking for through its Continental Education Strategy for Africa 2016–2025 to extend access to quality training, yet in addition to schooling that is applicable to the necessities of the Mainland.

The AU Commission appointed administrator, Thomas Kwesi Quartey, says governments should address the requirement for well-rounded schooling and fitting abilities preparing to stem rising joblessness.

Organizations of higher learning in Africa, he says, need to survey and enhance their frameworks of instruction and extend the degree of abilities to set themselves pertinent to the expectations of the work market.

"Our organizations are producing a great many alumni every year, except these alumni can't secure positions in light of the fact that the instruction frameworks are generally centered around planning graduates for middle class occupations, with little respect to the requests of the private area, for development or business," said Mr. Quartey during the launch of the European Union–Africa Business Forum in Brussels, Belgium, in June 2017. He noticed that if African young people are not enough ready for the work market, "Development in specialized fields that help industrialization,

assembling and improvement in the worth chains will stay hindered." Inequality's consideration among the Sustainable Development Goals (SDG 10: Reduced Inequalities) fills in as a significant suggestion to pioneers in Africa to treat the issue appropriately (Asiedu, 2014).

For a beginning, admittance to youth improvement programs, particularly for youngsters from burdened foundations, can help lessen imbalance by guaranteeing that all kids start formal tutoring with solid establishments.

The UNDP, through its new essential arrangement (for 2018 through 2021), will attempt to convey improvement answers for assorted settings and a scope of advancement needs, including destitution annihilation, occupations and jobs, administration and institutional limit and fiasco readiness and the executives.

3.19. DIFFICULTIES FACING AFRICA IN ACHIEV-ING EDUCATION FOR ALL—A CASE IN KENYA

Regardless of the Kenya's administration endeavors towards the acknowledgment of Education For All (EFA), it keeps on encountering various difficulties. These incorporate sex variations, high neediness levels, Teacher supply and quality, HIV/AIDS Pandemic and Inadequate monetary assets.

Figure 3.3: Classrooms in Africa.

Source: http://Challenges Facing Education in Kenya.

3.19.1. Sexual Orientation Disparities

The young lady youngster keeps on being in weak circumstance. Parental sexual orientation predisposition, social standards, adverse consequences of HIV/AIDS pandemic and destitution keep on affecting unfavorably on the young lady youngster's support in schooling. The world has gained constant headway towards sexual orientation equality showing that sex contrasts in schooling can be defeated through open strategy and changes in disposition, yet there is as yet far to go as just 59 out of 176 nations have accomplished sex equality in both essential and optional training. Sexual orientation equity in instructive freedoms and results is the most difficult to accomplish and is characteristically more hard to quantify. Obviously much remaining parts to be finished. Many Sub-Saharan Countries (Kenya comprehensive) are have a long way to go before they accomplish sexual orientation equality and value in schooling (EI, 2009).

Future possibilities on the young lady youngster instruction relies upon the accompanying variables if EFA objectives are to be acknowledged: added responsibility by every one of the partners to the young ladies instruction, enough and focused on subsidizing by government and benefactors to the young lady kid training, fortifying the sexual orientation unit by distributing sufficient monetary and material assets, reinforcing the limit of the National Task Force on Gender and Education by apportioning monetary assets for exercises, consolidating sex programs in pre-administration and in-administration educator preparing, promotion for the young lady kid instruction be strengthened, arrangement of more ladies in key managerial situations at school and strategy making level, systems and plans to address the significant differences recognized at essential and auxiliary school level be formed (UNESCO, 2000).

3.19.2. High Poverty Levels

Most nations were cheerful that chances given by reinforced popularity-based administration, and improving economies will speed up progress. Notwithstanding, destitution levels actually stay high. On turning into a republic in 1964, Kenyan pioneers pledged to destroy destitution, infection and ignorance. Today the extent of the populace living on short of what one US dollar daily, that is the neediness line, is higher than any time in recent memory (Sisule, 2001). With high neediness line, compounded by monetary emergency, commonness of HIV/AIDS pandemic, it very well maybe only a

simple dream to accomplish education for all by 2015. Destitution has been perceived as one of the factors that influences training.

3.19.3. Educator Supply and Quality

Conveyance of good-quality schooling is at last dependent upon what occurs in the homeroom, and educators are in the cutting edge of administration. The main determinant of instructive quality is the educator. Accordingly, schooling can be improved through supply of value instructors (EI, 2009). This remaining parts the job of government. It is assessed that the world will require around 18 million extra grade teachers by 2015. The most squeezing need is in sub-Saharan Africa, where an expected 3.8 million extra posts should be enlisted and prepared by 2015. This remaining parts a difficult assignment for the Kenyan government. Today, instructor-student proportion is still high and educator interest and supply stay a significant issue. Great quality training depends to some extent on sensible class sizes and Pupil/Teacher proportions (PTR). However, the GMR (2008) uncovers that there are huge local and public inconsistencies in PTRs. The inexact roof PTR generally utilized is 40:1, yet there are enormous provincial and public incongruities.

Examination shows that there are various components that influence educator interest and supply. One of the key factors is instructor inspiration which is influenced by other inalienable components like compensation. As indicated by GMR (2006), numerous nations face an emergency of educator spirit that is generally identified with helpless compensations, working conditions and restricted freedoms for proficient turn of events. Different issues incorporate the dubious utilization of agreement educators and the absence of proof for presenting execution-related compensation structures. Kenya is a casualty of such. Accordingly there is all probability that the situation can just persevere (as we move towards, 2015), consequently making the accomplishment of EFA by 2015 a simple living in fantasy land.

Concerning instructor organization, there is need hence to address equivalent conveyance of essential educators in areas, do enlistment of all pre-teachers as an image of acknowledgment of ECCDE have all undeveloped educators prepared through in-administration courses, set up sufficient staffing standards at all levels to utilize instructors, characterize the idea of an educator as an expert inside adequate expert standards (UNESCO, 2000).

3.19.4. HIV/AIDS Pandemic

In numerous nations, the overwhelming effect of HIV/AIDS on training frameworks keeps on being deficiently tended to in schooling arranging. "As a rule, the attention has been on educational plan change in schooling to remember instructing for HIV/AIDS counteraction as opposed to an incorporated reaction pointed toward tending to the various inconveniences looked by kids influenced by HIV/AIDS." (GMR, p.192). Instruction frameworks could assume a critical part in making mindfulness and controlling HIV/AIDs pandemic and subsequently expanding school enrolment. For example, in Kenya, admittance to medication for families living with HIV/AIDS has improved school participation.

Notwithstanding this effect, numerous legislatures in Sub-Sahara Africa have not created strategies pointed toward supporting kids who live with HIV or who have lost guardians to the illness. Helps influenced youngsters are neglecting to go to class, and this is on the grounds that their legislatures are bombing them. In sub-Saharan Africa, there are in excess of 12 million youngsters stranded by AIDS, excluding the large numbers of kids whose guardians are at death's door. While generally speaking school enlistment rates have increased to around 66% in the Mainland, AIDS-influenced kids have been deliberately abandoned. As per the report, kids endure true segregation in admittance to schooling from the second HIV/AIDS torments their family. Youngsters leave school to perform family work or to dispossess their folks' passing. Many can't bear the cost of school charges in light of the fact that their folks are too debilitated to even consider making money.

HIV/AIDs has have had an impact on kids as well as instructors. HIV-related medical issues lead to instructor non-appearance (UNESCO, 2005). Albeit the public authority has put forth certain attempt in providing food for their necessities of the tainted instructors, the effect could in any case be far much coming to as far as arrangement of value training.

3.19.5. Deficient Financial Resources

Financing Education For All (EFA) stays one of the center difficulties confronting many agricultural nations in Sub-Saharan Africa. The majority of these legislatures rely on giver support which usually, accompany surprises (EI, 2009). These administrations are often monetarily stressed because of various components going from political and monetary shakiness to frail administration. Hence they can't uphold maintainable execution of education for all. Kenya keeps on confronting various difficulties following

the presentation of Free Primary training in 2003 and Free Secondary Education in 2008. These difficulties are, for the most part, connected with the absence of satisfactory educators (HR), and hardware and offices (actual assets) (UNESCO, 2005). The underlying driver of every one of these difficulties is the absence of satisfactory monetary assets. Kenya isn't going to be liberated from its condition of 'need,' subsequently pushing for the fantasy of Education for All by 2015.

On the off chance that Kenya is to accomplish education for all by 2015, coming up next are the key regions that require specific consideration. These incorporate Early Childhood Care and Development (ECCDE), Primary Education, Secondary Education, Training in other Essential abilities needed by Youth, Special Education, Girl youngster instruction, Non-Formal Education NFE (out of School Education, Adult Education, and Curriculum Development. Different substantial measures must be set up through joined exertion from government, yet in addition including other improvement accomplices.

3.20. WHAT ARE THE DIFFICULTIES CONFRONTING AFRICAN AUXILIARY SCHOOLS?

Figure: 3.4: State of high education.

Source: http://University of Ghana students listen to their political science professor, Dr. Evans Aggrey-Darkoh in Accra, Ghana on October 14, 2015. Dominic Chavez/World Bank.

Genuinely, there are different difficulties that the training area of the African Mainland have been looking throughout recent years. These difficulties influence the youngster's instructive learning and comprehension incredibly. In this point, the difficulties are to be talked about, followed by the potential arrangements in addressing every one of them.

Among the purposes behind the numerous difficulties looked by the auxiliary schools in Africa is because of narrow-mindedness and debasement. The individuals from the political class in the Mainland are known for these two obstructing factors. They like to steal the assets which are to be utilized being developed of auxiliary schools in the Mainland as opposed to putting directly in the schools. Contributing is schools is the thing that most European nations do, yet Africa would not like to learn.

3.20.1. Difficulties in Computer Learning in Secondary Schools

It is obvious to everyone that PC is slowly making that big appearance of scholastic learning in the entire world. In accordance with this, every one of the pioneers, both the lead representatives and the leaders of most African nations are putting forth an attempt to see that PCs are introduced in different auxiliary schools for obtaining in PC abilities.

Despite the endeavors made by the pioneers in different pieces of Africa including Cameroon, Nigeria, South Africa, Ghana, Ethiopia, Congo, Morocco, Egypt, Algeria, Mali, Senegal, Ivory Coast, Zambia, Gabon, Zimbabwe, just to make reference to however, a couple, there are issues that the understudies face which obstruct the acquiring of PC expertise securing in auxiliary schools.

One of the difficulties confronting the learning of PC in African auxiliary schools is the non-accessibility of the teachers that will affect the information on PC into the understudies. In spite of the fact that the PCs have been introduced, the inquiry is on who will help the understudies in acquiring of the PC abilities (Okoli, 2012).

Utilizing great teachers that will instruct African auxiliary school understudies is a superior alternative to taking care of the issue of PC ability procurement. The educators are to be generously compensated to do the much they could to assist the understudies with getting the necessary expertise in PC.

The issues that African auxiliary schools are confronting outline. The optional schools in Africa are not in an acceptable state.

3.20.2. Significant Challenges Facing Secondary Education in Africa

What are the significant difficulties confronting auxiliary schools in Africa? The significant difficulties confronting optional schools in Africa are:

- Helpless government financing;
- Unfit instructors;
- Helpless Infrastructure;
- Insufficient Payment;
- Instability;
- Unfit educators.

Most private optional schools in Africa are after benefit and not basically on the information to be conferred on the auxiliary school understudies. This is terrible. It is one of the difficulties with the training area of Africa. The private owners of most private optional schools in Africa utilize unfit educators who need insight on instructing calling to show the understudies. This is one reason why large numbers of the understudies perform ineffectively, and that is one of the main drivers of assessment misbehavior. An unfit educator will have pretty much nothing or nothing to bring to the table to the understudies the person in question instructs.

3.20.2. Helpless Infrastructure

There is no contention with regards to the degree of poor infrastructural standard that the African understudies utilize during their examinations. The utilization of ineffectively assemble schools influences the degree of comprehension of the understudies contrarily. Think about a circumstance where the understudies are learning in a homeroom whose rooftop has been debilitated and all the material sheets fallen away from the structure. On the off chance that it happened that downpour started to fall, what will be the state of the understudies and the instructor showing them on that day? Actually is either the instructing closes at that point or the understudies excused for the afternoon.

3.20.3. Insufficient Payment

Insufficient installment of instructors is another factor that challenges optional school training in Africa. The measure of installment given to any instructor is subject to the nature of administration that the educator will

convey. The executives can't pay $70 to an African educator as pay for the month when he realize that she should be paid in any event $350 and anticipate that quality service should be given to the understudies.

This has been an issue in dark race nations. The government officials take all the cash and feel oblivious of dealing with the instructors that dealt with them. These equivalent instructors are individuals that are raising other youthful abilities in the nations.

3.20.4. Frailty

Numerous schools in Africa are not gotten. The understudies who are learning in the schools are not ensured of their security. This demeanor in without a doubt has come about to loss of lives of those that came to schools to learn. It is awful as guardians who have lost their youngsters through this imprudent demeanor of school directors are in torments.

In Nigeria, for example, in the long stretch of October 2017, there was a flare-up of individuals directing immunizations to the understudies of essential and optional schools in the country. A portion of the understudies who got such antibodies kicked the bucket. After certain responses of the general population, the public authority and health branches of the nation rejected that they didn't send any of such gathering for immunization. That is to show you the degree of uncertainty in African auxiliary schools. This can be affirmed by Vanguard News distribution on October 12, 2017 through the sentence "The whole southeast zone is presently in uproar, following broad talk claiming intrusion of schools by men wearing military uniform and purportedly infusing understudies and understudies to death with an obscure immunization connected to monkeypox."

Answers for the difficulties confronting auxiliary schools in Africa. The arrangements will help in settling the Mainland instructive test.

3.21. THE DIFFICULTIES CONFRONTING ADVANCED EDUCATION IN AFRICA

Advanced education in Africa is immature and has been a low need for as far back as twenty years. Admittance to advanced education for the important age bunch stays at 5%, the most minimal local normal on the planet, only one-fifth of the worldwide normal of about 25%.

Ladies are underrepresented in advanced education, specifically in the science and innovation fields. With respect to quality, not a solitary Western

and Central African college highlights in the rankings of the world's best 500 scholarly organizations.

Further, an excess of changes has collected in the course of the most recent many years. A critical result of immature advanced education foundations is likewise high paces of relocation of ability out of Africa in quest for preparing and exploration openings abroad (Oduaran, 2000).

The logical inconsistency of jobless alumni and an absence of talented labor force

As of now, most African nations face deficiencies of HR and limit inside science, innovation, designing, and arithmetic just as agribusiness and wellbeing disciplines (International Institute for Water and Environmental Engineering 2013; Montenegro and Patrinos 2012; World Bank, 2007).

The current example of abilities creation in Africa doesn't coordinate with work market interest or advancement needs. The new pattern in African advanced education is the low level of graduates in spaces of designing, farming, wellbeing and science.

While alumni of numerous African higher instructive organizations go jobless, significant deficiencies of talented work continue. The test is to increment both the amount and the nature of graduates through interests in labs and HR for these controls, improve the connection with managers to raise pertinence and cultivate solid global cooperation to raise quality.

The absence of speculation has implied that advanced education establishments of Africa are right now not fit for reacting to the quick ability needs or supporting supported profitability drove development in the medium term.

3.22.1. Reasons for the Distinction Among Market Interest

The reasons are a distinction with the necessities and ability requests of the economy, no minimum amount of value personnel, lacking maintainable financing, and inadequacies in administration and authority

All the more extensively, there is deficient territorial specialization of the advanced education frameworks in Western and Central Africa, just as different areas of Africa.

Advanced education in Africa faces extreme imperatives as far as achieving minimum amount of value workforce. The normal level of staff with PhD in open advanced education foundations in Africa is assessed to be under 20%.

Numerous divisions don't have multiple or two senior teachers; numerous near the retirement age. This keeps divisions and colleges from having the option to give significant advanced education preparing (to some extent to create personnel themselves), and setting up energetic exploration conditions.

Also, low compensations of workforce, absence of examination financing and hardware, just as restricted self-governance give disincentives to educators to remain in African colleges. Scholastic interruptions because of strikes by staff and additionally understudies emerging from various elements including poor authoritative initiative and absence of assets are different difficulties going up against African advanced education.

Chapter 4

Major Progress in Access to Education in Africa

CONTENTS

4.1. INTRODUCTION

There has been considerable progress that has been made by the African countries in boosting their primary and lower secondary school enrollment. It is with no doubt that, more than 20 million children are still out of school, and in other instances; some of those that are in school are not able to acquire the basic skills that are required for success later on in their lives (Nishimura & Yamano, 2013). The number of children that are getting an education is still low. A researcher claims that among the students that were assessed on the numeracy tests showed that three quarters of the children were not able to count and beyond 80 and 40% were in no capacity to do a one-digit addition problem. With the case of reading, children in the second grade, which is above 50%, were in no capacity to answer a single question even when it was based on a short passage they had just read. A large proportion of the children could not even read, and yet they were in school. All this can be attributed to the fact that there are shortage of teachers or poor foundations in their kindergartens. Furthermore, there are those kindergartens that are still taught by individuals that are not trained for the job. Such issues are normally experienced in the kindergartens in the rural areas where the private sectors have not been able to access or invest.

Figure 4.1: African children in kindergarten. Majority of the kindergartens do not have professional teachers to teach the children hence a poor foundation. In addition to this, there are no proper resources to teach them what they need to learn.

Source: Shutterstock.

There are, however, some programs such as schooling for learning in Africa that has been able to come up with an array of policy and implementation actions to help in improving the schools in African countries so as to help in meeting the challenge experienced in the process of trying to improve learning. This is basically in helping of the children in these areas in accessing and completing the basic education for all students in the region. The governments in various parts of the sub-Saharan Africa have even implemented some policies to help in boosting the education system in Africa. Some of what the governments have been able to do in order to improve the education systems in the countries have helped increase the number of children that have enrolled in school. It is with no doubt that, some of them are big changes but have needed to be navigated around in order to ensure that there are improvements in the education systems in the African countries.

4.2. ABOLISHMENT OF FEES FOR PRIMARY SCHOOLS BOOSTS AFRICAN SCHOOLING

In this case, scenario, the governments in various parts of the sub-Saharan African countries made public primary schools free in order to allow access to the children in their region. There has been a number of countries that have been able to adopt this with the help of the United National and UNESCO. It is with no doubt that in going in this direction, there are a number of challenges that have been experienced but the schools have been required to deal with. As a matter of fact, the best term is that the governments must be in the capacity to navigate such pitfalls in order to ensure success in this.

The first country is Kenya in which by abolishing school fees had the ability to get more than 2 million pupils in its schools. It was just before the beginning of the school year in 2003 that the Kenyan government was able to announce that it would stop charging fees for the primary schools. The result was nothing short of pandemonium. This is given the fact that the number of students that were enrolled in the schools were more than the number they were used to. Given this fact, the parents, teachers and the headmasters had to scramble in order to find the desks, pencils, and books for their children. There was actually a scramble for the resources given the fact that all parents wanted a chance for their kids to go to school. This was able to help the children move away from the path of crime and degeneracy and as such almost all parents were very grateful to the government. The majority of the individuals that we're able to benefit from this were the

individuals from the rural areas given the fact that they were the regions in which children were in no capacity to go to school given their economic state.

It was during this time that the policy shift was able to provide a stepping-stone in the records book. This country had a person make the Guinness book world of records as there was this one person Kimani Ng'ang'a Maruge who became the first oldest person to enroll in standard one. His claims were that he wanted to learn how to read the bible. This man was able to join school in 2004 where he was able to astonish the teachers and the fellow students. The reason why this person went to school at this particular time in his life was due to the fact that he had an ambition to learn how to read but was frustrated by the fact that there was the high cost of schooling in the country before this policy was amended. It was not until after on that Maruge talked to the Voice of America Journalist Cathy Majtenyi that the preachers were misleading people especially given the fact that most of the people in a religious setting were in o capacity to read the bible. He claimed that that was the reason as to why he was back in school. This showed how much there was problems in the education system in Kenya. It was unlike the western countries wherein the time when they would not access the schools, the parents took the initiative to ensure that their children were in the capacity to read especially for the purpose of religion.

In 2007, the country faced a major setback in its most sectors given the fact that there was the post-election violence. Despite these hard times, the UN and UNESCO children's agency claimed that the abolishment of the school fees in the country was able to increase the number of children that were enrolled in primary schools. It is with no doubt that, the policy was able to have the intended effect on the children in the country. Reports claim that there has been an increase in the number of children that are enrolled in primary schools by over 2 million children. In encouragement, the dropout rate that were brought about by financial difficulties have also dropped (Ndulu, 2004). This is given the fact that the schools are now free and no need to go home for the sake of looking for school fees. The only penny that the children are asked to pay for is for the examination and for access to meals in schools. For those who have no capacity to afford the school lunch, they are given time to access their homes so as to get a meal. Reports claim that the percentage of students that are able to complete schools have been able to increase, and the only reason as to why the smaller percentage of students are not able to complete is their inability to pay for the examinations given their poor backgrounds. There were those pupils in

the school that could not afford to have decent clothing for their schooling.

Figure 4.2: Poverty in rural sub-Saharan Africa is the reason as to why children drop out of school. With lack of proper resources and lack of money to pay for examinations is the main reason as to why the children in the rural parts of Kenya are dropping out of school.

Source: Habitat for Humanity GB.

This was a good step towards ensuring that there is education for all. The increase in the number of students in the schools led to most of the Kenyan educators claiming that the abolition of the school fees and the various policy reforms that accompanied have been a major success in the Kenyan education. It is with o doubt that with the implementation of these policies, there were worries that have been able to claim the facilitators such as financing, the class sizes and the quality of teachers in schools. As a matter of fact, the abolishment of school fees was seen to be a step of Kenya among other sub-Saharan African countries to education to millions of individuals, mostly the individuals from the poor regions. This has been able to make Africa make progress towards its goal in ensuring that the children have a place in the schools (Mfum-Mensah, 2017). Years following the implementation of the policy was able to make a good number of the students to acquire education as they have the capability of accessing it for free.

Following the elimination of the school fees, a good number of countries in sub-Saharan Africa that we're able to implement this policy has been able to see an increase in the number of children enrolled in primary school. Some of the countries that we're able to implement this policy include

Burundi, the Democratic Republic of the Congo, Ghana, Ethiopia, Malawi, and Mozambique. This has showed that the countries have moved a step towards the improvement of education in their countries. As a matter of fact, there has been explosive growth in education in these countries. The UN Education, Scientific and Cultural Organization (UNESCO) claims that in between 2000 and 2007, the enrollment of children to primary schools was able to increase by 42%, and the number is still rising. This increase was considered to be the greatest increase all over the world. This shows that, in general, the number of children that we're able to go to school in Africa was able to rise from 58% to 74%. In 2015, one of the targets of millennial development goals were able to be achieved by countries such as Botswana, Cape Verde, Togo, and Mauritius, which was to achieve the universal primary enrolment. The MDGs were adopted by world leaders in 200 with the aim to reduce poverty and in the process advance the wellbeing of individuals around the world.

One of the problems that was encountered by schools in Kenya after the increase in the number of children that enrolled in school was that some of the regions had a limited number of teachers. In order to deal with this situation, the government was able to reassign teachers from the areas that were overstaffed to go teach in those areas that had a limited number of teachers. The increase in the number of students that enrolled in school was only a start towards improving education in the sub-Saharan Africa. This was considered as a huge surge in the education system, but despite of this, almost half of the 72 million students that were out of school by the year 2007 were from the sub-Saharan Africa. The drop out grates still remained to be high by the year 2010 but is something that the government has been working on given the economic hardship times. Issues regarding the financing of the primary schools have come up given the fact that there has been global recessions that have combined with various other urgent problems. This has been able to put additional pressure on the budgets that are still a problem.

In the process of making primary schools free, planning and financing the education have become very crucial. The reason behind the African demanding free and universal primary education is said to have its roots deep in the colonial era. This was the time when the colonialists restricted the Africans from accessing schools. For the case of the South Africans, the children were granted access, but there were racial segregation of the children as the children of the whites were able to go to schools that offered better and quality education (Michaelowa & Wittmann, 2007). As such, at

the point that the countries in Africa gained independence, a key popular demand was access to education, and for this particular reason, the newly independent governments invested heavily on the schools and teachers that needed to be trained as fast as possible so as to provide education to the children. The enrollment of the students in schools were typically soared, but the fact that there was inadequate finance and trained teachers and the school administrators, the expansion of the schools proved to be very unstable.

It is with no doubt that the years after some of the countries in Africa gained independence, there were those such as Kenya, Malawi, and Ghana, who tried to end school fees but there was no success in the same. In the 1980s, there was the arrival of the austries policies by the World Bank and the international monetary funds that led to the reduction in budgets that were being allocated to education in the African countries. Such policies were accompanied by the requirement that the students had to increase the fees they were paying. As such, it goes without say that such a policy was a major contributor to the continent's enrollment rates at the particular time. The abolition of school fees in countries such as Ethiopia, Ghana, Kenya, Malawi and Mozambique by the UN children's fund UNICEF led to researchers coming to the conclusion that school fees is the major barrier for the children in sub-Saharan Africa to access education. This especially applies for the individuals in the rural Africa. A survey done by the United Nations showed that in the process of wanting to attain the millennial development goals, there are some variables in education that are kind of problematic to the rural poor families. The claims are that school fees and other mandatory charges such as costs for attaining school uniforms and the dues that are collected of parent-teacher conferences take up to an average of 25% of the total income of the rural households (Michaelowa, 2002). There are the costly fees that are, however, collected from the families in the wealthy districts that are expected to dramatically improve the quality of learning in sub-Saharan Africa but still the issue is that the sums are too small to that. As such, according to most individuals that are advocating for education, the claims are that school fees are more of a barrier to the poor accessing education than it being a source of good quality education.

Figure 4.3: Abolishing of school fees has been able to boost schools in sub-Saharan Africa. This supports the claims by the school advocates claiming that school fees are barriers to the poor in accessing education and not a source of improving the quality of education in African countries.

Source: The United Nations.

The abolishment of school fees itself is not enough to lead to a progressive education system in the African countries. According to a research, that done by the World Bank in conjunction with UNICEF claimed that some of the innovative policies and educational reforms that follow the abolishment of school fees was able to spell out success and failure in the education system. As a matter of fact, the researchers in Kenya claim that its government was able to do something right and was able to it very fast. In the fulfillment of campaign pledges as an initiative to win, the efforts to abolish school fees was followed through after Mwai Kibaki was able to win the presidential elections in December 2002. The country went through a crisis mode during this particular time given the fact that after the announcement of the elections, the school year was just following in January. Consequently, the new government called on the senior officials of education and the finance ministries to come together and work with donors in their effort to avert the crisis. It was not long before the country got to its feet, given the fact that education is one thing that the majority of the investors could invest in.

In Malawi, the abolishment of school fees was able to increase the number of children that enrolled in primary school, but it did not come without a

number of setbacks. The issue was that the policy was implemented at a time when there were insufficient teachers and inadequate funding, which led to the suffering of quality education in the region. His is given the fact that the number of pupils increased while the number of teachers remained constant. In order to deal with this particular problem, the first step was to mobilize the parents and the available teachers and administrators. The second step was the initiative to look for money. In dealing with the issue, the government was able to release a minimum of 6.8 million dollars in emergency funds in order to be able to cover some of the immediate needs in the schools such as exercise books, pencils and other supplies (Mama, 2003). This meant that every primary school was able to receive a minimum of 380 dollars. The donors were also not left behind as they also stepped up. It was recorded that the World Bank and the Swedish government was able to raise a total of $82 million in additional funding over the next two years. In just two years, the government was able to claim that the spending on education alone was able to increase from a minimum of $703 million to $951 million. This was considered to be a third of the country's national budget.

The fact that there was support from the public and minimal financial setbacks, the government decided on a major overhaul in the process of improving the education system. Instead of the government channeling the funds through the ministries of education, the country decided on providing the student grants directly to the primary schools. The schools were asked to set up two accounts for the school in which one was for the school supplies while the other one for the non-teachers' salaries and building maintenance among other things that were non-educational.in order to facilitate this process, the teachers, headmasters and the school managers ware offered training on financial management and bookkeeping. The purpose of the education ministry was thus given the role to oversee what was being done in the schools and how the funds were being managed.

Given the fact that the number of students was increasing in the Kenyan schools, the number of teachers was being increased slowly. This was due to the fact that there were concerns by the government that by increasing the number of teachers in the schools very fast would lead to a large number of unqualified teachers. As such there would be an increase I the costs that the government would endure and furthermore a lower instructional quality. The solution for such a case was thus to transfer teachers from the overstaffed schools and asking other to do a double shift. In the current society, the number of teachers is no longer a problem given the fact that there are a good number of teachers that have been employed in the schools. This is due

to the fact that there are universities that are training teachers in the country, and to make the situation even better, the government has been able to set up teacher's training colleges. By the year 2004, the Kenyan government was able to maintain the maximum of 41 students needed at least a single teacher. In some provinces, however, the ratios were higher though it was improved later on in the years.

The government was also able to reach its target of one textbook per three students. These were the textbooks that were being provided by the schools and were bought by the government (Labé et al., 2013). This was able to help a good number of primary schools in the rural areas that did not get the chance to have sufficient teachers and school supplies. This helped them improve their performance in the schools. This approach led to 14 of 21 worst-performing districts in the country to improve in terms of its performance by the year 2005. According to the researchers of the United Nations, combining the abolition of fee with other advances are the reasons behind the positive trend in the education system in the country.

Figure 4.4: A teacher teaching a massive class with limited resources. In the process of trying to improve the education system, the ration of teacher to students need to be fixed. Resources need to be provided to the schools in order to take the class rooms conducive to the students.

Source: https://news.un.org/en/story/2012/05/412232-too-few-teachers-and-resources-hindering-students-sub-saharan-africa-un.

However, it did not mean that the abolition of school fees and reforms that came after solved all of the problems that the education sector in Kenya was facing. The reports by the United Nations noted that the increase in the number of pupils in primary schools triggered the movement of the wealthier

students towards the private schools; this led to the longstanding disparities in the income within the national educational system. The abolition of fees did not remove all the burdens from the families that are strapped financially. A father of three central Kenya, Gerald Mwangi claimed that calling it free education is actually very misleading. The reason behind this is that he claimed that for one of his children who was in Grade 4, he still had to pay for food, transport and uniform, which still costed him, about 5,000 shillings. Some of these charges were and still are the reason behind there are still those children that are dropping out of school as they cannot be able to afford such things.

Many educators credit the Kenyan government for being able to maintain the existing quality of education. Ideally, there are still some of the schools that do not have the capacity to uphold quality education per se. It is with no doubt that there has been an increase in the number of students that have been able to join school, and the state has also been able to increase the class sizes in order to help in accommodating them. However, there is a good number of students who in their grade level are in no capacity to read nor write nor even do a simple mathematics (Katuu, 2015). This still remains to be a major concern in Kenya among many other African countries that have been able to increase the number of students in the classroom, but there are those that still remain to be poor in what they are learning.

Malawi unlike Kenya was able to eliminate school fees earlier on in 1994. There are countries that implemented the policy later on in the years and have had the capacity to succeed in their reforms. The concern was given the fact that Malawi has less than half of the gross domestic product that Kenya has. Furthermore, the country is faced with fewer financial resources and human resources for them to depend on in terms of support. As such, the country is still trying to cope with the situation while in the process of trying to provide universal primary education. According to the UN, Malawi, just like the majority of the countries that adopted the reforms did so because of the fact that universal primary education was triggered by the various political demands rather than planning for the process rationally. This can be supported by what was mentioned before where the president of Kenya had the policy reform during his campaign, which was one reason that attracted the Kenyans to vote for him. For the case of Malawi, the country had lifted some of the fees for the Grade 1 and 2 children and further waived the fees for the girls before 1994. In 1994, the implementation of the policy was able to coincide with the multiparty general election held in that particular year. The problem however, during that period was that the individuals that

were involved were mainly focusing on the enrollment of the pupils to the schools rather than looking at the quality of education. This can be one of the reasons as to why; most of the schools in Malawi was able to increase the number of students in the schools while at the same time the quality of education remained to be poor. Furthermore, the process was given a limited time given the fact that they were also working on their political rallies. As such, among those bodies that were considered as Malawi's external partners, it was only UNICEF that was able to provide them with support in fee abolition policy reform. It was only after the students were able to avail themselves in numbers that the state saw the pressure it had in coping with the issue. This is given the fact that the students needed resources to take them through in the school year.

An immediate response to the increase in the number of pupils that came to school was the fact that the government hired a total of 20,000 new teachers. Among these teachers, the majority of them were just secondary school graduates who were given only 2 weeks training. It is with no doubt that this is not an ideal period to train the teachers that were expected to offer the students quality education. There were some plans that the government had on trying to provide on-the-job training where individuals would be trained while they were teaching the students. These plans were not able to materialize since the time to do the same was not available. It was during this period that Malawi was able to experience a decline in the instructional quality given the fact that the pupil-teacher ratio climbed to 70 to 1 teacher. Since the process was done in haste, it meant that there were lack of sufficient facilities for the students (Kisanji, 2019). As such, the majority of them had to meet under the trees for their classes, while the books and pencils were not available. Some of the schools were able to receive them months later, while others waited for a yearlong. Over the years, there have been changes in the schools as various states that abolished fees in sub-Saharan Africa have had the ability to build schools and ensured that the resources required in a classroom are available in the schools. In that particular period, there was an increase in budget that was allocated to the primary schools. Despite this act, the spending per student, which was considered to be already low declined by about 25 %, which then contributed to the decline in the quality of education. As such, during the first year of implementation, a large number of pupils, almost 300,000 were able to drop out of school. It is said that this particular predicament is still continuing up to date where many students are still dropping out of school. According to the UN, it is only about 20% of the boys and girls that are able to complete primary school in

Malawi. This is a very small number given that it is not even close to a half of the percentage. The claims that this is attributed to the poor state of the nation. This means that majority of the individuals in this country live below the poverty line, which makes it even harder for them to access education. Furthermore, there are lack of enough resources and teaching programs such as those of nutrition that would be sufficient to keep the children in school. Furthermore, at that particular period, it was only UNICEF that was supporting the country in terms of providing them with financial aid. With little to no investors supporting the country's education, the country remains to be in a poor state and a huge number of dropouts.

Figure 4.5: primary school children with UNICEF bags. Initially, when Malawi was abolishing school fees, UNICEF was its only supporter in terms of financial aid, which was not enough for the pupils.

Source: https://karmacolonialism.org/those-ubiquitous-blue-backpacks-who-is-helping-who/.

In conclusion, the academic experts claim that lessons need to be learnt from Kenya and Malawi, especially if they need to improve the number of pupils in the sub-Saharan Africa that are attending schools. Following the results of the two countries, it is with no doubt that abolition of school fees is a precondition for increasing the number of pupils that are going to school (Jk, 2016). However, it should be understood that abolition of school fees alone might not be entirely successful unless it was accompanied by a strong public and political support, an increase in financing and further a sound planning and reform. In the current society, more and more western investors are looking into the African education system, and as such, the governments should take it as an opportunity. With such increases in investments, it can allow for the reduction of some of the basic costs that the parents are required to pay despite the abolition of school fees. At the moment when the government has been able to fix the enrollment problems, they can then

decide to direct the resources towards the improvement of the quality of education that is provided to the students. In the process, the state needs to ensure that they can be able to meet the needs of the poor families in the county in order to avoid dropout by their children. At that particular point, the government is required to look at the individuals in the rural areas and also the children with disabilities. Initially, these students had no place in the schools, as there were no special equipment to teach them with. As the years have gone by, the governments in most African counties such as Kenya, have been able to open up schools for children with disability which have equipment that help make their learning experience a success. According to educational analysts, the female gender should be given a major focus given the fact that in some cultures, girls are not allowed to get an education but should be groomed I their homes in the process of making them ready for marriage. In the current world, there are those countries that have programs in the remote areas teaching families of the importance of providing an education for all children, including girls, given the changing state of the world. Such cultures that have attitudes that devalue education for the female gender should be looked into and is a reason as to why there are some NGO companies in conjunction with the state of a particular country come together with the aim of teaching these communities of the disadvantages that are attached to these beliefs. In other instances, parents are seen to argue that there are insecurities in schools and poor sanitation, which is not a good environment for their female children. As such, the government needs to ensure that the schools are in proper hygiene and that there is security in the environment so that the parents become assured that their children can study in good and safe environments. Despite the difficulties of education, Dina Craissati, a UNICEF primary education specialist, claims that the governments and the donors should look at abolition of school fees and the need to accommodate a large number of new students as catalysts. They should look at it as ways that would improve every aspect of education and a way of improving innovation. Technological innovation is the future of our world, and as such, with education, it can be made possible (Johnson, 2006). Furthermore, with better and quality education, students can be well prepared for secondary school system. According to the specialist, the abolition of school fees should not be seen as a problem but should rather be seen as an opportunity. It is rather an opportunity for parents to ensure that their children get quality education, an opportunity for children to learn how to read and write to help them secure a job for their future and an opportunity for a nation to develop economically in the long run. She claims that with

proper planning, determined leadership and adequate financing, Africa has a chance in ensuring that all the children have a chance in education.

