

[Keynote Speech]

“Beyond the Controversy of Quantity vs. Quality: Challenges for Education in the post 2015”



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Introduction: Education Key to Human Security and Nation Building

Japan has articulated its policy of “human security” as meaning the protection of “the lives, livelihoods, and dignity of individual human beings from threats; it means strengthening efforts to focus on each and every person so that each individual can realize the rich potential he or she possesses”.¹ This is a very comprehensive definition of “human security” covering the development of the full potential of every human being. Education is one of the most important instruments for developing human potential. Human potential covers a wide spectrum which includes moral and values development; governance; economic development; scientific, technological and industrial development; and the general advancement of society as a whole. It is within this rounded definition of security that I would like to discuss education post 2015. Are present African education systems geared to develop the full potential of its members, including teachers, parents and students, to enable them to live happy and enriched lives within societies which function in a harmonious fashion?

The Japanese story about the “spirit of the one hundred sacks of rice” quoted by former Prime Minister Koizumi at the Genoa Summit emphasises the importance of education as a vital means for poverty reduction in developing countries and as a key to nation building. Education is therefore not only about developing the potential of each human being, but is also about developing the potential of the society and of the nation as a whole.

A Brief Overview of Sub-Saharan Africa

I will concentrate in this paper on the situation in Sub-Saharan Africa. Africa suffers from chronic shortages of food: in most countries more than half the children suffer from stunting, which means they do not grow well physically. Chronic starvation also inhibits their mental growth.

Africa is also affected by long term conflict: at any one time as many as 20 African countries face some form of conflict or emergency, and some of these conflicts have lasted for decades. In recent times we have seen graphic pictures of such conflict in Darfur, the Democratic Republic of the Congo (DRC), Liberia, Rwanda, Sierra Leone, Somalia, Uganda, Zimbabwe, etc.

In education only about 75% of Africa’s children go to primary school, and even this group may only attend school for 3 or 4 years. Although the average percentage of children accessing secondary education in Africa is 34%, in most African countries less than 20% of the age group go to secondary school, yet research in South America has shown that countries which manage to have modern development generally have more than 20% of their population receiving secondary education. Access to tertiary education is now about 6% of the population, but in many countries it may be less than 2% of the population.² The issue of girls’ and women’s education remains problematic, as fewer girls and women have access, particularly to secondary and tertiary education. It is true to say that Africa’s human resources are not well developed.

Africa is already seriously affected by global warming, with desertification, flooding and lack of rainfall affecting

¹ Mhtml:file://Japan MOFA Begin Basic Education for Growth Initiative.mht, p.6.

² Figures from UNESCO for 2007 and 2008, <http://stats.uis.unesco.org/unesco/TableViewer/tableView.aspx?ReportID=182>.

different regions of the continent.

Per capita incomes vary from about PPPUS\$525 to PPPUS\$ 9 757 per annum. The mean for 22 Sub-Saharan African countries categorized as Low Human Development countries in the UNDP Report is PPPUS\$1160.60.³

Yet Africa is one of the richest continents in terms of natural resources. It is rich in many minerals, including coltran, copper, iron, platinum, coal, etc. Some very rare minerals are found in Africa. Some countries with the highest amount and quality of natural resources are actually amongst the poorest and least developed. They are also the ones where long term conflict has thrived.

Finally Africa is the most affected by the HIV/AIDS pandemic, as well as other endemic diseases such as malaria and tuberculosis.

Money and Hardware as Solutions

Africa is probably the continent which has received the most “aid”,⁴ yet it remains the most underdeveloped. It is possible that the two factors are closely related. Most Africans as well as many international development agencies identify lack of development as caused by a shortage of finance. We have well intentioned analysts such as the economist Jeffrey Sachs and the singer Bono who have dedicated themselves to trying to ensure that more money is made available to Africa. And in Africa itself, we have the syndrome of “being too poor to refuse any aid”, which means that some African countries may receive aid which is directly detrimental to their future development. Throwing money at a problem does not necessarily lead to a solution of that problem.

Whilst “conditionalities” are inevitable with any donor funds, it is important to examine these conditionalities carefully to ensure that they are not destructive of national autonomy and national development. Examples of problematic conditionalities include:

- High interest rates which will land poor countries in debts that they cannot repay;
- Donor inputs which are ways of solving problems in the donor countries, such as providing employment for their own nationals; getting rid of their food mountains and unsold manufactured products; favouring an African leadership which represents the donor interests rather than the interests of the poor majority in their own countries, etc.
- Supplying hardware which may not be suitable or usable in African countries: the famous snow removing machinery which was provided to an African country is a case in point.
- Providing aid in order to control key economic sectors, such as mining or petroleum.
- Food aid to Africa can be a way of removing the large food mountains which have formed in highly developed countries such as the USA and Europe, and such humanitarian aid, whilst very much needed, also undermine local food production, as free or very low cost donor food is much cheaper than the cost of producing a similar amount of food in Africa.

Nevertheless money and hardware necessarily form a part of donor assistance. The question is how to make sure that such inputs really contribute to the development of the country as a whole, rather than benefiting only a few individuals. Africa unfortunately has a history of donor funds ending up in Swiss bank accounts, with Mobuto Sese Seko, late President of Zaire being accused of taking out billions of US dollars to Europe.

³ UNDP, *Human Development Report, 2008*, New York, figures for 2007. Statistical Tables for UNDP 2009 Report on UNDP website. PPP stands here for Purchasing Power Parity.

⁴ Africa received between US\$13.53 to US\$18.42 billion per annum between 1995 – 2001, OECD DAC data, quoted in Carl K. Eicher, *Flashback: Fifty Years of Donor Aid to African Agriculture*, Michigan State University, 2003, pp.43 – 44. Presented at NEPAD Conference, Johannesburg, 2003. However it is to be noted that between 85 – 90% of such “aid” may return to the donor country in terms of consultancies and food supplied, according to Action Aid International report, *The Reality of AID*, 2004. <http://www.realityofaid.org/roa2004/2004report.htm>.

What sort of systems can be put in place to ensure that money and hardware contributed to Africa actually bring about development rather than further exacerbating underdevelopment? Some possibilities include:

- Concentrating on infrastructure, such as roads, railways, bridges, dams, electricity, safe drinking water, improved sanitation, internet, etc. Such infrastructure is seriously needed in most African countries.
- However, investment into infrastructure needs to be done in partnership with national and local governments, the private sector and the community. A “Father Christmas” effect is counter-productive, and usually leads to white elephants which are not maintained over the years, because of the lack of ownership by those who are supposed to benefit from the infrastructure. There are numerous examples of donor funded projects which have ended up as expensive and unused white elephants. Irrigation schemes and beautiful colleges have ended up deteriorating because of neglect and lack of use. Lack of ownership and lack of a sense of responsibility for the infrastructure are counterproductive. Infrastructure development cannot be pro-poor if the poor have not participated in its planning, development and maintenance.
- Buying food from local farmers rather than importing food from developed countries is essential for long term development, even if the imported food is cheaper. This means helping local farmers to become more productive and more market orientated rather than producing only for subsistence.
- Developing domestic market systems so that food and other goods can be marketed and transported across the country is of critical importance. Whilst it may be easier to bring in cheap donated food from developed countries to starving people, a better solution is to utilize the productive areas of the country to produce sufficient food for the more drought stricken parts of the country, but this requires a road and rail network and marketing systems which presently do not exist in many countries.
- From the point of view of education, promoting and supporting the industries which can produce the materials and equipment for the education system is a very important strategy so that in the medium term countries and regions can be self-sufficient in educational materials.

Challenges for Education Post 2015

The work done by the Japan Education Forum, JICA and TICAD, have identified the areas of need very well. These include EFA; early childhood education; Girls’ and Women’s education; the Fast Track Initiative; the improvement of planning and management systems; support for the formulation of education policies and education development plans; improvement of educational management systems; research; teacher training; a multi-sectoral approach; agricultural education and development; rural and agricultural development; education for sustainable development; technical/vocational education; science and mathematics education; active utilization of ICTs; prevention and solution of conflicts and emergencies; non-formal education; pro-poor policies; community participation; a community based approach in building on function-hubs through schools, community learning-centres and health centres. Through strengthening linkages with the local economy, local people should be encouraged to be involved in school-management, as well as in community-development committees for improving housing, sanitation, water supply and drainage facilities. Private public partnership (PPP); aid for trade; entrepreneurship training; and reinforcing the financial sector are further policies outlined. This wide and comprehensive range of policy recommendations have been made through successive consultations with African governments and academic institutions. I think the identification of needs through these consultations has been thorough and in-depth. The issue is how to implement them successfully both in the short term and in the medium term, assuming that more permanent results will only result from incorporation of policies and improvements within the national, regional and local systems.

I propose to examine these recommendations under the following headings: (1) Access; (2) Quality and Relevance;

(3) A Multi-Sectoral Approach; (4) Personal and Community Values; (5) Conflict Resolution; and (6) Private Public Partnerships.