4.3. TABLETS REVOLUTIONIZE THE CLASSROOMS

In Kenya, there has been the introduction of the use of tablets which are helping the students learn how to read and write, while at the same time providing them with skills on how to operate a computer or rather a technological device. A school in Samburu, a remote area in Nairobi is known to be an area that uses tablets to teach its boys and girls. This was a school that was seen to be poor or what they claimed as bare bones. The school was known to only have a handful of long wooden benches and a small blackboard in which the teachers struggled to use to teach hundreds of students. Currently, this primary school remains to be a shining example of a wireless, tech-enabled classroom, thanks to the brilliant minds of Kenya's booming tech community.

Figure 4.6: Primary school pupils using tablets in school. Kiltamany Primary School has adopted the use of tablets, which has raised the school from a bare-bone to a shining school.

Source: https://www.the-star.co.ke/news/2019–02–16-state-to-spend-sh-84bn-more-on-school-tablets/.

The use of tablets was proposed by the Kenyan government with the aim of improving the computer skills of children given the fact that almost everything in the world is computer programmed. It is with no doubt that this reform was aimed at trying to keep the country at bay in terms of technological development.

Kiltamany Primary School are using tablets that were designed by Nairobi-based software company BRCK, and is being used by the Samburu children, that is, the boys and the girls who are learning how to read and write by the use of the laptops while at the same time learning basic mathematics skills. Apart from learning how to read and write, the use of the laptops will help the children understand the idea that knowledge is power and widening their future growth. In Samburu, there are those customs that prohibited the women from going to school, and with the introduction of the tablets, the women have been able to go back to school, and as such, they have the capacity to set an example for their children to go to school. In the case where parents are setting an example for their children, they will get the motivation to go to school in order to acquire knowledge (Hoppers, 2009). Furthermore, there are those NGO organizations that have situated their employees in the area to provide insights to the people in the area on the importance of education in improving the economy and ensuring innovative growth in a particular time. A Slovenian photographer Ciril Jazbec in his story, claimed that the individuals in Samburu, mainly the parents only want to ensure that the kids have the best in life by inspiring them to take education as seriously as possible. Education is the key to success is what is being said by almost every one and thus asking the children to take education seriously.

Before Jazbec decided to be a photographer, he decided to venture into economics and thus decided to learn about the same in school. This course helped him in acquiring the background of telling the story on entrepreneurial spirit of the African people. In his photography work, he was able to see all the extraordinary sparks of creativity, progress, and forward-thinking that often are not synonymous with stereotypical ideas of the continent. Even without education, the Africans have the capacity to make products out of their own mind. Take for instance making shoes by the Masaais or the making of sisal bags. These are some of the things that individuals in this great continent are able to do just by the basic mind skills that they possess and not by education. With proper access to education, it shows that the continent has a great potential in improving their skills and thus improving the economy of the country. The claims are that the creativity of

individuals in this continent are synonymous with the stereotypical ideas of the continent.

Change is inevitable and is not welcomed by many, especially those that have been hit hard by the change process. At the same time, every journey starts with a single step or rather a first step. Internet connectivity was a technological change that was at first not welcomed by many, but after seeing some of the goodness of the same, a good number of individuals were able to adopt it. As a matter of fact, Kenya and many other surrounding countries in sub-Saharan region began with broadband internet. It was only a decade ago that Kenya among other east African countries lay in the shadow of the rest of the world, mainly Asian, European and American countries. This was due to the fact that most countries in Africa were disconnected from the rest of the world where there was the high-speed internet that was crisscrossing countries, oceans, and continents to make the world an online global community (Higgs, 2012). It was around 2010 that most of the regions in Africa were able to receive their first-ever fiber optic cables around the continent. This helped in planting the seed that would lead to the technological community to flourish. The seed that was then planted allowed for the countries in the African continent to be able to connect to other countries around the world. This has even allowed for the students in the African continent to take up online classes or short courses that are being taught in other countries.

It was only a few years later that Kenya's internet connectivity grew and all this was given thanks to the National Broadband strategy. This was an initiative that brought about by the government with the aim of rolling out inequality in terms of internet access and further providing quality internet for its citizens. This has been able to help most of the students, especially in the most recent times where most parts of the world was affected by the COVID-19 pandemic. The government measures that were passed, forced the children to study from home, and the process was only made successful because of better internet connectivity. It is with no doubt that, the internet connectivity in most African countries is not up to speed like most if not all of the western and the Asian countries. Some of the areas, especially the rural areas are facing poor connectivity's which takes online studies for children in such areas a major challenge. This was one reason why online learning was stopped, as the children in the urban centers were able to learn without much troubles of internet connectivity while those from the rural poor did not benefit from the same. For the case of the women of the Samburu tribe, such technological advancements allowed them to improve

on the knowledge and the skills that they already possessed. With proper understanding of words and a number of calculations, these women are now with abilities to do business on their own without any trouble. In the process, there has been an increase in the value of education in the traditional nomadic tribe. It goes without say that individuals lead by examples, and those that are above us act as role models. By women joining or rather going back to school, they have been able to show a good example to their kids while in the process motivating them to go to school in order to get an education. According to Jazbec, the photographer, the Samburu people are living a life that is really contrasting. This is given the fact that that, at a particular time, he was photographing individuals using tablets in classrooms or rather what he claims to be digital classrooms (Antal & Easton, 2009). The next time, the photographer was able to observe how the people were living simple nomadic, traditional lives in their home villages. This show that even with culture, technology can still be integrated in the process. Jazbec was able to find the clash fascinating given the fact that, in theory, technology would not be able to integrate with some of the cultural norms and beliefs. As a matter of fact, there are some cultural beliefs that are in disagreement with technological advancements. However, instead of looking at the disparities among the two, strategies need to be formulated in order to ensure that they can be integrated. Jazbec's fascination was on the fact that there was an allusion between the inherent tension of modernity and cultural identity. Most Africans tend to link the aspects of modernity to the westerners whose behavior are unaccepted in the African culture.

Figure 4.7: Samburu home portraying their culture. Looking at the Samburu homes and how they behave at home, shows a clear picture of how it is different from the classrooms where they use the tablets to learn. The clash in cultural beliefs and technological use is fascinating to most individuals.

Source: https://www.flickr.com/photos/mytripsmypics/5369576930.

On the one hand, we can see that the screens are overtaking our lives given the fact that an average person is normally seen to spend the majority of his time there. This is the African context is seen as a waste of time, which paints a bad picture to technological innovation. On the other hand, technological innovation can be seen as a solution to inspire and prepare African's next generation. This will help the next generation to have the capacity to compete within the global landscape fairly and in the process, help attract innovators to the country. In the long run, through education and other sectors, technological innovation can be seen as a way to improve or rather bring forth economic development in a particular country (Heugh, 2009).

4.4. PROGRESS IN HIGHER INTUITIONS EDUCATION SYSTEMS IN AFRICA

Globally the education sector continues to face continuous changes just like other sectors. The experienced widespread reform and transformation, specifically in the education sector in Africa has been driven by the globalization forces. The globalization processes have brought various successful progresses not only in the developed countries but also in the developing countries. This has been known to be the major driver of any change. The complex and multidimensional phenomenon globalization process has manifested itself in the higher education systems in African countries in a variety of ways. The many changes it has brought forth are said to make it impossible for experts to assess its precise positive impacts on the education system due to globalization alone. The various progresses include the development of mass higher education systems. This has accelerated the rate of information and communication flow, making the lifelong necessity accessible to everyone, as more people continually require more skills and knowledge from the education sector over their lifetime. This is to help them secure their socioeconomic security for their families, employees, their governments and for themselves as well as for the civilization of everyone in the society. The universities and colleges, which are being newly developed in Africa, are to be having newer roles to advance the learning systems in the African countries. The generation of the new ideas, skills and applicable knowledge in the university settings in Africa are an engine for growth in the economy and the progress of the education system at large as it accommodates more people in assimilating the knowledge.

There has been a wide spread advanced use of technology for teaching and learning in the education sector in the higher education systems in Africa. Apps, for example, zoom and goggle apps have been used in distance and online learning platforms that have been used especially in this era of COVID-19 in the world. The lecturers and students are able to access the platform from different places and meet virtually through the online platforms (Hadebe, 2017). The students are able to enhance discussing groups in their assignment for easier learning through the platforms. The progress in the education sector has saved a lot of finances to both the parents or students and the governments. Students do not have to travel to school and be accommodated to receive education in the local universities, while the school institutions do not have to create buildings and structures to host their students as they learn.

The emergence of a global marketplace for higher education is another progress that has been made in the African countries. Residents in Africa can apply for education courses or programs in international or other local universities in the continent without relocating as they embrace the online platforms. They earn their degrees and graduate easily; thus, the online platforms have greatly led to the advancement of the global marketplace for higher education. Moreover, it has led to the growing convergence in higher education policymaking as different universities and colleges harmonize their education to suit to the needs of the society and be at least similar to those offered at other educational intuitions. Since students can come from different places in the world, progress has been made in most of the African countries in terms of offering education that is of international standards as they assimilate students from different backgrounds. The emergence of international accreditation regimes has been another progress that has been made in the African countries higher education systems. The African universities and colleges are now able to accommodate other international students in their institutions. This has been made possible as they have developed linkages that offer guidance to those students, and they can be able to learn comfortably in the foreign countries. Additionally, intuitions have been able to accredit other intuitions student's degree certificates and other academic certificates that are acquired at the international levels. This enable the students who go to other intuitions for further studies, which they are able to continue with their studies from where they left from comfortably.

Moreover, in Africa, the classification of education as a tradable service under the General Agreement on Trade in Services (GATS) framework liberalized trade in educational services and sparked profound structural

changes in the global landscape for higher education that has made various progresses. Specifically, it furnished programs and providers enhanced access to education markets, particularly in developing countries, and thus created new opportunities for cross-border mobility and the concomitant competition across universities. This has led to major growth that has been depicted in most developing countries in Africa. All told, perhaps the single most dominant manifestation of progress has been the dramatic globalization of higher education intuitions. Across Africa, the progress in education has been evident from the increasing compatibility and efficient degree structure in the higher learning intuitions. Introduction to the Special Issue on Higher Education in Africa has made significant progress by focusing on several priorities designed to culminate in the establishment of a globally competitive higher education space.

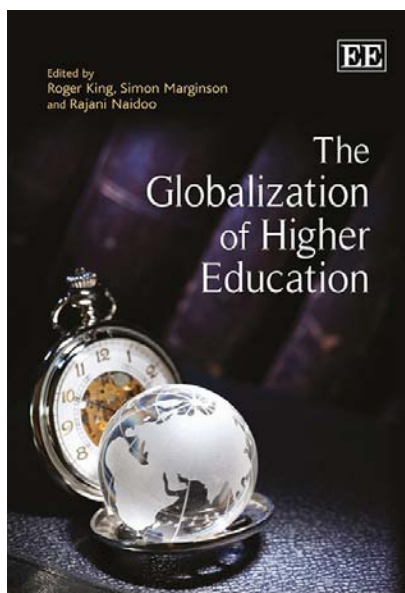**Figure 4.8:** globalization of higher education. The progress in education has been evident from the increasing compatibility and efficient degree structure in the higher learning intuitions.

Source: https://www.e-elgar.com/shop/usd/the-globalization-of-higher-educa-tion-9781781001691.html.

Perhaps the one most noteworthy outcome of the reforms is the construction of the Qualifications Framework in the African and European

Higher Education Area, a meta-framework to which allied countries key their national-level qualifications frameworks. This meta-framework is intended to facilitate the mutual recognition of qualifications and thus foster greater student mobility and graduate employability in signatory countries. Overall, while implementation of reforms has been unsystematic and structural challenges remain, much progress has been achieved toward improved readability and comparability of degrees in the African countries.

Successive reforms have further been made in increasing transparency regarding program-learning outcomes. A collaborative and inclusive process that brings together faculty by discipline and draws upon perspectives from pertinent stakeholders, including employers and professional associations to identify and define discipline-specific frameworks of learning outcomes for students at each degree level. That is, the process addresses what students are expected to know and be able to do upon completion of a degree program for a specific discipline. This helps facilitate greater mobility of students throughout the African and European Higher Education Space. A framework that defines generic learning outcomes for students at three different degree levels, which are the associate's level, the bachelor's level, and the master's level, regardless of field of study is known as the DQP (Geo-Jaja, 2004). Further afield, higher education across Africa continues to experience the ripple effects of the Bologna Process as evidenced by incremental and piecemeal reforms and policy initiatives to foster integration and harmonization with the goal of establishing a Pan-African Higher Education Space analogous to the European Higher Education Area. In that regard, Tuning Africa has received the public endorsement of prominent actors in higher education at different policy levels, most notably the African Union. In principle, the prospects of structural reforms to achieve greater integration and harmonization of higher education systems in Africa hold much promise; in reality, however, the pace of change remains glacial and intractable challenges lie ahead as some of the policy initiatives and reforms may be in tension with national or even regional priorities.

According to FIRE, which stands for the Forum for International Research in Education, the theme of this Special Issue of the Forum for International Research in Education is higher Education in Africa towards Global Perspectives while its goal was to provide an opportunity for researchers and practitioners to engage the broad range of topics that transcend national borders. Submissions were invited to examine such topics as outcomes analyses for international organizations in African higher education, the influence of Bologna and the European Standards and

Guidelines for Quality Assurance on globalized standards for African higher education institutions, isomorphism versus institutional diversification in African higher education, internationalization initiatives within the African continent; the influence of colonial institutions on African universities' approaches to internationalization and educational policy borrowing in African higher education. The special issue attracted several submissions from different countries and from a wide variety of disciplines, a reflection of the interdisciplinary nature of the field of comparative and international education (Escher et al., 2014). This contributed to progressivity in the education system in this area. Taken together, these articles advance our knowledge regarding the influences of globalization and internationalization on higher education in Africa and the concomitant policy responses at international levels. In the first article, "Motivations of faculty engagement in internationalization, an agenda for future research explored the drivers of faculty involvement in internationalization activities in the context of higher education in the United States, especially where this work is not recognized and rewarded in tenure and promotion decisions. then it casted a focus on patterns of faculty engagement in internationalization in Africa, particularly the importance of international partnerships and exchange programs to conceptualizing faculty activities with international dimensions." Yeukai Mlambo and Aryn Baxter further discuss linkages and collaborations between universities in "What can I offer America? A critical analysis of faculty motivations and perceptions in North-South university partnerships." The authors problematize international partnerships, examine the potential benefits that accrue to participating faculty, and discuss the inequalities inherent in North-South collaborations. The continuous globalization processes leading to the collaboration of developed and developing countries has led to the linkages between the African countries and many American countries in the education sector, leading to enhancement and success in the education system of most African countries.

Ibrahim and Matiang'i, in their article, "The East African higher education area: A global or regional higher education space?" Reported that the Bologna Process provided renewed momentum for longstanding efforts to create a qualifications framework for higher education within the East African Community for the betterment of their citizens. The authors argue the multiplicity of actors and highlight some of the structural challenges to the realization of the East African Community Higher Education Area. this is evidence that the reforms that have been made have contributed to the progress of the education system in African countries in general.

In "Educational policy borrowing in the Cameroonian higher education system: A debatable paradigm from stakeholders' perspectives," Elizabeth Eta and Joyce Vuban reported the varied perceptions of the multiple actors in the education sector specifically in the educational policy borrowing, and the influence of the Bologna principles on educational policy in Cameroon (Donohue & Bornman, 2014). This is also similar to other studies done in the different African countries. In addition, in "Indirect coercive transfer and educational copying under dictatorship as the case of Tunisia," Jules and Bouhlila explore the complexities of wholesale importation of policies without thoughtful consideration of important contextual circumstances. Pascal Ramdé, Pierre Lapointe, and Martial Dembélé discuss Bologna-inspired reforms in "The appropriation of policy changes in higher education by students in sub-Saharan Africa, the case of the Bachelor-Master-Doctorate reform in Burkina Faso." The authors found that students had limited knowledge about the reforms implemented, perhaps an indication of the limited role that this group of stakeholders plays in the politics of education policy borrowing. This shows that there has not been much progress in the education sector as far as African countries are concerned.

Figure 4.9: doctorate cap. There has been appropriation in policy changes in higher education, such as the case of Bachelor-Master Doctorate reform in Burkina Faso.

Source: https://www.amazon.com/PhD-Academic-Tam-American-sided/dp/B01KFWJAJO.

In conclusion, as the role of the African universities and other higher learning intuitions has been to support the economic and social growth, the progress is still be hide as the countries in the continent face intractable challenges, perhaps none more pressing than funding and quality. However,

significant progress has been made in enhancing the efficiency and effectiveness of learning in the higher education systems in the education system today more than it was a century ago. Further research is yet to be done in the African countries to identify how the various changes have affected learning in students and in the intuitions in promoting progress in the education system. Currently the pace of progress in growth of the education system has progressed especially with the onset of COVID-19 pandemic where digital platforms have been widely embraced in the African countries to enhance continuous learning processes in the learning centers. Most students and teachers have been forced to transform to the digital platforms to avoid gathering in the classroom, which would promote the spread of the pandemic.

4.5. CURRICULUM REFORMS IN EASTERN AND SOUTHERN AFRICA

There have been a number of repeated attempts to try to reform the education in African countries, but the learning levels have still remained to be low. In general, the movement from traditional curriculum, which is normally described as 'academic' and teacher-centered with a high degree of subject content, towards a 'competency' or 'outcome' based curriculum in which case the learner is centered and focused on developing skills and capabilities, has disappointingly done little, if anything, to improve learning outcomes. This is the curriculum that has been adopted by most of the western countries and has been a major success (Akkari, 2004). There is no explanation as to why the same system has not been able to work for the African countries. The problem is that, even in the process of trying to change the curriculum, teaching remains largely didactic, and pupils' acquisition of basic literacy and numeracy, the foundational skills on which future learning is built, it remains to be a great challenge. Namibia, South Africa, Botswana, Ethiopia, Malawi, and Uganda have been able to document that there have been challenges experienced in the process of trying to reform the education curriculum in their countries. This is the case due to the fact that in the process of curriculum reforms, there are some major issues that are ignored, such as large class sizes, low levels of teacher competence and motivation, and books in the wrong language. These are some of the issues that are assumed to be working in the time when the individual stakeholders are bringing up a new strategy. New curricula have generally proved too ambitious for the education systems in ESA countries, and it should be noted that in the

process of change, the stakeholders need to understand that they need to come up with strategies that can be realistically achieved. What remains to be the greatest challenge in the curriculum reform is the high proportion of children who are failing to achieve even minimal levels of literacy and numeracy. In the process of ensuring the success of a curriculum reform, there are a number of things that are currently being considered and the ESA countries are seeing changes in their education systems.

- Matching political expectation and the reality on the ground. The initial reason for curriculum reform is derived from longer-term national development strategies. Most of the national governments have had the general aspiration to shift economies from their long-standing agrarian basis to 'knowledge-based economies.' This meant that the education system needs to be shifted from the traditional-based methods to the competence-based methods in order to ensure that the students get to grasp the skills rather than knowledge alone. Africa is seen as a continent where there is persistence in under-investment in education and failure to tackle the underlying malaises of corruption and performance (Dembélé & Oviawe, 2007). In the current society, most African countries have been able to understand that politics can destroy education and as such devote their resources to fixing chronic and persisting problems, in order to ensure the success of curriculum.

- New curricula have placed emphasis on continuous assessment. This requires teachers to constantly track pupils' acquisition of the curriculum. As seen, most of the schools are ensuring that the students' performance is on track by giving them continuous assessment tests and in other instances providing them with random assessment tests.

- Use of mother-tongue instruction in the early grades. Initially, the majority of ESA countries now pursue policies of teaching in pupils' mother tongue in the lower primary years. This is a move away from the use of national languages and/or English, French and Portuguese. The implementation of the policy was strongly backed by research and evidence, which showed that both parental and political pressure for English often pulled the students in the other direction. Implementation is frequently hampered by factors including lack of orthography in minority languages. Other problems that are normally encountered is that there are a lack of appropriate written materials, including textbooks, and

deployment of teachers who do not have the required language. With the use of mother tongue, the adoption of English or the national language becomes a challenge for the students. As such, this policy reform was changed to accommodate both mother tongue and English in studying in order to make the process a success for the students.

Figure 4.10: pupils in the early stages of class. Lessons in most parts of Africa prove that majority of the children are increasingly using their mother tongue.

Source: https://malawi24.com/2018/06/30/govt-urged-to-do-more-on-special-needs-education/.

In 2007, Uganda was unable to succeed in their curriculum because of over-ambition. It was a response to the acknowledged failures of the existing curriculum to deliver adequate levels of basic literacy and numeracy. The thematic primary curriculum was created with the aim of integrating learning with meaningful themes, rapidly improving literacy and numeracy and using mother tongue as the initial language to help students in the learning process (Clegg, 2007). However, years down the line, it was observed that the literacy levels remained low. There was no proper planning on the same and the country wanted to rush the process. As such, proper planning and slowing down the process to ensure that they can be easily understood can help in the successful implementation of the reforms. This acted as a lesson to other countries to understand that there is no need for haste in reform and policy implementation.

The Kenyan Government declares an end to the Kenya Certificate of Primary Education (KCPE) National examination as it rolls out the new Competency-Based Curriculum (CBC). After years of trying, the country has decided to change the system of education from 8–4–4 to 2–6–6–3

competency-based curriculum system. The CBC program was rolled out in all Kenyan schools, as was stated by the president. This type of education is said to be purely practical and furthermore focuses on the core skills, which will help in the enhancement of the learner's creativity. This will help make sure that the students can be able to apply the same in the future. According to education specialists, the process needs to be celebrated since the students will be allowed their chance to focus on their various unique abilities. This will allow the children to make career choices at tender ages.

Chapter 5

Strengthening Education Systems in Africa

CONTENTS

5.1. INTRODUCTION

For us to be able to assess how to strengthen education in Africa, it is important to not overlook the myriad of issues that need to be addressed. It is generally acknowledged that the majority of Africa's schooling and training systems are plagued by poor teaching and learning, as well as inequality and alienation across all forms. Despite a significant rise in the number of children receiving basic education, a significant number of children remain out of kindergarten.

In African countries, UNICEF has identified 13 major obstacles to education:

- Costs incurred directly (e.g., fees, clothing, books);
- Costs that are not directly incurred (i.e., opportunity cost of attending school);
- Attitudes and/or cultural activities in the area;
- Food, nutrition and health;
- Political instability, unrest and crisis;
- The distance from home to school;
- Society of poor standard (e.g., infrastructure, overcrowding, sanitation, violence);
- Material of inferior quality (e.g., outdated curriculum, inadequate materials);
- Processes of low quality (e.g., untrained teachers, poor school management);
- Judicial structure at the national level (e.g., lack of compulsory education requirement);
- Education measures are not being followed by the law;
- School exclusion from the education system; and
- A lack of public funding commitment of education.

Economic Inequality Trends in Sub-Saharan Africa: Divergence, Determinants, and Consequences, a recent study from the United Nations Development Programme (UNDP), describes disproportionate allocation of basic services, such as education institutions, as one of the causes of large income gaps.

Top notch education is vital to social stability, progress and prosperity and may therefore help mitigate poverty, though it does not actually reduce

[income] inequality and from the list above, we can see at least half of the 13 points above being correlated to poverty. The relationship between poverty and education has always been dynamic, symbiotic and cyclical (Chataika et al., 2012).

Low secondary and tertiary enrolment seems to be another issue that policymakers and educators must address. Although Africa has made substantial progress in narrowing the gap in primary-level enrolment, both secondary and tertiary enrolment lag behind, according to one of the UNDP report's writers. Just four out of a 100 African children are eligible to attend graduate or postgraduate school, compared to 36 out of 100 in Latin America and 14 out of 100 in South and West Asia.

"In reality, only 30–50% of secondary-school-aged children and 7–23% of tertiary-school-aged youth attend school. The weakest enrolment levels are in Central and Eastern Africa, while the greatest enrolment levels are in Southern and North Africa."

The poor transition from primary to secondary and tertiary schooling is due to a variety of reasons. The first is low family income, which restricts children's educational opportunities. A lack of government spending in equalizing educational opportunities is also a factor.

Subsidized childcare, funded by both public funding and development assistance, was a major drive in Africa that contributed to much higher primary enrolment. This hasn't yet translated into free secondary and tertiary education.

Poverty's effect on education and schooling in Africa continues to be one of, if not the most pressing concerns, compounded by major socioeconomic issues such as a shortage (if not complete lack) of job prospects from school and for school and university graduates.

Another impediment to progressing from primary to secondary education is Africa's failure to maintain equality through regional and gender lines across national institutions. Disabled children are especially vulnerable and overlooked (Caffentzis, 2000).

According to the UNESCO Institute for Statistics, more girls than boys stay out of schooling in Sub-Saharan Africa, where such a child can anticipate only nine years of schooling compared to ten years for boys (including some time spent repeating grades).

In Africa, more girls than boys opt-out before finishing secondary or tertiary schooling. Women make up two-thirds of the 750 million adults

worldwide who lack basic literacy skills. Military funding is drastically reducing education spending. Violent war is the greatest challenge to education in Africa, as per a UNESCO report released in March 2011. Although the rate of dropouts on the continent has been steadily growing, one of the effects of war and strife on schooling has been the transfer of public funds from education to military spending. A scheme that was still underfunded is now wasting even more revenue. Twenty-one African countries have been listed as the top spenders of GNP on military according to the amount spent on education around the world.

Since teachers in urban areas are generally more educated than those in rural areas, the teaching-learning environment has an effect on students. Teachers took the same exam as their students in one case, and three-quarters of them failed.

Furthermore, those who do not pursue the same quality education as those in larger cities struggle with reading, writing, and math even after graduation. Students who do not get the same level of education as those in urban areas do not have the same performance in pursuing a profession. Due to the importance of education in pursuing a profession and building a future, Africa must recognize that equitable education must be provided in all schools in the continent.

Figure 5.1: Students learn with tablets in a school in South Africa.

Source: https://www.un.org/africarenewal/magazine/december-2017-march-2018/africa-grapples-huge-disparities-education#:~:text=Africa's%20current%20primary%20school%20enrolment,UNESCO)%2C%20which%20is%20tasked%20with.

The African continent's potential prosperity is dependent in large part on its ability to develop the abilities and capabilities of its ever-increasing young population. Some contend, however, that Africa's new school system employs antiquated approaches and does not adequately prepare children for the future.

Each year, an estimated 10 million graduates join the African labor force. The continent's labor force is forecast to eclipse India and China by 2040. As a result, scholars believe that quality education is a critical component in establishing an "Africa beyond aid" and that it is the foundation of the continent's growth and long-term stability. High quality education has a multiplier impact on meeting the 2030 Sustainable Development Goals.

Following the aforementioned debates and causalities for a weekend education system in Africa, the following are some main ideas about how to innovate education in Africa that have been recognized.

5.2. STRENGTHENING EDUCATION SYSTEMS IN AFRICA

Education contributes to achievement and development, and this is so in Africa as well. Getting an education has never been considered a priority on this continent, but it is now more important than ever. Enrollment rates are slowly but gradually increasing, having doubled between 1990 and 2012, and the state of education in Africa is showing gradual signs of improvement. To be able to expand, however, it requires not only financial resources but also time and commitment.

Figure 5.2: A student solves a mathematics equation at the Mfantsipim Boys School in Cape Coast, Ghana..

Source: https://www.devex.com/news/5-ways-to-innovate-education-in-africa-92772.

5.2.1. Adequate Funding

A system that is well funded is bound to have more opportunities to succeed than those that aren't. Most analysts believe that mobilizing domestic resources can be the main source of financing for state or federal education systems Public-private investments and creative investment mechanisms like mutual savings and joint-funds, on the other hand, could be able to fill in the holes.

Paying for success, paying for production, [paying for] outputs versus paying for inputs is becoming more common.

Education has received just under 10% of global official development aid in the last decade, leaving all of the money to be raised by national governments, which are squeezed by competing interests. To fully fund education costs in low income nations, the Education Commission predicts that foreign education funding would need to rise from $12 billion per year to $89 billion per year by 2030. African governments actually spend around 5% of GDP on education, the second-highest of any area. Remarkably, roughly half of all African countries are reaching all of the United Nations' proposed education funding goals (Bregman & Bryner, 2003).
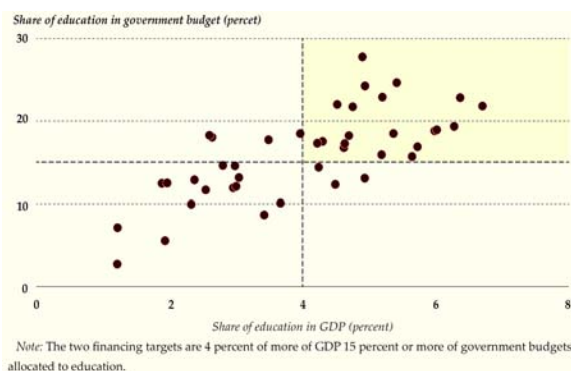

Figure 5.3: While many African countries met at least one of the two education financing targets, only 46% met both targets, 2010–2017.

Source: https://www.brookings.edu/blog/africa-in-focus/2020/02/13/figures-of-the-week-public-spending-on-education-in-africa/.

5.2.2. Learn How Successful Interventions Work, Copy, and Scale Them

According to the World Bank, more than 90% of children in African schools do not read at class level and are unable to show that they have grasped the concepts taught in classrooms successfully.

According to the World Bank, more than 90% of children in African schools do not read at class level and are unable to show that they have mastered the topics taught in classrooms successfully.

Innovations to solve the "learning crisis" (as it is described by experts in the World Bank) in shape and structure – from innovative training technologies to results-based funding tools to boost efficiency – and while no one breakthrough is a silver bulletin, exchanging awareness about how effective approaches operate and scaling could speed changes to learning.

However, the research implies that scaling would not only increase the number of recipients, it also includes actions such as the inclusion of additional programs into a current intervention program, the creation of new relationships with donors and stakeholders and team-building capacity.

5.2.3. Relearning the Meaning of a "Classroom"

According to scholars, schooling must respond to the needs of the learner in order to achieve the best outcomes.

To increase access to education across Africa, three learning paths should be considered: traditional, non-formal, and informal.

Information can be gained outside of formal schools at conference-style workshops, community-based forums, or even group sporting activities—neither of which require a traditional instructor and student desk arrangement.

Several reasons, according to a World Bank survey, help to understand African youth's education "choices": The number of working people in a household, parental education level, social expectations, and geographic position are all factors to consider. Modeled vocational and technical schools, as well as informal learning services, should be seen, according to the authors, to suit the diverse circumstances of African youth (Brock-Utne, 2003). According to the World Bank study, other flexible learning pathways, such as online programs and simulated qualification systems, may enable applicants to display the development of a skills and experience to higher education institutions and businesses.

5.2.4. Find a Method of Introducing Technologies That Is Both Balanced and Efficient.

The integration of technology into the classroom opens up a world of possibilities for improving instruction and data processing while still lowering financial expenses. However, in order to truly realize its potential, instructional technology must be accompanied by improvements in digital technologies and initiatives to improve teacher competency. Governments should perhaps create common learning channels and implement legislation that promotes creativity in order to encourage the growth of digital learning. Although others contend that an overreliance on technology may have negative consequences, such as suffocating students' communication and critical thinking skills, some claim that incorporating technology at a young age best prepares students.

Although some contend that an overreliance on technology can have negative consequences, such as suffocating students' communication and critical thinking skills, some claim that applying technology to learners at a young age properly develops them for a new future and renders them more successful in today's and tomorrows job market.

5.2.5. Working With the Local Community

Experts say that in order to gain sufficient adoption and funding, innovations must be adopted as a local, collective initiative. While technologies may contradict standards and entail comprehensive societal cooperation, they may be strengthened by national laws or international funds.

But several delegates proposed that these measures should be reversed, lacking local support and lobbying. Input local to tailor services and help to assess the scalability should be used in the design, investment and deployment stages (Bourdon et al., 2010).

To develop and strengthen the African educational system, one must think about creativity as a collaborative effort and be willing to listen because ideas require time and you must be willing to travel with the population you represent. Technology-based approaches must take into account the surrounding environment in order to have the desired effect.

5.2.6. Prioritize the Roles of Teachers

If education quality and academic performance is to be improved, only teachers can do so, but they must be trained with skills and well certified

training courses. They are the keys to educational achievement because they tutor students and provide them with the necessary skills and explanations. There is already a scarcity of both types of instructors and mentors in general. According to the African Ministry of Education, teacher certification procedures must be applied. Detailed qualification procedures will mean that teachers are the most knowledgeable they can be, and students can gain the most, especially in the specific research disciplines.

However, it is therefore important to retain the most accomplished teachers in the system. Since they are underpaid, underfunded and undervalue, they are abandoning teaching jobs in search of higher-paying positions. Salary is not the only problem for them; morale and job prospects are also important. There is a lack of enthusiasm, which affects how they can motivate learners to study if they are not motivated to instruct. Governments and educational systems must also investigate this problem, as it is unique everywhere

5.2.7. Prioritize the Needs of Students

Africa will learn from Finland by allowing students to experience the process of learning, sparking their imagination and freedom rather than simply imparting bland knowledge and teaching basic skills. This involves taking breaks in lectures, giving students opportunities to do their hobbies, and allowing them to absorb the knowledge they learned from teachers and books. Students in Finland usually have the same instructor for 6 years, which allows them to associate with and get used to him. Communication evolves as a result of the long friendship. It is encouraged for teachers to spend more time with a particular pupil, as this will help failing students improve their grades and incentive (Azomahou & Yitbarek, 2016).

5.2.8. Tertiary Universities and Higher Education Should Be Focused On

For several years, many elite institutions have been working on the African continent, producing high-performing individuals who make significant contributions to society Universities such as the University of Cape Town (South Africa), Makarere University (Uganda), the University of Dar es Salaam (Tanzania), the University of Ibadan (Nigeria), the University of Ghana, and the University of Zimbabwe, to name a handful, have generated graduates from thousands of students each year. However, these colleges, like any other higher education institution, have faced obstacles over the

decades. According to Harvard University research, university enrollment rates in Sub-Saharan Africa seem to be the lowest in the world, at about 5%. One of the causes for this is a scarcity of universities. Foundations are being developed for primary and secondary schools, but higher education is being left behind, with the argument that basic education must come first. Students who may visit colleges in other countries, such as the United Kingdom or the United States, go there; some remain at home.

Many African nations have worked to expand exposure to education and enhance the standard of that schooling, with a special emphasis on primary and secondary education. However, as seen in the Sustainable Development Goals, especially target 4.3, there is also a strong attention on offering opportunities within tertiary education to train African students for a more globalized work market. Despite this current foreign emphasis on tertiary education, it is evident that African students continue to face immense challenges in obtaining quality higher education, a problem that has become much more pressing since the coronavirus pandemic (Barouni & Broecke, 2014). Several programmes, initiatives, and projects through several NGOs and international bodies have been developed over the last several decades that have had a serious impact and influence overall.

5.3. THE NEW PARTNERSHIP FOR AFRICA'S DEVELOPMENT (NEPAD)

Figure 5.4: His Excellency Jacob Zuma, President of the Republic of South Africa (center), is addressing the 33rd Session of NEPAD Heads of State and Government Orientation Committee, Johannesburg (South Africa), June 2015, with Dr. Mayaki, NEPAD Agency CEO, and Dr. Carlos Lopes, Executive Secretary of the Economic Commission for Africa, to his left.

Source: https://www.un.org/en/africa/osaa/peace/nepad.shtml.

The African Union's New Partnership for Africa's Growth (NEPAD) is an international development initiative that was birthed and functioned internationally. NEPAD was introduced in July 2001 at the 37th session of the Assembly of Heads of State and Government in Lusaka, Zambia. NEPAD seeks to have a holistic strategy and policy mechanism for fostering African economic cooperation and collaboration.

NEPAD combines two strategies for Africa's economic expansion: the Millennium Partnership for African Recovery (MAP), headed by former South African President Thabo Mbeki in collaboration with former Nigerian President Olusegun Obasanjo and Algerian President Abdelaziz Bouteflika, and the OMEGA Plan for Africa, founded by Senegalese President Abdoulaye Wade. The Organization of African Unity (OAU) agreed to combine the MAP and OMEGA Plans at a summit in Sirte, Libya, in March 2001.