(1) Access

Access to primary, secondary and tertiary education is still a serious problem in Sub-Saharan Africa despite two decades of international focus since Jomtien in 1990 on the policy of primary education for all. Where countries have been successful at providing primary education for all, it has been through locally based, low cost interventions, such as the construction of primary schools using local materials through the responsibility of local communities, particularly parents, and through the use of locally recruited teachers who have been trained through in-service training. The use of para-professionals who have been upgraded over the period has played an important part in the universalization of primary education. Some countries have managed to provide primary education at a unit cost of between US\$20–50 per annum. The construction of a basic shelter could be as low as US\$200 – 2000.

However low cost buildings may not be suitable if schools are to provide computer, technical and vocational training. These require better quality and more permanent structures, as well as teachers with higher qualifications and some industrial experience. Electricity is usually essential, although some work can be done with science and technical kits, generators and solar panels. A higher quality classroom with electricity would probably cost more than US\$20 000. The sensible response is to combine the low cost shelter with the more expensive buildings. It is also possible to provide the higher quality structures for upper primary schooling.

An important input into quality education is good quality textbooks and other teaching/ learning materials. A great deal of work has been done by organizations such as UNICEF and UNESCO in the provision of low cost materials, and these can be easily replicated. An input of about US\$6 per child per year will be adequate in many cases. Free textbooks and other teaching materials have formed the core of Zambia's very successful Community School Programme, where Government, with the assistance of donor aid, provided all the school materials whilst the parents found or built suitable shelters, made the school furniture, and paid for the teachers. In the case of Zambia, parents were paying about US\$2 a month. Government has taken over the payment of teachers as and when they could afford it.

Early childhood education adds one to three years of education in countries which are already failing to provide primary education for all. Yet it is well known that some of the most important mental and emotional developments take place before the age of 5. Early childhood education has been successfully tackled in a number of ways. In nearly all cases the national education system has helped to provide good quality teaching and learning materials and teacher training. Funding of what is often called pre-school education is then left to parents and the private sector until such a time as the State can afford to pay for it. An alternative system is to provide affordable subsidies to communities, which can then organize their own early childhood classes, with the State providing materials, teacher training and supervision.

The education of girls and women, particularly at secondary and tertiary levels, remains a problem in most African countries. Successful interventions have included sensitisation of parents, communities and teachers; the removal of gender bias in textbooks; and the provision of scholarships and bursaries for girls and women. Scholarships and bursaries as low as US\$200 at secondary level and US\$2000 at tertiary level a year can make a big difference.

The provision of secondary education for all has been more problematic. As a result of high capital and recurrent costs, few African countries have been able to reach the threshold of 20% of the age group having access to secondary education. Where countries have managed to attain some success, it has been through the use of lower cost systems, with a unit cost of US\$50–100 per annum. Such systems would again depend on community responsibility for construction, usually with some subsidies as many communities are too poor to afford higher cost materials. The use of distance education materials, radio, DVDs and cassettes, combined with mentors and para-professional teachers has

enabled countries to deal with the severe shortage of college and university trained teachers.

Tertiary education has also benefited from a combination of distance education and face to face education. Limiting the amount of time students spend in urban residential colleges and universities not only lowers the cost substantially, but also enables students to work more closely with their own communities. Spending years in residential institutions with a high standard of living tends to alienate students from their own rural communities, as they tend to reject living and working in underdeveloped rural areas. Instead they prefer to migrate to urban areas or to move out of the country. Most African countries suffer from the “diaspora” problem, where better educated young people prefer to work overseas. They do not utilize their education to develop their own countries.

The Fast Track Initiative has proven to be very effective, and there is little doubt that continued support of this Initiative will be beneficial for access, particularly so when the process includes attention to quality, relevance, community participation, and lower unit costs which will make the system sustainable even after donor funds are removed. In the longer term, education systems must be sustainable without dependence on donor funds.

(2) Quality and Relevance

Most African countries have retained the colonial education system, as they believe that such systems provide a guarantee of international standards. Not surprisingly, the curriculum suitable for Britain or France, may not be very relevant to rural Africa, or even urban Africa. This is particularly so if the actual curriculum is 20 or 30 years out of date. Developing a high quality modern curriculum suitable for the 21st Century, and utilizing African culture and languages, remains a serious challenge which nearly every African country still needs to undertake if Africa is to attain education for all.

The improvement of planning and management systems and support for the formulation of education policies and education development plans remain important inputs for the improvement of quality and relevance. One problem is that many African countries do not allocate sufficient national budgetary resources to the educational sector. Systems for the collection and analysis of educational data may be weak. Successful interventions include in-country and multi-country research, development and training, for example for sub-regional entities such as the Southern African Development Community(SADC). The combination of distance education and short courses can be advantageous, as administrators and educators can improve their academic and professional qualifications at the same time as they undertake improvements of their institutions. There are numerous universities which can provide such courses.

An area of weakness is leadership training. Educational and professional leadership requires attention at every level, ranging from leadership of the school, leadership of parental committees, leadership of education at district and provincial levels, and leadership of education at national level. Enhancing leadership training can do much to improve the quality of education.

Many “institutions”, defined as the cultural mechanisms and processes for tackling problems within the society, are not sufficiently strong, and without strong institutions, the quality of education cannot be maintained or improved. Institutions include the processes and procedures for decision making: the issue of whether the people who will be affected by the decisions have the understanding, capability and power to implement the right decisions is critical to the health of the education enterprise. Institution building and institution strengthening are important steps for improving the quality of education.

Pre-service as well as in-service teacher education remains a key concern. Major problems come from the retention of out-of-date colonial systems of education, such as the use of corporal punishment and rote learning. There is urgent need for more modern content and methodologies. In-service training needs to be incorporated into the school calendar, such as through teacher education classes 3 hours a week. This can be part of distance education teacher upgrading and

updating programmes.

Research, development and supervision are important for continued quality enhancement and relevance. These aspects need to be included within universities, colleges, ministry departments, district and local level administration, and at schools themselves. Without such an integrated approach, education systems are in constant danger of weakening and degenerating.

A major weakness in donor support over the past thirty years has been the emphasis on primary education, and a relative neglect of secondary, technical/vocational training, tertiary education, and research and development. The post 2015 period needs to be more balanced: whilst primary education remains the foundation for all education, it is at later levels that a significant impact can be made on development.

(3) A Multi-Sectoral Approach

Many of the recommendations speak of the need for a multi-sectoral approach. This is an important principle, which requires implementation in practical ways. If education is to be relevant, and if education is to make a difference, it needs to relate to other areas of development.

About 70% of Africa's population live in the rural areas, and earn their livelihood through agriculture. This fact needs to be taken into consideration in the school curriculum. The work being done to improve the productivity of agriculture, particularly of food production, needs to be reflected in the school curriculum right through primary and secondary schooling. Agricultural work needs to be valued, and this is unlikely to be the case if the work barely provides subsistence levels of existence. If farmers were better off in Africa, with access to more modern levels of knowledge, skills and research, more young people will opt for that profession.

The school also needs to include the knowledge, skills and practices that can add value to agricultural products and natural resources, as this may add linkages to diversified employment opportunities. At upper primary, secondary school and tertiary levels, there are numerous possibilities for such value addition, whether it is in terms of food preservation techniques, or in terms of utilizing agriculture products for industrial production. In many countries, the school has served as a centre for projects which have helped the community to attain developmental skills.

The concept of education for sustainable development has been adopted as an important policy internationally, as well as by Japan. Sustainable development has been identified as having physical, social and economic aspects:

“Sustainable social development is aimed at the development of people and their social organization, in which the realization of social cohesion, equity, justice and well being plays an important role. A sustainable environmental development (planet) refers to the development of natural ecosystems in ways that maintain the carrying capacity of the Earth and respect the non-human world.

Sustainable economic development (prosperity) focuses on the development of the economic infrastructure, in which the efficient management of our natural and human resources is important. It is the finding of balanced ways to integrate these dimensions in everyday living and working that poses, perhaps, the greatest challenge of our time as this requires alternative ways of thinking, valuing and acting.⁵

The policy of education for sustainable development is therefore very far reaching and ambitious, and if it seriously integrated into both the formal and non-formal education systems, would require a careful revision of the primary and secondary school curriculum, as well as of teacher education and tertiary education, over many years. Sustainable development values contrast with consumerist values, and would require very serious national and local debate and discussion, made all the more urgent with the dangers of global warming recently highlighted in Copenhagen.

⁵ Arjen Wals, *Review of Contexts and Structures for Education for Sustainable Development, 2009, Learning for a Sustainable World*, UNESCO, Paris, 2009, pp. 6 – 9.

One of the key aims of development is to boost economic growth. The educational and training system has an important role to play in economic development. The quantity and quality of human resources are important contributory factors to economic success. Linking the education system, particularly upper primary, secondary, technical/vocational, non formal and tertiary education to various aspects of economic development, is an important step to helping learners to understand the world of work. However, many teachers in Africa have little experience of the world of work outside the teaching field. They have not participated in either agricultural or industrial work, and have little understanding of either. Most African countries are in a pre-industrial stage of development. Enabling teacher trainees, especially those working in technical/vocational areas, to spend some time in agricultural and industrial enterprises, will be helpful in developing greater synergies between education and work.