Centered on all of these proposals and agreements on Africa adopted by the United Nations Millennium Summit in September 2000, the UN Economic Commission for Africa (UNECA) formed a "Compact for Africa's Recovery" and sent a combined text to the Conference of African Ministers of Finance and Ministers of Development and Planning in Algiers in May 2001.

The four primary goals of NEPAD are to eliminate hunger, foster long-term growth and prosperity, incorporate Africa into the global economy, and increase gender equality. It is founded on the underlying values of adherence to good governance, equality, human rights, and dispute resolution, as well as the understanding that upholding these ideals is critical to the development of an investment and long-term economic growth-friendly climate. NEPAD aims to increase investment, capital transfers, and financing by establishing an African-owned development platform as the basis for regional and international collaboration (Blakemore & Cooksey, 2017).

The Durban AU summit added a Declaration on Democracy, Political, Economic, and Corporate Governance to NEPAD in July 2002. States involved in NEPAD, per the Declaration, "believe in just, truthful, open, responsible, and participatory administration, as well as probity in public life." As a result, they "commit to work with renewed commitment to enforce" the rule of law, dignity of all people before the law, individual and collective liberties, the right to engage in open, credible, and inclusive political systems, and commitment to the balance of powers, including defense of the judiciary's and the general government and parliament's integrity and efficacy.

The New Partnership for Africa's Development (NEPAD) is a multi-stakeholder initiative that Within the New Partnership for Africa's Development (NEPAD) scheme, the E-School Program is sometimes used as a way of providing ICT resources such as computers and internet connectivity to all schools in member states. NEPAD, which is the parent organization of the E-School Scheme, is an economic initiative aimed at bringing economic and social growth to African countries and ensuring 'Africa's Renewal. The E-School Program started with Demonstration Projects and has grown since then, but it is still a work in progress in many regions, drawing both scrutiny and approval.

In 2003, at the African Economic Summit, the E-School system was started. Under the NEPAD plan, the initiative seeks to bring laptops, internet connectivity, and other information and communication technology (ICT) to all African schools within ten years. The program's key aim is to improve students' ability to learn in classrooms by providing internet and technological connections. The aim is to include all high schools in 5 years and all elementary schools in 10 years, with a total of 600,000 schools. This is a project aimed at increasing educational equality and availability in African classrooms (Blakemore & Cooksey, 2017).

The curriculum accomplishes this by bringing approaches used abroad, such as information and communication technology (ICT), to create more learning resources for African children to excel. NEPAD schools differ from non-NEPAD schools in that they have a much greater level of ICT inclusion, giving students more chances for academic advancement.

The design of 'Demonstration Projects' as the first step in introducing the E-School Program sought to consider the most appropriate solutions and the various circumstances that arise during the project execution. These programs were designed to demonstrate "the costs, advantages, suitability, and complexities of a satellite-based network" that will be applied in this initiative. "Private sector partners. like AMD, Cisco, HP, Microsoft, and Oracle" is in charge of these ventures. Each of these firms had a 'consortia,' which included other firms involved in the campaign.

Six schools from 16 African countries took part in the Demo Projects, but some (Kenya, Ghana, and Rwanda) invested significantly more in their projects than others. The Demo Project was really only supposed to last a year, but it was extended due to difficulties. The goal of the research was to figure out what the "best practices" were for executing the software and how to do it more efficiently. Algeria, Burkina Faso, Cameroon, Egypt, Gabon,

Ghana, Kenya, Lesotho, Mali, Mauritius, Mozambique, Nigeria, Rwanda, Senegal, South Africa, and Uganda were among the countries involved in this pilot scheme (Blakemore & Cooksey, 2017).

The NEPAD E-School software has also been implemented in Kenya. In Kenya, one analysis compared NEPAD secondary schools to non-NEPAD secondary schools in terms of learning prospects and funding. Measures of the incorporation of the given Information and Computer Technology (ICT) and achievements across six Kenyan provinces are examined in this report. The researchers chose six schools from each form (NEPAD and non-NEPAD) and used a questionnaire to assess the schools' level of achievement in the recent past.

They discovered that e-learning was much more effective in NEPAD schools because students and teachers in E-Schools had even more teacher help in using e-learning than students and teachers in non-NEPAD schools.

Over the last two decades, Rwanda's educational programs have grown. Rwanda was also one of the countries that won ICT as part of a 'Demonstration Project' in 2006, which gave students the opportunity to try out emerging technologies in their classrooms. However, one report claims that the e-schools program's goals have not been reached, citing Rwanda as an example. The country's inability to finance such a costly initiative in a changing infrastructure is cited in this report. Owing to a shortage of resources, teacher instruction, and awareness of the ICTs themselves, many schools are unable to completely use the ICTs offered by the E-School program.

Poor African countries are often reluctant to spend enough funds in the initiative to see real results. The policy is expensive, and many African countries lack the financial and infrastructure resources to spend adequately. This was the situation in Rwanda, where the program's services were not adequately used (Yamada, 2008). The scheme is not considered a disappointment, but it has encountered many challenges in its execution, which are typical in African social programs. According to the researchers who conducted the aforementioned analysis in Kenya, one of the most significant drawbacks to integrating ICT into African schools is a shortage of teacher support and funding. This curriculum provides general technology instruction to teachers. However, after this preparation is completed, they frequently have no further training answers. More spending in educational facilities at the most fundamental functions, such as teacher recruitment and school finance, will help to tackle this problem.

Figure 5.5: Hon. Dr Shukuru Kawamba, Tanzania (Mainland)'s Minister of Education and Vocational Training at a SACMEQ meeting.

Source: http://www.SACMEQ.org/photo-gallery/9th-SACMEQ-assembly-ministers-3rd-november-2013-held-iiep-paris-france..

5.4. THE SOUTHERN AND EASTERN AFRICA CONSORTIUM FOR MONITORING EDUCATIONAL QUALITY (SACMEQ)

The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) is a Southern and Eastern African coalition of 15 Ministries of Education that conducts collaborative study and training programs to track and assess the quality of basic education and produces data that can be used by decision-makers to prepare and enhance education quality.

The SEACMEQ Coordinating Center, which is operated by the Director and the Technical Manager, oversees SEACMEQ's regular operating operations. The SEACMEQ Coordinating Center assists the SEACMEQ National Research Coordinators and their Deputies with organizational and technological issues. The SEACMEQ Coordinating Center also interacts with collaborators to secure support for SEACMEQ's testing and training programs that include cross-national collaboration.

In 1989, Zimbabwe's Minister of Education and Culture and the Director of UNESCO's International Institute of Educational Planning (IIEP) concluded that a significant analysis and development initiative

(the "Indicators of the Quality of Education Study") must be pursued in Zimbabwe during 1990 to: (a) evaluate the quality of learning delivered by Zimbabwe's educational institutions, (b) including the employees of Zimbabwe's primary schools, and (c) ascertain the quality of education offered by Zimbabwe's secondary schools.

Figure 5.6: Githunguri Primary School, Kenya.

Source: https://www.brighton.ac.uk/research-and-enterprise/groups/education/research-projects/strengthening-education-systems-in-east-africa.aspx.

5.4.1. Strengthening Education Systems in East Africa (SESEA)

Strengthening Education Systems in East Africa (SESEA) is part of the Partnership for Advancing Human Development in Africa and Asia (PADHAA), a collaborative venture between Global Affairs Canada and the Aga Khan Foundation Canada (AKFC). The CAD $100 million alliance includes programs in a variety of markets, with SESEA serving as the primary educational initiative.

SESEA focuses on several areas to improve and maintain learning experiences for pre-primary and primary school girls and boys in vulnerable populations in Tanzania (Southern Tanzania), Uganda (Western Nile), and Kenya (Coastal Kenya) including:

- The introduction of new approved programmes, the management of resources for unaccredited instructors to receive government certification, the facilitation of practicum postings, and the provision of graduate degree and diploma programs for pre-primary and primary educators;

- Enhancing education and support frameworks by engaging district and regional education administrators, headteachers, tutors, quality assurance officers, deputy headteachers of schools, and principals of teacher training colleges to develop responsible leadership, administration, and professional capability. Support for community-based systems and local educational facilities is also included in this aspect, as well as; (Wahl, 2013).

- The establishment of a geographically specific high-quality expertise on education policy and experience to promote learning and consultation.

SESEA is expected to hit 187,344 primary beneficiaries (of which 95,823 are women and girls) and 6,298 (3,055 women) associate recipients in Kenya (67,336), Tanzania (69,515), and Uganda (69,515) over the course of the programme (50,493). This comprises 9,180 pre-primary and primary school teachers, as well as 3,150 other education support personnel.

Among the project's results are:

- Pre-primary and primary educators' abilities to provide improved education programs, particularly gender-inclusive teaching methods, have been improved;

- Increasing community institutions' funding for schools and educators;

- Boosted funding for classrooms and educators from teacher support institutions; and

- Improved understanding of teaching and learning interventions in order to educate and enhance educational policies and activities, including gender equity.

5.4.2. The African Population and Health Research

The African Population and Health Research Center is the continent's leading survey and research institute, gathering data to help policymakers enhance African people's health and well-being. One of their major focus is education.

Their work is based in three interconnected programmatic divisions as a progressive African-led global research center committed to building legacy impact:

- Research in and of itself: The scientific agendas of APHRC research teams are aligned with global and continental policy

goals, ensuring that unbiased evidence is at the center of recommendations that promote improved productivity and development in the field. The research goals of the center are divided into six thematic groups: Aging and Growth, Education and Youth Empowerment, Health and Health Systems, Maternal and Child Wellbeing, Population Dynamics and Sexual Reproductive Health, and Urbanization and Wellbeing in Africa are the topics covered.

- Strengthening the volume and capacity of education research: Building a broad base of scholars to direct consequence with policy actors in creating, evaluating, and enforcing policies and programs related to the continent's growth: The Center aims to foster African academic expertise by strategic alliances through establishing a saturation of researchers to meaningfully interact with decision-makers in developing, updating, and adopting policies and programs pertinent to the continent's development.

- Policy involvement and communications: The Center cultivates partnerships with key decision-making authorities at the national, regional, and global levels, including interactions with government and non-government organizations, as well as scholarly, advocacy, and research institutions, all in support of our mission of maintaining contextual, applicable, and localized information as a progress agent.

- Several extensive research programmes and subsequent initiatives that have been geared to strengthening the education system in Africa include:

– *Urban Education project:* Through the development of a positive tone for urban education participants, the Urban Education project aims to enhance the standard of education for children residing in urban informal housing schemes in East Africa. This is because: a powerful presence championing the cause of underprivileged populations would guarantee that their children have a right to educational opportunities and are sheltered from profit-driven venture capitalists; deliberations within these actors and their subsequent outcomes would ensure the right to education for children in low-cost private schools (LCPS); and by interacting with their respective ministries of education.

– *Regional Education Learning Initiative (RELI):* In 2017, the

Regional Education Learning Initiative (RELI) was created. RELI's long-term mission is to equip its affiliates with the tools they need to become successful, powerful organizations. Better teamwork and alignment, increased learning outcomes, policy impact, and thematic values of good practice are the four goals of RELI. Three of RELI's four main goals are related to cross-project learning: the advancement of thematic good practice standards, policy impact, and improved collaboration and alignment of participating organizations.

RELI is made up of 66 affiliate agencies that collaborate to advance inclusive, high-quality education in Kenya, Uganda, Tanzania, the Democratic Republic of the Congo, and throughout Africa.

It is imperative to understand that as much as all the aforementioned organizations, may they be intracontinental or even international in nature, all have the best interests in education. However, the more direct and most important stakeholder, funder, and beneficiary of a strengthened education system in Africa is the African governments themselves; they arguably play the most crucial role in this arena.

5.5. THE STRENGTHENING MALIS EDUCATION SYSTEM

Mali has a long educational tradition, stretching back to the years before 1960, when the country was under French rule. The Malian government made several attempts after independence to integrate more African and bilingual schooling into classrooms. In addition, after the Malian government transitioned from a one-party dictatorship to a democracy in the 1990s, the government implemented policies aimed at improving literacy and educational efficiency (Unterhalter et al., 2005).

Other categories of schools in Mali include vocational and technical colleges, religious schools (that play a crucial role), cooperative schools, and schools for people with disabilities, in addition to primary public and private schools. Madrassas and medersas are two Islamic institutions that many Malians attend, particularly because Islam is the country's predominant religion. Furthermore, community schools have grown in popularity in the state because they are typically more affordable, and reachable particularly to rural students, and enable students to interact with their communities. Multiple cities have launched programs in the past few years to include deaf and autistic pupils in schools.

Literacy has long been a source of worry for the Malian government, with about fifty percent of Malians aged 15 to 24 illiterate. To address this concern, national initiatives concentrate on first providing students with the skills they need to read and write. Following that, societies and international countries attempt to bring post-literacy and advanced literacy into educational systems in order for students to use their newly-acquired abilities to benefit the economy and society. The Experimental World Literacy Program is a well-known example of a literacy initiative in which Mali participated.

The disparities between Mali's national language, French, and local languages have caused numerous educational issues. Many Malians face challenges such as accessibility, geographic location, gender inequality, economic inequality, and educational quality. Any of the issues with education in this country are caused by food, diet, cancer, injury, and educational shortfalls. Nonetheless, several domestic and international projects have been launched to address some of these problems. International policies, such as those of the United States and France, as well as community efforts, have contributed to the strengthening and development of Malian education.

The first conscious effort by the Malian government came with The 1962 Educational Reform Law. The 1962 Educational Reform Law was enacted shortly after Mali's independence in order to increase the standard of Malian education and make it more available. This was part of a broader attempt to decolonize Mali after liberation and incorporate more knowledge about Africa into the French-indoctrinated curriculum. The Functional Literacy Program was established by this legislation to offer instruction to adults who could not read or write in their native language. Furthermore, this reform established a periodic educational system, dividing Malian schooling into a five-year cycle followed by a four-year cycle.

In the 1960s, the government started to implement reforms to the Malian educational system. They established the National Pedagogic Institute in 1964, which was made up of Malian, French, American, and UNESCO officials, with the aim of improving the Malian curriculum and textbooks. However, due to technical deficiencies, this institute always failed to achieve its original objectives. The government also began attempts to increase the number of schools in response to education reform. Despite the fact that there were 53 private schools in 1967, public schools were strong and capable of competing with them.

The government established the current system of Malian education toward the end of their first decade since independence. In 1968, the

Ministry of National Education and the Ministry of Youth and Sports merged to become the Ministry of National Education and the Ministry of Youth and Sports (Stasavage, 2005). The school cycle cycles were adjusted once more in 1969, to 6 years and 3 years, respectively. Finally, in 1970, the government adopted the DEF, or Diploma d'Etudes Fondamental, which acted as a credibility test to decide which students could successfully transfer from primary to secondary and vocational education.

The Malian government proclaimed educational opportunities to be a fundamental right in 1992. These viewpoints became part of a broader political trend in Mali during the 1990s. As a result, on December 29th, 1999, the Mali National Parliament enacted the Education Act, providing Malians with more access to education. Over this decade, the government concentrated on adult literacy and nontraditional schooling. Furthermore, the government increased its efforts to hire and educate teachers by providing two to four years of training to primary school teachers.

The government approved the Ten Year Educational Development Plan in 1998 with the aim of making education more free, high-quality, and affordable. In addition, this initiative aimed to reduce educational inequality dependent on gender and geography. This initiative, also known as PRODEC or the Programme Décennal de Dévelopment de l'Education, was instrumental in pioneering bilingualism and improving textbook content. In 2008, the government achieved its GER gross enrollment ration) target, with a primary net enrollment rate of 80%.

The decade of the 2000s saw further advancements in Malian education, especially in terms of versatility. The government authorized schools to supplement core classes with community-based classes, in furthermore to striving to promote bilingual education. Oxfam developed a policy to eliminate educational gender inequality and offer assistance to low-income households after a 2002 report by Oxfam and the Institute for Popular Education found that educational services are both difficult to reach and express gender biases. Since finding some shortfalls in reading services for nontraditional children, researchers called for more support for adult education. Furthermore, in 2009, the government launched a food initiative for Mali's underserved populations.

Animatrices are women in the area and community activists who work to eliminate gender inequality in the classroom. These people usually have social work training and educate parents on the benefits of equity in Malian education. They still make sure the girls attend class on a daily basis and

inspire any girls who have dropped out to return. Researchers discovered that the proportion of women attending school roughly doubled in three years in Gao, where animatrices are prevalent.

The Malian government has also worked with a variety of foreign donors to further develop their education system. Child Aid USA has been working to develop literacy services for Malians and strengthen community education since 1987. Similarly, the United States Agency for International Development (USAID) offers assistance to nine Mali regions in order to enhance early literacy services and adult education. The Selective Integrated Reading Activity, which helped over 300,000 Malians learn to read, was one of the key programs developed by this organization. In 2018, the United States Agency for International Development (USAID) granted Mali over 18 million dollars in funding.

The United States Department of Agriculture, which sponsored the McGovern-Dole International Food for Education and Child Nutrition Program in Mali, was another US-based organization that aided Mali. This three-part curriculum gave teachers additional experience and helped students develop their reading skills. Mali also receives funding from France and the World Bank (Schultz, 2003).

The Persons with Disabilities Project, the Education Emergency Support Activity, and the Equitable Access to Education Program have all increased the degree of training for disabled Malians. The French equivalent of American Sign Language, or ASL, and Malian Sign Language, also known as LSM, are the two primary types of sign language in Mali for deaf education. About the fact that LSM uses local languages that Malians are more familiar with, the US supports ASL projects in Mali through the Peace Corps. The World Federation of the Deaf, on the other hand, is one of the leading proponents of LSM.

Project LSM was founded in 2007 by the Hans Rausing Endangered Language Project's Endangered Language Documentation Program, which investigated LSM and published their findings to Mali's National Library.

The Sasakawa-Global 2000 Institute developed SAFE, or the Sasakawa Africa Fund for Extension Education, to boost educational programs more related to farming and agriculture. Malians have been able to receive a two-year diploma or a Bachelor of Science in Agricultural Extension and Rural Development thanks to this fund, which was founded in Mali in 2002.

A key part of this initiative is a Supervised Enterprise Project that offers students shadowing and apprenticeship opportunities and Malians with an

opportunity in cooperation with farmer mentors and local universities to develop their farming prospects. For example, hundreds of hours of training and about 7 months of study are included in this programme. Since 2002, more than 150 professionals have graduated or served on a project, and 50 Malians graduated in 2007.

Despite these advancements, there are still inefficiencies. The primary net registration rate in Mali in 2017 was 61%. In that, 65% of boys and 58% of girls were enrolled in primary school in terms of gender. In 2017, however, the primary school graduation rate was 50%. These figures were much more unreliable in the 1980s. In reality, within the first three years of primary education, 1 in 7 students had fallen out, and 20,000 students could not successfully complete secondary school. The repeats were not exclusive to the first year of a pupil. With students leaving, the average time to complete a nine-year Malian education period was 23.

These erratic and long intervals resulted in lower registration rates. One in ten Tombuctu children attended school at some stage, for example. Mali also faces a lack of educators given these statistics. The educated student teacher in 2008 was 1 to 105. In 2008. These problems can lead to analphabetism in adults. In 2015, the average of adult learning was 33%. A 2013 report on Malian education shows that people with lower levels of education are much more inclined to go to agriculture and immigration than to continue education (Schultz, 2004). With regard to the standard of education earned by Malian teachers, 1 in 3 elementary school teachers did not finish their secondary school. Initiatives such as the alternate recruitment approach for teachers or SARPE have been implemented, where teachers with 90 days of experience are called too short by a number of teachers. Furthermore, pay protests are not unusual. For instance, from 2006 to 2007, a strike took place by secondary teachers because teachers were paying on a contracted framework on a monthly basis and had low salaries.

5.6. THE STRENGTHENING KENYA'S EDUCATION SYSTEM

While many education systems have stagnated due to a variety of reasons, some governments have played a significant role in bolstering the education systems of their countries. It is important that federal governments be held responsible for the levels of literacy and quality of education of their populus. It is for this reason we will examine Kenya as a case example as to the fruits that can be borne if there is a prioritization on education.

Figure 5.7: Kenyans selected for the Airlifts to American universities organized by Tom Mboya in 1959; the group included Wangari Maathai and Barack Obama Sr.

Source: https://medium.com/edwell/how-kenya-became-the-strongest-education-system-in-africa-70cdc72024c4.

Evidently, something significant is taking place in Kenyan classrooms. With modern schools like SHOFCO and Bridge, teacher teaching and instruction models like Dignitas, national campaigns at scale like Tusome, and promising education technology start-ups like Eneza, the last decade has seen an unprecedented increase in education firms, nonprofits, and government reforms, improvements and initiative. However, focusing only on the last decade ignores the long history of how Kenyan leaders have laid the groundwork for Nairobi to become a global education center over the last century. Kenya has been at the frontier of academic reform since the 1920s, despite the fact that the speed of innovation has increased since 2008. This segment recounts the events that shaped Kenyas strong and rich education system.

Jomo Kenyatta was the head of Kenya's first teacher-training school before becoming Kenya's first president. In 1927, after Kikuyu parents abandoned missionary institutions for African teacher-led schools, he became active in the independent school revolution of Kikuyu. The revolution founded more than 60 schools, alternating with coercive missionary schooling. The colonial government shut down these colonial schools in 1952, because they were afraid that the schools would educate students in the Mau Mau revolt.

The Mau Mau promoted aggressive opposition to British dominance in Kenya, in particular with a view to promoting the unity of democracy in the Kikuyu Central Association traditional oaths.

Jomo Kenyatta was appointed President of Kenya in 1963, and in 1974, his government eliminated primary school tuition. This Free Primary Education (FPE) scheme almost tripled from 1973 to 1974 the sum of Kenyan children enrolled in grade 1 from 379,000 to 959,000. Kenyatta has also encouraged Harambee secondary schools to solving their problems together, based on Kenya's ideals and philosophy of a social support and teamwork. Between 1963 and 1978, over 1620 Harambee schools were developed and constructed in Kenya, increasing accessibility to secondary schools (Shehu, 1998).

Daniel Arap Moi launched Nyayo Milk as President between 1978 and 2002. From 1978 to 1992, free milk was dispersed in Kenya (twice weekly). One could suggest that Moi was attempting to create popularity among young people in Kenya in order to bolster his single party regime. One may also say that Moi was very concerned with access to education, as he was a pupil at a teacher training institution and a teacher before becoming a President, he was an integral partner in the creation in 1957 of Kenya's largest teachers' union and participated in the pre-indigenous government as minister of education from 1960–61.

Figure 5.8: Package for the Nyayo Milk (Maziwa ya Nyayo) or "Moi Milk" program.

Source: https://medium.com/edwell/how-kenya-became-the-strongest-education-system-in-africa-70cdc72024c4.

President Moi, owing to the pressures of foreign financial markets, resumed school charges in 1989. Kibaki vowed to introduce free primary education when he was elected in the 2002 Presidential race between Uhuru Kenyatta and Mwai Kibaki. Some contend that this commitment was an important element in Kibaki elections. When the alliance took office in

2003, it unexpectedly scrapped its 1 to 8 grade usage fees and proclaimed the access to primary school for all Kenyans of all ages. The FPE caused the paralysis of an overcrowding epidemic—when the ratio between student and instructor in 2002 went from 31:1 to 40:1 in 2003.

Since the school year just started a couple weeks after the vote, Education Department officials had to prepare a schedule to enforce it only a few weeks after the elections. FPE also caused families to go to lower-cost private schools to take their children. Many people felt that the standard was dropping in public schools; those who could financially manage to fled to private schools. This suggests that low-income families in Kenya have chosen to favor investing in school fees, which is a cause private schools in Kenya have been pressurized to innovate if they are to be competitive in the market, forcing over 60% of kids in informal settlements into low cost primary schools.

Figure 5.9: A scene from "The First Grader," a film about Kenya's 2003 FPE policy.

Source: https://medium.com/edwell/how-kenya-became-the-strongest-education-system-in-africa-70cdc72024c4.

Uwezo's national evaluation of reading and counting of children in all of Kenya from 2009 to 2015 shows "no substantial improvements in learning outcomes." During the 2013 elections, President Uhuru Kenyatta promised that through the distribution of free laptops to learners in the Digital Literacy initiative, he will aim to solve this education issue Kenyatta was once appointed, with a mandate to bring about radical changes and progressive domestic reforms. He precipitated a major push to develop the program into qualifications and functional skills for primary and secondary schools.

Any opponents contend that these measures were hurried and ineffective, but the fact that they are taking place is unquestionably a good move (Austin,

2008). A slew of high schools have also opened to support the children of Kenyan businessmen and politicians, as well as foreign dignitaries and humanitarian workers. Hillcrest School (1965), Banda School (1966), Rosslyn Academy (1967), International School of Kenya (1976), and Brookhouse School (1977) were among them.

Nairobi is home to numerous embassies and nongovernmental organizations, as well as the UN's Africa headquarters; many of these organizations pay school fees for their employees' children, which contributes to Nairobi's high capacity to pay for costly schools. This growth in high- and middle-fee schools is close to what happened after independence in other African cities. Kenya's scheme, however, was distinguished by Kenyans' high regard for schooling, which resulted in higher school fees than in other African nations.

Nairobi's school fees, for example, are approximately 66% higher than those in Cape Town (which are also the most costly in Africa); the most expensive school in Kenya costs nearly $30,000 a year. The growth of these high-fee schools contributed to Kenya's high deprivation, where only a limited percentage of the population has access to advanced education and a third of Kenyans survive on less than $2 per day.

Nairobi has a good community network for investors in conjunction with its tech industry, which is one of the explanations so many schooling entrepreneurs created businesses and nonprofits there. Many institutional systems exist in Kenya to help entrepreneurs, namely scores of catalysts, support networks, and co-working centers such as the iHub, Metta, and Nairobi Garage. In a list of the world's cities with the most co-working spaces, Nairobi ranked 17th with 106 spaces. Nairobi hosts a number of events, including Sankalp, Africa's largest annual conference for potential entrepreneurs and investors (started in 2014). It also has a growing variety of services aimed at assisting education entrepreneurs.

There is a high population of innovators clustered in close vicinity to one another, so many entrepreneurs and workers and founders live and work within a few miles. They often cross paths in a cluster of coffee shops, pubs, and bars frequented by start-up CEOs, resulting in fortuitous exchange of thoughts and contacts that contribute to creativity. Nairobi was named the most creative city in Africa and the Middle East in 2016, as evidence of this. The "adjacent conceivable," as defined by innovation experts, occurred in Nairobi, where fintech technologies led to the launch of more education technology firms and school brands (Sasaoka & Nishimura, 2010).

5.7. STRENGTHENING EDUCATION IN NIGERIA

The Federal Ministry of Education supervises education in Nigeria. Local bodies responsible for the implementation of public education and state school policies governed by the state. The framework of schooling is split into nurseries, primary, secondary and tertiary education. Since claiming independence from Great Britain, Nigeria's federal government was plagued by volatility, resulting in the stable implementation of a single system of educational policies. The Nigerian education system is characterized by regional variations in standard, curriculum, and funding.

In the South, schooling is distinct from the North; as in the South, the northern population is not aware of formal education. Northerners are not concerned about the education of Western women; they were really interested in Arabic education. Most of them have acknowledged and used the Holy Qur'an as their training. The majority of Nigerians start primary education at around 5 years of age. Students are in elementary school for six years and get a degree.
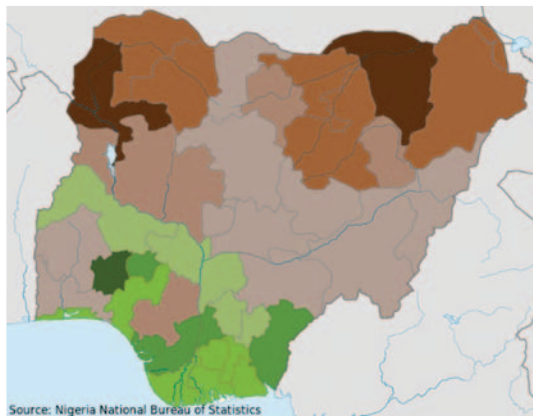

Source: Nigeria National Bureau of Statistics

Figure 5.10: Nigeria Primary School Enrolment by state in 2013

Source: https://educeleb.com/primary-school-enrolment-rate-in-nigeria/

The bulk of Nigerians start primary education from about 5 years of age. Students go to primary school for six years and complete a graduate's qualification. The primary subjects taught include Mathematics, English, Christian religious expertise, Islamic experience, Agricultural, Home Economics and one of the three major indigenous cultures/languages: Hausa-Fulani, Yoruba, and Igbo. Computer science, Other languages, and

fine arts are also provided by private schools just like in Kenya. Pupils from primary schools must take a Common Entrance Examination to enroll in secondary and private schools of the German federal and state governments.

Students go to high school for six years, which is three of JSS, and three of SSS (Senior Secondary School). Such students can study in Mathematics, English, Social Studies, Home Economics, Computer Studies, and other fine arts during three years of secondary education. The secondary primary course consists of four main topics completed with 4 to 5 elective topics (Samoff & Carrol, 2004). Core topics include: English; Maths; economics; civic education; one or more from the three sciences of Biology Chemistry and Physics; one or more electives, which includes English language, history, geography, agriculture or a professional subject like Book Keeping, Commerce, Food and Nutrition, Technical Drawing from a selection of 17 topics.

There are about two Federal Government Colleges in each of the states, with a total of 36 States and by the Federal Capital Territory. The Federal Government, through the Ministry of Education, finances and manages these institutions directly. The government funds state high schools that are incompatible with federal government schools. state secondary schools. While the majority of state-owned universities are expected to provide free tuition, students are forced to buy books, uniforms and pay for other items costing them 50,000 naira ($130) per university year in an average.

Teachers in governmental establishments typically have national certificates of education or bachelor, but this does not always happen since many high schools in Nigeria are full of incompetent educators, and they are often underplayed by the low government budgets, the lack of benefits, and irregularities when paying their workers wages. These schools are usually not suitable for motivating their pupils. Some high schools are considered elite due to the high educational standards that traditionally exist and to graduates who have been distinguished people who are active in different fields. However, because of this, the university ranking of these universities has since declined, especially with the popularity of new, well-funded private schools.

Nigeria's private high schools have an estimated cost of between 250,000 naira and 1 million ($55,00–$2600,00) a year. Nigeria's high schools in the secondary school are very costly. These schools have smaller classrooms, new facilities and a greater educational atmosphere (around ten to twenty students per class). At least a bachelor's degree in a certain field is offered

to most teachers in these establishments, and they regularly attend seminars or short-term courses.

The bulk of University education is regulated by the government. Tertiary education in Nigeria includes public and private universities, polytechnics, monotechnics and educational colleges. There are a total of 153 NUC-registered universities in the region, including 40 and 45 by federal and governmental governments, with 68 private universities. In May 2015, the Federal Government granted 9 new private universities their licenses to expand the number of tertiary institutions in Nigeria (Rolleston & Adefeso-Olateju, 2014).

Education Sector Support Program (ESSPIN) monitoring and assessment in Nigeria is a nine-year initiative which provides the foundation for the efficient and successful delivery of educational services in Nigeria. The absence of comprehensive performance data collection mechanisms at the school level has reduced the extent and effect to date of sector reforms in the region. A robust monitoring and assessment process was developed, based on an impact assessment approach to support a series of follow-up studies over the duration of the system.

The government NGO partnership focused on capacity-building within the Supervision & Assessment roles at the national level with the Ministries of Education and State Universal Basic Educational Boards (SUBEBs). Formal seminars and job mentorship to improve on current skills were successful. This was done by Participatory approaches to encourage the participation of stakeholders and the efficient and durable introduction of digital technologies and procedures, including information systems management, have been implemented.

The team planned and carried out impact assessments at the school level to measure the success of the programs on the basis of a series of indicateurs for improving education. For the first round of the study, school systems were segmented with schools that are not funded by the ESSPIN in accordance with the program process and provided a control group to assess their influence over the project.

In this project, the ESSPIN effectively monitored and evaluated for its lifespan. A greater perception of the project's implications at the school level and of study results and teacher progress in Nigeria generally can be seen in the two rounds of the surveys. It has informed both foreign donors and federal and state education ministries of the necessities to guarantee that all children in Nigeria have the opportunity to study meaningfully.

The campaign sponsored, on the basis of reliable and relevant data, the strengthening of education and financial processes at the state level. The implementation of expenditure models-based on results would, over the long run, help the transition towards an increasingly efficient and cost-effective educational service delivery framework in Nigeria.

In conclusion, providing kids with a high-quality education represents the reality that each child has basic human rights and deserves to be handled with respect. Many organizations strive against attempts to indoctrinate children into aggressive and dangerous paths by creating educational resources for them. Their safest option against poverty, illness, early marriage, gang activities, and prostitution is education (Qorro, 2009). Children who are subject to poverty, crime, corruption, or coercion are more likely to choose negative value systems. Children who are trained have a higher chance of following meaningful and optimistic life directions.

Childhood education is essential for young people's social consciousness and multi-cultural comprehension and appreciation. When social sciences, geography, and history are introduced to youngsters, they have a deeper awareness of how other people live. On a continent of several nations and traditions, this recognition is the first step toward dispute resolution. People who get a good education recognize and grasp how to live a healthy lifestyle. Teenage girls who get an education are less likely to marry and have children at a young age. People who are well-educated are less likely to contract an illness that can be avoided.

Young people can discover how to sustain their own wellbeing through schooling, making them less of a liability or strain on their communities.

Education is the driving force behind the resources that adults use to succeed in life. When children are educated, they learn to evaluate the facts they are given on a regular basis. These children have a greater sense of how to choose between what is true and good for them after learning how to logically perceive things. A child can master rational techniques to lead them to progress by learning and playing. A child may begin the journey of setting goals and exploring how to accomplish them in class, and this translates to later on in life.

Without these resources, an individual may become helpless, lost, trapped or confused in a society where those who do have them rise to positions of strength, freedom, and prosperity.

Since people's needs are rising, education is becoming more important as the population grows. With increasing needs comes increased efficiency,

which necessitates the use of trained people to achieve it. Individuals who lack a degree will be less successful in the growing economy and will be more likely to miss out on prospects.

Education is crucial because it is the binding agent that binds our civilization together. It's the requisite step to see beyond what's going on around you. Education serves as both a guide to prosperity and a shield against poverty. Women who are educated are more likely to break free from patriarchal gender norms and give more to society. Education will be the difference between a long and stable life and a tragically short one (Unwin, 2004).

Education will be the difference between a long and stable life and a tragically short one. The enabling climate has a significant impact on the level of education that children have access to globally. Unfortunately, for poor or disadvantaged families in Africa, obtaining a decent education is difficult. Relevant educational programs are scarce or non-existent in many regions. Except in large cities, the average family's exposure to computer training is always restricted.

All of the above activities that expand or improve education frameworks are long-term commitments that will assist in providing quality educational options for promising young minds and young adults. As a result, they are able to climb above poverty and become more effective decision-makers.

These projects and initiatives, including from some of the more obvious international bodies like the UN, reduce the number of future young adults who slip between the gaps of the system by offering these educational options They will be less likely to take dangerous roads that hurt neighborhoods and deepen poverty.

The most significant economic benefit of spending in education is that it creates individuals who would contribute more to the national economy. The additional social production provided by investing in these future leaders' education is represented by their exponential profits.

Although some nations have a slower rate of population growth, others have a higher rate of school enrollment. Only a few countries are slipping well behind literacy when dealing with a rapid increase in their school-age population: Niger, Eritrea, Burundi, Guinea-Bissau, Uganda, and to a lesser degree Burkina Faso, Chad, Mali, Mozambique, Rwanda, Senegal, and Malawi. The EFA 2012 study highlights significant differences between countries in Sub-Saharan Africa: In Gabon and Congo, only 7% and 14% of children are exempt from primary school, respectively, as opposed to over

55% in Burkina Faso and Niger. The majority of out-of-school children live in countries that are either in crisis or have very poor government. Armed conflict, as well as internal unrest within a region, was described by the 181 participating nations to the Dakar Framework for Action as a "main impediment" to achieving Education for All (EFA) at the Dakar Forum, with literacy being one of the sectors most affected by armed conflict and political instability. UNESCO noted in the 2011 EFA Global Monitoring Report that conflict-affected countries had a gross rate of secondary school enrollment that was almost 30% poorer than states with comparable funding and environments that were at peace (Ogunniyi & Rollnick, 2015).

Many African countries even now are pushing to change colonial education practices to stress the relevance of traditional dialects and cultures rather than European languages and cultures Critics of the changes argue that European languages should remain the subject of education in order for African students to be successful in a world market defined by Europe.

Recommendations for Higher Education Reform particularly need to be most paid attention to. This is especially to train more and more productive citizens that would contribute positively to the economy of the nation as well as in society at large.