African youths face the very serious challenge of finding employment. Only a handful of them, less than 10%, will be able to enjoy a reasonably paid job in the modern economy. The rest are likely to face unemployment, enter the informal work sector, or work as subsistence farmers. Present educational systems do not pay sufficient attention to what happens to these youths on leaving school. Indeed one of the reasons for EFA not being attractive enough to many parents and students is that it does not prepare youths for relevant and attractive work and careers after they leave school. One of the most important roles for education systems is to prepare students for the life and responsibilities they will face on leaving school. This includes the ability to earn a living. The exclusion of technical and vocational education from the primary and secondary school system on the grounds that it is too expensive as compared to concentration on book based learning may have led to greater social dislocation in African countries, as youths are not trained to do any work on leaving school.

How can underdeveloped countries provide technical and vocational education, given that it may be twice as expensive as providing book based learning? One approach is to concentrate mainly on hand tools, as is done by students who remain on their parents' farms in Australia, whilst following distance education primary and secondary schooling. They will only meet with more sophisticated equipment when they attend holiday courses at a residential centre. This is a tried and tested method, and has been tried in some countries. Students who have received technical/vocational education utilizing basic hand tools can earn a living after school. More sophisticated tools can be made available in a smaller number of institutions. The Singapore systems of equipping and staffing every fifth secondary school works well, and can be adapted to suit rural situations.

Infrastructure construction and maintenance are very important components of political, economic and social development. However, such work has not been integrated into educational systems. Yet there is a strong potential that integrating infrastructure work and education programmes will enable such infrastructure to be better utilized and better maintained. Formal and non-formal education programmes can be run side by side with infrastructure development and maintenance, so that learners can understand how to make good use of the infrastructure whilst not damaging it. Examples include the maintenance of boreholes and borehole pumps; the maintenance of roads; the maintenance and utilization of dams; etc. By including education and training in line with infrastructure development it is possible to adapt and control the infrastructure to suit local needs and conditions.

Science and mathematics are not well taught in the majority of primary and secondary schools in Africa. This is because of the lack of laboratories as well as the shortage of suitably qualified teachers. Emphasis on developing relevant science and mathematics curricula, providing low cost and affordable kits to enable these subjects to be taught through a hand-on approach, and the training of science and mathematics teachers remain priorities.

The widespread use of information and communications technologies over the last decade and a half has further disadvantaged the poorer sector in developing countries, particularly the three quarters of the population living in non-electrified rural areas in Africa. Some progress has been made by a number of projects, such as the World Links project

initially started by the World Bank. This project provides equipped and staffed centres servicing several primary and secondary schools in a community. Moreover, televisions and computers have now become more affordable. So far the amount of materials developed for African conditions is rather limited, and provides an exciting possibility of materials development on DVDs, video and audio cassettes, and radio. The USAID funded computer provision programme in Uganda is a good model, requiring the school or college to prepare a suitable classroom before they can receive donations of computers and a satellite dish. The programme has entailed the State lowering its licensing fee for satellite dishes: the licensing fee remains prohibitive in many countries.

Where internet is expensive or unavailable, electronic libraries and programmes can be made available through DVDs and CD ROMS. This is an inexpensive way of providing schools and colleges with access to modern technologies.

(4) Personal and Community Values

Education is about the development of the whole person, which includes physical, intellectual and emotional development. Developing personal and societal values is one of the most important aspects of the educational process. The development of shared values also comprises an important aspect of nation building. Given the high level of conflict in many African countries, nation building necessarily comprises one of the most important priorities in Africa.

Programme success also depends on the aspirations and values of the society. Communities may have different values and priorities than the State or than outside partners. Thus, unless some work is done to ensure that the programme is based on shared values and aspirations, the chances of success may be limited. Building a consensus between communities, the State and outside partners is therefore important. It is not possible to have a good quality education or to have a strong development programme without community participation. Successful programmes have communities taking responsibility for their own development. Outside assistance, whether financial or technical, must establish a dialogue with the community. Outside partners have to be pro-active, in close communication with the community. Changes can then come from either of the partners, but only if they understand and accept each other.

Local communities are intensely interested in poverty alleviation, health and education, and the three are closely linked. Knowledge and skills are integral parts of all three. Involving local development committees, with the help of their local educational institutions and personnel, in planning, implementing, maintenance and evaluation of their programmes, can improve the possibilities of successful implementation and stability. This will also break down the barriers between the educated and the poorly educated, a barrier which continues to plague many African countries, and to impede development.

(5) Conflict Resolution

The prevalence of emergencies and conflicts in Africa makes progress difficult. The roots of these conflicts are varied, but in general it can be said that the conflicts revolve around control of resources, whether these resources are through political, economic or social power. Young people, in particular out-of-school youths, often fall victim to these conflicts, and are used as child soldiers or militia. Whilst it is true that such conflicts revolve around the control of resources, such as mineral resources, land, money or human resources, it is also evident that some societies manage to solve such conflicts amicably without recourse to violence or war. The development of negotiation and conflict resolution skills is therefore of particular importance within societies. The formal and non-formal education systems offer opportunities to develop such values and skills.

Key documents on which to base conflict resolution curricula include the United Nations Universal Declaration of Human Rights, 1948; the African (Banjul) Charter on Human and People's Rights, 1986; and SADC Charter of

(6) Private Public Partnerships

A recurrent theme at TICAD meetings has been the need for Private Public Partnerships (PPP). The importance of trade in bolstering Africa's economic growth and reducing poverty is emphasized. However, the situation in many African countries is that the private sector is relatively underdeveloped, whilst the State may be relatively more powerful. This imbalance resulted from the post-independence situation where African countries acquired political power without concomitant economic and financial power. The nature of the colonial economy was to extract mineral and raw materials from the colonies to be transported back to the metropolitan country for processing and manufacture. Very few processing and manufacturing industries were actually established in the colonies themselves. What is often termed as "neo-colonialism" is the separation of political from economic powers, with many African states still having little or no control over their own economies. Since independence the establishment of the private sector has been fitful, with the majority of African countries still exporting raw materials and importing manufactured goods. Given this reality, the private sector is often confined to traders with a very limited number of industrialists.

Japan's commitment to assist private sector development through "aid for trade" is a potentially important intervention which can have a long term impact on Africa's development. There are important linkages to education and training, through the incorporation of training programmes linked to industrial development. Training in industrial skills and in entrepreneurship should be enhanced and expanded at every level. An analysis of the raw materials available as well as the manufactured goods being imported into African countries will provide possible road maps for future private sector industrial development. Another important intervention would be partnerships with Japanese manufacturing companies. Providing students and managers the opportunity for internships in their own countries as well as in Japan may be very advantageous.

A weakness in many African countries is the banking system. These require re-enforcement if the private sector is to flourish. Provision of funds to the banking sector for onward lending to national private sector entrepreneurs can assist this process.

Another aspect of PPP is the importance of Asia-Africa cooperation. This is important both in the education system and in the economic system. Many African countries are still locked into the education and economic systems they inherited from their colonizers, and these systems are often not suited to the development agenda. In both respects, many Asian countries, especially Japan, have moved away from colonial models towards more modern models which include industrialization. Closer relationships between Asia and Africa will enable African countries, through regional groupings of countries, to establish manufacturing hubs.

Conclusion

Education and development are intricately linked: education can lead to development, and development constantly makes new demands on education. Both evolve and change constantly. Education in Africa needs to link very local needs to international and global requirements. It is not easy to combine the two demands in a balanced way. Development cannot be imposed, but must develop organically from within the society. International cooperation can support or impede such development. International cooperation may impose irrelevant and unsuitable models of development. International cooperation may, on the other hand, provide useful examples of how challenges can be met. The Japanese model has served Asia well, enabling both small countries like Singapore and giants like India and China, to follow in their path. Some of the paths taken by Japan are also relevant to African countries, and it is important to be able to distil important lessons and make adaptations to suit the different conditions that exist in Africa.

A brief overview of recommendations includes the following:

- (1) Access to primary and secondary education remains essential. This can be achieved by utilizing low cost and innovative methods with the full involvement of parents and community.
- (2) Quality and relevance can be achieved through greater emphasis on developing the professional leadership of education. Institutional and systemic weaknesses need to be addressed through capacity building.
- (3) A multi-sectoral approach would link education and training to real life needs, with particular emphasis on agriculture and food security; industrialization; and conflict resolution.
- (4) Education necessarily involves the development of personal and community values, and this aspect must remain central.
- (5) Conflict and emergencies characterize many parts of Africa, and integrating conflict resolution knowledge and skills within the education system is important.
- (6) The public private partnership is an important mechanism for development, particularly for economic development. In this regard support for national and regional industries which underpin the education system such as textbook publishing and the manufacture of science and technical equipment provide opportunities for development.

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Beyond the Controversy of Quantity vs Quality

Challenges for Education post 2015
Dr Fay King Chung

2

Japan's Commitment to Human Security and Nation Building

- ▶ Broad definition of "human security" to include the protection of "the lives, livelihoods and dignity of individual human beings from threats; it means ... to focus on each and every person so that each individual can realize the rich potential he or she possesses"
- ▶ Developing the potential of the society and the nation as a whole

Overview of Sub-Saharan Africa

- ▶ Chronic shortage of food
- ▶ Long term conflict and emergencies
- ▶ 75% at primary (3 or 4 years of education?)
- ▶ 34% at primary (many less than 20% needed as a foundation for modern development)
- ▶ 6% at tertiary (less than 2% in some countries)
- ▶ Fewer girls and women at sec and tertiary
- ▶ Global warming, desertification and floods
- ▶ Per capita PPPUS\$525 – 9 757
- ▶ 22 SSA countries Low Human Dev countries
- ▶ HIV/AIDS pandemic

3

Money and Hardware as Solutions

- ▶ High interest rates
- ▶ Donors solving problems in donors countries
- ▶ Unsuitable hardware
- ▶ Donor aid to control key economic sectors, e.g. minerals or petroleum
- ▶ Food aid undermining agricultural production in developing countries

4

What Systems for Money and Hardware?