Chapter 6

Planning and Financing Sustainable Education Systems in Africa

CONTENTS

6.1. INTRODUCTION

Compared with other continents, the African education system has been dealing with many challenges. There is inadequate attention on how to implement policy recommendations, and one of the weakest links is in the policy implementation chain, including the relationship between planning and budgeting, and how the budget is formulated. There is an inclination to put general educational policy goals on the one side, and economic planning and resource management in another. Achieving a given educational goal is usually uncertain. This leads to unwarranted tensions between those who suggest policies in global funding institutions and African governments, and those who supervise policy implementation (Ojogwu, 2009).

Figure 6.1: Education planning must consider the needs of students living with disability.

Source: https://www.devex.com/news/opinion-the-urgent-need-to-plan-for-disability-inclusive-education-94059.

Consequently, most countries will encounter considerable challenges in implementing the initiatives of expense redistribution, increased budget management, and system development simultaneously. Since the colonial era, most African government budgeting processes have not been modified, and they are unable to cope with implementing short-and medium-term amendment policies. Measures are required to strengthen and/or reform education plans and budgets in African countries. These include the complete or part replacement of the yearly incremental planning and budgeting system with methods that could be more suitable for the present challenges.

Various attempts to carry out the required reforms were unsuccessful because they were limited to interferences of the education sector, and did not refer to the entire government's budget and administrative planning. Reforms must also consider the need to reinforce potentially beneficial

relations between the government and private funding agencies. Through these improvements, Africa can make better use of external aid, which does not always serve those regions that benefit from the donation. These changes allow countries to make better use of their few resources and avoid the adoption of educational development systems that stop production and operations so as to achieve the ability to provide sustainable and affordable education services. In this regard, even in some aspects, if the government plan fails, the "market" will still succeed, and the government shall also play a critical role in the change process.

6.2. EDUCATION DATA AND STATISTICS

The education systems of African countries vary greatly. According to the 1997 Global Standard Classification of Education, the primary education level last for 5 years in 2 sub-Saharan countries, 6 years in 33 countries, and 7 years in 10 countries. In addition, there are different regional trends in the model of the education system. For instance, southern African countries are more likely to implement a seven-year elementary education program. Middle school education can be divided into upper and lower levels. Depending on the country, it may take five to seven years to finish. It must be remembered that some sub-Saharan African countries (for instance, Kenya, Malawi and Somalia) have eight or nine-year primary education systems.

With such a variety of education systems, African countries have different reference levels for primary education completion. This is also significant for analyzing education expenditure, because primary education consists of different grades in diverse countries. Over the past four decades, the African education system has expanded significantly. The primary school enrollment rate has grown 5.5 times, from a mere 23 million in 1970 up to 129 million in 2008. The enrollment rate of secondary schools rose from 4 million to 36 million, an increase of 8.5 times (Oketch & Rolleston, 2007). Over the same period, the number of enrollment in higher education also increased significantly, albeit smaller compared to elementary and secondary schools: enrollment in higher education further increased by 22.3 times from 200,000 to 4.5 million, while enrollment in pre-school education rose by 2.6 times between 1990 and 2008, from 4.3 million to 11 million.

Although budgetary constraints typically become an obstacle to the provision of free primary education, most African countries have improved their obligation towards educational development by allotting more resources to education starting from the 2000s. The education system in

Africa is developing rapidly, but it still has a long way to go compared to the world. For many countries, budgetary constraint is the main daunting task. Measured by the completion rate of primary education, the EFA goal not only requires enrollment, but also requires students to stay in the education system up to the end of their primary education level. Nevertheless, it is not easy to measure the completion rate of primary education, since the enrollment data collected through government channels in different countries does not essentially include the figure of students who have finished primary education. Rather, two pointers are broadly used to evaluate the progress of universal primary education: (i) the gross enrollment rate of the highest grade of primary education, and (ii) the adjusted net enrollment ratio.

6.2.1. Why Data On Finances and Costs Are Essential

Data on education funding and expenditures are necessary to effectively solve key education policy issues. These data can help policymakers determine the financial viability of achieving quantitative and qualitative academic goals, and decide how to attain equity in the delivery of educational prospects. They are equally used to define which particular combination of financial strategies and plans carry the greatest weight in achieving goals (such as increased access, completion, and learning), and to identify the trade-offs and impacts that may come from implementing any measures. Sub-Saharan African countries all agree that every child must complete high-quality primary education. These goals are usually established in the national development objectives.

But for the poorest countries, achieving this goal can be a daunting task. Besides, providing comprehensive primary education is not enough because of socioeconomic needs and the pressure to grow and expand secondary, vocational, and college education. In order to fulfill the growing educational needs of different stakeholders, decision-making will inevitably require trade-offs. The most apparent is: how much is spent on quantitative growth compared to quality improvement? Including the amount that will be spent on different stages of education; and to what level should private investors and households be motivated to increase financial support for education. Besides, it is essential that these policy issues include sustainability measures.

Data can also be applied to achieve educational equity. In the discussion about policy choices, people pay special attention to the issue of equity, because the primary objective of public education is ensuring that all citizens have equal educational opportunities. Decisions on equity issues require

data on education financing-determining the level to which certain groups of people obtain more public financial resources compared to others, and developing policies to correct all or a few of these disparities (Okoli, 2012). The inequality of financial resources may be calculated by region, urban or rural subdivisions, including different socioeconomic backgrounds and the students' education levels, or calculated by the total expenditure of each student. Because of limited public resources, policy decisions to encourage private and domestic expenditure in education must take into consideration the matter of equity across all education levels.

In addition to fulfilling the purely quantitative goal of rising enrollment rates, policymakers must consider improving the quality of education. Providing high-quality education for a growing group of students requires efficient use of resources, and cost-efficiency assessments require reliable financial data. With the increasing awareness of low academic performance among elementary school students, many African countries have focused on academic performance and learning outcomes. Lately, studies have shown that different potential quality improvement factors may have cost impacts. Education cost has a great impact on this problem. Some interventions may be expensive, but have minimal impact on education, whereas others have lower costs but greater impact.

6.2.1.1. Demographic Factors

Education planners are often concerned about population distribution for different reasons. First, they may be fascinated by age and gender distribution. This allows them to evaluate the average size of the school-going populace, which is the basis and starting point of any education policy. Additionally, they may be worried about the population distribution by sectors of economic activity, including the occupation in each of the sectors. Without an adequate understanding of the division by sector and profession, it is difficult to approximate manpower requirements, and thus determining the goals of technology, vocation, and higher education become difficult. Thirdly, planners may be worried about the geographical dispersal of the population, which will affect the education cost and choice of school type, scale, and location.

The easiest means to study the structure of the population by age and gender is developing an "age pyramid." The population's age structure is essential in demographic analysis since it provides a brief summary of the country's population history, apart from determining the population's future

growth to some extent. The number of persons in every age group depends on I) the amount of births in one or successive generations; II) the impact of mortality on the generation; III) the scope of migration flow at different times, and the immigrants age.

The population age structure is the result of fertility (birth), mortality (death) and immigration trends over the previous periods, of which fertility trends play a major role. For example, the ratio of young children reflects the recent birth rate, which is further influenced by infant mortality. Since birth, the proportion of older persons is the cumulative effect of demographic trends. The number of kids aged 0–4 yrs indicates the weight of childcare. Groups 5–14 represent the investment required by the school's enrolment and teaching faculty. The population aged 15–64 reflects the population engaged in economic activities, and a rough indicator of age dependence is the ratio of the population above 60 yrs old.

Population growth in most African states has led to an increasing demand for basic education, and naturally has led to a demand for higher education levels. In general, this increasing demand has surpassed the growth rate of the available resources that can meet the demand (Oduaran, 2000). While the ratio of 0–14 to 15–64 in low-income states is expected to decline (from around 40% to 50% in 1989 to 30% to 40% in, 2025), this means that as with the growth in the size of the working-age population, the percentage of taxpayers to non-taxpayers may still be much lower than that of developed countries for a period of time, and the structure of education services in underdeveloped countries continues to grow, mainly from tax revenue, which can be said to be comparable to that of advanced countries.

Fundamentally, when the birth rate drops for some reason, this decline will impact on the number of kids receiving primary education after six years, those receiving secondary education after twelve years, and those receiving higher education after eighteen years. In some Asian countries, such as China, Thailand, the Republic of Korea, and Latin America, this trend makes it simpler for individuals to absorb the growing social demand for both midlevel and higher education.

The nature of the populace by age can likewise yield numerous other helpful data for educational organization. It tends to be utilized, specifically, to quantify the overall load of education expenses. Education expenses are relative to enlistment rate and subsequently are not directly reliant upon the young populace, but rather education financing can be considered as an assessment on the yield of the economically dynamic aspect of the populace.

In Africa – except for Mauritius, whose condition is fairly uncommon, and South Africa – the proportion of kids aged 5-to-14 to the overall populace surpasses 50%. This implies that, for simply demographic reasons, the objective of 'education for all is a lot harder to accomplish in Africa than anywhere else. The ratio is likewise high in Arab states, such as Libya, Egypt and Algeria. Educational development in Africa accordingly has two variables working against it: minimal resources, and a relatively large school-going populace which makes planning a burden.

6.2.1.2. National Economies

Figure 6.2: A teacher using the tablet to educate students.

Source: https://www.theeastafrican.co.ke/tea/business/after-tablets-hitch-will-kenyan-government-deliver--1378994.

The degree of industrialization in various nations is a significant part of the type of connection among education and training structures and the corporate markets. In this sense, industrialization alludes to a continuum with preindustrial nations (Africa, South Asia) toward one side, traveling through light and heavy industry to high innovation industry at the opposite end. For example, South Africa, with a highly developed economy compared to Somali or South Sudan will have better education standards for its students. Nations overwhelmed by low economic activity have a long way to go in making education accessible to everyone. In South Africa, for example, they value the education system because school and college leavers are probably going to be employed within a sensible time period after graduation and contribute to economic development. Unlike Somalia,

where the joblessness rate is high and the value of education is diminished. At all levels of industrialization, education is a valued factor which is critical for growth: without it, the workforce will lack the necessary skills for progress and become marginalized. The issue of occupation competency is pivotal. Expanded public interest in the development of better schooling structures may mean more resources committed to the education sector. Modern development in Africa will be restricted unless the workforce is well prepared to meet existing challenges, and keeping in mind that proper education will have a positive impact on this matter. The more educated the population, the higher their income level and quality of life.

Expanded public interest in the development of quality teaching systems may mean more resources dedicated to the sector. Presently, the Pacific Rim nations have shown solid support for education despite lagging behind in the past. Meanwhile, modern development in Africa is restricted, keeping in mind that most counties still use traditional teaching methods which have been overtaken by time.

The social and financial advancement of countries is generally tied to their schooling model, and how to make new opportunities, adapt their current situation, and modify their education systems. Schooling from a broad perspective improves the living conditions of people and turns into an impetus for the interrelated financial and social changes that become characterized together (Nishimura & Yamano, 2013). Exactly how these factors happen isn't completely known, and this issue regularly affects endeavors at public approach making and arrangement. Nevertheless, the proof is considerable that education can make significant improvements to the complex cycles of innovation, income generation, creation and sharing of values.

Nevertheless, analysts and researchers additionally find that poor education standards can have adverse consequences. When formal schooling is unevenly distributed and depends on biased choice practices, it might propagate and legitimize social divisions in the public space. Further, formal education, alongside present day media and parts of global culture, seem to draw youngsters and youth away from their social roots and familial traditions. Parents from African communities, when confronted with school fees and the prospects of joblessness, pull out their kids from school to help them look for other means of survival.

6.2.1.3. *External Assistance and Public Debt*

Nations in Africa which have as of late encountered a decline in their economies have a diminished capacity to give funding to education and public administrations. To help out, some nations seek huge debts from organization like the IMF. External assistance supports schooling needs, which might be relatively bigger in different regions. Benefactors have convinced African nations to acknowledge monetary aid, and specialized help to build up their schooling systems.

However, the connection between foreign financing and homegrown ability to get the resultant capital reimbursement and interest costs, just as the related capital substitution costs has reliably been overlooked, or if not disregarded, it has been accepted that economic development will deal with the issue. There have been numerous endeavors to measure the monetary loopholes in education, while dollars are provided by donors, they hardly reach their target who are the African students.

On a basic level, contention exists between the mix of training augmentation and other remotely financed speculations to speed up development and improvement, and further satisfy fundamental prerequisites and privileges, legitimizing moral grounds. Nonetheless, whatever the more extended term impacts, the expansion of schooling systems requires quick development of monetary assets, but African governments can't keep up with the expanded demands.

The resultant decrease in the quality of public schools has implied that it is not, at this point, conceivable to take credit, for example, evaluation results and enrolment rates as markers of success to the public education system has been stagnant in some African countries. For instance, the number of private school in Kenya is more than their private counterparts. Schools need books, equipment and good structures and furniture, which are lacking in public schools (Ndulu, 2004).

The global goals of education must be embraced by African governments, which are urged to focus on them and are guaranteed foreign aid to help their course. Governments themselves appear to have had minimal genuine certainty that they could make education resources accessible. There ought to at this point be adequate experience to understand that these education objectives are not achievable through proper planning, and to accomplish them requires substantial investment and sustainability. The measure of public money accessible for spending on education has been greatly influenced by the volume of government obligations, such as infrastructure development

and health, which often have first priority in budgeting plans. Education expenses have additionally risen, but due to the need for governments to support their obligations, the pace of spending is restricted. The consolidated effects on schooling, development and population dispersal has not just decreased the degree to which public stakeholders uphold the developing interest for administrations: they have likewise influenced the accessibility of private money, that is, the absolute resources accessible. On the public side, the obligation trouble joined with populace development has delivered numerous government endeavors to adapt to the social factors. One of the challenges facing policymakers and sectoral benefactors in Africa is the way to judge obligation factors: unfamiliar projects should be dropped to permit for the redistribution of finances to education.

In the 21st century, Africa is as yet wrestling with underdevelopment, even as the lack of feasible education improvement plans continue to pose a significant threat. No country can witness quick economic growth when the education needs of the people are not appropriately met. The labor of any country can be reinforced towards improved profitability and usefulness through the education and competency of residents (Mfum-Mensah, 2017). Education is important for supporting public systems and advancing financial development in any country. It is an instrument through which ignorance is eradicated and a premise whereupon different aspects of the economy thrive. When the general population are well educated, issues of joblessness, hunger, destitution, political instability, and other social indecencies, will be eradicated. No economy of the world can enjoy quick development and advancement when her populace can't read and write. Education establishes the basis for significant financial, political and social advancement of any country.

It remains a critical and powerful part around which any advancement rotates. Given the financial upheaval taking place through the rapid developments in Data and Communication, clearly any country that needs to grow should be exceptionally best in class in education. This clarifies why African governments must view education as an instrument second to none for influencing development. The interest in education is high since it isn't just an interest in human resources, but likewise essential for financial growth. It very well may be argued that the significance of education in enlightening the population from ignorance is possibly the most significant thing a country could do.

Schooling can, subsequently, be viewed as the primary agent of development in a country, since it is through training that different

governments determine the strength of their labor force. As significant as it is, one issue that has restricted the adequacy in the execution of education strategies in Africa is poor financing. While it is ordinary to see sound educational approaches being figured, the poor execution of such strategies has never been detached with insufficient subsidizing. The financing of education lies at the core of education in many nations around the world. In Africa, there seems, by all accounts, to be a perpetual emergency of subsidizing and absence of positive designs and techniques in the education area (Michaelowa & Wittmann, 2007). Numerous schools do not have the necessary assets and offices to work easily towards the fulfillment of goals. This has likewise intensified further issues in the nature of services provided by the traditional educational system, which don't fulfill cultural needs. There is a reasonable detachment between cultural objectives from the educational system and the development of schools. Poor funding of African schools from the mid-1970s to 2000s caused broad cases of back payments of neglected educators' compensations, deficiencies in the stockpile of school offices and hardware, and run down or terribly deficient structures. It follows from the above case that administration of the schooling system has become a major concern in the present day. When the education conditions become terrible, either the instructors or potentially the students leave on strikes and different types of showings as ways for causing the government to notice their predicament. The issue of poor financing of education remains daunting.

Getting to balance schooling needs isn't an issue in itself, particularly when the way to pay is available. It turns into an issue, in any case, when a country gets without the intended way to pay. Now and again, obligations are hard for any country to pay, particularly in cases where borrowings are not utilized reasonably for monetary gain, accordingly, bringing about unwarranted obligations. An ideal situation is one where the capital procured has the possibility of deducting the expense of the credit. In the present circumstance, the obligations will fund financial development, expanding the infrastructural limit and extending the yield of the acquiring country. Obligation, in this manner, alludes to the assets of cash being used in a school which isn't contributed by its proprietors.

Public obligation can either be homegrown or external obligation. Homegrown obligations are those obligations brought about inside the country, while external obligations are those obligations caused outside the shore of the country. External obligation comprise of a mix of monetary, specialized administrative necessities exuding from outside the nation, and

pointed toward supporting educational development and improvement and are repayable at a decided future date. External obligation is a significant wellspring of public debt, but it ought not connote doom when the funds are used wisely.

It is a country\'s failure to meet its obligation commitment compounded by the absence of data on the nature, construction, and extent of external obligation that can be problematic. One of the significant reasons for slow education development is unfamiliar obligation. This is on the grounds that countries who are remotely obligated battle to accomplish their macroeconomic goal including, financial development, educational rate, value steadiness, improved equilibrium of installment, and monetary government assistance (Asimeng-Boahene, 2006).

The issue of an expanding rate of outer obligation is threatening to the advancement programs of nations, along these lines impeding their financial development and improvement. One central point hindering economic development through resources from outside is corruption, which involves redirecting or plunder monies acquired for educational improvement.

6.2.1.4. Education Costs

While expenses to an educational analyst are a proportion of what must be offered up to accomplish something, to the bookkeeper, they are cash costs (aside from depreciation). Monetary expenses are comprised of immediate and aberrant expenses. Direct expenses are typically cash consumptions. Where normal, or unit, direct expenses are investigated, they regularly allude just to public use and school enrolments, at a given point on schedule for a given degree of teaching structure. The absolute direct expenses of teaching surpass the degrees of consumption by governments, and the overabundance is borne by families and firms. To characterize the immediate costs, it is important to indicate simultaneously the thing that is really being bought.

The distinction between the real uses and the (assessed) direct expenses of giving a sensible quality and amount of schooling is the degree of under-funding. For instance, the expenses of the creation of books can be pretty much assessed, a 'reasonable ' level of teachers' pay rates can be proposed dependent on different measures and records, and building costs are typically known inside, say, a 20% action plan. The support of students, educators, materials, hardware, and structures can be assessed within a worthy degree of resilience (Michaelowa, 2002). On the off chance that we purchase what we comprehend as 'education' yet truth be told get something else, we have

bought an alternate item, and its expenses are not those of 'education.' On the off chance that we say that we are purchasing 'education' we expect that what we are purchasing will fill its planned need. In this sense, teaching needs don't pair up with schooling costs in this specific time span. All costs, nonetheless, are a more extensive idea, and incorporate the expenses to society in general, as a rule named 'social costs.'

Figure 6.3: Education increases the chances of success for children.

Source: https://www.edu-links.org/learning/framework-promote-education-finance.

The estimation of what must be offered up to buy education is perplexing. The most generally broke down expense is the 'opportunity cost' to students and their families, that is, the elective uses to which they might have put their resources had they not put them in education. Less broadly investigated are the expenses of government and of outer help. External aid is not recommended, as for the situation, for instance, of 'tied aid,' where beneficiary governments are obliged to buy labor and products from the 'donor' country despite the fact that these labor and products may be more costly than educational choices accessible from different sources. Another social expense which is minimally investigated the expense of assessment account. Raising and overseeing charges require costly arrangements. In many countries, the government oppresses the more unfortunate segments of the populace, or they engage in wasteful utilization of resources. While we are essentially worried about government consumptions and schooling arrangements, it is important to remember the nature and extent of expenses of education.

The teaching framework requires three classifications of essential information, 'physical' information identifying enrolments and different amounts, 'monetary' information identifying expenses and consumptions, and 'financial' information identifying economic factors. Interpretative information are gotten from these essential information, for example, enrolment rates and bookkeeping. The inconsistency of public records is notable, yet regardless of this they keep on being broadly utilized, for instance, in looking at government instruction use as a proportion of Gross domestic product among nations, and in upholding that consumption on education arrive at a given level, say 5%, of Gross domestic product (Mama, 2003). In these cases, the numerators and the denominators of the proportions are questionable to such an extent that the subsequent proportions are of little use, particularly for near purposes.

The most incessant disappointment in considering this information is the need to recognize optional and non-optional use. Interest installments on government obligation are a need commitment in government consumption. Sectoral planned consumptions are along these lines auxiliary cases, and government has carefulness options. Complete optional planned consumption is along these lines all out planned use after local and government debt reimbursements are made. Various experts refer to proportions which utilize all out planned use as the denominator, and it isn't in every case clear from distributed measurements if debt commitments are remembered for the absolute intermittent spending gauges. A few nations have been relied upon by global foundations to raise sectoral shares due to the disarray of optional and all out consumptions.

In the event that the 'gross' proportion of training consumption to add up to intermittent use falls after some time, it is hard to decide if the fall is a direct result of expanded obligation reimbursements or in light of the fact that administration strategy is to diminish use on schooling. The obligation issue can't be overemphasized and is examined further underneath according to capital planning. The major question is the structure of schooling spending plans. Various nations incorporate different things, and education spending plans sometimes exclude all planned uses on schooling in numerous nations, especially those where training is declined on neighborhood government or administrative state services. It is regularly hard to decide the absolute public planned use on education due to the assortment of information sources that should be consulted. Distributed and effectively accessible information within nations seldom give data on schooling account which is useable for investigation. Hardly any administrative measures incorporate budgetary

information. Similarly, a significant information shortcoming is on capital financial plans, which are regularly exceptionally deceptive since many contain repetitive components and overlook unfamiliar award and credit commitments (Labé et al., 2013). The overhauling of unfamiliar credits is to be found in a united educational financing plan and doesn't frame part of sectoral financial plans, in spite of the fact that there is a case for them to be recorded there. The utilization of internal return rates in education has been overwhelmingly advanced over the recent few years, and has had an extraordinary effect on teaching strategy, albeit the 'high' rate of return on education has not been reflected much of the time in public.

The African education strategy has numerous genuine flaws, the greater part of them being notable (for example, its powerlessness to bring quality into account, and the condition of contrasts in profit with the impacts of education efficiency, some less so exceptionally like the genuine degree of expenses and benefits, including social expenses, and other externalities. 'education\' estimations are without question dependent upon genuine upward and descending inclination (which may not, in opposition to the ideas of some scholar, counteract), yet the discoveries, shockingly determined to a single decimal point, are perpetually used to legitimize the accentuation of public speculation on essential training. The utilization of money saving advantage examination for schooling strategy has affected teaching arrangements and planning. Actually, it requires years to divert public funds from one sector of the economy to education, during which time relative gain would be lost.

6.2.1.5. Alternative Sources of Education Finance

Despite the fact that it is perceived that state funded education structures in African nations are seriously underfunded, corresponding to what they are attempting to accomplish, the components for improving effectiveness are not set up. Progress must be made if planning and progress are to be done, and this can't happen if antiquated and unseemly government monetary policies and frameworks remain. As a rule, governments should follow either of two sorts of strategies to improve the quality and level of procedure of schooling. From one viewpoint, existing assets should be utilized all the more proficiently, and resource base should be expanded. An important condition for both should be the advancement of reasonable financial plan and using control frameworks for all administration consumptions, which work simultaneously for the better (Katuu, 2015). The need for a public appropriation strategy is advocated by the presence of requirements on

private credit; defects in the accessibility of data, and the public need for schooling. Public resources are merchandise which, since they can't be retained from one individual without denying them of all, should be provided mutually.

Admittance to essential instruction may qualify as a public need. The presence of any of these conditions shows 'market failure,' and as they are all to a more prominent or lesser degree appropriate to schooling, endowments to the arrangement of teaching administrations can be defended on financial grounds. Simultaneously, resources for training, regardless of whether from taxable or nontax sources, are not boundless, and must be wisely be apportioned to avoid overspending. The case for offering a completely financed support is consequently subverted by the failure of net financial sources (i.e., considering likewise immediate and social expenses caused in giving appropriations out of tax assessment) to fulfill the social ideal, considering the different outer advantages to training. Indeed, even were adequate resources to be accessible to help a completely sponsored system, bureaucratic shortcoming in prompting 'government failure' would need to be considered. A fair methodology is hence required.

As for productivity, a large part of it considers the choice of decreasing unit costs. Yet upgrades in productivity can happen, with or without decreases in unit costs. On the off chance that we utilize the normal expense per student as a proportion of effectiveness, at that point obviously expenses might be diminished by decreasing the nature of the item. It is hard to perceive how normal expenses can be diminished in African nations minus any additional weakening in the education structure. A few segments of normal uses ought to be diminished, however, should bring about moves to different sectors to build normal consumptions per students or educator. This is in opposition to the perspective on the individuals who accept that the more prominent part of the market grants governments to save money (Kisanji, 2019). The issue for the public is to raise normal uses inside the imperative of existing absolute public consumptions: and for the training system in general, aggregate and normal uses should be expanded inside the requirement of net extra private resources. Implanted in the suggestion that unit expenses can be diminished is the inevitable requirement for the volume of openly financed educational projects to be decreased.

'Efficiency' measures will yield some adaptable resources as accessible money. This is significant. For instance, numerous projects have had as their expressed point the expansion in teacher proportions to rationalize the

number of educators, the subsequent 'savings' at that point can be applied to different pieces of the area. Actually, under the typical planning frameworks, what investment funds that are made are infrequently recognizably moved as additional money for, say, books. They are converted into a decreased pace of development of the training spending plan: increases on non-compensation charges are held at the 'normal' rate. With regards to outrageous underfunding, it isn't clear how critical such exchanges will be. Wellsprings of extra financing will in general be found external to the typical assessment framework within a reasonable time frame. The 'liberalisation' of the training market, the support of non-public schools and the formalization of cost-recuperation plans are relied upon to go far to fill up the money hole. Most nations anticipate a developing extent of all-out consumption on instruction to come from non-monetary sources. The central matter to be made at the approach level is the manner by which educational expenses can and should increase, including how to far substitute for, public assets, expecting, obviously, no crumbling in the nature of the project.

There is generally little proof on which to base sure expectations of the degree to which education uses can be expanded through permitting a market for administration management. The advancement of such a 'market' would be through (a) the presentation and expansion of student fees; (b) the development of the private schooling area; and (c) the more noteworthy utilization of non-government sources of labor and products.

Additionally, 'cost-sharing\' is by all accounts broadly acknowledged that appropriations ought to be centered on basic education, and that the higher up the structure, the lower the sponsorship ought to be. Nonetheless, in view of greater expenses, the proportion of support to private commitment for the most part builds the higher up the school pyramid a student climbs. While direct parental commitments money up to half or at times significantly a greater amount of the complete consumption at the essential level, this offer falls quickly at the public school level. At the college level immediate parental commitment is usually minimal. To reduce the weight of funding at higher levels, some nations have presented obligatory expenses for college and tertiary education (Jk, 2016).

Most supporters of expenses expect that charges ought to and will expand education. Overall it appears to be that the methodology proposed by scholars, that education funding should be commensurate with the results, is most generally acknowledged: funding ought to be expanded insofar as there is 'demand' for the education. Nonetheless, shortcomings

in the education framework changes the structure and demand may have minimal significance. In different African countries, parents are pulling out their kids from school due to low quality and on the grounds that they don't consider teaching pertinent to their needs. Obviously, where there is considerable underfunding joined with low quality, gains from expanded education may create resources for development and quality improvement, and fundamentally add up to resources utilized by schools.

Notwithstanding, it isn't at all clear that adequate consideration is given to educational impacts. When family spending needs are not met, it implies that cash which had recently been spent on youngsters and schools (for instance, on books and development), would be changed to other needs such as food, and parents would expect a higher degree of public education to give what they have, at the end of the day, to education. This implies that no increase of absolute consumption on schooling would happen. It is hence important to recognize obligatory expenses and intentional commitments, and to comprehend the level of substitutability between them. Where obligatory expenses are concerned, a differentiation should be made between charges offered by the school and utilized in the school, and those gathered and directed elsewhere.

Necessary expenses are essentially \'earmarked\,' that is, funds gathered for a particular purpose, where they are for obligatory expenditure. Tax collection has its own related expenses, and in this way the consequence of charging cause families to move use from direct deliberate commitments to obligatory expenses, which could bring about a net lessening in training consumption because of the expenses of variety and organization. Furthermore, expense propositions might not have adequately been thought to be the impact on families of the mix of client charges and the evaluation framework. The variety of expenses and non-charge commitments for mandatory instruction outside the evaluation framework, either through pressure or through conscious starvation of endowments driving up private commitments, can create more resources for educational development.

Two broad avocations are often used for 'cost-sharing' approaches. The first is that legislatures lack income use to back training administrations completely; and the second is that a diminished dependence on 'government' incomes will advance rivalry and subsequently productivity. To the extent that 'cost-sharing' in schooling has any significance whatsoever, it alludes to the importance of account for teaching. Sources might be optional or non-optional for both family and government financial plans (Johnson, 2006).

Governments and families have impediments on what resources they can financially plan for in education. For people and families, there are three kinds of 'cost sharing': (a) willful commitments; (b) compulsory charges which don't go into government incomes yet are held, for instance, at the school; and (c) obligatory charges which go into government incomes. Deliberate commitments might be considered as cost-sharing, while mandatory charges may be considered as expenses.

Nonetheless, where government takes into consideration a specific degree of 'voluntary' commitment by intentionally decreasing sponsorships, even willful commitments become required. The fundamental inquiry is the thing that influences the overall level of deliberate and mandatory uses. Duties and mandatory expenses paid by people are compulsory (nondiscretionary), and they should be paid – and henceforth there is no fundamental qualification to be made between them. Where charges are utilized straightforwardly for an explicitly distinguished reason, unlike most educational expenses which go into a single pot, they might be considered as reserved, however, they are still compulsory. 'Cost-sharing' doesn't consequently imply a division of financing duty: incomes actually acquired from residents. Maybe it means a reallocation of financing shares. The essential connection between open use on training from one perspective and direct installments in families may make division from their typical assessment commitments. On the other side, installments that families make are by and large significant, that is, after open sponsorships are considered residents are approached to make up any shortcomings.

There is accordingly a reasonable connection between public sector effectiveness and the degree of 'private' commitment: parents might be needed to pay more to help government or private investors in their shortcomings. The private education 'market' makes room for rivalry, however, it is clear to practically every parent, that in all actuality, there isn't a lot of decision, and scarcely any whatsoever where the determinants of the expenses of training are concerned. There is a significant requirement for investigation into the connection between the expenses of teaching and how individuals can pay them. At the family level, education may be paid for using existing funds, or from other external resources. In any case, if the aggregate of current pay is deficient to cover family expenses, whence comes the resources to fund the children's education?

Resources, for example, cows bring income to families. It might bode well to sell them in the event that they bring higher returns, as opposed to

their money utilization. In case families provide resources for their children's schooling, they expect them to bring back returns after their schooling, but sadly most children from African countries encounter joblessness (Hoppers, 2009).

Subsequently, where communities are needed to support education, it is important to comprehend the context of money used for the project. In the event that a youngster goes to school, families assume they will acquire more from sent their kid to class, the better future income may empower the parents to purchase more cows. But truth be told, they don't always have adequate resources. Besides, society has additionally had a misfortune. In the past spending deficiencies were financed by government acquiring an unfamiliar guide. On a fundamental level, there isn't anything amiss with a financing shortfall insofar as individuals will back them. As governments are not, at this point, capable or potentially willing to back funding shortfalls, families and the private sector are being called to do as such.

6.3. PLANNING AND BUDGET REFORM

The educational budgeting plan is the main tool for sectoral development at the school board level, and is the most far reaching strategy by the government. That planning should be improved is by and large perceived in the education sector, despite the fact that there seems to have been minimal scholarly interest communicated in the subject, however, there are still challenges in modifying altogether the preparation and planning as it were.

Figure 6.4: Overcrowding in classrooms is a major concern for African schools.

Source: https://www.hrw.org/report/2017/02/14/i-had-dream-finish-school/barriers-secondary-education-tanzania.

It is important to consider the developments required in the whole arrangement of which the schooling is a part. In any case, major contrary qualities will exist among sectoral and depository designs. The consequence of the inability to change the designs of preparation and planning has implied that arrangements to accomplish more prominent effectiveness can't be viably converted into training (Higgs, 2012).

Moreover, conversations of preparation and planning can't focus exclusively on repetitive planning alone, as has so regularly been the situation. Capital financial plans, in certain nations supplanted by 'development' financial plans, is a vital part of the interaction, just like the need to account viably for the utilization of education resources. In some nations, there's a need for the government to address the critical extent of absolute training within and in itself, while in others, the volume might be low comparative with complete spending despite the fact that its effect on approach might be immense.

6.3.1. Types of Budget Planning

Spending strategies and cycles can be put at different focuses on a continuum which goes from steady methodologies toward one side, to program and zero-based planning at the other. Gradual structures are utilized out in the open planning in many nations and take as their beginning stage the financial plan and now and then the real consumption for the earlier year. These structures will in general be departmental in their destinations. Rational structures relate financial plans to goals and consider more extensive destinations cutting across offices and foundations. The issue is consequently to consolidate the ideal budgeting strategy.

6.3.1.1. Incremental Budgeting

Most current structures are in a gradual offered design dependent on details in the spending method. Separate departments, offices and establishments set up the following year's evaluations in confinement from one another, receiving as their base point the current year's volume of administrations and use levels. These appraisals appear as offers, as in a bartering, and when they are amassed, they definitely surpass the sum accessible to back them. In a bid framework, divisions at that point receive a methodical way to deal with diminishing their offers.

In most African nations, educator pay spending plans are generally untouched, and sometimes decreases in non-pay spending plans are forced

by Services of Account, regularly with no interview with the bidders. Control of sorts is applied over pay rates just by permitting them to decrease in genuine terms, despite the fact that if complete financial plans likewise decrease in genuine terms, the extent of compensations in the spending plans stays steady.

This structure has numerous weaknesses:

- It can't adapt to surveys of the base spending plan, and subsequently bidders are probably not going to propose. The goal for every bidder is to expand the offer, and the most grounded accessible contention is the volume of the base year\'s uses, which thus should be kept up regardless of whether they are pointless, on account of underspent distributions.

- It energizes a divided, departmental methodology, where public offices which have normal targets bid against one another, in any event, when their points are connected. This fracture in its limit structures is showed by various offices bidding against one another for the very same reason

- It fails to assess targets, however, accentuates monetary control of sources of info. The administrative basic is to keep inside spending plan, yet no endeavor is made to assess the viability of the consumption in accomplishing concurred objectives. A proceeding and admired connection among sources of info and results is accepted: as long as the cash is spent, the ideal result is thought to be accomplished.

- It supports a momentary view. Financial plans are yearly activities. Where capital planning is concerned, there is no space for assessing gradual intermittent spending suggestions, and the consequent prospect is short.

The chief benefit of incremental budgeting, and the justification their strength notwithstanding is that they are promptly amiable to the political cycle of negotiation. The base isn't tested, and questions can consequently be centered around the gradual recommendations, which in the schooling sector can be advantageously split among compensation and non-pay uses, the previous being politically more delicate than the last mentioned. Gradual planning supports bargain and the moderation of contention. Sometimes the political cycle makes pressure for the increment of a detail exactly as a result of the fixed idea of the base: a typical illustration of this is loading up costs for auxiliary school understudies (Heugh, 2009). The ultimate

conclusions on the spending plan, are constantly eliminated from the budget administrators, who might be among the last to be informed, and thus there is no place for contention. The political measurement can't be disregarded. The disappointment of many budgeting changes has its foundations in the opposition of political specialists to assessing and cutting projects which would undermine their positions or even government stability. The outcome has been, be that as it may, a reformist agenda of schooling in the midst of economic rigidity, as no methods have been accessible to adjust administrations to accessible resources.

6.3.1.2. 'Rational' Planning Structure

The mix of fixed base spending plans and amounts of throughput as opposed to with quality and amount of yield should be portrayed as an unreasonable mix for education planning purposes, as in the level and distribution of resources are not obtained from a contemplated thought of relative needs. 'Rational' planning necessitates that the avocation of everything of use be identified with an objective yield, itself identified with a general approach objective or put out of objectives for the training area and for the economy overall.

6.3.1.3. Program Budgeting Structure

At the opposite end from rational planning is program budgeting. Despite the fact that financial plans are, on a basic level, communicated in financial terms, by and by, especially in government planning, their development may get separated from explicit goals and targets and become driven by different models. Program Planning is essentially a way to deal with the detailing of plans and financial plans where consideration is centered around certain targets, and exercises are assembled into 'programs' every last one of which is concerned about a particular objective (Hadebe, 2017). In an organization, this methodology is an option to departmental planning, where every branch of the organization makes a spending plan. All things being equal, budgetary control may cut across offices where every division is worried about a section of the program. Dealing with government planning might possibly adjust consumption control components, yet will influence how the financial plan is developed and how the exercises on which the financial plan is based are observed.

6.3.1.4. Zero-Based Budgeting

Zero-Based Planning (ZBB) necessitates that the all-out cost of each factor remembered for a financial plan to be defended and affirmed. No base or least consumption for any action or spending line is consequently satisfactory. The methodology provides an assessment, everything being equal, and their related functions. ZBB tries to uncover capacities and objectives which may have depleted their value.

There is significant potential for struggle as base spending plans are routinely inspected. Inside government structures, it is hard to support multi-disciplinary methodologies, especially on the off chance that it implies a decrease in the volume of action in an educational planning office. At long last, there is a risk of strategy weakness and incessant significant changes, regularly happening since organizers weren't right in their underlying presumptions and gauges. They may get supplanted by frameworks that hold components of PB, with upgraded ability for normal incentive for projects and improved frameworks. Similar to PPBS, ZBB is unreasonable as a standard structure. It isn't in everyday genuinely conceivable to expose projects and exercises to yearly surveys of their base suspicions. It is, notwithstanding, conceivable to build up specially appointed instruments for examining the base, for example, an incentive for cash contemplates. These, along with components of PB, structure the premise of an arrangement of functional planning which is attainable in its points and strategies, and adaptable in its systems. Schooling organizers will promptly perceive the highlights of the structure: they are the premise of viable arranging. It is feasible to create ways to deal with planning which assess the qualities and restrictions of every framework and of political and administrative real factors (Geo-Jaja, 2004). In a nutshell, the general target of any change to planning should be to consolidate the capacity and to expose monetary allotments to legitimate investigation of the exercises which they support. New planning and arranging methodologies should hold the ideals of the conventional structures, while simultaneously lessening its imperfections.

There are two key benefits of the program that deal with the planning of public assets. To begin with, it requests by its very nature participatory arranging and strategy making from the base up, and it henceforth makes the distribution of public resources more just. This is significant when resources are deficient: public disappointment can be limited if there is a wide agreement on their context, and straightforwardness makes a superior climate for the presentation of cost-sharing. Furthermore, plans can be

checked, and spending control stops restricted to guaranteeing that monetary barriers are not penetrated. It gives a method for transient checking of targets which must be accomplished if the assets assigned to them are reasonable.

As such, plans are straightforwardly identified with accessible resources. Compelling planning relies upon great appraisals of what resources are accessible. Under gradual planning, regardless of whether spending goals are given ahead of time, establishments inside the structure actually advantage from attempting to deal higher offers, with the principle contentions rotating around their past distributions. The decrease of the volume of activities to be upheld by the financial plan is seldom an alternative. Institutional organizers may develop their spending offers on, for instance, quantities of student places, books required, and so forth, yet these offers are seldom gotten from a cognizant prioritization of activities, but instead from keeping up or improving the norm (Escher et al., 2014). It is impossible that a framework which depends just on gradual planning can successfully consolidate an interaction of education actives, determined by need and setting them back. This is made more bothersome by the need to impact changes over times of over one year. For instance, teachers' compensations have throughout the years in different countries become treated as fixed expenses, and any remaining charges to the financial plans are leftover, yet everybody perceives the weakness of utilizing individuals who can't manage their job, due to insufficient offices and equipment and who are underpaid.

To conquer funding issues in education, frameworks which might be depicted as 'financial planning' or 'volume planning' are increasingly being utilized. These are concerned about longer budgeting plans, generally of three years, and are portrayed by the development structure of expenditure rules, joint capital and repetitive spending plans and a more pertinent spending detail and grouping than the detailed spending plans depicted previously. Nonetheless, their center is still basically gradual and they don't include deduced protection of the base spending plan. The accentuation is as yet a departmental one, and similar reactions identifying with the estimation of results may apply. Be that as it may, when considered on a cyclic premise with program financial plans, they become great assets for medium term budget planning.

6.4. RECOMMENDATIONS

Schools need adequate financing to guarantee value, proficiency, responsibility and openness. Expanded quality and amount of training for

kids is related with higher pay, better health, and less dependence on aid over the long haul—however, adequate resources should be put resources into request to accomplish these results. Governments need to prepare and commit adequate resources for education and provide instruments that guarantee value, proficiency, responsibility and openness.

Worldwide, public expenditure on education represented 4.7% of the world's Gross domestic product in 2008, of which use on essential schooling was 1.5%. The Sub-Saharan African area dedicated 5.0% of Gross domestic product to state funded education, which is the third-highest rate after North America and Europe (5.3%). Nonetheless, numerous sources demonstrate that much more should be spent on schooling in non-industrial nations. Global proposals are that nations spent around 20% of their public financial plan, or 4% of GNP, on the education sector. Right now, 33% of nations don't meet this proposed plan. Basic education is underfunded by US$26 billion every year around the world, and in African nations, an extra US$6.10 each month per child is needed to give quality basic education.

The public assets for financing an educational system essentially come from taxation and worldwide on account of low-pay nations—particularly in Sub-Saharan Africa. Spending limitations are intense in low-pay nations and put focus on governments and schools to put up assets and build up spending needs, incorporating compromises in distribution. Sometimes, nations can meet their education needs by reprioritizing financing among various areas—like decreasing infrastructure spending to let loose resources for education. In different cases, more imaginative methodologies might be expected to provide extra resources. Researchers have proposed different choices that fit their provisional funding needs; these systems include; school fund reserves, foreign securities; and public-private partnerships (Donohue & Bornman, 2014). Some rules which can be helpful for planning or assessing a financing recipe include viability, value, effectiveness, and honesty. Pointers in an equation can't be controlled by the school, for example, social welfare foundations of student/guardians ought not be run by the school. Similarly, formulae ought to be not difficult to build and keep up over the long haul, including the gathering of fundamental information, besides responsibility and honesty to meet these measures, the plan of the financing formulae should forestall debasement at all levels. A general guideline is to keep the formulae as straightforward as possible. Moreover, cautious planning of acquisition and reviews, ordinary staff preparing and viable administration practices will decrease fraud.

6.5. COST-SHARING MODELS

Cost-sharing is a game plan whereby the public, from one viewpoint, and families and community, share the duty of financing education. Albeit in this subsidizing strategy the public authority is as yet answerable for some key sources of info, like the compensation of most teachers and training chairmen and subsidizing for some school offices. Numerous different components are subject to parental and community commitments. The execution of cost-sharing models has made impacts on access education, standards for dependability, and quality in numerous African countries.

Voucher Frameworks: Voucher frameworks permit parents to take their kid's bit of the public per-pupil expense to a school of their wish, in this manner advancing healthy competition among schools and making the education framework work more like a market. In some nations, school vouchers challenge the restraining infrastructure status of the government funded schools, causing enhancements in quality. Be that as it may, school vouchers may likewise have unfavorable impacts, including fueling isolation by race, financial status, and capacity level (Dembélé & Oviawe, 2007). Voucher frameworks can have more sure effects in the event that they are applied distinctly to government funded schools, or if non-public schools should choose applicants randomly and acknowledge the voucher as full installment of educational cost fees.

Subsidizing and Student Learning Results: studies show blended outcomes on the causal connection between school financing and scholarly performance. The general impacts of expanded subsidizing provide the impression of being the biggest for schools with initially poor performance. All in all, how the resources are spent is a higher priority than the general size of the increment.

Vertical equity in resource provision: The school funding formula should ensure both horizontal impartiality (for students with equal needs) and vertical equity (for students with different needs). For instance, for students with learning challenges, there are additional resource needs, people from unfavorable socio-economic backgrounds, or whose language is different from the school's teaching language. Providing additional funds for these groups of people allows for increased teaching time. Specialized learning materials, as well as small class teaching can promote equity and education quality.

In conclusion, educational planning in sub-Saharan Africa is largely affected the legacy of colonialism, which determine the shape and

composition of urban spaces and places in Africa. This relates to legislation, institutional systems and planned education. When solving budget problems, the importance of planning is particularly special. However, it does require a departure from the traditional method of planner training. There are some restrictions. Based on interviews and information collected from schools and related publications related to Africa's planned education, it outlines the situation faced by the planners in schools and the challenges associated with their work.

A vast continent like Africa will naturally show uneven patterns of urban and economic development. Generalizing urban conditions without factoring in regional differences would undermine much of the work done by African scholars. Diversity is derived from cultural differences, history, colonial heritage, and general factors of demographics and physical form. In this regard, the solution to planning education is not feasible. The characteristics that hinder developing countries from intervening on the urban stage have certain commonalities and resolve (Chataika et al., 2012).

Traditionally, planning has taken strong intervention measures, and recently in the north, planning functions have been delegated to local governments. Many African nations have restrictions on decentralization (largely implemented under pressure from bilateral and donor agencies), limited autonomy of local governments, and traditions of weak national bureaucracies. Low human and financial resources are also used to manage outdated and unproductive educational programs, which were inherited from the colonial regime. Of course, the mismatch between plan and reality is not dissatisfaction with the African background. What makes this gap particularly serious are many interrelated problems including: resource inequality, corruption, unimplemented plans, and limited efficiency of the planning systems. In many cases, the gap between the rich and the poor is huge, and infrastructure failure is the root cause of school privatization in Africa. The wealthy suburbs are in sharp contrast with the conditions of the slums, which represent a large part of the urban space.

Where cost recovery processes are taken, payment for services is often lacking or limited. Although there is some recognition, in many cases, planning lacks a strong state and authoritarian bureaucracy. Insufficient capacity and little consultation with the private sector and civil society have hindered efforts to implement more strategic approaches. Political culture, value system and social norms constitute the contrast between the two methods, sometimes contradictory, and it is a kind of "culture." (Caffentzis,

2000). For example, in northern Sudan, a clear description of hierarchies, prescribed social regulations, and extensive and long-standing 'clientist' practices cannot fit the bottom-up approach advocated by contemporary planning. Reflections on the neoliberal basis of urban management methods recognize the importance of cities with the advent of economic growth. However, in many African countries, urban policies are simply absent.

Subsequently, the poor living conditions defining slum living and informal work exist in a policy vacuum. Besides, the data and analysis required to inform educational policy at local and national level are inadequate or simply nonexistent.

Chapter 7

Girls' Education in Africa

CONTENTS

7.1. INTRODUCTION

Education is key to the success of a country, and each person needs to get the opportunity of such to gain knowledge and help in the economic development of a country. After the onset of the industrial revolution, there have been changes globally, with technology being at the forefront of every sector. Technology requires that individuals know the same to ensure their survival and the survival of their families and communities. In discussing education, especially for the case of a girl child, many issues get to be addressed or are rather vital in their discussion. Some of the problems include access, equity, enrollment, achievements in the school subjects, dropout, and not to forget the retention rates.

Figure 7.1: Students enrolled in school in Africa. Enrollment rates of students to school are still relatively low for African countries due to high poverty and socio-cultural factors.

Source: UNICEF Connect.

The girl child is a biological offspring from birth to when they attain the age of 18 years. It is the period in which the girl has not reached adulthood, and it usually covers the crucial period in which a child or rather an individual needs to be in school. During this period, the girl child is considered to be totally under the care of the parents, guardians, or other siblings that are older than them. It is during this period that the girl child is considered to be malleable and is where they are trying to build their character and knowledge. Furthermore, their personality gets to be developed at this point and is seen to be dependent on their significant others. The individuals on which these children are seen depend on the act as their role models and learn character

through observation, imitation, and repetition. The developments in these young souls, such as the physical, emotional, and spiritual aspects, start at this point and progress at a later stage at the onset of adulthood.

Education acquisition is whereby an individual acquires knowledge and information, especially from a more experienced person, to developmental, physical, socially, mentally, spiritually, economically, and politically in their societies. It is the reason as to why in the case of a graduation ceremony, the Vice-Chancellor finds typically it fit to tell the graduates, "you have been found worthy in character and learning…" At the point where one attains education parlance, what this means is that they have the knowledge, attitude and skills, and values that are required for the sake of performing as an optimal citizen. These issues are vital in training and educating individuals in the various institutions in which learning takes place. When the activity that is given in an institution is systematic, planned ad organized, and then it is what is referred to as formal education. For the case of informal education, there is no form of planning, and the training provided to the students tends to be haphazard and, in a way, seen to be incidental. With education, the members of the society are made to be functional. With the education process, the young individuals tend to have knowledge in the process and be able to realize their potential and have the capacity to self-actualize themselves, which will be helpful for their society and other individuals as well. With education, young individuals can preserve, transmit and help in improving the structure of society. For most institutions, education is seen as an aspect, which allows individuals to acquire something good and something that can be worthwhile.

Figure 7.2: Children getting an education. In most societies, education is considered as something good and worthwhile.

Source: Develop Africa.

Education is considered a fundamental right in most parts of the world. It was considered a declaration of human rights that was adopted by the United Nations in the year 1949. In the article, the stipulation was that each and everyone has a right to get an education. In addition, education was required to be free, especially in the elementary and the primary stages of education. The other issue that was stipulated was that elementary education was made to be compulsory, and in addition to that, technical and professional education was made to be generally available. For higher education, it would be made public but based on merit, which means that in the case where an individual performs well in their high school, they would get a chance of getting higher education, especially in good colleges and universities. The last issue was that the parents were given a right to decide the kind of education that they would want to provide for their children.

Figure 7.3: A parent helping a child with her education. When the parents help their children with their education, the children will help the generation that follows.

Source: The Conversation.

What is in the mind of most individuals is the reason as to why there needs to be education for all individuals across the world, but what is not made clear is answering the question as to why education is considered to be necessary. This question can be answered quickly by three statements, that is; the children usually are born helpless, meaning that they do not get to make decisions on their own and thus need the guidance of an adult to help them in their growth process and ensuring that all their needs are catered for.

The second answer is that to ensure that the child gets to equally participate in the life of other members of the society and the society at large. Education is considered to be an essential component. With education, they can participate in their duties as citizens and exercise the rights that are provided to the citizens. The third thing is that in most instances, one would quickly see that they benefit from the education provided, especially as a citizen of a particular country. In most cases, the older generation is usually tasked with the role of providing education to the young members of society. As such, to ensure that the process continues, then individuals need to ensure that they get a quality education while they are still young to ensure that they can be able to do the same to the next generation once they get to that stage.

There is a phrase that is considered very important, especially when one needs to advise individuals of the reason or somewhat the need to educate the women in the society; the phrase states that when one educates a man, then one educates an individual, but when a woman is educated than the nation is educated—this statement help in summarizing the essence of providing education to the female population. In general, the statement emphasizes education for all individuals, but the emphasis on the girl-child is made clear. Every nation is required to put education first and ensure that they do not toy with the same. The reason behind this is that these individuals will be the fathers and mothers of tomorrow, and they will be required to provide education to the generation that follows. Furthermore, education plays an essential role in ensuring that there is economic development in a country.

All children are considered the leaders of the future, while the mothers usually are considered to be the mothers of the nation. Furthermore, they are generally regarded as the guardians of the future. With the above statements, then it will be necessary for the members of the society to ensure that all members in the same society get to be physically, mentally, psychologically, and socially developed, which can be achieved through the process of education. Education should especially be considered for the girl-child, as they are the mothers of tomorrow.

7.2. ACCESS TO EDUCATION FOR THE GIRL CHILD

When talking of the term access, then in simple terms, all the girl child have a rig to acquire education. This means that an opportunity should be provided for the girl child to get an education just like hoe the men are given a chance. When talking of access, then what usually is being discussed is the fact that there should be available to education, ability and the conditions in

which the education is provided is convenient for the children, especially for the girl child who usually have a fear of going to school because of the cases of insecurity. It is with no doubt that most governments work hard to ensure that there is the availability of education for their citizens. Still, in most instances, the rights of the girl child usually are not put into consideration. In such cases, the girl child may find it difficult to access education, which means the fundamental human right will not be attained.

Figure 7.4: The girl child having access to education. No girl left behind should be a motto of ensuring that the girls get an education.

Source: Global Partnership for Education.

Researchers claim that millions of girls do not get the chance to have quality education despite the effort by most countries to push for better education provision for the female gender. Some of the factors that have made education for the girl child difficult include the fact that there are cases of child labor, a common factor that is poverty, especially for the African countries, which are considered to be third world countries. Other factors that make education difficult for the members in the African countries are the fact that there is a lack of scholarships, the quest for wealth, engaging children in the process of them acting as house helps, and broken homes. These are some of the factors that the parents or the guardians of these children are required to put into consideration when they are raising their children back at home. Individuals that live below the poverty line in Africa make a total of more than 350 million individuals. This shows that poverty is one factor responsible for restricting children, especially girls, from school. In other African countries, the girls are typically abducted for marriage, especially when the parents get to be in contact with an older man that has riches. In such a case, the girl child is considered as an investment that is seen to be responsible for bringing prosperity to the family. In such a

situation, what has not been considered is the fact that with the education of a girl child, they can be able to bring riches to the family, significantly once they acquire a job to sustain them.

In other countries, such as in South Africa, there have been reported cases of sexual violence against girls in society. Such are some of the issues that restrict the girl child from accessing quality education. Most of the problems that are seen to hinder girls from acquiring quality education are related to social-cultural factors. Apart from the fact that most of the countries in Africa are regarded as inferior, there are also other factors such as the rise in the number of individuals that have contracted HIV/AIDS. Other issues are that the African countries usually are associated with the overcrowding of the cities, tribal warfare, and the case where the governments are always in a dispute which makes the education for the girl child an important factor that is forgotten and not to is dealt with. This is so because, in such circumstances, the girls of the society usually are considered the most vulnerable and the most undervalued members of society.

The right to education is a significant human right factor, which is normally ignored, especially when considering the girls in the community. It is a shame that the African countries are the regions that do not see this value given the fact that, looking at the western countries where development has taken its toll in the country, girls or rather the female members of the society are seen to be given education. The girl-child is seen to be more successful in education, unlike their male counterparts. In African countries, the girls in society are not seen to access education. This is attributed to the fact that in most families, the parents typically send their girls to go work to allow for additional income for their families. The problem Is that the income that is acquired by the female child is normally used for the provision of education for their sons.

Taking, for instance, the case of Kenya, reports claim that the continued poverty, diseases, and the fact that individuals still follow backward culture are some of the issues that make it difficult for the girls in the society to acquire quality education. Anything close to education that the girls receive is that they get to be taught how to be better wives by their mothers. Even after the country has been able to introduce free education, especially for the primary section, there have been some improvements. However, still, there need to be better improvements, especially for the female children in the society. The reason why there are children, especially girls, that are seen not going to school includes the fact that there are high demands for labor

provisions in their homes, which include helping their mothers to take care of their siblings, early marriages and pregnancies, looking after a sick member, the death of a mother which means that they do not have an individual that can be there to take care of them or take their future into consideration. In most cases, the girls are normally forced into marriages, and in the point where they refuse to heed the same, they get to be threatened with death.

7.3. RETENTION AND DROPOUTS

Reports show that in sub-Saharan Africa, most of the children that are seen to drop out of school are from the female gender. The problem is that the enrollment rates for the girls are normally low, and yet, the number of girls that retain the classrooms or drop out because of different reasons is still relatively high. Some of the reasons that lead to increased retention rates for the female gender include the fact that there are high cases of HIV/AIDS and the fact that there typically exists conflict between the members of the society. The rural area where this pandemic seems to hit hard is normally driven by the social and cultural beliefs and the poor quality of the education provided. They tend to put them in impossible and venerable positions, leading to them either retaining a class or deciding to drop out. Early pregnancies are a common factor for individuals in Africa, which is one thing that can make the girl-child drop out of school.

Figure 7.5: A young pregnant girl. Early pregnancies are one reason why most young girls drop out of school.

Source: World Vision International.

7.4. EQUITY AND QUALITY IN EDUCATION

This important aspect needs to be considered, especially in the case of education. In Africa, the parity that exists, especially with gender, is relatively high. Research shows that even though the government has taken the initiative to insert itself in the education system while emphasizing the need for children to enroll in school, the girl-child seems misrepresented. Data from most parts of the African countries show that the enrollment rates for young girls are considered relatively low as compared to the boys in the society. Such differences that are seen are significant. Although the governments have come up with programs that advocate for the education of the young members of society, the girl child is still finding it hard to go to school. As such, once one finds their way into a classroom, it is easily noticeable that most of the children that are present in the school are of the male gender. Some researchers observed that most of the schools in the south tend to favor the enrollment of the boys, unlike the girls.

It is taking the case of Nigeria, where the northern part favors the enrollment of the boys, the southwest, where there is a bias towards the female gender. For the case of the southeastern region, more girls are enrolled in secondary than boys but looking back at primary education; there are more boys than girls that are registered. For South Africa, there have been improvements over the years, and the number of girls that are being enrolled in school has risen by a significant 53%.considering the access of schools by the students has been able to attain a 100%.

Figure 7.6: Children in a classroom. In South Africa, the enrollment of students to school has attained 100%, while the enrollment of the girl child has increased to 53%.

Source: The Conversation.

There are those researchers that claim that there are complexities about the enrollment of the girl-child to schools. The claims are that individuals need to appreciate that the parties that exist in the education systems in terms of quality and gender balance need to be addressed and that the defects are usually a result of structural deficiency. In the process of ensuring that the barriers that exist are removed, the revision of quality education should not only be seen as a statutory fulfillment but rather as a building block that can be very useful in ensuring that there are developments in the economy. It should be noted that in the process of providing economic growth, the national government needs to work in conjunction with civil society to safeguard the gender interest in the provision of education. With this, the country has the capacity to go far with its development. This is so because the government has the ability to implement policies to help in providing education to the girl child, but it is entirely the duty of the society to ensure that their children have been able to go to school. With such, then most if not all the African countries will have the capacity to be on track to achieve the millennial development goals on education and gender.

Apart from stressing the need for all the children to access schools and especially the ladies, individuals need to ensure that the girl child can also access quality education. Most of the African countries have been able to provide programs that ensure that there are initiatives that have been put in place to ensure that there are improvements in the quality of education. Taking, for instance, in Nigeria, the implementation was that each and every child was required to have primary education. Basic education is important, as it is beneficial in ensuring that the children can get a quality education. They are the foundation of the development of a child and, as such, should be considered as a compulsory level of education. When this is implemented, then a nation will be able to achieve the second millennial goal, which is to achieve universal quality education. However, what is the quality education that needs to be provided to the girl child that will help adapt knowledge, especially in the 21st century where education is a vital aspect? Such a question can, however, be answered by looking at the activities that take place in schools. One of the aspects is that one should look at the education level of the teachers and their ability to use various mechanisms that are suitable to ensure that the children are capable of grasping what is being taught. The teacher, therefore, needs to be demonstrative in order to ensure that there is an improvement of quality. Another factor is that examinations need to be administered to ensure that individuals can be able to measure the success levels of the children.

Figure 7.7: Children doing an examination in an African classroom. Exams are essential, as they can be able to measure the success of the students and help show the quality of education in a school.

Source: The Conversation.

Because the girl-child are normally left with some chores to perform before they go for school and after they come back home tend to overwhelm them which makes it hard for them to acquire quality education. All hope is, however, not lost as there are those governments that have taken the initiative to ensure that the girls are in school and are not out there being married off to some old rich guy.

7.5. SOLUTIONS TO GIRL CHILD EDUCATION

Solutions to ensure that some of the problems that often act as barriers to female education are resolved, some cases are suggested.

The first one is that the governments need to put schools in areas that girls can get to. In most cases, the girl child is normally overwhelmed with chores that are in the household, and as such, if the schools are far, then there is no incentive for them to go to school. In rural areas, faculties are regularly some distance from girls' homes. Research in Nigeria and Kenya has proven that as the distance between school and their place of residence reduces, a girl-child's journey to school will increase, and as such, the probability of that scholar lacking college or losing out altogether will increase too. As the

governments work on this, the parents should then work hard to allow their girls to go to school.

Figure 7.8: A school near the residential areas of Africa. When the school is closer to the residential areas, it will act as an incentive to ensure that the girls go to school.

Source: Alamy.

The other issue is that there needs to be safe in the schools that the girls are going to. Insecurity in schools is one thing that will chase the girls away before the boys. Girls are known to be vulnerable and dependent and, as such, need to be protected no matter the cost. When the girl child needs to journey lengthy distances to schools, they may be liable to assault and harassment. In cultures that discourage training for women, girls usually are subjected to persecution, violence, and intimidation in and across the classroom. Communities that paintings to make certain women's protection at school to enhance a girl's instructional outcomes. The girl child needs to feel safe at the place where she is studying. As such, the government needs to inform the public of the importance of educating girls in society. In addition to this, the government needs to send agents to such areas that will be able to work one on one with them until they agree that the provision of education to the female gender is an important aspect that can bring about developments in society and the country at large.

Another issue is that the government needs to ensure that the teachers are trained to be gender aware, apart from the fact that a teacher needs to be prepared to ensure that what they teach in schools is quality. Apart from ensuring that the quality of education is guaranteed, the teachers need also to be aware of gender in order to understand how to address the issue. In most cases, instructors and textbooks support the concept that girls are much

less able to shrewd than boys or simplest display as women and girls who act as family employees and caregivers. Teachers educated to counteract those stereotypes can assist girls in finding out the possibilities that schooling creates for them. Having a sizable quantity of women instructors additionally allows combating discrimination towards women and affords functional role models for the girls. The reason why there need to be more female teachers in school is that women can best relate to all the issues and disadvantages that the girl child faces. The presence of the matter is that the same individuals have been able to go through the same and are well equipped mentally to deal with the female students. Such teachers are also helpful in society as they can be able to empower the parents to allow the girls to be taken to school. In most cases, African parents can only agree to something if they can be able to witness the same. As such, a teacher will show the parents that by educating their girl child, then they can be able to see success in the future.

Figure 7.9: A female teacher providing education in the school. Women teachers are significant for the girls as they are in the capacity to understand what the girl child is going through.

Source: IIPE Learning Portal- UNESCO.

Another thing that will help incentivize the girl child to come to school is by reducing their workloads at the home areas. Household chore, including sporting water, getting ready meals and washing garments, falls disproportionately to women and women during the growing world. It is the number one cause of women. They are kept at their domestic homes from school. Spreading the weight of chores throughout all contributors of the own circle of relatives allows the girl child to succeed. Another thing that can help ensure that the girls are able to go to school is getting rid of the

obstacles that keep them out. Such barriers include menstruation. In most rural parts of Africa, girls usually do not go to school during this time. This is because they do not have access to running water and sanitary towels, and it should be something that the government should consider. The girls need to be kept in school as they help in determining the future of a country. To fully understand this, the advantages of educating girls are discussed below.

7.6. IMPORTANCE OF EDUCATING GIRLS AND WOMEN; THE FIGHT AGAINST POVERTY IN AFRICAN RURAL COMMUNITIES

In the year 2000, at the start of the new millennium, there was the declaration, and it was adopted by most leaders. The statement set many goals, targets, and objectives that the leaders wanted to achieve by the year 2015. The second and third goals, which were to achieve universal primary education, promote gender equality, and empower women respectively by the year 2007, seemed to be elusive. To many people, the momentum to achieve these goals was required not to stop or reduce at any cost as most of the international communities the fundamental human right for millions of young children depended on them fulfilling these goals. For the last decade, most of the experts and scholars are of the view that when the girls are educated, then it will provide a way of delivering the best solutions to reverse the trend seen in poverty increase and diseases that are affecting most of sub-Saharan Africa. The view is that when the girls are educated, they will help in achieving the 2nd and 3rd millennium development goals as well as help to achieve the other six goals. Their education can also benefit the society directly or indirectly in that it will help reduce poverty; maternal health is going to improve as well as there will be a reduced prevalence of HIV/AIDs are benefits.

In the rural areas of Africa, girls in most societies do not get access to education not because of their culture, or they do not want to go to school but instead because there is acute poverty, and most cannot afford the finances to go to a school. Progress has been made towards achieving universal primary education because most countries have abolished school fees and increased the amount of funding to the schools to facilitate learning. Most leaders willing to help achieve this goal, and they want to ensure that more girls are enrolled in school, maintain their knowledge, and ensure that the completion rate of the girls is improving. This then brings to fore the importance of "education to all," which to many people it might have different meaning

in different circles and spheres. The education to all means that education should be accessible to all, i.e., rich or poor, abled or disabled, male, female or transgender, gifted or talented in different areas should all be given equal opportunity to get an education.

Figure 7.10: Young girls heading to the river to fetch water rather than go to school.

Source: Sites at Penn state.

This means that there should be means for girls, especially in rural Africa get access to education as they are most affected by poverty, and their social status is marginalized. For groups such as camping, they provide amenities such as giving girls school uniforms, paying their fees, buying them necessary stationery and books, and for those staying in school, they offer them boarding necessities. The situation in most of these rural areas is that girls, even though they have enrolled in school some to most of them drop out to take up employments that are low paying and are in bad conditions, and some even engage with older men for paid sex to take care of their school requirements. This then leads to early pregnancies, the spread of HIV/AIDS, and even sexually transmitted diseases.

This has led most of the non-governmental organizations to help the girls and be fully supported emotionally, physically, and sometimes even financially. Education to these is seen as an ongoing investment; this also includes young women who are given basic training. After training, they are allocated grants to open businesses to self-sustain. These women, when they become successful, are used as mentors to guide young girls in society, as most of the young girls in school will look to them as role models.

With the increase in access to education by the girls, it does not mean that the quality of education will decline, but rather it needs to improve to at-

tract more. This means that governments need to increase their funding to these schools and invest very heavily in local infrastructure to improve the livelihoods of the community living in these areas. In the year 2002, the united republic of Tanzania launched an initiative referred to as Primary Education Development Plan, whose main objective was to invest in primary school education and ultimately alleviate the primary school fee so that the parents would not be required to pay any money to schools. There was a demand for education, and the government had to invest further; and they then trained several thousand teachers, gave schools grants to renovate their classes, bought textbooks and constructed new classrooms, and built new schools where there were none. With all these investments and improvement in educational infrastructure, Tanzania saw an increase in students' enrollment from 60% in the year 2000 to a staggering 96% in 2006. This then shows that with an increase in demand or number of students, then the quality should improve or remain the same but not decline.

The selected girls who are educated mainly by the non-governmental organization are solely based on the criteria that the girl needs the help but not the academic potential of the child. When the girls are left out, there are very high possibilities that the girl is more likely to be married while still young, move to cities, and work as child laborers. With this intervention from the NGOs, the girls proceed up to the tertiary level, and they eventually become teachers, lawyers, engineers, doctors, and many other fields. Those that do not proceed to tertiary level due to the education they have acquired are trained in different businesses, which gives them skills, and are sometimes given grants to start their own business. The girls that have benefited from this education and being sponsored to reach greater heights bring hope to the community and the hope that education is the key to help eradicate poverty in their community.

In society, poverty is seen to be a cycle, and the best way to describe it is if the child is insufficient, then most probably that the parents lacked in the first place. In society, even in developed countries, the different social classes describe the financial status of the community, i.e., first-class citizens can quickly get access to anything they need while the low-class citizens take advantage of what they can also find poor people tend to live in the same place as a clustered community. The only weapon that can be used to break the cycle of poverty is when girls are allowed to learn. This can be explained simply by an example, i.e., a girl in a small village with no sanitation facilities, poor infrastructure this means she will sleep hungry, the nearest school is almost 10–15 kilometer away, the parents can only afford

to take one or two children to school hence they take the boys because the parents view and believe that when a boy is educated it is more valuable than when it would have been a girl. This means the girl does not get educated, and she does not know how to read, write or do simple calculations. As she grows older, she has to work to ensure her brothers stay in school. As she gets older, even sometimes before she is 18, she is married off. When she gets children, the girls' fate will be similar to hers, and the cycle will remain the same.

Figure 7.11: Maasai girls at a rescue center together with a volunteer at the center. They are rescued from early marriages and given a chance to education.

Source: maasairescue.org.

The scenario is reversed for a girl with the same condition, but to her now, the school is close by, and they do not pay any fee, and there is an incentive when the girls go to school such as being given lunch and even sanitary pads, which most of them need but cannot afford. The girl will love education and shell have a reason to continue learning and most likely after her education when she is employed and with her children shell educate her children in better conditions if not the same and motivate others to go to school. This means the educated girls do not contract any sexually transmitted disease, early pregnancies, or forced labor.

Recent studies show that women who are educated are more likely to become entrepreneurs, they are more likely to invest back into their community and improve their living standards, and they will empower more women. In African societies, girls are less likely to be educated because culture restricts or prevents them. These cultural barriers can easily be

broken when a few girls become educated, and the educated girls become advocates of the uneducated girls. A good example is in Kenya, wherein the Maasai community in the last two decades, there has been an increase in the number of girls enrolling and completing school compared to the past where they were married off early. In their communes, the educated girls rescue the girls that are married off and place them in rescue centers where they are provided with education. This has also helped reduce instances of female genital mutilation as most of them teach each other the effects of female genital mutilation.

The effect of education on a girl is powerful, and from surveys and statistics, if all the women in developing nations were allowed to finish their primary education, then it means that deaths of babies would drop by a sixth whereas if all women completed their secondary education the child mortality rates would reduce by half or more. This is so because the women would be able to seek appropriate medical care, make sure that a trained midwife is present while giving birth rather than the untrained traditional midwife. When the girls are educated, it is hard to transmit poverty from one generation to the next.

Girls' education is vital in that when a girl is educated well as it helps to change perceptions, beliefs, and myths associated with educating a girl. Families that have educated girls tend to have open minds towards ideas. The fact that the girls and/or women are good communicators means they can easily influence and inspire the members of their community.

Chapter 8

Boys' Education in Africa

CONTENTS

8.1. INTRODUCTION

For several years, NGOs and charity organizations have focused on educating girls in developing countries. Both the Millennium Development Goals of 2000 and the Sustainable Development Goals of 2015 emphasized the importance of girls' education. Although these objectives include educating boys as well, they emphasize the gender gap. Girls' education is also a key priority of CAI's mission, with girls facing greater social and economic barriers to education than boys in the countries where we work.

Figure 8.1: Increases in household income result in increased investments in girls' education but have no impact on boys' education. Improvements in father's education increase both sons and daughters' schooling (favoring the latter), but improvements in mother's education have a noticeable effect only on daughters' schooling; these figures indicate discrepancies in maternal and paternal preferences for schooling daughters versus sons.

Source: https://www.brookings.edu/blog/up-front/2012/09/17/africas-education-crisis-in-school-but-not-learning/amp/.

These organizations place a greater emphasis on girls' educations for a variety of reasons, the most important of which is that girls face greater barriers to education than boys around the world. According to the United Nations, "103 million youth worldwide lack basic literacy skills, with more than 60% of them being women." Many families only have enough money to send one or two children to kindergarten, and they sometimes send the boys

instead of the girls. "Girls are 1.5 times more likely than boys to be excluded from primary school," according to the Global Partnership for Education (Shehu, 1998). In comparison to around 10 million boys, 15 million girls of primary school age will never have the opportunity to learn to read and write in primary school." Girls and women who are educated are more likely than boys to share their knowledge with their families and communities, and the children of educated mothers have a 50% chance of living past the age of five and a 50% chance of attending school.

Some people are left asking, "What about the boys?" with all this focus on female education. Is it not critical to educate everyone?" Yes, it is a resounding yes. It is important to educate both boys and girls around the world to achieve global sustainability and peace. Boys make up about a third of the students served by CAI. Connection to education for everyone is a concern in many of the rural areas where we work. According to UNESCO, the adult literacy rate in Afghanistan is just 31%, whereas it is 55% in Pakistan. These countries also have incredibly young populations, so educating as many children as possible ensures that the next generation of leaders, whether male or female, will have the skills necessary to lead their countries.

Another advantage of raising boys and girls together is the reduction of gender disparities. Boys understand that women deserve the same opportunities and respect as men when they grow up studying alongside their sisters. According to a UKAID study, "education offers an important opportunity to engage boys inside learning environments to challenge gender disparity and inspire them to see girls as equal partners in education and life."

Nasrine Gross, a CAI board member, has known this for a long time. She is the founder and director of Kabultec, an Afghan organization that teaches adult men and women how to read and write. The organization's main project is to provide free literacy classes to married couples. "I thought if I only do women, most of the men are illiterate too," she says in an interview with CAI about the program. As a result, it might not be as safe in the home (Sasaoka & Nishimura, 2010). I said that if I only do the husbands, the women will continue to be overlooked. Then why don't you bring them both? I also knew that most Afghan men are not opposed to their mothers, daughters, or children receiving an education. And they've never caused us any problems. Poverty is the greatest impediment to many of these men and boys getting an education. Families also lack the financial means to send all

their children to kindergarten. Since the parents are illiterate, they may not understand the value of educating their children. Without assistance, many of these boys would be doomed to repeat the cycle of poverty and illiteracy, instead working for the family at a young age rather than attending school. They will never be able to read rules, deeds, or newspapers if they are unable to read, and will have to rely on the word of others without the opportunity to see for themselves. Therefore, CAI advocates for universal education. Without the aid of CAI, Akbar Ali would have had few opportunities. He is from one of Gilgit-most Baltistan's remote regions, and his father was a sanitation worker who could not afford to send his son to school. He earned a scholarship to the Tameer-e-Millat Community School via CAI. He consistently finished at the top of his class thanks to his persistence and hard work, and after grade five, he was awarded additional scholarships to further his education. He earned a full scholarship from the Pakistan Army for his secondary education after attending the Army Public School Ghanche.