- ▶ Concentrating on infrastructure
- ▶ In partnership with national and local governments, private sector and community
- ▶ Food from local farmers
- ▶ Develop local markets
- ▶ Promote national or regional education industries

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Six Main Focus Areas:

- ▶ Access
- ▶ Quality and Relevance
- ▶ A Multi-Sectoral Approach
- ▶ Personal and Community Values
- ▶ Conflict Resolution
- ▶ Private Public Partnerships

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1. Access

- ▶ Low cost models with high local participation: low unit costs affordable even without aid
- ▶ Combine with some high quality facilities suitable for modern science and technology
- ▶ High quality textbooks and teaching/learning materials
- ▶ Affordable early childhood education
- ▶ Education of girls and women
- ▶ Lower cost, innovative secondary and tertiary education including distance education
- ▶ Education for African rather than only diaspora development
- ▶ Fast track initiative to be continued

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2. Quality and Relevance

- ▶ Problem of retention of out-of-date colonial curriculum
- ▶ Support planning, management and policy making systems
- ▶ Leadership training
- ▶ Institution building and strengthening
- ▶ In-service and pre-service teacher education
- ▶ Adequate support secondary, technical/vocational, tertiary education and research and development

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3. A Multi-Sectoral Approach

- ▶ Emphasis on agriculture
- ▶ Develop employment creation opportunities linked to agricultural and industrial development
- ▶ Sustainable economic development: link education to economic development
- ▶ How to provide affordable technical/vocational education
- ▶ Include infrastructure building to education
- ▶ Emphasize science, technical and vocational
- ▶ Include computer education

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4. Personal and Community Values

- ▶ Development of personal and societal values as critical to nation building
- ▶ Need to break down barriers between educated and less educated
- ▶ Communities taking responsibility for their own development linked to
 - Poverty alleviation
 - Health
 - Education

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5. Conflict Resolution

- ▶ Constant conflict stops development
- ▶ Conflict over resources through political, economic and social power
- ▶ Involvement of poorly educated unemployed youths in conflict as child soldiers and militia
- ▶ Need to include negotiation and conflict resolution skills within the school curriculum
- ▶ Emphasis on UN Declaration of Human Rights, African Charter on Human and People's Rights, and SADC Charter of Fundamental Social Rights

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6. Private Public Partnership

- ▶ Link economic development to poverty alleviation
- ▶ Need to move from economies of raw materials extraction in Africa
- ▶ "Aid for trade" based on private sector development in Africa
- ▶ Strengthen weak banking systems in Africa
- ▶ Strengthen Asia - Africa cooperation

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Conclusions

- ▶ Education closely linked to development
 - Access to education for all at affordable costs
 - Develop stronger professional leadership
 - Strengthen institutions and systems
 - Help develop personal and societal values
 - Develop conflict resolution skills and knowledge in school systems
 - Strengthen Private Public Partnerships linking economic to educational development

[Questions and Answers with Keynote Speaker]

Question 1

Maria Teresa Félix (Cultural Attachée, Angola)

Thank you very much. I am the cultural attachée from Angola and I would like to thank the Professor for a very impressive presentation. I learned a lot from several remarks that I think can be very useful to revise the education system in my country in regards to connecting culture to the curriculum. I am curious about your comment on different countries in Africa still using the colonialism curriculum. There are 53 countries in Africa and they were submitted to different colonial systems so changing the attitude and connecting after free independence as members of the Commonwealth has taken time. I would like to ask you to explain a little more based on having been Minister of Education from 1988-1992, why is it that although you deeply understand the importance of changing the textbooks, that this is not happening in Zimbabwe and other countries? My country is an exception as we use new textbooks so I wonder what makes it so difficult to change?

Question 2

Shinobu Yume Yamaguchi (Tokyo Institute of Technology, Japan)

Thank you very much for your informative presentation. I am from the Tokyo Institute of Technology and coming from this university am quite interested in how to increase the quality of education through effective distance learning. We have collaborations with countries in Asia introducing distance learning for teacher training. There are three issues which have arisen for sustainability and effective technology. The first is sustainable technology, the second teacher interest in technology and the third the acceptance level by the community school management. I would like to take this opportunity to ask you which level do you think should be prioritized in Sub-Saharan Africa?