Although efforts to educate these remote villages and developing countries will likely continue to concentrate on providing equal opportunities for girls, boys' education is also critical. There is still a long way to go until most children around the world have access to education and literacy is universal. CAI will continue to work to ensure that girls and boys are equipped with the skills they need to make a positive difference in the world.

The core of development is access to basic education. Lack of access to education, and of knowledge and skill securely acquired, are both part of and means of reducing poverty. The long-standing improvements in productivity, the reduction of intergenerational poverty cycles, population transition, preventative health, empowering young people, and reduced inequalities in education are critical for sustained access to meaningful, valuable learning. Quality training is influenced by a variety of factors, including education access, retention rates, transition rates, dropout rates, and educational resources adequacy. Sub-Saharan Africa (SSA) secondary education participation rates are lower than in any area of the world, with access for the better-off populations. Increasingly, access to high schools reduces certain countries' ability to follow effective strategies for development and economic growth. This places greater emphasis on the expansion of secondary education among governments and the funding community.

8.2. BOY'S EDUCATION IN KENYA

Education is regarded as a major driver for the development and development of socio-economic activities. Education improves productivity and thus reduces poverty through the transmission of knowledge, skills, attitudes, and behaviors. Education is viewed as a tool for poverty reduction, harmonious coexistence, and therefore a fundamental human right. That is why nations are concerned about providing their citizens worldwide with education. In the world, there was greater emphasis on increasing girls' education through improved access and retention at the expense of children. Education targets aimed at combating poverty after the independence of Kenya.

Figure 8.2: Kenyan children are at risk of being homeless or living on the streets. This has risen in part because of post-election violence in the years 2007–2008, when many families were displaced because of their attempts to flee the violence. In their analysis on Kenyan street children, Kaime-Atterhög and Ahlberg (2008) provide a description. They discriminate between those who live on the street and those who live on the street. On the street means that there are family ties, and that the child can live with his or her family and even attend school. They look for work on the streets.

Source: https://www.unicef.org/wca/what-we-do/education.

The cause of dropouts varies between regions, countries, schools, and schools. The dropout rate for boys stood at 2.1% and for girls at 2.0%. A study by Kimondo showed that the drop of boys in the region of the Arid and Semi-Arid Countries was now higher than girls. Given the escalating rates, the underlying factors for this dropout of children from high schools need to

be defined and why children are still exceptionally low in participation and retention (Samoff & Carrol, 2004). Gatere and Kimondo said education for the boy was jeopardized due to dropout rates. It was also noted that the gross registration rates by gender have declined significantly and severe access disparities in ASAL regions have been noted. Government policies aim at promoting education that promotes political, social, economic, and cultural progress.

Access and retention studies in Ghana have shown that even if the government has committed itself to providing education, the children of poor households remain out of school. Studies in Malawi on access to education have also shown that children from poor households are not allowed to enroll and complete their education. Socio-economic difficulties like lack of necessities hamper the child's secondary education in Baringo County. Politics in the region and insecurity all contributed to the abandonment of schoolboys. The remoteness of some parts of Baringo County also was a challenge as many teachers, particularly if they are not from the region, are unwilling to teach in these areas. The transition rate from high school to high school for boys is still exceptionally low at 8%. Researchers argued that poverty is the main reason for low school attendance.

Factors of boy retention in Mombasa have been evaluated, and socio-economic factors have been attributed. It is suggested that some boys have a high dropout from the findings of a study in Bungoma to engage in economic activities like 'Boda Boda.' The trend of boys dropping out has been claimed to be a threat and has negative effects on education and future generations due to high waste. Wasting through dropouts undermines the objectives of education from independence to the targets and SDGs of 2030. The study assigns low participation rates for children to socio-economic factors that impede the transition of poor students to the next level of education. An online article called The African Boy, a species in danger of extinction, argues that while society is quickly rescuing the girl child, acting on the boy is slow. If that trend continues, it is a serious threat to education gains and the involvement of the boy child in national building in Baringo County. Data from the Baringo County Education Director show that, in the years 2010, 2011, and 2014, boys were registered in the KCSE exam fewer than girls. Only in 2012 and 2013 was the number of boys registered in KCSE high compared to the girls. This shows that education for boys in the county is at stake. This was the basis for the study to determine the socio-economic factors that inhibit the involvement of boys in Baringo County education.

While a Free Secondary Education (FSE) fund is provided by the Kenyan government with direct grants to high schools, there continue to be overwhelming problems of internal efficiency in terms of low access and retention. The aim of this study was to investigate the access and retention factors of the boy in Mathioya District public high schools. To determine the economic, school related, and household/communion-related effects on boy's access to and retention in the study district, the aims were to assess the registration and abandonment situation in secondary schools in Mathioya Division in 2005–2011.

The report also aimed to identify steps that could be implemented to increase access and retention in the district's public high schools. The Classical Liberal Theory of Equal Opportunity influenced the study. To collect data from all respondents, a descriptive survey template was used (Rolleston & Adefeso-Olateju, 2014). The researcher used stratified random sampling to select a sample of nine students, and the report included all nine of the sampled schools' principals. The researcher selected 20 students from each school in grades 1 through 4, six teachers from each school, and four parents from each sampled school through random sampling.

Figure 8.3: Masculinity in Kenya has evolved over time, especially considering British colonialism and its influence on Kenya. The traditional position of a man has shifted, and this shift is a result of social change and poverty. According to Silberschmith (2001), it is now somewhat paradoxical since a man is the head of the house and the decision-maker, but they are now dissatisfied due to powerlessness and poverty. This influences masculinity stereotypes and challenges them.

Source: https://www.globalpartnership.org/blog/after-covid-19-education-africa-will-not-be-same.

The survey was then expanded to include the District Education Officer (D.E.O) and the District Quality and Assurance Officer. A total of 281 people responded to the survey, resulting in a sample size of 281 people. For principals and students, questionnaires were used, and interviews with parents/guardians and key informants were performed. Students were asked to participate in a Focus Group Discussion (FGD) to gather information. Frequency counts and percentages were used to interpret quantitative data, which was then displayed in frequency tables and bar graphs. Responses were arranged according to research questions and goals to evaluate qualitative results.

The study discovered that because the district has fewer boys' boarding schools than girls,' boys enrolled in mixed day schools at a higher rate than girls. Single-sex schools had a higher enrolment rate than co-educational schools, according to the report. It was also discovered that boys tended to drop out of school even with Free Secondary Education (FSE). Low family financial status; peer influence; high cost of education; poor performances; love relationship; child labor; understaffing; dominance of Mungiki sector; drug and alcohol abuse were the most prominent causes of low access and retention of boys in public secondary schools in the district. The results of the study will contribute to the growing body of knowledge in the field of boy-child education, which currently has a scarcity of literature. This will serve as a roadmap for education policymakers in developing new policies or improving current ones to increase the country's secondary education program's effectiveness.

Some of the factors that have led to the boy child being excluded include:

- *Family-related issues:* Parents and families, according to the CRC (1989) Convention on the Rights of the Child, provide the best atmosphere for children to develop. Boys lack role models and parental guidance in families where the father is often absent or alcoholic, which has an impact on their growth and even actions. When a family unit disintegrates due to divorce and the children are left with the mother, some cultures expect the boy child to assume the role of "head of family." Such commitments also cause the boy to drop out of school to support his siblings through economic activities. If the divorced mother remarries and moves the children to a new home, the boy will face the additional challenge of losing contact with his biological father. In several cases, the boy is rejected by the new family and is forced to live with his grandparents (Qorro, 2009). This creates tension, and

many of the boys become rebellious and truant as a result. Where adoption is a choice, most people choose to adopt girls rather than boys, according to Children's Officers in Counties. This denies the boy child the opportunity to be raised in a family setting, and many end up in Charitable Children's Institutions (CCIs).

• *Substance and drug abuse:* All respondents listed drug abuse as a major source of concern. The boys are the majority of those who are affected. Bhang, opium, cocaine, illegal brews, Khat, and tobacco are among the most abused substances. In Embu, boys were introduced to drugs and alcohol at a young age by their peers. Boys in Kakamega County are exposed to and participate in drug and alcohol abuse during ceremonies such as bullfighting and 'disco matanga,' which has a negative impact on their school attendance, retention, and completion.

• *Peer pressure:* In all counties, peer influence on teenage boys was said to be exceedingly high. Many boys drop out of school because of their peers' behavior. Others, meanwhile, partake in commercial practices to keep them out of school because they see their peers doing so and earning money. Peers indoctrinate many boys into drug and alcohol addiction, illegal activity, and underage sex.

Figure 8.4: This occurs often in classrooms, where students do things they are not prepared for or even want to do to 'fit in.' Standing up for yourself can be intimidating, particularly if your classmates are bullying you into doing something you don't want to do. Negative social pressure causes bullying, smoking, consuming alcohol, cheating, sexual activity, and substance use, to name a few. Dealing with academia is difficult enough as it is, so why would anyone add reckless behavior to the mix?

Source: http://tuckmagazine.com/2018/08/03/epistle-boys-peer-pressure/.

- *Early marriages:* Boys are forced to marry when they impregnate a girl in parts of Kilifi County, regardless of their age. If both parents die, the older boy is supposed to start a family and care for his siblings. Some respondents in Kericho County said that once a boy was circumcised, he was considered an adult and expected to act like one. He was also expected to settle down and start a family.

- *Cultural practices and beliefs:* According to the findings, some traditional cultural values put a great deal of responsibility on the boy child, even at a young age. Traditional culture considers a boy of 8–10 years old to be a "man," and thus expects him to contribute to the household's basic needs. Cultural expectations and values in Kakamega County socialized the boys to think they were 'men' at an early age. They were required to take part in family decision-making and the provision of basic household necessities.

According to a director at one of Kisumu's rehabilitating institutions for street children, it is generally easier for a woman to remarry with a girl child than with a boy child. The boy is seen as a threat to property inheritance, while the girl is seen as less of a danger because she marries and leaves the family. Many boys in such situations are sent to live with their grandparents and sometimes drop out of school (Austin, 2008).

When a boy reaches the age of fifteen in Kericho, he is no longer allowed to sleep in the same house as his mother and sisters. Despite their tender age, they are no longer under the direct supervision of their mother. This stifles the mentorship relationship, and the boy loses out on parental guidance. Their separation also gives the boy child more independence, which could lead to early sexual behavior and drug and alcohol abuse.

Boys were treated as adults after circumcision in cultures that circumcise boys to mark the rite of passage from childhood to adulthood. As a result, after circumcision, boys were required to take on the obligations of adult men. Circumcised boys are not allowed to mix with uncircumcised boys. Since most primary school students are not circumcised, this also makes the school atmosphere hostile to them. Boys frequently drop out of school because they do not want to be instructed by female teachers (who are often the majority). Nighttime cultural rituals such as "usiniriche" and "disco Matangas" predispose the boy child to experimenting with sex, narcotics, and alcohol.

Alterations in societal values and norms: In a traditional community, everybody was responsible for a child's proper upbringing. He or she was a member of society, and adults wanted him or her to listen to and obey their instructions. Any adult can correct and direct a misbehaving child without the need for parental permission. Individualism has become the standard of today's culture. Many adults would stand by and watch a boy become "wayward." And Chiefs are often unable to intervene or act without the requisite police cooperation if parents fail to discipline their children, keep them out of school, or assault them.

Religion's traditional position was to form a society to maintain good morals and values. Since then, this position has diminished, leaving a society devoid of the basic foundations for raising responsible children. In this appraisal, church leaders acknowledged that things were not going well and that the church was no longer the bedrock of morality in society. According to some respondents, mosques were used to persuade young boys to join groups that followed political views (radicalization) and engaged in criminal activities.

- *Poverty:* Poverty puts a lot of pressure on family members of all ages to provide food, water, clothes, and other necessities. Unfortunately, informal enterprises provide boys with an escape from this burden by allowing them to engage in illicit labor practices. Most of the country's "boda bodas" are run by young boys who should be in school. The bicycles and bikes that these boys ride are not theirs. Adults lend money to young boys to operate a transportation company in exchange for a fee (Asimeng-Boahene, 2006). Many boys drop out of school because they enjoy riding motorcycles, earning money, and being part of the informal working class. As a result, the boy is denied basic rights and freedoms such as education and family security and is instead subjected to child labor and slavery.

These are some of the factors that contribute to the growing dropout rate of boys in the Kenyan education system.

8.3. BOYS EDUCATION IN SOUTH AFRICA

In South Africa, the discussion highlighted the difficulties in comprehending and resolving concerns related to evolving educational trends in boys. Community, socialization, socioeconomic conditions, crime, education

systems, teaching methods, and gender norming were all explored as possible reasons and contributing factors. Divergent perspectives revealed often diametrically opposed and controversial views, as well as the nuances of approaching the problem and the scope of possible factors. The complex nature of the evolving trends emerged from the debate, as did the fact that various factors are possibly interacting and shaping these patterns. Gender was mentioned as one of several factors influencing boys' educational results, including socioeconomic differences and inequalities within and across classes. While there may be some common trends influencing boys' education, neither the boys nor the dynamics at play should be treated as a homogeneous community.

Figure 8.5: In terms of gender equity in education, wide differences exist in access, learning achievement, and advanced studies, most often at the expense of girls, while boys may be at a disadvantage in some regions. According to the UNESCO Institute for Statistics, more girls than boys remain out of school in Sub-Saharan Africa, where a girl can expect only nine years of schooling compared to ten years for boys (including some time spent repeating classes).

Source: https://www.unicef.org/esa/reports/education-think-pieces.

Each child's experience is unique, and comparisons between nations, regions, and groups should be avoided. In South Africa, the following are some of the contributing factors that were explored in greater depth:

- Disparities: While average achievement and dropout rates are commonly used, achievement varies across the spectrum, affected by factors such as social status, ethnicity, and race; this is also true for girls (Ogunniyi & Rollnick, 2015).

- Individuality: Some participants discussed how each student is unique, and how boys and students in general cannot be painted in one big broad stroke.

- Gender discrimination debate: For the past fifteen years, education equality has overwhelmingly centered on girls. As a result of this, it was discovered that gender equality is commonly associated with women/girls at the detriment of male gender issues. Boys' education is influenced by stricter treatment of boys, as well as gender-specific roles and responsibilities (such as chores and income generation). Participants agreed that boys and girls need equal opportunities and resources and that boys' underachievement and dropout are due to societal gender differences.

- Environmental and parenting influences: The role of parents and the home/community climate in influencing and perpetuating issues affecting boys' education was discussed. Before a boy joins the formal education system, he is socialized, and stereotypical standards are formed in his home and culture.

- Economic and social circumstances: Can influence motivation to remain in school and drop out to work in the economy, earn money, meet gender standards, and so on.

- Perceived relevance: Boys' lack of understanding of the economic value of schooling, as well as the poor connection between what is taught and livelihood generation, were cited as factors affecting dropout rates and low achievement by several contributors (Yamada, 2008).

- Negative role models: Bad role models (such as those involved in criminal activities) have an impact on boys' behavior and attitudes, and there aren't enough positive role models in schools and neighborhoods to balance out those associated with gangs, crime, and abuse.

Various gender roles and stereotypes were identified as having a negative impact on boys' education and leading to evolving educational trends. Under various situations, different examples were raised as being perpetuated by peers, parents, the school system, and the environment. Different attitudes, behaviors, tasks, obligations, and activities that affect boys' perceptions and form masculinity notions were discussed. These include, among others: Gender norms and stereotypes in the classroom

as they affect behavior, motivation, classroom learning, peer and teacher interactions, and expectations, including lower expectations for boys and violence against and among boys; Gender-based associations with aggression and criminal activities; parental behaviors that favor girls over boys or have lower academic standards for boys; pressure to adhere to gendered norms experienced in society and by male role models; and stress to conform to gendered norms experienced in society and by male role models.

Multiple contributors used classroom interactions to illustrate the effect of these attitudes and behaviors, such as students labeling schooling or specific subjects as unmanly or for girls. "When we apply our gender lens to schools, we see that schools are a mirror of society, and the gender stereotypes prevalent in society are equally present in schools," Nora Fyles says. Understanding the relationship between student expectations and societal norms and stereotypes was addressed as crucial to addressing evolving trends in boys' education and other gender-based norms and stereotypes. These problems must also be discussed at home, in the community, and in the educational system, it was decided. There were differing opinions about whether some of the presented behavioral stereotypes are founded on inherent discrepancies between boys and girls or are learned. Several participants challenged the validity of the inherent point, claiming that such views perpetuate negative gender roles and make it difficult to solve these issues.

Participants proposed the following strategies and approaches to counter emerging trends in boys' education:

- Challenge current expectations and assumptions to promote improvements in perceptions and behaviors related to masculinity and femininity constructs.

- Via initiatives such as anti-violence programs, addressing violence and punishment directed at boys, gender roles, and other harmful notions and practices that influence masculinity.

- Offering programs to promote the development of parenting skills and foster parenting that prepares children for school, encourages their success, and addresses negative stereotypes and norms (e.g., parenting programs and professional guidance).

- Publicizing and promoting parental education because parents' education influences their children's education.

- Strengthening ties between education and livelihoods (for both boys and their families) by ensuring that the school environment leads to generating income. This can be aided by providing access

to technical and vocation education, as well as other educational paths, where education is adapted to the needs of the workforce and target industries, and students concentrate on learning new skills that are important to them.

- Supporting and improving school-, community-, and family-level approaches that involve boys to help them appreciate the importance of their own education and encourage them to seek it (e.g., mentoring programs that improve a child's interests and aspirations).

- Ensuring access to early childhood education that promotes school readiness and socialization – setting the groundwork for academic success.

- Many contributors addressed the importance of interaction with positive male role models – both at home and at school – in influencing individual ethics and values by providing male role models to look up to.

- For better decision-making, more research and gender-disaggregated data are being created. Encourage participation in extracurricular activities that provide an alternative to potentially antisocial behavior while also promoting healthy relationships and the development of transferable skills.

Figure 8.6: Boys in many countries face a significant risk of not progressing or completing high school. Tunisia, for example, has 75 males for every 100 females who have finished secondary school. Another example is Enugu State, Nigeria, where boys in lower secondary school were found to be at a disadvantage. Poverty is a major factor, as it forces them to drop out of school and look for jobs.

Source: https://desertbloomadvisory.com/2019/04/07/achieving-gender-equality-in-education-dont-forget-the-boys/.

- Changing teaching pedagogy to involve learners more efficiently, such as using alternative teaching approaches – learning occurs in a variety of ways.
- Potential use of humor, sports, and competition to promote interaction and motivation.
- Teacher preparation and peer-learning to help.
- Using programs that encourage peer learning and student leadership.

There was a lot of discussion about gender segregation in schools, with varying viewpoints about whether single-gender classrooms and schools influence boys' education, as well as claims and evidence supporting both sides. However, as Wilfred Adderley points out, regardless of whether classes are single-sex or mixed, if the educational system does not adapt to students' needs and provide high quality education provided by professional teachers, students' learning outcomes may face major challenges.

8.4. BOYS EDUCATION IN NIGERIA

Many Nigerian children who are supposed to be in school are absent. The boy-child dropout syndrome is a common problem in the southeast (especially in Igbo-speaking areas). Boys refuse to attend school for economic reasons, and those who do enroll in primary schools drop out early. Because of the economic challenges that the educated face in society, they fail to complete primary and secondary education. Many boys work as apprentices to crafts masters in mechanic villages, in different types of enterprises, or in other non-school activities.

Girl-child dropout is an issue in the northern parts of the country, for a variety of reasons starting from open marriage to cultural beliefs that reject female education, and ignorance. As a result, in that part of the country, there are more boys than girls in schools. The United Nations Children's Fund (UNICEF), the Federal Ministry of Education, and State Agencies for Mass Education have collaborated to create Non-Formal Education Curriculum and related reading materials for out-of-school students. The Obasanjo administration's Universal Basic Education policy is anticipated to help solve the issue of many school-age children, especially boys, not having access to formal education (Wahl, 2013).

Since males have always been more academically advantageous than their female counterparts, the education of the boy-child has never dominated

public discourse. The federal government's back-to-school initiative for boys in the South East, which was recently launched in Enugu State, could not have come at a better time. Several men from Nigeria's south-eastern geopolitical region have never received formal education. According to research, many teenage males in the area tend to pursue a career in trading rather than pursue formal education, resulting in a significant gap in boy-child education in the region.

The Federal Government introduced the back-to-school program to resolve the issue of boy-child education in the zone considering the foregoing. President Goodluck Jonathan directed the ministry of education to build additional schools in the South-East to address the issue of boy-child education at the launch of the back-to-school campaign in Enugu on June 19, 2012. Jonathan also ordered that such schools be built within a year to close the zone's boy-child education deficit. He said that closing the gap would increase people's capacity and make them more competitive in a decentralized global economy.

The President, who was represented by Minister of Education Prof. Ruqayyatu Rufai, reaffirmed the Federal Government's commitment to improving the education of the boy-child in the South East by providing adequate facilities. According to the president, youth involvement in formal education would promote small and medium-sized businesses and boost the country's economic activities. The back-to-school program could be compared to the Almajari Education scheme, which was also introduced by the Federal Government, but in the north of the country, and is aimed at removing children from the streets. In the northern part of the country, an estimated 9.5 million impoverished children are begging for arms on the streets.

To address the high rate of male dropouts from schooling in the Southeast, the federal government initiated a boy-child education program. The federal government appears to have kept its pledge to ensure the education of Nigerian people by launching boy-child education in the southeast. President Goodluck Jonathan launched the Almajiri model education system in Sokoto State on May 31st this year, with the aim of combining Quranic and Western education. In June 2010, Vice President Architect Namadi Sambo launched a campaign in Yola, Adamawa State, aimed at girl-child education (Unterhalter et al., 2005). The boy-child education program, which began in Enugu State's Micheal Okpara Square, was designed to combat male dropouts, which are prevalent in the southeast. President Jonathan, whose

speech was read by the minister of education, Professor Ruqayyatu Ahmed Rufai, said that while the citizens of the southeast zone have a passion for entrepreneurship, education would help them to maximize their potentials so that they can be more competitive in today's digitalized global climate.

Figure 8.7: Gender, like geography and poverty, plays a role in the educational marginalization trend. Female primary net enrollment rates in the northeast and northwest are 47.7% and 47.3%, respectively, indicating that more than half of the girls are not in school. Multiple aspects, including financial barriers and socio-cultural norms and values that deter attendance in formal education, particularly for boys, contribute to education deprivation in northern Nigeria.

Source: https://www.unicef.org/nigeria/education.

"Even though the southeast is endowed with natural resources, they will remain largely untapped unless qualified human resources are readily available to push the process. As a result, all hands must be on deck to help the government's efforts to ensure that boys from the area are completely engaged in their studies." He suggested that the best way to solve the problem is for each state to collaborate with local government councils, traditional rulers in different communities, and town unions to recognize the challenges of boy-child education in their respective areas.

The administration has established a four-year strategic plan for the country's educational growth. The 'access and equity' initiative is one of the strategies described as one of the major steps in allowing millions of Nigerian children who are currently out of school to return to school. Professor Rufai stated that the government recognizes that each region faces unique social and cultural barriers to early childhood education and is addressing them head-on as part of its transition. Sullivan Chime, the governor of Enugu

State, reaffirmed his administration's dedication to promoting education as the state's most important industry.

Imo State Governor Rochas Okorocha and his Ebonyi State counterpart, Chief Martin Elechi, both pledged to continue promoting boy-child education in their respective states. Dr. Simon Ortuanya, the Enugu state commissioner for education, claimed that the state's education reform is to enable boys to get a proper education up to junior secondary school before going into trade for those who do not want to continue their education. From primary school to junior secondary school, the state government has made education free and mandatory (Stasavage, 2005). Approximately 10 million Nigerian primary school children are estimated to be out of school due to a variety of factors. Lack of political engagement, inadequate planning and management, and a blind curriculum are among them. In his book "Silent Resistance: High School Dropouts Among Igbo-Nigerian Children," Dr. Nnamdi Azikiwe, a prominent Nigerian nationalist, proposed that "curriculum should be applicable to global needs, such as the inclusion of more science and technology in the basic curriculum, but not at the cost of a holistic view of the needs of the community in question." Schooling is intended to develop literacy in all aspects of life, but especially literacy in one's culture.

In the last four years, there has been a decline in male dropouts in the Southeast. Between 2002 and 2007, the southeast had the highest number of students admitted to higher education institutions in the world, according to statistics. According to data from the University Examination Matriculation (UME), the southeast had the most students admitted during this time span, followed by the south-south, and finally the southwest. Since the amalgamation in 1914, the north has been historically behind in education. Males from the region also outnumbered their counterparts from other zones. The federal government's plan aims to ensure that 9.5 million students, regardless of gender, are enrolled in school by 2020.

Barr. Ezenwo Nyesom Wike, Minister of State for Education, has urged mothers in Oyo State to show obligation to address the state's declining enrollment of boys in schools. Wike addressed women in Ibadan at a capacity-building workshop for Mothers' Associations organized by the Federal Ministry of Education in collaboration with the Millennium Development Goals (MDGs) office. According to the minister's advice, school enrolment among boys is declining in the states of Oyo, Abia, Anambra, Imo, and Ebonyi. Mrs. Adeola Fola Ola, the Ministry's Deputy Director Gender

Education, represented Wike, who reaffirmed the government's dedication to gender equality by achieving equitable access to high-quality education for all. The minister called for mothers' help in ensuring that gender education is mainstreamed to achieve high levels of retention and quality education in the country's schools. "I invite you, mothers, to join us in building an atmosphere that is conducive to the education of our children and ensuring the long-term viability of our activities." According to a statement read at the workshop by the Office of the Senior Special Assistant to the President on Millennium Development Goals, the office adopted education involvement as a basis for responding to the challenges of access to quality education because it considers education as the cornerstone to every society's rapid development (Schultz, 2003). The declaration reminded stakeholders of the 2015 deadline for achieving the education for all targets, while also emphasizing that much more work remains to be done to drive progress toward the EFA and MDGs. Mrs. Rosemary Effiong, a facilitator at the program, blamed the issue of school dropout on erroneous orientation, peer pressure, and unemployment, encouraging parents to resist all economic pressures and give their boy-child a bright future through education.

Figure 8.8: Further research on the male experience of everyday life in the form of gender identity and masculinity identity in rural areas of Africa is suggested to gain a better understanding of the current situation for men and boys. What impact does the patriarchal structure's view of disempowerment and disrespect have on the construction of men and boys as vulnerable?

Source: https://www.usaid.gov/kenya/education.

Education is the mechanism by which people become fully functioning members of society. It is a mechanism by which a young person acquires

information and discovers his or her potentialities and uses them for self-actualization and to benefit others. While there have been significant advancements in the nation's educational system at all levels, many issues have persisted, especially in boy-child education. Boy-child education will become a reality in Nigeria with the introduction of boy-child education in the southeast and Almajiri model education in the northern states, as well as the successful implementation of Universal Basic Education (UBE), Education for All (EFA) in particular.

8.5. EDUCATING BOYS ABOUT GENDER VIOLENCE IN AFRICA

According to a new study released today by the Asante Africa Foundation, a non-profit committed to educating African children, teaching boys about gender-based abuse and sexually transmitted diseases has resulted in girls performing better in Eastern African schools. According to the Wezesha Vijana Report, girls' attendance increased by 80%, and their dropout rate decreased by 74% in schools where boys were taught about gender discrimination.

Asante Africa Foundation successfully introduced curriculum in 34 schools in three regions of Kenya and Tanzania in 2015, teaching over 500 adolescent boys about relationships, HIV/AIDS, adolescent pregnancy, gender-based rights, judgment, and female genital cutting. The aim was to provide valuable knowledge to boys that would help them understand and be more sensitive to the problems that girls face in their society. The curriculum also assists girls in forming allies and teaches boys how to play an important role in teenage girls' empowerment and freedom.

According to the Wezesha Vijana Study, boys who were taught about gender-based violence and avoiding unplanned pregnancies saw a significant increase in their awareness and recognition of the issues that children, who are sisters and mates, face. Boys had a higher proportion of improved awareness of the risks of multiple sexual partners and abusive relationships in most instances (Schultz, 2004). "There are 62 million girls out of school around the world. Girls' absence from school is often due to cultural factors, menstrual cycles, or school-based gender abuse. We're making it easier for girls to excel in school and achieve their goals by raising awareness among boys about these issues," Grasz said. The Wezesha Vijana Study has included financial literacy, money management, saving, and budgeting for teenage girls. Since participating in the program, more than half of the girls

are saving on a regular basis, even though 65% of the girls said they had never saved before. In addition, 95% of the girls were aware of the value of saving money to achieve their short and long-term objectives. Asante Africa Foundation, based in Oakland, California, was established after Erna Grasz visited Tanzania and saw firsthand the urgent need to improve educational opportunities for Africa's youth. Since 2007, the Asante Africa Foundation has created programs to keep over 350,000 students in school, mostly girls, and has transformed the futures of over 200 African communities. Girls' academic performance on national exams increased in 50% of those schools, and 60% of girls admitted to confidently rejecting unwelcome sexual advances. 67% of students said their critical thinking, expressing thoughts, and English skills had improved.

8.6. HOW TO IMPROVE BOYS' EDUCATION IN AFRICA

Educating boys in Africa has proven to be a difficult task. Ghana's capital, Accra, is one of the world's most populous cities The African continent's potential success is dependent in large part on its ability to develop the skills and talents of its ever-increasing youth population. Some contend, however, that Africa's existing education system employs antiquated approaches and does not adequately prepare children for the future. "Quality education remains an illusion for many of Africa's youth, especially the boys," Ghanaian Minister of Education Matthew Opoku Prempeh said earlier this month at the World Innovation Summit for Education in Accra. The minister noted that access and quality education must go hand in hand, noting that an estimated 90 million African children are currently out of school. Some of the discussed methods to improve education for boys in Africa include:

- *Changing the meaning of the 'classroom'* – According to experts, schooling must adjust to the needs of the learners to achieve the best results. According to Aicha Bah Diallo, a founding member of the Forum for African Women Educationalists, three learning paths should be considered to increase access to education across Africa: formal and informal. Information can be learned outside of formal classrooms during conference-style workshops, community-based gatherings, or even group sports activities, Diallo concluded, none of which involve a traditional teacher and school-desk atmosphere.

Figure 8.9: There has been significant progress in increasing the rate of school enrollment for children in developing countries. Between 1950 and 2010, the total number of years of schooling completed by adults in developing countries more than tripled; in Zambia, secondary school enrollment increased by 75% between 2000 and 2010. Morocco is seeing a similar rate of enrollment increase, suggesting that the enrollment gap between rich and poor countries is narrowing.

Source: https://borgenproject.org/tarl-africa-improving-education-in-sub-saharan-africa.

- *Changing financial models* – Most experts believe that mobilizing domestic resources should be the primary source of funding for national education systems. Public-private alliances and creative investment mechanisms like mutual funds and pooled funds, on the other hand, could be able to fill in the gaps. Education has received less than 10% of global official development assistance in the last decade, leaving most of the funding to national governments, which are squeezed by competing interests (Austin, 2008). To cover education costs in low-income countries, the Education Commission predicts that foreign education funding would need to rise from $12 billion per year to $89 billion per year by 2030. Some officials point to the performance of the Global Partnership for Education, which assists countries in raising funds if they follow certain criteria. In January, it held a replenishment conference that raised $2.3 billion from foreign donors. Even though it was less than the $3.1 billion it had hoped for, national governments in low- and middle-income countries

renewed their commitment to education, with many promising more than the recommended 20% of their national budget.

- *Introduction of technology in a balanced way* – The integration of technology into the classroom opens a world of possibilities for improving learning and data collection while also lowering program costs. However, to fully realize its potential, educational technology must be accompanied by investments in digital infrastructure and initiatives to improve teacher competency. Governments should also create common learning platforms and implement regulations that promote innovation to encourage the growth of digital learning. Given that technology, especially social media, has been a significant contributor to peer pressure among boys, it must be carefully integrated. Although some claim that an over-reliance on technology can have negative consequences, such as suffocating students' communication and critical thinking skills, others argue that introducing technology to students at a young age better prepares them for a digital environment and makes them more competitive in today's job market.

- *Getting local support* – Experts say that to gain sufficient adoption and funding, innovations must be adopted as a grassroots initiative. Although innovations can defy expectations and necessitate widespread community support, they can be bolstered by national legislation or foreign funding. However, several delegates expressed concern that such larger-scale projects would be harmed without local support and advocacy. They suggested that local feedback be included in the planning, investment, and implementation processes to help tailor programs and assess scalability. "To innovate in the education sector, one must think about creativity through partnership and be prepared to listen," said Jo Besford, director of Green Shoots, a South African ICT-based math program. She concluded that for technology-based interventions to have their intended effect, careful consideration of the surrounding context is required.

Figure 8.10: All we've forgotten is that hardship is an inevitable part of life, and it's important for children to develop the life-coping skills they'll need later. This is because it got to the point that boys didn't have a blueprint for how to transition from boy to man. As a result, empowering one gender must never imply suffocating the other. We must recognize that a functioning man and woman are required for a functional society.

Source: https://reliefweb.int/report/cameroon/thousands-children-out-school.

In conclusion, since the 1960s, discussions about the difficulties of providing quality education for African children have tended to concentrate on the plight of girls, with little or no attention paid to the plight of boys. The presumption seems to be that the scales in patriarchal environments where the children operate are already tipped in favor of the boys. Establishments have also gone out of their way to make it simpler and more abundant for girls to correct the disparity (Asimeng-Boahene, 2006). Consequently, it appears that more girls' schools have been established, more schooling facilities for girls have been established to enable them to focus on their studies without the distractions of commuting, entry standards for girls into schools and tertiary institutions have been lowered, and a slew of other affirmative actions have been taken.

Indeed, the obvious neglect of the boy child in this process, as well as the heavy emphasis on the girl child, is causing some concern. Although society continues to want to assess gender equality in education solely through the performance of girls, recent studies are beginning to suggest that education for boys can be equally problematic, owing to distorted socialization. In many parts of Africa, girls have recently begun to outperform boys in literacy by up to ten percent points in areas where they lag boys by up to

four percent points in numeracy. This is concerning, not because the girls are starting to outperform the boys, but rather because no questions about the boys' underachievement are being asked. This paper tries to look at these new trends of reversed inequality.

Chapter 9

ICT in Education Initiatives in Africa

CONTENTS

9.1. INTRODUCTION

Education policies Africa is an important place to begin the discussion of ICT initiatives in Africa as no action plan or implementation strategy of ICT in any form, more so in education, can be conceptualized without some form of reference to the policies, rules or mandates towards the initiatives in the first place. This will highlight the introduction of this section.
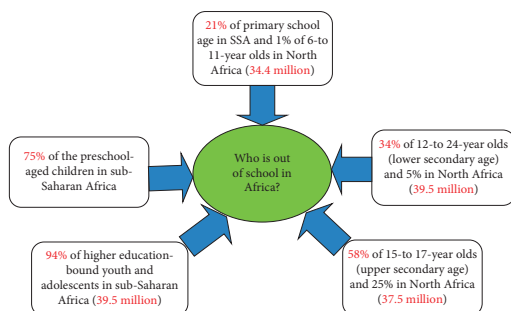
Figure 9.1: Percentage of children who are out of school in Africa.

Source: https://www.hindawi.com/journals/edri/2019/6946809/.

9.2. GENERAL OBSERVATIONS

In the parts of Africa studied, there is a considerable difference in ICT education policy. It is clear that South Africa is sets itself apart and proves itself exceptional to be able to advances its ICT initiative. Many of the North African nations, both with capital and with high broadband access to Europe, have also made outstanding strides in executing their ICT proposals. Countries that are progressing slowly to productive economies (for example, Mauritius, Ghana, and Botswana) are another category that shows considerable progress.

Perhaps the biggest group is those communities that are transitioning from a lasting cycle of conflict and economic turmoil to ICT applications implementation and adoption to enable them to face countless challenges—particularly to build their human resources capability. They are some of the most in-demand when it comes to help.

And, sadly, a number of countries remain afflicted by civil and political unrest and internal conflicts which prevent advance on the ICT education agenda (Asiedu, 2014).

The fact that using ICTs would continue to be embraced by potential socioeconomic growth appears broadly recognized by African governments and is shown by the number of countries that have or are under development of a comprehensive national ICT policy. Figure 9.2 gives an indication of the success since the turn of the millennium in the implementation of these policies. There are different policies. First, a handful, mostly for some time in place, tend to concentrate more on telecommunications technology and legislation and less on the value of IT for growth (ICT4D).

Status of national ICT policy development by country	2000	2005	2007
Policy in place	13 (24.5%)	28 (52.8%)	36 (67.9%)
Policy under development	10 (18.9%)	15 (28.3%)	12 (22.6%)
No development underway	30 (56.6%	10 (18.9%)	05 (9.4%)
Total	**53 (100%)**	**53 (100%)**	**53 (100%)**

Source: Ferrell & Shafika (2007)

Figure 9.2: Development of National ICT Policies 2000–2007

Source: https://www.researchgate.net/figure/Development-of-national-ICT-policies-2000-2007-in-Africa_tbl2_264847406

The more general regimes, such as those in Botswana, Namibia, Zambia, and Libya, are more common across the continent. Libya's strategy, for instance, emphasizes on:

- Endorse the Interim Poverty Reduction Plan (iPRSP) program of the government using ICT;
- Operational and administrative uniformity of ICT applications;
- Establishing and implementing ICT programs across many counties and urban areas.
- Extend the national academic framework to build ICT careers and increase awareness

Others are much more extensive, like Mauritius, Zimbabwe and Rwanda. For instance, Rwanda concentrates on ten pillars:

- Educational ICT;
- Creation of human capability;
- Material, facilities and infrastructure;
- Economic growth;
- Social evolution;

- •   Electronic government initiatives and e-government;
- •   Growth in the private sector;
- •   Access to countryside and culture;
- •   Legal, regulatory, structural and standard provisions.
- •   National defines, legislation and order
- •   One of the main goals of the study conducted by the World Bank and its numerous affiliates was to establish the status of ICT policy growth in the education sector. The below is the rundown:
- •   Established ICT Business Countries Plan: 17;
- •   Development of countries with ICT sector: Seven countries with business objectives and policies covered by national ICT policy: 9;
- •   Countries of business objectives and policies in other plans: 6;

Country has an ICT in education policy	Only for upper secondary school	No ICT in education policy	No information collected
Angola, Botswana, Ivory Cost, Eritrea, Gambia, Sao Tome and Principe, Mauritius, Rwanda, South Africa, Tanzania, Kenya, Zambia, Uganda, Tunisia, Morocco, Egypt			
Country has national plan on ICT in education policy		Cameroon, Comoros, Democratic Republic of the Congo, Guinea, Lesotho, Madagascar	Burundi, Benin, Central African Republic (CAR), Chad, Zimbabwe, Equatorial Guinea, Gabon, Guinea-Bissau, Malawi, Namibia, Mali, Nigeria, Niger, Senegal, Somalia
Angola, Botswana, Ivory Cost, Eritrea, Gambia, Sao Tome and Principe, Mauritius, Rwanda, South Africa, Tanzania, Kenya, Zambia, Uganda, Tunisia, Morocco,Egypt	Ethiopia, Djibouti, and Togo		

Figure 9.3: Policy and national plan on ICT in education in African countries

Source: https://www.hindawi.com/journals/edri/2019/6946809/fig3/.

In the last category, the 'other' programs include general education initiatives, national poverty reduction measures, telecommunications acts, Sierra Leone, and, in the case of Mali, the Central Agency for ICT implementation plans.

The ICT policy principle in the education industry has many aspects. The most common policy is obviously a policy first introduce established by education ministries or official government bodies. As mentioned above, however, the policies of the education sector are mostly rooted in national ICT policies in the country and less evidently in general education policies, national telecom policy or domestic poverty reduction strategies. Here are some particular themes identified in relation.

ICT policies serve as a mechanism for the implementation of ICT education policies. Of the 48 countries that have and are still in the process of implementing a national ICT strategy, 39 of these countries have or are in the course of constructing ICT policies and strategies for the education sector in some fashion. The implementation of national ICT policies is clearly a stimulus for the development of ICT policies in the education sector. In particular, in some situations (i.e., Botswana, Rwanda), it was an important part of the wider phase of creating the national strategy for the advancement of education objectives and action plans (Shehu, 1998).

Eritrea and Equatorial Guinea, both of whom have no national ICT program, are two exceptions to this generalization. Eritrea nevertheless pursued the development of its educational sector strategy and agendas in relation to ICTs, through a law that legitimized and encouraged the use of distance learning, Equatorial Guinea has taken a partial measure.

Most ICT education reforms have been developed within the last twenty years. At the turn of the millennium, ICT education policy has been implemented with few exemptions (such as South Africa and Mauritius). One may get the impression that in education ministry across the continent, particularly in the past five years, a general renaissance has occurred.

ICT school policy formulation is a long and complex process. The method of establishing an ICT education program is also complex. In several cases, recent policies are the culmination of many years of negotiation with stakeholder organizations.

The most detailed laws, including ICT/education policies, allow all sub-sectors of the education system. Some of them depend on the school sub-sector, however, such as South African and Kenya.

Both ICT/education initiatives emphasize improved connectivity. The importance of improving access to ICT resources and Internet accessibility, strengthening the skills of ICT among young people and the general public, and the importance of teaching preparation was emphasized in all policies surveyed. Some countries' strategies are much more detailed, however, because they emphasize the need for digital content creation, education channels and content development in local dialects.

Both subsectors of the school system may use the most comprehensive legislation, including ICT/education policy. But some of them, for example, South Africa and Kenya, rely on the school sub-sector. It is important to note also that ICT/education programs have not always been put into practice. Planning does not always correspond to execution and ground performance.

In most cases, deployment also relies heavily on funding from donor groups and private sector stakeholders. In fact, some countries are establishing frameworks to encourage investment in education ICT production and to engage stakeholders in priority setting and resource allocation. An example is the Kenya ICT Trust.
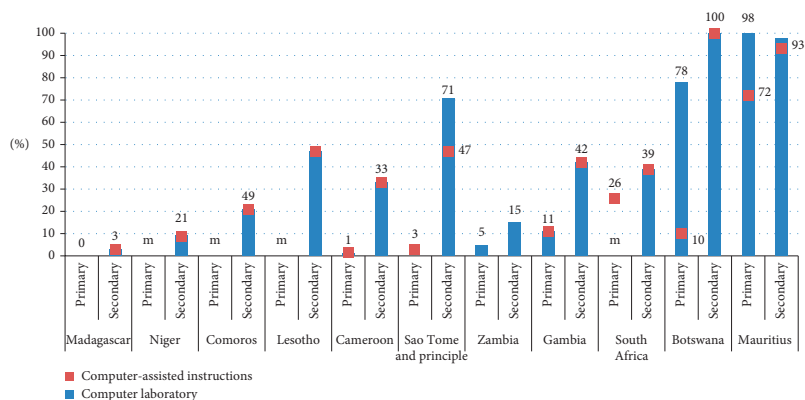
Figure 9.4: Computer-assisted instruction and laboratories in primary and secondary education.

Source: https://www.hindawi.com/journals/edri/2019/6946809/fig2/.

For several countries, ICT policies shape a growth agenda, although their action strategies must be focused on the realistic and sustainable steps to step towards the vision in the near term. For this cause, in five-year instalments over 15 or 20 years, some countries (e.g., Rwanda) formulated their implementation strategy. Cape Verde has created a strategy that has a detailed need list and, facing the tragic shortage of ICT infrastructure, focuses on the use of the radio to help educators and enrich the teaching material of students, an interesting example of a realistic approach to policy enforcement.

The World Bank survey on ICT and Education in Africa showed a particular interest in the models used in the management and execution of ICT education policy and it would be relevant to express them as well. There is a government-wide advisory committee in nearly all countries surveyed to coordinate ICT policy development in general, to discuss with funding partners, and to propose annual expenditure distribution targets and allots. However, after that, the following remarks show a large difference (Sasaoka

& Nishimura, 2010). A decentralized strategy can be used in implementing ICT education in Africa Countries that have shared or decentralized liability for education in states/provinces, such as the Nigeria ICT and Education Survey in Africa: The countries/provinces have their own particular ICTs in training policy with effective delivery and management processes.

Centralized-method is another management structure for ICT implementation in Education. Countries with a more centralized policy development methodology have chosen the creation of a new agency with the directive to implement policy across all industries. Examples include Namibia, Mauritius, Botswana, and Rwanda.

Quasi-decentralized or a half and half method is another common policy management technique used. Uganda is an illustration of a quasi-decentralized approach to policy management: The ministries formulate their sector policies and initiatives with a central agency appointed by the government to oversee development and success and ensure that the national agenda is implemented at industry level.

It is also not uncommon to see the leadership roles for ICT policy and initiative implementation played by the Education Ministry. Here generally, however, the Education Ministry assumes credit for political development and application in some cases in conjunction with the ministry responsible for telecommunications. The Minister will usually have an ICT unit, equipped with the necessary competence, set up to act as the headquarters for the execution of the policy.

Finally, varied participation of stakeholders can also be used to put ICT initiatives in education in place. The level of stakeholder interest in the process is a significant variable in these models. In certain cases, the mechanism is higher with a small participation of stakeholders. But sector policy has emerged more often through a comprehensive debate mechanism with stakeholder parties, including civil society, academics, the private sector, the donor community, in-ministerial offices, and other government entities (Samoff & Carrol, 2004). In such cases, the management model aims to represent the policy formulation process by maintaining stakeholder participation through a ministry-led steering committee, providing coordination and advice to the ministry on goals and implementation plans, which may incorporate negotiated implementing positions for stakeholders such as NGOs. There are examples in Kenya, Ghana and Namibia.

9.3. GENERAL INFORMATION ON ICT INFRASTRUCTURE IN AFRICA

Most of these countries studied have, or are, opening up their telecommunications regulations in order to allow the market to be more competitive and diverse. Although this reduces the expense of access to information and telecommunication networks, most educational institutions continue to see insurance bandwidth costs inexpensive. Moreover, there are enormous disparities in access to ICT facilities between urban and rural areas.

The access to a stable electricity connection is general however, because of the difficulties in communicating with the national electricity grids, is terribly challenging in rural areas. The willingness of human resources to provide preparation and maintenance of ICT is generally lacking, and there is a delay between the availability of the ICT infrastructure and the potential for integrating it in favour of national growth for farming communities. Djibouti is at the forefront, for example, of a wireless telecommunications network of two terrestrial stations and three underwater cables connected with Asia, the Middle East, and Europe.

The country already has a policy on ICT education and in general has not learned from it. However, many sources explain countless programs that show that rapid reforms are taking place—and that this wider vision does not apply in many cases. Therein lies the challenge although so far, in relation to ICT initiatives in education across Africa, we can identify the following:

- There is a significant increase in the use of mobile telephone technology.
- The number of wireless networks is growing.
- The plan is to provide network coverage to countries which currently have no such access, underwater cabling ventures such as the EASSy project.
- There is a significant increase in the use of mobile telephone technology.
- The number of wireless networks, not only regionally, but internationally, is growing.
- There are projects set to provide network coverage to countries which currently have no such access, underwater cabling ventures such as the EASSy project.
- Various collaborations between public and private sectors are

developing, especially in the form of ICT trusts to promote investment and involvement of stakeholders in ICT education infrastructure growth.

- There is a drive-in most nations, through a stated plan to become a regional provider of ICT services and a center in the continents ICT agendas. This has been identified in a number of states (in particular Rwanda, Mauritius, Algeria, and Botswana).

However, the issue of e-waste – electronic or power hardware that has been scrapped or is outdated (basically trash) – arises with the growth of ICT infrastructure. Old laptops, mobile phones, TVs and radios are included. E-waste is one of the world's most rapidly rising wastes. Every year, up to 50 million tons of electrical waste was predicted by the UN Environmental Program. Recently, the UN called for measures to prevent unchecked imports of e-wastes by protecting African countries.

Figure 9.5: With such uncertainty about when schools will be fully functional again due to Covid, African governments must invest in online education.

Source: https://www.weforum.org/agenda/2020/10/how-can-africa-pivot-its-education-system-using-enthusiasm-of-covid-reset/.

The second hand refurbished and renovated PCs acquired from organizations like Computer Aid International, Digital Links, and the World Computer Exchange have been used in Africa by schools and universities.

This has resulted in a number of African countries establishing local PC renovations and technical support centers, in essence, creating a new market or industry. Furthermore, there have been very few programs and

organizations in Africa that seek to recycle and implement policies to increase understanding of waste materials. The Information Technology Association has collaborated in South Africa in the establishment of an efficient electrical waste model for the nation with the Swiss State of Economic Affairs and South-African E-Waste Association.

ICT infrastructure takes up an even more vital role in higher education where extensive applications can be explored. Apart from South Africa, Mauritius, and most of North Africa, the absence of computer facilities and the lack of adequate affordable high-speed Internet connections severely restrict the use of ICT by African universities. In reality, the 2006 ATICS summarized the situation as "insufficient, too costly and poorly handled." The ATICS survey of African Tertiary Institutions The study report also says that "the average African university has a suburban bandwidth capability that is equal to an internet link available in Europe and that it spends 50 times more for its bandwidth than its pupils in the world" (Antal & Easton, 2009).
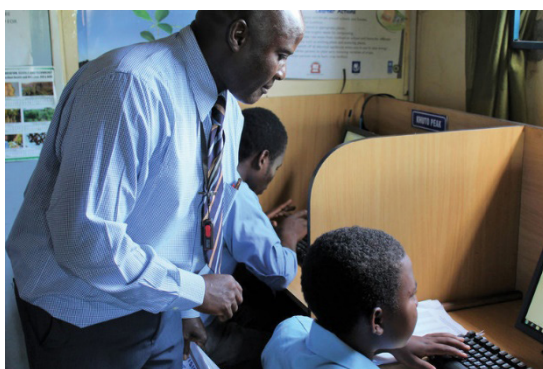
Figure 9.6: Malawi's Regional Communications Infrastructure Program Provided by Audrey Mwala, Director – Project Finance and Risk Analysis, Public-Private Partnership Commission Malawi.

Source: https://inclusiveinfra.gihub.org/case-studies/regional-communications-infrastructure-program-rcip-malawi/.

The creation of national research and education networks (NREN) that will allow universities and ultimately all educational institutions to link to each other at a national level overcome those challenges. The X.25 Gateway in Morocco connecting fourteen higher education institutions to the web, the RENER national education and science network in Burkina Faso and the LHERN network in Libya connecting universities and other institutes are

some of the examples. The studies on Botswana, Djibouti, Kenya, Malawi, Mozambique, Namibia and Rwanda identify other examples of NREN.

The DANTE initiative through its EUMEDCONNECT project has also created a research network for high-speed communication for universities in the Mediterranean and North Africa regions within the Mediterranean area, which is a further indication for the growth of global links.

Wireless networks emerge as a cost-effective way to link higher educational institutions between and beyond. The Guinea study cites an example of primary universities creating wireless networks connecting their main campus to many distant campuses.

Universities also establish independent ICT policies within themselves. Many of the South African universities are reminders of how ICT is supposed to be implemented into the education mechanism for several of them. Others have policy on ICT functions management (Rolleston & Adefeso-Olateju, 2014). The University of Stellenbosch has an 'e-campus' policy that covers all associated operations and has remote monitoring innovation learning similar to the Telematics Learning and Education Innovation plan for the University of Pretoria.

There are also a few things to note regarding ICT infrastructure in schools in general (Primary and Secondary as well in formal and non-formal education sectors) As their ICT initiatives and adoption planning have gone mainstream, African education ministries have started to be more conscious in promoting and directing the construction of ICT infrastructures in school systems. However, civil societies, mostly non-governmental organizations with donor agencies, continue to have an important role to play in supplying schools with computers and in promoting lobby governments. Hence, the lack of connectivity, incoherent electricity supplies and the lack of resources of technical support, especially in rural areas, has undermined their activities.

Public access to ICT is available to various extents in most of the larger urban centers in Africa through cyber cafés, but access is largely non-existent in rural areas. Most of the national ICT policies in Africa identify the need to provide access for the general population as an essential ingredient for development. A common strategy for doing so is the establishment of local centers that provide access to computers and Internet connectivity, and often to TV and peripheral services such as printing, cassettes, and DVD players.

The work of such centers is also comprised of education and outreach programs in connection with ICT, literacy, welfare, markets and government services. The explanations shown in the papers are as follows:

- • "ICT villages" are created in Madagascar with a wireless school, health center and ICT community connectivity.

- • Mozambique has multimedia community facilities which are caused by the integration of existing telecenters and several radios.

- • Mauritius is carrying ICT services to remote areas with "cyber caravan" buses.

9.4. ICT ACTIVITIES AND INITIATIVES IN HIGHER, TECHNICAL/VOCATIONAL EDUCATION AND TRAINING IN AFRICA

The word higher education applies, as it is used here, to all colleges and post-secondary institutions offering technical and professional programs (TVETs). However, with regards to ICT implementations, the study finds that the use of the ICT as an instructional medium or to improve access to programs has been comparatively low in the TVET subsector.

Figure 9.7: Of the 20.4 million refugees under UNHCR's mandate, around half of them are under the age of 18 and approximately 8 million are of school-going age. Growing up in crisis situations, their prospects and opportunities for education beyond primary and secondary school are extremely limited. Market-oriented, certified Technical and Vocational Education and Training (TVET) programmes can close some of these urgent gaps for young people affected by crises in both displaced and host communities.

Source: https://www.unhcr.org/technical-and-vocational-education-and-training.html.

The inference is confirmed by a comment made in preparation of a workshop held in Sierra Leone in May 2007 in which the Commonwealth of Learning (COL) and the Commonwealth Association of African Polytechnics (CAPA) co-sponsored ICT and E-learning in TVET.

Even if TVET institutions and polytechnology are gaining ground as an important didactical method in higher education in Africa. It seems that there is a shortage of know-how and experience in the use of these emerging innovations in technological and professional training, as well as a deficiency of ICT and e-learning systemic or national policy on TVET development. The reality that the first-ever TVET Summit took place in Nairobi before the Second International Conference on ICTs for Development, E-Learning and Training, which took place in May 2007, is supporting this point. The UNESCO-UNEVOC Summit cantered on TVET connectivity and integration in Africa with new ICT strategies.

In general, as has been the case in most developing countries, African universities are extremely insufficient to be able to manage the task of incorporating ICT in education. They do not have exposure to networks, an affordable bandwidth and a capability to use the technologies. (In another part of this article report, these restrictions are summarized in more detail.) As a consequence, the international sense of ICT has left African universities weakened. Deviations are campuses in South Africa and many of them in North Africa where foreign affairs and high-speed internet are well known (Qorro, 2009).

The Association of African Universities says in order to eliminate information, technology, and economic disparities, it is crucial to establish and enhance ICTs in Africa's institutions of higher education. The research results show that this has already begun, as shown by the following:

- Universities are usually part of the ICT policy established with some variations (such as Kenya). In situations where they do not have their own ICT policies established.

- The Association of African Universities, regional institutions, including the Interuniversity Council for Eastern Africa, is supporting the institutional policy growth and through an increasing range of collaborations in North America, Europe, Australia and, more recently, India, with international universities.

- It is noteworthy that the governments refer to their main universities as the hubs of guidance in the implementation of national ICT and education policies. Examples are Uganda's

Makerere University and Rwanda National University.

- In Africa, the influx of ICT-based higher education international networks in other regions of the world has generally not been witnessed. However, there are also growing exchanges, alliances, and partnerships between universities in Africa and in other countries, many of which are made possible by ICT and the rise in donor interests in higher education.

- Two foreign organizations, due to their role in promoting creative ICT applications, deserve special attention. One is Agence Universitaire de la Francophonie (AUF), that is very involved on the side of Africa's French-speaking universities in France, Canada and other areas of the Franco-speaking world to facilitate cooperation agreements (Unwin, 2004). The second is the Africa Higher Education Partnership, an effort sponsored by seven key foundations of the USA with the aim of accelerating reforms in selected countries in Africa for the systematic industrialization and upgrading of universities. One of the seven main objectives of the Partnership is on the implementation and development of ICT initiatives in African education.

- Even when not just focusing on ICT, a range of initiatives to improve the ICT capability of universities are likely to be led by the Development Partnerships in Higher Education (DELPHE), launched by the UK Department for international development (DFID). The project, which supports the joint initiatives relating to the Millennium Development Goals between Universities and participant countries in Africa.

Classic text distance education, with radio and television support, is no novelty for many parts of Africa, particularly South Africa, Mauritius and Tanzania and printed publications continues to be the prevalent distribution method of distance education in Africa, as it is limited by the scarcity of infrastructure and accessible communication in many regions of the continent in the context of incorporating the more advanced ICT. However, creative ICT applications in the field of remote education strategy can still be seen in a large number of examples, resulting in political and planning manuals being used with the expressions 'e-learning,' 'virtual colleges,' 'free universities,' and 'virtual schools.'

The acceptance rate is highly subjective. In an interview conducted by ADEA, a 2003 study showed that although the Internet and CD-ROMs were

used by 35% of Francophone institutions, only 5% of Anglophones and 0% of Lusophone institutions used them. In addition, only 35% of all institutions used the Internet and CD-ROMs. These findings are somewhat deteriorated by the much improved connectivity between universities in North Africa and Europe (Ogunniyi & Rollnick, 2015).

In francophone organizations, the work of the AUF also influences ICT adoption. For example, in the capital, Lomé, four higher education institutions with 50 computers and increased connectivity have been established by the AUF, which will enable students to take e-learning courses from institutions around the French-speaking world. In many other French-speaking countries in Africa, this concept was repeated.

The African Virtual University (AVU) has developed a range of training courses, with a primary focus on teacher training and updating, through its collaboration with higher education institutions in 19 countries.

All the studies relating to Libya, Morocco, Sudan and Tunisia mention the growth of virtual or open universities with a particular emphasis on teacher education in Sudan. The Moroccan Virtual Campus seeks to improve student access for Moroccan universities. Life-long learning centers, including a center for distance education and others for innovative learning, have been developed by the University of Mauritius.

At this moment in time, the advancement of multimedia teaching materials in higher education continues to receive less exposure than the market segment in classrooms. This is probably not unexpected because the instructor has always had more autonomous oversight of the curriculum in the university classroom rather than the teacher in the classroom. Most efforts to improve accessibility to university content aim at obtaining access, not institutional materials or by joint collaborations with universities or nations, to accessible high-speed Internet connective for professional and student communications. Conversely, Egypt has an ICT project designing electronic learning courses and a digital library which serves all institutions.

The Virtual University of the Small States of the Commonwealth (VUSSC) is an exciting creation under COL which is aimed at developing post-secondary courses on tourism business, career development, crisis management, and a wide variety of technological and occupational fields (Ojogwu, 2009).

These programs are developed in the copyright framework of Creative Commons using WikiEducator, allowing the materials to be readily modified to each country's unique nature and used for providing credit-

bearing certificates in post-secondary establishments of the countries. Botswana, Comoros, Gambia, Lesotho, Namibia, Seychelles, Sierra Leone and Swaziland are the participating African nations. Selected university staffs in these countries are qualified to create information that can be used in the repository.

9.5. ICT ACTIVITIES AND INITIATIVES IN PRIMARY, SECONDARY, AND NON-FORMAL SCHOOLS IN AFRICA

Often before national strategies are implemented, the formal schools system has been prioritized and paved the way in education in most African countries. There are a few examples of these in South Africa, Namibia, Nigeria, Ghana, Kenya, and Uganda. In these situations, major programs, including World Bank World Links for Development, which operated mostly in cooperation with the education departments SchoolNet Africa and the IDRC's Acacia project, sponsored the initiation of access to ICT in schools.

The national programs that promote ICT connectivity to all schools have been guided to these preliminary limited initiatives at the next level Much is emphasized in almost every respect on high school entry in many if not all African states.

The advancement of computer science or information technology as a classroom topic, as well as the availability, use, and inclusion of ICTs within academic systems is a prominent feature of national ICT and ICT for education initiatives in a range of African countries The nations which promoted such programs are Botswana, Mauritius, Seychelles, South Africa and Zambia. Added function of National ICTs for Education Policies in Countries such as Botswana and South Africa, schools are included in national educational and information structures within education departments (Oketch & Rolleston, 2007). In all African countries with national policy on ICTs in education, the topic of compulsory ICT access and utilization in all formal schools at primary and secondary level is addressed in-depth and specifically. Examples include Botswana, Ghana, Kenya, Namibia, South Africa, and Zambia. High-level pan-African programs like the New Partnership for Africa's Development (NEPAD) e-Schools Initiative, which is wrapping up its first step Demonstration Project spanning 16 African countries, have granted these initiatives a boost. This effort sparked public attention at the top levels of government in Lesotho.

Figure 9.8: The 28th NEPAD-Infrastructure Project Preparation Facility(link is external) (NEPAD-IPPF) Oversight Committee Meeting held at Sandton Sun Hotel, Sandton City, Johannesburg, South Africa on 5th November 2018, has commended the operational performances of the Facility.

Source: https://www.afdb.org/en/news-and-events/donors-commend-nepad-ippfs-operational-performances-18702.

The computer lab is the most common ICT access model in schools, with anywhere from just one and forty computers, most of which are interlinked via clients, but some are solitary PCs, as in Mali and Cameroon. These devices are used for both administrative purposes and as teaching aids.

Some nations, such as South Africa's Mindset Network and Learning Channel, Botswana's Talk Back TV HIV/AIDS service, and Egypt's Center for Technology Development and Decision-making Support, often use television broadcast as a platform for delivering educational material.

Audio- and print-based remote learning programs for active use in classrooms were created by organizations like the Open Learning Systems Education Trust (OLSET) in South Africa. The Kenya Institute of Education, that has a public radio station and has penetrated up to 400 schools via satellite radio in collaboration with WorldSpace, has also used immersive radio teaching widely.

Inaccessibility to electricity, particularly in rural schools, has posed an additional challenge for some countries. SchoolNet Namibia, for example, has been testing the use of photovoltaic arrays in campuses. In Nigeria, schools have purchased generators to cope with the country's frequent rolling blackouts. Generators were also used in Uganda for the NEPAD e-Schools Demo Project.

With the Meraka Institute's piloting of the Math on MXit and MobilEd programs, smartphones have recently been used for studying in South Africa. Teachers in Kenya have also struggled with using short messaging systems (SMS).

Countless schools with laptops already have no Internet connections. The Internet will offer a plethora of learning opportunities, which are not yet available in many African schools because their costs are exorbitant. For e.g., in South Africa, there are only approximately 2,500 of the estimated 6,000 schools with access to PCs. Remedies to networking issues include e-rate legislation that gives schools subsidized Internet access, but this regulation has been met with implementing difficulties in some countries (e.g., South Africa.) (Okoli, 2012).

The Ministry of Education in Lesotho arranged for internet access to schools at lower prices, at least in theory. Sonatel offers subsidized access to the web to schools in Senegal, while a 24-hour flat-rate connection to all institutions in Namibia is provided by the SchoolNet Namibia and Telecom Namibia deal.

Some countries have started to develop internet connectivity, which also benefits schools. In this sense, Mauritius is regarded as a "digital realm," 90% of the island can currently be used as a hot spot with wireless internet connectivity.

A modern, multimedia broadband backbone infrastructure with a central nucleus of 4 000 kilometers of optic fiber was established by the Ethiopian Telecommunications Corporation and a number of partners. For the first stage of the SchoolNet project in that nation, the same system has established the foundation. Most nations assessed have invested in building instructor capability for ICT use both in-service as well as pre-service programs as training for ICT learning platforms

Teacher preparation also entails one-stop, specific issue, short-term training programs, which help to improve teachers' particular skills but do not generally meet technical skills requirements. Among them are Mtandao's training programs and the Global Teenager Project. However, across many African countries, with the use of ICT, African education professionals are taking a systematic, original, consistent, and modular phase of professional development in line with professional competence requirements and structures.

In Africa, the application of ICTs is very different in non-formal education. Many ICT literature programs: jobless people, underprivileged

young people, women, rural populations, and, in some cases, civil society organizations, among targeted groups. Many of them provide personal training classes, some of which are certified and others have certificates of participation (Oduaran, 2000). These are distance learning programs. A variety of civil society network organizations, representing specific communities, organizations, and people, are running digital literacy or ICT awareness programs.

9.6. ICT IN EDUCATION IN AFRICA

We have addressed the phenomenal development that has taken place in the implementation and dissemination of ICT in education across Africa, especially at the beginning of the 21st century. But the process is only starting in terms of its broad effect on learners. The following are several recommendations and comments on actions in core fields of ICT in education that must be addressed in the course of adoption. Recommendations are often provided for a plan to preserve and improve the value of the collected results.

In education reforms, there are several prime candidates of systematic ICT, which are examples of sustainable practices in an Africa setting. In order to examine the mechanisms used to identify what lessons need to be learnt, it would be helpful to track policy enforcement in selected countries. Some countries also emphasize the construction of ICT infrastructure as a "magic bullet" to achieve socioeconomic advancement in quite a number of countries.

Figure 9.9: Botswana students and their teacher in a computer lab.

Source: https://www.un.org/africarenewal/magazine/june-2020/botswana-e-learning-initiative-wins-prestigious-un-public-service-award.

But investment in ICT does not itself promote human growth, but should be supplemented by involvement (especially financially though investing) in education and health too though; the research quoted from the Electronic Journal of Information Systems in developing countries

Ensuring that ICT models for education 'total cost of owning' are established outstanding and should be funded by organizations such as Global e-schools and community-based initiatives, school networks, and NEPAD e-schools. They have to be supported by good finance mechanisms that promote government budget engagement and that include multi-partnership, multi-stakeholder strategies.

Even if the practice of supplying and teaching computer classes with bundled materials is helpful, the objective of incorporating ICT into education management and instructional systems would also be limited by the absence of ICT infrastructure exposure, affordable bandwidth connection, and steady supply.

Teacher education must include far more than the acquisition of computer literacy qualifications. Professors should be able to plan and customize resources according to the demands of students scan and handle information, and be made aware of the principles and the risks associated with the use of ICT technology. There are some of the areas that ICTs can be incorporated into ongoing teacher career learning and training. The Framework for Teacher Professional Development and Training of the NEPAD e-Schools initiative, the African Virtual University's (AVU) Teacher Education Project, and UNESCO's Teacher Training in Sub-Saharan Africa (TTISSA) program are all strong examples of steady, all-inclusive methods in the implementation of ICTs.

The benefits of regional, and possibly global, cooperation in the delivery of digital learning resources are enormous in terms of content quality, importance to learners' lives, and reduced costs that will result from mutual development. Cross-border shared content delivery frameworks are quickly gaining traction in other areas of the world, including Africa (Nishimura & Yamano, 2013). The open education resources campaign is gaining traction in Africa, thanks to the sponsorship of organizations such as the Hewlett Foundation. For example, Learnthings Africa and Mindset Network have invested in capacity-building programs to support the growth of local digital content.

9.7. ORGANIZATIONS CONTRIBUTING TO ICT IN EDUCATION INITIATIVES IN AFRICA

The next section takes a look at a number of the major ICT Education related entities that specifically focus on strengthening the education system in Africa. A broad variety of ICTs in Education in Africa programs and initiatives include events that include one or more African countries in differing numbers. This include high-level intergovernmental, multi-stakeholder initiatives like the NEPAD e-Schools initiative, institutions concentrating on connecting African schools and universities like the African Virtual University (AVU), and cooperative educational ventures like the Global Teenager Project (GTP) and the African Virtual University (AVU) that explicitly include learners and teachers from schools across Africa (iEARN).

9.7.1. African Development Bank (AfDB)

The African Development Bank (AfDB) is a regional transnational development finance organization with a member status structure that mobilizes capital to promote its member countries' economic and social growth The African Development Bank has a massive education program that encourages primary, vocational, and adult education and training. In Africa, the AfDB also promotes the use of ICTs in education. As part of the Africa Virtual University (AVU) Support Project, the AfDB has helped with free, distance, and e-learning capability growth centers and access provision at AVU member institutions to facilitate teacher training and development programs and to incorporate gender issues.

The Information and Communication Technology (ICT) strategic plan of the AfDB aims to contribute significantly to RMCs' poverty reduction and economic growth by expanding the Bank's role in extending access to ICT infrastructure, stimulating private sector investment, and, inevitably, augmenting effective governance and the efficacious provision of services especially education and health care (Akkari, 2004).

Much of the Bank's activities in the ICT sector have been inconsistent to date, with no strong strategic strategy or consistent commitment. The Bank should take a staggered approach in the future, according to the Strategy.

The Bank focuses on two foundations in the near term:

- direct funding of internet networks and state and national conduits
- Enabling policy and regulatory climate – encouragement for a

country's attempts to draw private capital through improved laws and policy mechanisms, with the overarching goal of achieving economic development. The information gathered will be used to reassess the Bank's position in ICT in September 2020.

In the medium to long term, the Bank will seek to stimulate appetite for ICT infrastructure and facilities by fostering e-government and access to schools, universities, and health agencies, as well as by tailoring responses to the needs of vulnerable states low-income countries, and middle-income countries. Established funding tools will be used in the Bank Group's ICT activities, and increased cooperation and strategic relationships will be needed. The ICT strategy's operations will be carried out in the context of wider regional and national growth plans, as well as the Bank's goals. Furthermore, the BankGroup's ICT activities will be handled using a results-based theoretical system that includes main success indicator tracking.

9.7.2. Cisco Systems

Cisco Systems is a multinational corporation that facilitates Internet connectivity. Cisco is a key investor in the e-Schools initiative of the New Partnership for Africa's Development (NEPAD), to which it has contributed both human and financial capital. Cisco led a group of organizations in this initiative, which facilitated the construction of networking equipment in schools in Algeria, Ghana, Mauritius, Rwanda, Senegal, and South Africa for Internet access and satellite connectivity. In these nations, it also encouraged the use of interactive education content and teacher preparation.

Cisco also has a Networking Academy program that teaches students how to plan, create, and manage computer networks. In Africa, countries such as Ghana, Mauritius, and Nigeria have developed Networking Academies.

9.7.3. Commonwealth of Learning (COL)

The Commonwealth of Learning (COL) is a multilateral organization established by Commonwealth heads of state to promote the creation and exchange of information, services, and technology related to open learning and distance education. COL has long supported the creation and implementation of national ICT for education policies in several Commonwealth African countries, as well as the expansion of national SchoolNet organizations through networking seminars, action research, and the publishing of guidebooks such as the African SchoolNet Toolkit, which

is co-authored with SchoolNet Africa (Ndulu, 2004). Their initiatives, both current and complete include:

- Open/Innovative Schooling;
- Teacher Education;
- Higher Education;
- Virtual University for Small States of the Commonwealth;
- Technical and Vocational Skills Development;
- Lifelong Learning for Farmers;
- Technology-Enabled Learning;
- Gender.

COL is also overseeing the creation of a Virtual University for Small States of the Commonwealth (VUSSC), which will include a range of small African states and will act as a platform dedicated to the collective advancement of free educational content services. In collaboration with UNESCO, COL is also working on an ICT scheme to promote advanced vocational education and training in Africa.

9.7.4. Department for International Development

Department for International Development (DFID) is the British government's official ministry that supports the campaign against global poverty. DFID sponsors a number of bilateral education programs in Africa, as well as the Education for Everyone goals and the Millennium Development Goals. With regard to ICTs in Africa, DFID has previously founded organizations such as Imfundo, which has created a data bank of research on ICTs in Africa's educational experiences; DFID has also funded research conducted by the TESSA initiative.

Through the use of emerging technology, DFID-funded research is assisting in the development of more accessible, better networked communities. The ICT4D initiative, which was co-funded by the International Development Research Center (IDRC) of Canada, looked at the positive and detrimental effects of ICT on poor people's lives. The results of the study are assisting in the development of new policies aimed at empowering the world's poorest citizens through technology. In Bangladesh, for example, action analysis showed how a proposed national levy on cell phone use would essentially "cutaway" half of the poor population (Azomahou & Yitbarek, 2016).

Through the creation of transparent, networked communities, DFID-funded studies have aimed to enhance global understanding of how to unlock the power of ICTs for social and economic growth. The ICT4D initiative, which is co-funded by DFID and Canada's International Development Research Center (IDRC), has looked at the positive and negative effects of ICT on the wellbeing of the vulnerable.

9.7.5. E-Learning Africa

E-Learning Africa is a yearly regional forum on e-learning organized by an African country's government. These conventions are mostly concerned with the use of ICTs in education in Africa in comparison to the rest of the world. ICWE and Hoffmann & Reif Consultants are hosting the event. The 2006 conference was held in Addis Ababa, Ethiopia; the 2007 conference was held in Nairobi, Kenya; and the 2008 conference was held in Accra, Ghana.

E-Learning Africa is a multinational network of experts in the area of ICT-assisted education and training. Educators, coaches, technology experts, regulators, and developers are also part of the community. They have been sharing our understanding and insight in technology enabled learning since 2005, and our network has grown to become the world's largest specialist group supporting African skills and talent in education, as well as a leading channel for the transition of eLearning knowledge to Africa.

E-Learning Africa's main goal is to promote and encourage viable education options while also improving access to relevant knowledge, education, and training in order to promote economic and social stability. They help our system of ICT-enabled education and training professionals establish multinational and cross-industry connections and collaborations while also expanding their skills, experience, and skill.

- They encourage people to use new technology such as smartphones, smartphones, and the Internet.
- They increase awareness and promote human capital, institutional, and technology capability building and training.
- They assist in attracting funding at all levels and in all areas of schooling and learning, including early childhood, primary and secondary education, higher education, vocational training, career management, and life-long education.
- They put together a diverse group of partners in our community of practice to foster collaboration and information sharing.

9.7.6. The International Development Research Center IDRC

The International Development Research Center IDRC is a Canadian organization whose Acacia initiative, which began in 1996, aims to enable sub-Saharan African populations to use ICTs for their own social and economic growth. In the field of ICTs in education, the IDRC has funded a range of pilot projects and action analysis groups especially the initial creation of SchoolNet organizations in some African countries. IDRC funds and supports high-quality studies in developed nations, shares expertise with academics and policymakers to educate local and global action, and mobilizes collaborations to drive global social progress as part of Canada's international affairs and growth activities (Mfum-Mensah, 2017).

The IICD is a non-profit organization NGO-based in the Netherlands that focuses on information and communication technologies for growth. The IICD has funded a range of initiatives, including the Global Teenager Project, as well as programs in Tanzania that promote teacher learning by ICTs and in Zambia that support ICT for education policy processes. iEARN (International Education and Resource Network), which now has organizations in 140 countries and connects millions of young people every day in online communication and interaction, initiated a massive initiative in 2015 to coordinate its worldwide system and other global education collaborators to achieve the world's latest 17 Sustainable Development Goals (SDGs), a series of priorities related to future international relations.

Youth from all around the world are working together to make an impact in their regional and global communities via joint iEARN initiatives. Youth are changing lives through iEARN programs that fulfill the global Sustainable Development Goals to end hunger, protect the environment, and create security for everyone through mutual learning and action. Through the SDG Alignment tab on iEARN.org, you can see how iEARN programs align with the 17 Sustainable Development Goals.

When an instructor presents a concept, iEARN has revised the "New Project Template" so that they can help practitioners and their project plan align with one or more of the Sustainable Development Goals. Educators leading or participating in iEARN projects can study the SDGs and see if their students' participation in iEARN project activities will help them achieve one or more of the SDGs and their 169 goals (Michaelowa & Wittmann, 2007).

9.7.7. NEPAD e-Schools

The NEPAD e-Schools ICT initiative aims to teach young Africans ICT techniques in primary and secondary schools, as well as use ICT to develop, strengthen, and extend education in African nations. The intention is to link all African primary and secondary schools to the Internet and include ICT facilities such as laptops, radio and television sets, smartphones and fax machines, networking equipment, printers, digital cameras, and copiers. Each school will have a "health point," which will enable community members to use the school's ICT services. At present, NEPAD e-Schools is completing their first pilot project involving 16 African countries' governments working in six schools in each of 16 countries with five consortia corporations to provide ICT services.

The NEPAD is really a philosophy and a political strategy for African rebirth developed by the Organization of African Unity. African Development (OAU). The overarching objective is to establish an integrated African socio-economic growth system. The construction of the ICT infrastructure (ICT), which is considered necessary for achieving the lasting socio-economic advancement of Africa in the coming years, is a major feature of this framework. The NEPAD e-Africa Commission is NEPAD's task team, one of which is the NEPAD e-Schools campaign, responsible for designing and executing ICT programs.

At the Africa Summit of the World Economic Forum on June 12, 2003, the NEPAD E-Schools initiative was officially unveiled in Durban. The project seeks to provide ICT expertise and to use ICT technologies to develop, develop and increase schooling in African States to young Africans in primary and high schools. Private sector participation in the e-school program is provided by the Africa Development Partnership of the Information Society (ISPAD). The collaboration brings together economic, human capital, ICT technology and curriculum information, corporate, public, and civil society stakeholders.

9.7.8. Teacher Education for Sub-Saharan Africa (TESSA)

Teacher Education for Sub-Saharan Africa (TESSA) is a cooperative effort that assists teachers to enhance their experience as a teacher or teacher educator in Sub-Saharan Africa. They provide free and quality tools to help you prepare courses that participate, include and encourage the national curriculum. TESSA's collaboration involves many African universities, the Commonwealth of Learning and the BBC Trust, headed by Open University

and African Virtual University (Michaelowa, 2002). It is an R&D initiative that develops open digital tools for teachers and educators from Sub-Saharan Africa. TESSA has up to now developed a radio program of the BBC, discussing teachers and their function in enhancing professional primary education and creating a suite of tools on open and distance learning in teacher education in sub-Saharan Africa for educators and planners.

Figure 9.10: Quality education is listed 4th in SDGs after Poverty, Hunger and Health.

Source: https://www.un.org/development/desa/disabilities/envision2030.html.

There are bigger, more prominent international organizations that have launched ICT initiatives to strengthen the education system in Africa, many of which we have already discussed fairly well, and their research data was prominently used in this section. We will not discuss them further than needed but it will be important to point them out to conclude what the ideals, philosophy and modus operandi in putting into effect ICT and education relations

UNESCO is the United Nations Curriculum Specialist Department. UNESCO has a number of ICT development programs and initiatives, particularly in education. UNESCO has encouraged the development, in many African countries, of telecenters and community learning centers. Recently, UNESCO supported in collaboration with the Commonwealth of Learning, the establishment of a regional network for training and technical and vocational education via ICTs in Africa. The TTISSA program is also

led by UNESCO. The work they have put forward, independently and in collaborations with governments and other international agencies is tremendous (Barouni & Broecke, 2014).

Based in Washington, DC, the World Bank offers low interest loans for developing nations, free financial aid in the form of grants for education, healthcare, housing, communications, and many other uses, and is an international development organization. A number of educational programs and initiatives by ICT have previously been funded by the World Bank. These include the African Virtual University, the Global Learning Network and World Links to Growth.

Integrating technologies successfully into an education environment constitutes an evolutionary and holistic operation. It requires the framework to be ready for the use of technologies. It needs a great deal of commitment.

It needs, above all, vision, preparation, and resolve to make things right. This lesson was learnt from many trials and errors in industrialized-country schools and education systems. It is important for us all to learn from these errors instead of repeating them.

Chapter 10

Education Reforms in Africa

CONTENTS

10.1. INTRODUCTION

The process of changing public education to meet state goals is referred to as education reform. Before the reform process, relevant stakeholders and educators meet to decide on the date of the education system. Education reforms began after the colonial period. African countries realized the importance of formal education and wanted to improve it. Education reforms at still done today to tackle pending issues in the education system. The main goal of an education reform is to ensure that the learning process is improves so that every child in the society is educated or can acquire education (Mama, 2003). Education reforms have sparked numerous debates with regards to the education system. The expected reforms are a reflection of the current education needs. In most countries, there is a theme followed during the reform. The main ideology is that by introducing systematic change to improve the standards of education, the resultant effect will be improvements in citizen's wealth, well-being and health.

Figure 10.1: Numerous education reforms have been done by African countries to improve access to education.

Source: https://www.brookings.edu/blog/education-plus-development/2019/10/31/taking-education-back-to-the-basics-at-scale-in-botswana/.

Education reforms started in the 18th century. The main motivation being to improve education in individual states. The reforms were expected to ensure that all children get access to quality education as well as establishing a common school system supported by the state. In the early 18th century,

there was a lot of financial burden carried by parents to ensure their children got an education. Parents had to hire personal tutors who would teach children at home. After the education reform done in the 18th century, most parents were relieved from this financial burden. The reform helped children from poor backgrounds get access to education (Labé et al., 2013). The reform allowed the innovation of public libraries, encyclopedias, and grammar schools. As all these resources were funded by the government. Education reform also allowed the development of the Victorian education. This kind of education focused on teaching students topics having commercial value. This was during the Victorian era. This saw students learn topics such as mathematics and modern languages.

In the early 20th century, reformers such as John Dewey was vocal about the emphasis of introducing pragmatic, scientific or a democratic principle-based curriculum. He argued that the changes would be key in improving the society. Other reformers such as Maria Montessori advocated for the humanistic approach of education meeting the needs of children. In areas like Prussia, there was a great need to foster national unity. One of the approach taken by the government was making formal education focus on ensuring children learn the national language.

There are scholars who define education reform as a political and social process. On this basis, education reform is a chronology of necessary, systematic revision aimed at changing educational standards, methodology, legislation and policies that affect the state's public school system. The amendments should be a reflection of the values and needs of a contemporary society. A good example is with the history of educational pedagogy in the United States. Initially it was focused on teaching proficiency and literacy of religious doctrines. Overtime, it has resulted in the establishment of cultural literacy. It has also been useful in creating a democratic society allowing assimilation of immigrants and producing learned students possessing skills needed in the industrialized workplace. It has also allowed schools to prepare students for careers.

Education reform is a long process as much research has to go into it. One of the major emphasis is a holistic examination of the objectives, reasons, application, and results of an education reform done on school systems. Results are generated after the implementation of the systems. Education reforms in most countries is a political agenda. Some countries may involve internal organizations in designing and applying the reforms. States are looking to develop a Worldwide education concept. Most countries view

education as a tool for achieving development and social progress (Katuu, 2015). Worldwide discussions on education concepts mostly focus on the impacts and results of education reform with regards to policies of economic and social development. After the implementation they gauge its financing, quality and effectiveness. The main goal is to embrace transformative vision.

Most countries in Africa fall under the third world countries. In basic understanding, they are developing countries. Among the main characteristics of such countries is a poor economy and poor quality of education. Education is the driving vehicle towards economic and development achievements. Over the years, African countries are realizing the importance of education and are working towards improving the education sector. The main goal is to ensure that most of its population is literate. African countries have been working with world organizations such as the United Nations and the World Bank to improve education. They are a part of developing a Worldwide concept of education. African countries are working towards adopting transformative visions.

Developing a transformative vision requires reviews done on policies, realities and continental programs. This is done to generate a sense of understanding of the current situation. Once this is done, countries can identify the type of reforms needed in the country. In Africa, there are countries that have done numerous reforms. The challenge is that they had not understood the need for education reforms. In Africa, education reforms done focus on improving several education factors such as access, equality and quality. They should also ensure proper financing, management, efficiency, effectiveness and competitiveness across all levels of learning. Education reforms affect primary, secondary and higher level is education.

For a successful reform, it is important for the country to understand the model and type of reform in accordance with the intent of driving reform processes at the regional level. It is useful in avoiding limitations to successful education reform. Currently, continents are working towards a common education system. This reforms are developed after a Worldwide agreement on education. This has resulted in the generation of education products whose success is determined by the type of framework and management used during the implementation of these reforms (Kisanji, 2019).

Education reforms in Africa prefers to the changes and transformations done in education systems. It also affects factors of school systems such as student policies, education philosophies, curriculums, organization management, didactics, finance, pedagogy and their relations to developing

the nation. Education reforms as a result of Worldwide consensus have been influenced by issues of the 20th century. Numerous entities have been involved in conducting education reforms. They include the Universal Declaration of Human Rights, the Worldwide Declaration on Education for All, the Convention on the Right of the Child, the Conference on Environment and Development, the World Summit for Children, the Fourth World Conference on Women, the International Conference on the Adult Education, the World Summit for Social Development, the International Conference on Child Labor and the Mid-Decade Meeting of the International Consultative Forum on Education for All.

10.2. CAUSES OF EDUCATION REFORMS

Routine action of educators and education stakeholders have resulted in the transformation in the education system. In Africa the state of education after colonization was poor. There was limited access to education. Children from wealthy families were able to access education while those from poor families had limited access. The quality of education was also poor. The education system was not properly defined to meet the needs of Africans. There was also a deviation in learning institutions. Some institutions developed a process that allowed the development of a great institutional autonomy which allowed them to make decisions concerning their education curriculum and different education aspects that affect its fairness and quality. On the other hand, there were institutions that used traditional methods to run schools. They were useful in realizing education needs while ensuring that schools did not lose their sense of purpose or experience a decline in education quality.

The importance of education in improving the state of development in a country has pushed for reforms to be done in African countries. In countries like Kenya, several education reform have been done to solve problems experienced after the previous Education reform. The reforms have been useful in allowing countries to implement education structures that will allow government to properly manage schools. Among the changes made to the education systems in Africa include the introduction of learning curriculums, testing of students, provision of free primary and secondary education, adoption of school uniforms, and establishment of other learning institutions. The reforms also affect private learning institutions. To better understand the education reforms done in African countries, we study education reforms done in two countries: Kenya and South Africa.

10.3. EDUCATION REFORMS IN KENYA

In Kenya, education reforms have been done severally after she gained independence. Commission have been involved to effect education reforms within the context of the country. Some of the commission involved in the education reform process in Kenya include the Commission of Inquiry into the Education System of Kenya, the Kenya Education Commission, and the Presidential Working Party on the Second University, the Taskforce on the Realignment of the Sector to the New System and the National Commission on Educational System of Kenya (Jk, 2016). Some of the issues that affected the education sector include quality, equity, and availability of resources, efficiency and access.

Figure 10.2: Education reforms in Kenya started after it gained independence.

Source: http://worldpolicy.org/2017/05/23/education-in-kenya-needs-faster-reform/.

This problem proceeded from the coming of the colonialists. When they had established schools, certain individuals were allowed access to education. There were few school. This limited the number of students who could access education. At the start of the education reform process, it was said that the education system being used was the cause of the problem faced by the education sector. This resulted in the change made to the education system. Initially, the country used the 8+4+4 system where students would study eight years in primary school, four years in high school and four years in university. The system was then changed to the 2+6+3+3+3 system which involved studying till higher levels. However, with the reform, there were

still issues in the education system. This was as a result of the absence of a philosophical framework and the decision-making process used. This resulted in the 8+4+4 education system being reinstalled.
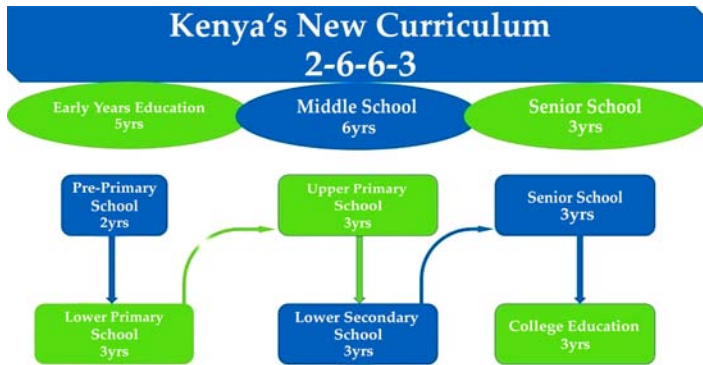
Figure 10.3: The Kenyan government is working to towards adopting the 2+6+6+3 curriculum.

Source: https://koeeorg.wordpress.com/2019/06/12/kenyas-new-curriculum-mirrors-education-for-sustainable-development/.

The education sector learnt from mistakes. The top-down decision-making process was eliminated and replaced with an evidence-based decision-making method of reform. This was used alongside the bottom-up approach to making education reform. They also embraced the use of a guiding philosophical framework. Among the major challenges faced by the education system in Kenya is inequality. Individuals from the poor socio-economic backgrounds were mostly affected. They were unable to access education. The issues has been faced from the colonial period to date. Individual's from this group were not able to afford to pay fees allowing their children to study. This meant that individuals from wealthy families were the only ones who were able to access education.

Ever since independence, the six Commissions were actively involved in handling the education inequality issue. They were assisted by numerous taskforces who were working to improve the economic and political needs. The commissions played a major role in establishing a reformed education system that tackles the issue of education inequality, among others. Some of the measures taken include the establishment of more public schools. Systems were put in place to enable the government to better control the

education sector. It involved the establishment of a ministry of education. The ministry was tasked with the duty of creating an education budget and proper allocation of funds to all the sector. The ministry ensures that all public schools got the needed amount of funds to ensure all students are able to acquire an education (Johnson, 2006).

The most iconic education reform done after 1981 was the introduction and implementation of a Competency-Based Curriculum. The curriculum was adopted with the objective of guaranteeing that children will access basic education. The curriculum was aimed at ensuring that the learning system is able to cater for the needs and their abilities. The major emphasis was on ensuring that every child, more so those living with abilities and from poor backgrounds are able to get an education. The reforms resulted in the government providing free primary education for all students. However, the provision of free primary education has not been achieved in most parts of the country.

In as much as the CBC has been useful in improving the education system, there are challenges presented by using the curriculum. The curriculum has presented numerous uncertainties with regards to equity in education. This is why some scholars argued that education reforms may not be effective in narrowing equity gaps in education. This has resulted in organizations such as the African Policy Dialogue opting to conduct more research on education reforms done in Kenya. They also look at how current education policies affect education systems. They are working alongside the commissions to ensure that the reforms and policies adopted ensured that students get access to quality education. Some of the reforms done are as follows.

10.4. EDUCATION AND PROVISION OF TRAINING FOR ALL CHILDREN IN KENYA

After the colonization period ended, leaders needed to ensure that all children get access to education. This involved establishment of more public schools to meet the demand for education. The reform involved the government investing in the education system. The education system has also been given more attention. The challenge is the fact that there is a growing demand due to an increase in population. The Kenyan government is focused on improving access to education across all the levels of education (Hoppers, 2009). Much attention is given to the education sector to ensure the education system adopted is aligned with the needs of the workforce. This means that students

will gain all the needed skills to enable them to acquire employment. This has resulted in the government investing in tertiary institutions.

Figure 10.4: Easy access to education by all children is important in improving literacy levels.

Source: https://www.globalpartnership.org/where-we-work/kenya.

The government is working to ensure that student enrollment has increased. To better identify the needed change, the government makes use of data collected nationwide. In 2015, the gross student enrollment in primary school was about 104% while that of secondary school was about 63%. This is a significant increase in the number of children getting access to education. The data shows that about 400,000 were enrolled in schools. The data indicates that secondary schools record an increase of about 10% every year. The increase in student enrollment was as a result of the government establishing several public schools in urban and rural areas (Blakemore & Cooksey, 2017). The Kenyan government also allocates money to the education sector, allowing schools to purchase more learning materials.

A major issue faced in the learning process is inadequate teachers. The Kenyan government developed a system that ensured trained teachers are hired in public schools. Kenya has achieved a 5.1% increase in the number of teachers employed by the government. The education reform done in Kenya resulted in the establishment of a service commission in charge of teachers. The Teachers' Service Commission employs and pays teachers. This has resulted in Kenya climbing the ladder with regards to the provision of quality education in both primary and secondary level.

10.5. INVESTING IN EDUCATION

Education reforms done in Kenya have emphasized on the need for the government to invest in education. For the education sector to surpass milestones, it is important for the government to strongly invest in education. All the necessary improvements require funds to be directed to improving education. In Kenya, the federal government is in charge of handling the education system across the three main levels. However, it does not manage early childhood education and youth polytechnics. The two are handled by the county government. By allocating tasks, it makes it easy for the government to manage the education system. The federal government in Kenya has been devoted to ensuring that the education system has all the needed funds. The government is working towards ensuring there is provision of free primary education. They also cater for tuition fees incurred by students.

The federal government has increased the amount of funds allocated to public schools. This has resulted in an increase in the amount of funds allocated to providing free primary education. The budget allocated was 390.3 million dollars. This is a 33.3% increase from the initial amount of funds given to the sector. The increase was expected to ensure that free primary and secondary education will be provided for all children. A strategic plan was put in place to manage how the funds were used. From the general funds, about 29.3 million dollars was allocated to covering examination costs. Education reforms led to the use of general tests to allow students to proceed to the next level of education. In Kenya, two main exams are done, namely: Kenya Certificate of Primary Education and Kenya Certificate of Secondary Education. The 29.3 million dollars has been used in funding these examinations.

The federal government has been able to fund the provision of free primary education. Currently Kenyan children are enjoying free primary education. However, most of them are unable to transition to the next level of education. This is because parents have to incur the expense of secondary education. Within the current education reforms, the federal government is working towards improving the situation. The federal government has set a cap on secondary school fees (Higgs, 2012). By so doing it will improve student access to education. With the current reform, those in state boarding schools are required to pay about 522 dollars per year while those in state government schools pay about 77 dollars. The government-subsidized education with about 126 dollars being allocated to each student every year.

The subsidizing of education has resulted in increased student enrollment in high schools. Kenya has noted an increase in student attendance. However,

the government has not been keen on Schools adopting the capped fee requirement. There are high schools charging high fees going as high as 976 dollars in a year. With the current education reforms demanding high attention being given to the education sector. The government has developed a system to keep tabs on fees charged by school. The government is expected to make secondary education free and compulsory for all students. Investing in education will help improve the quality of education and ensure that all students get access to Education. It will also relived the financial burden incurred by parents.

The government has also invested in funding education in tertiary institutions. High fees are paid by students in universities and colleges. The federal government has made necessary measures to improve the situation allowing more students to get to higher education. The government has also subsidized fees for students in universities. The federal government verses for a certain percentage of the fees paid to tertiary institutions. Initially, the government-subsidized fees for students in public schools. Recent reforms have been done extending the arm to students in private schools.

In Kenya, majority of the population live under the poverty line. This means that a majority of the population are unable to get basic needs. Proper nutrition is required to ensuring children succeed in their education. The government has been involved in providing mid-day meals to both pre-primary and primary schools in rural areas. It has also been involved in providing sanitary towels to both primary and secondary schools. By to doing the government is eliminating barriers to education (Bourdon et al., 2010). Since the implementation of the funding reforms, recent data shows that there is an increase in student enrollment and attendance. There are still some challenges faced in funding education. Over the years a decline in funds allocated for education. The decline is due to the adoption and integration of technology in the learning environment. Most education funds have been used in purchasing technological tools and training teachers to use technology in classrooms.

10.6. PRIVATE SCHOOLS

Education reforms done in Kenya affected private schools. The government has placed much attention on public schools resulting in the noted improvements. The strong investments in the public sector has affected both private and public schools. In as much as there are numerous public schools, there is still a need for private schools. This is to meet the demand

for quality education. With the increase in population, there is an increase in the demand for schools. Private schools have been effective in covering the shortcomings of the private sector. The problem of allowing private schools to run in Kenya is the fact that it fosters inequality in education.

In Kenya, private schools charge extremely high fees compared to private schools. This means that children from wealthy families are able to access education in private schools while those from poor back grounds cannot. Some private schools make use of two different learning curriculums. Students from poor backgrounds may not get the opportunity to choose the learning system they want. Some lucky students are able to get scholarships from organizations. Statistics show that there is minimal demand for private schools amount middle-class. In Kenya private schools contribute to 5% of primary learning institutions and 8% of secondary schools (Brock-Utne, 2003).

However, there is a big difference in the quality of education offered in private and public schools. Private schools are known to offer good quality education compared to their counterparts in the public sector. There are numerous factors contributing to this. Students in private schools have better access to learning resources and have a better student to teacher ratio. Students get to interact with students, and there is no overcrowding in schools. The government is working towards leveling the field so that children from both private and public schools get the same quality of education. However, it will require much work and proper strategies to be used.

10.7. QUALITY OF EDUCATION

Education reforms done in Kenya were aimed at improving the quality of education. Initially, the quality of education offered was poor. This is a major issue as it affects the ability of students to enter the workforce. One of the ways the quality of education is ensuring there is a proper student to teacher ratio allowing teachers to help students in their areas of weakness. However, in Kenya, there is a growing increase in population. This results in a burdened education system. The demand for education has resulted in overcrowded classes making it difficult for teachers to improve student weaknesses. The system is tasked with the duty of enabling students to graduate and enter the labor market.

Figure 10.5: Adoption of a competency-based curriculum will ensure student needs are met.

Source: https://www.theelephant.info/features/2019/10/17/will-the-new-competency-based-curriculum-lead-to-declining-educational-standards-in-kenya/.

Issues with education quality have led to the government using radical reforms to solve it. Among the changes made include adopting a good curriculum, schooling structure and examination system. For the quality of education to be improved, the theory-based system if education needs to be removed as well as the test-based systems. This system is then replaced with a skill-based system. In changing the curriculum, the Kenya Institute of Curriculum Development. The same body was used when Kenya changed the learning system to the current 8+4+4 system. Currently, the ministry of education has integrated the 6+6+4 system. When changing the curriculum, numerous consultations are done. Numerous bodies are involved, including relevant stakeholders, teachers' unions, civil societies, universities, and secondary schools. The curriculum reform is done with the objective of improving student potential. The government is also working towards removing the KCPE and completely changing school systems.

10.8. INTEGRATION OF TECHNOLOGY

Currently, the use of technology is becoming rampant globally. The world is currently dependent on technology. Many schools globally have integrated technology in the learning environment. This is the current reforms being made in education systems. In Kenya, the federal government is working towards integrating technology in the classroom environment. The government with the office of the ministry of education have developed a Digi-School Scheme. The scheme has seen about 600 million being used

to fund the project. The first phase of the project is aimed at integrating technology in primary schools. It includes distributing computers and tablets among students, using digital content and use technological infrastructure. The initial phases included the technology being introduced to 151 schools.

The federal government allocated about 17 billion to facilitate the first phase of the program. This means that about 11,000 primary public schools will receive laptops. The same scheme aims at providing computers in 23,000 schools. For technology to be effectively used in the learning environment, teachers need to possess digital skills. The ministry of education is working with the ministry of technology to train teachers. The training process involves teachers learning how to use the laptops and acquire digital content (Heugh, 2009).

10.9. HIGHER EDUCATION

When colonialists left Kenya, there were few numbers of higher learning institutions. With the growth of industrialization in Kenya, there was a great demand for highly trained individuals. This led to the establishment of more institutions of higher learning. Tertiary institutions allows individuals to gain knowledge for the workforce. Tertiary institutions however, charge high fees limiting student access. This created a challenge as students from poor backgrounds may not be able to acquire higher education. To tackle this issue, the government of Kenya subsidized education by paying a certain percentage of fees paid by students.

The subsidizing of fees has resulted in an increase in student enrollment. However, over the years, the number of students has increased to an extent that public universities and colleges cannot meet the demand for education. However, with higher learning institutions use of technology is highly emphasized. The government has had to invest in integrating technology in higher learning institutions. Learning in higher learning institutions require numerous methods in facilitating the learning process. This is why the ministry of education is working in partnership with companies in the private sector. This has been useful in developing an effective curriculum to be used in successfully training students. The government is also working to ensure students take internships with institutions and companies in both the private and public sectors. By so doing, universities and colleges will meet their goal of producing skilled individuals fitting the workforce.

Figure 10.6: The government of Kenya, in partnership with the private sector, are working to improve the quality of education in higher learning institutions.

Source: https://www.standardmedia.co.ke/education/article/2001300549/on-varsity-education-reforms-moi-has-no-equal-in-africa.

Reforms done in higher learning institutions have resulted in improved quality education in Kenya. This is why students from other parts of African move to Kenya to acquire higher education (Hadebe, 2017). Currently, statistics show that there is a great demand for education in higher learning institutions compared to primary and secondary schools. This is the case in public institutions. This is because of the funds provided by the government to support education.

10.10. EDUCATION REFORMS IN SOUTH AFRICA

Figure 10.7: The end of apartheid in South Africa allowed comprehensive reforms to be done to the education system.

Source: https://borgenproject.org/education-in-south-africa/.

To properly understand the education reforms in South Africa, it is important for one to know and understand the history of South Africa. Their history involves apartheid and its effects in the country: education in particular. The education system from the year 1950–1990 reflected the apartheid policy used in South Africa. There was a present inequality among the racial groups in South Africa. Establishing the Baby Education Act in 1953 worsened the issue. There was a variation in education opportunities among the different racial groups. The act required students from different to attend the same school. This means that there were schools for whites and schools for blacks (Bregman & Bryner, 2003).

The act was generated in the ideology that sciences and math were not essential in preparing Young black girls and boys for the job market. The act led to the exclusion of subjects like science and math from the curriculum used in school mean for blacks. As blacks would graduate and get low-income jobs requiring them to offer labor, educators saw that there was no need to teach these subjects. The act protected white minority competition in the job market. There was extreme inequality with regards to race. There was an education system meant for whites which received more funds and had access to more resources. There was also an education system catered for blacks which received less funding and had little or no resources. Students who studies in black school would study without text books or facilitators who may or may not have training.

Figure 10.8: Apartheid in South Africa facilitated inequality in education.

Source: https://newlearningonline.com/new-learning/chapter-5/supproting-materials/apartheid-education.

Nelson Mandela and FW de Klerk held a multiracial forum in 1991 to develop an interim constitution. The constitution was approved and passed in 1993. This led to the dismantling of apartheid, allowing a multiracial

democracy form of rule. South Africa's transition process was successful and termed to as the most iconic success stories in South Africa. This led to the first multiracial election held in 1994 and won by Nelson Mandela under the African National Congress. There was the introduction of a new government. Three ministers from Inkatha Freedom Part and six ministers from NP were added to the new government. Integration of the interim constitution laid ground allowing new constitutions to be adopted. In May 1996, a new national constitution was developed, approved and adopted.

10.11. TRAINING OF TEACHERS

During the apartheid period, training of teachers mirrored the apartheid policy. Training of teachers was done according to their race. Teachers were trained in different environments. Each training environment was a reflection of what the government thought about the racial group. There was a great variation in the environmental conditions. Those trained for the white education system were able to have numerous resources at their disposal, while those trained for the black education system did not have numerous resources at their disposal. Black schools were used by those resisting against the National Party as a base (Geo-Jaja, 2004). Using the schools as a base for the resistance rubbed on teachers and learners. This is the same case today because teachers are still teaching in the same conditions. This led to scholars questioning whether or not the government will implement new education policies and practices. Those studying under the black education system faced a lot of challenges at they experienced a shortage of teachers, learning materials and classrooms. The apartheid policy affected black education system.

Different stages of education were offered to individuals according to their race. This was indicated by the difference in student-teacher ratio in the different schools. Also, there was a variation in the level of qualifications attained by teachers. For instance, those studying in white schools had a student-teacher ratio of 18:1 while those in black schools had a classroom ratio of 39:1. With regards to profession, most of the teachers in white schools had studied teaching as a profession. This is not the same case for teachers in black schools.

During the reform process was quite a hefty task for the government. Numerous strategies had to be put in place to tackle the various issues to ensure equity in education. The reform process led to South Africa implementing the right to basic education for all children. Later on, South

Africans were given a right to access further education. It was listed in the Bill of Rights if 1996. This means that the government was to ensure that education was made available for all children. The government developed education policies with the aim of achieving quality and equality in education.

10.12. EDUCATION POST-APARTHEID

During the apartheid period, the education system was used to define government policies. Governing policies led to races being segregated. This resulted in four education systems formed on the basis of apartheid. Each education system had their own schools and training institutions. As schools were categorized on the basis of race, apartheid was visibly send in the education system. Schools received funds and resources-based on the races. This resulted in some schools doing fairly well while others were in poor conditions. Different aspects of learning such as availability and use of resources, state of school infrastructure, students to teacher ratio and fulfilment of careers were affected. There was a variation in what was covered in curriculums used by schools. Some South Children were unable to access basic Educational needs. Another major challenge was the fact that the government did not recognize African languages. Schools used English and Afrikaans to instruct students. This created the foundation for inequality in South Africa.

The need for equality in South Africa became major after the removal of apartheid. The reform process was aimed at eliminating inequality in the education system. The ANC government was in charge of improving the education system. They were working on improving the differences present in white and black schools. The government implemented new policies seeking to level the education sector. They also developed a new innovative curriculum was revised. This was followed by a reconstruction in the departments of education (Escher et al., 2014). In a bid to create a new learning system, the South African government involved International education specialists who would oversee and advise the government on the way to go. Education policies developed were in accordance to the international learning environment.

Changes made to the education system began in 1990. Initially the apartheid period, schools offering white education system were renamed and called Model B schools. This made it hard for children from other races to access education. However, the changes made allowed children living in close proximity of the school to learn in white schools. This was referred to

as the Group Areas Act. The act was later abolished in 1991. This is because in some areas, blacks lived in close proximity to white schools, but we're still denied access to education in those schools.

As apartheid was coming to an end, the government allowed white public schools the power to decide on the teachers they wanted to hire, charging of fees and students they would admit. This resulted in a transformation in Model B School. They became Model C schools. This education reform was aimed at partially privatizing the white public education system. This meant that the government would not be actively involved in funding education in those schools. White parents would have cater for their children's education. The end of apartheid saw the end of racial limitations being eradicated. Later on Model C schools under the South Africa School Act, would be funded and directed by the government. A school funding policy was established in 1998 to ensure equity in allocation of funds. The policy resulted in schools being funded on the based on certain factors. This resulted in poor and needy schools receiving more funds compared to other schools. These schools were categorized under Section 21 of the Schools Act.

Once schools are given funds by the government, the school's governing body is left to allocate funds according to the school's budget. Schools listed under Section 21 of the Act are given a mandate by the government to charge fees to enable them to generate funds. By so doing, they can employ more teachers, purchase more learning resources and meet costs that are not catered for by government funds. These schools are allowed to pay more teachers who are recognized as governing body paid staff. By so doing, those schools can maintain a good student teacher ratio. Schools not listed in Section 21 of the Act are listed under Section 20. For these schools, they receive funds from the government, but the same government will determine how funds will be used by the school (Donohue & Bornman, 2014). These schools are not allowed to charge fees meaning that they are unable to hire more teachers. They have to hire teachers according to the funds allocated by the government. By implementing this policy, the government hoped to ensure that poor students got access to education despite their financial backgrounds. The majority of the schools under Section 20 were used in educating blacks. The policy allowed schools under Section 20 move to Section 21.

Education reforms in South Africa have allowed South Africa to achieve its current education status. Currently the country used a national education system that is well coordinated. The education system makes use of nine

provincial system in managing it. The National Qualifications Framework was involved in creating an integrated national framework to be used in the learning process. The same body was involved in eliminating problems faced by the education sector.

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Handbook of Education Systems in Africa

Frequently in Africa, decisions to educate kids are made within the context of discriminatory social establishments and cultural norms that prevent children from marginalized backgrounds from attending school. Regarding gender equality in education, this volume mentions that big gaps exist in access to schools for girls.

UNESCO's Institute for statistics mentions that more women than boys stay out of school in sub-Saharan Africa, where a girl can expect to receive only about 9 years of training even as boys can anticipate 10 years or more in school. More girls than boys drop out of school before completing secondary or tertiary training in Africa. Globally, girls account for two-thirds of the global adult population without basic literacy skills.

Then there's the extra task of Africa's poorly resourced schools, the problems starting from the lack of basic infrastructure to low registration rates. According to the volume, as much as 50% of the students in some locations aren't learning efficiently. There are negative consequences to this, such as low social mobility within communities. Many children who are currently in school will no longer harness their talents enough to lead successful lives in the future. A few will even graduate from primary school without sufficient knowledge on reading and arithmetic.

The drivers of inequality in education are many and complicated, but the response to these demanding situations revolves around simple and sound guidelines for inclusivity, the eradication of poverty and exclusion, extended investment in education and human development, and excellent governance to create a fairer distribution of education resources. With an envisioned 364 million Africans between the ages of 15 and 35, the continent has a massive youth population, which gives an incredible possibility for making an investment within the future generations of African leaders and marketers. Countries can begin to build and upgrade learning centers and offer safe, inclusive and effective learning environments for all.

The topics covered in this volume include, Chapter 1: History of Education in Africa; Chapter 2: African Countries With the Best Education System; Chapter 3: Challenges and Issues Facing the Education System in Africa; Chapter 4: Major Progress in Access to Education in Africa; Chapter 5: Strengthening Education Systems in Africa; Chapter 6: Planning and Financing Sustainable Education Systems in Africa; Chapter 7: Girls' Education in Africa; Chapter 8: Boys' Education in Africa; Chapter 9: ICT in Education Initiatives in Africa; and Chapter 10: Education Reforms in Africa.

Often in Africa, decisions to teach kids are made within the context of biased social establishments and cultural norms that prevent youngsters from registering to schools. concerning gender equality during training, this volume mentions that big gaps exist in getting admission to, achieving success, and research, most usually girls bear the greatest risk, even though in some regions boys can be the ones at risk. Statistics show that more girls than boys are out of class in sub-Saharan Africa, where a girl can expect to receive only about 9 years of education, as boys can receive 10 years or more. Besides, more girls than boys drop out of school before completing secondary or tertiary school in Africa. Globally, girls account for two-thirds of the 750 million grownups lacking basic literacy skills.

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