Question 3

Takako Yuki (JICA Research Institute, Japan)

Thank you. My question is in regards to conflict resolution. Do you see any increasing need to expand education to minimize situations as in Pakistan which has become a kind of a home for terrorists? A second question is that from the point of view of the donors. I'd like to ask your view on what progress has been made by the Japanese donor community in Africa? What is the channel for us to be more effective?

Fay King Chung (Former Minister of Education, Sports and Culture of Zimbabwe)

We need to address the issue of agriculture. I think it is fundamental that we need to look at agricultural production and link this to primary, secondary, and tertiary education. We need to look at why there is chronic food shortage in Africa and why we are bringing in food. As for the question on colonial textbook curriculum and why do we cling to those textbooks? It is a part of our heritage and we have tended to see the quality of education as being linked to the colonial curriculum. We tend to cling to the Cambridge University examination as the standard bearer of high quality education but it also means that in many African countries, there is a curriculum which is bringing back into the minds of the learners colonial values and colonial ways of thinking. I think this is one of the problems in many of the African countries. When we are asked did we not change the curriculum the answer is yes we did but maybe we changed it according to our views. And if you ask the majority of the directors of curriculum development, whom I worked with over five years in Zimbabwe, what is the problem, White or Black, rich or poor, there is total consensus in that they wanted the type of education that rich white children had before independence. And if you tried to move from that, you

were immediately attacked for providing black people with a lower level of education. This forces them to think of colonial education as the right form of education and it is endemic so we may change certain things such as to change the names of the people in the textbooks. But maybe compared to say Japan one hundred and fifty years ago, you had the preservation of Japanese culture on the one side and on the other side an embrace of math, science and technology from the West. Now the fact that Japan was able to do this, retain its culture while at the same time adapt science, math, and technology from the West is summarized in the phrase used during that time that if Japan did not have the engineering, science and technology of the West, it would remain a slave of the West. We don't see this in Africa.

As for the next questions, distance education is extremely important for Africa because of the deficiencies particularly in secondary and tertiary education. As to which area should be prioritized we need to look top down from the deficiencies in secondary and tertiary education as to how we can utilize distance education. Then we notice that we do not have what you have in many countries, technical vocational education. There are models of this, in particular the Australian model, where many children stay on farms yet they have distance education for these children. It includes primary, secondary and tertiary as well as technical vocational education. I think that model is very translatable to Africa.

The question on conflict resolution I think is very important as it calls for a set of values and skills which are not in the African curriculum at the moment and not in the African governance system. We are used to black and white. We are against colonialism and we must fight against colonialism so there is no negotiation possible. If you disagree you are a sellout and they are going to kill you in Zimbabwe. Antique colonial battles do not occur but in modern times the area of understanding why we have different points of view and how we can accept these different points of views of other groups in society can be seen in the generational divide. Many leaders are in their 80s and many young people under 40 are not in power as the culture demands that you must respect age. Now this is problematic if you look at economic systems which are not run along traditional economic lines that those over 80 are used to. If you look at the technological world view of those under 40 and compare that to those over 80, there is a big gulf.

I was asked a question that I don't think I can answer in regards to conflict resolution being important in reducing terrorism. What I can see is that fundamentalism occurs from an oversimplification of issues and attracts the less educated. If you look at the wide divide between the wealthy and the poor perhaps this becomes clearer. For example in Zimbabwe the wealthy are very, very wealthy and go to the US for holidays and go shopping in South Africa, while the poor have less than 30 dollars a month and are starving. Recently I visited 10 schools in a rural area and in 8 of the 10 I found the children were stunted. That means they can't grow normally. I'm going to stand up and you can see I am small and the 11 year olds are only this tall...a normal 11 year old should be as tall as I am, maybe slimmer, but when I go to these schools the children are at my shoulder. And the parents of these children could not afford fees so they were paying in food. They were providing one bucket of maize to the teacher for every term. The teachers were saying they were underpaid and needed 3 buckets of maize to survive and I asked parents why they didn't pay 3 buckets instead of 1. The parents replied that if they pay the teachers 3 buckets, their children would be starving. Thank you very much.

Kazuhiro Yoshida (Hiroshima University, Japan)

You talked about educational issues and your perspective on social development. As we look to 2015, what do you see are the priorities and what are the educational issues we must face? If we divide the period into before and after 2015, so that means the short term and long term, are there differences for EFA or attaining the MDGs or international affairs in this context? And are there perhaps important issues that we may have forgotten?

Fay King Chung (Former Minister of Education, Sports and Culture of Zimbabwe)

I think I tried to point out the issues regarding the challenges in Africa that need to be addressed. Too many pride themselves that we have the same courses as Harvard, Cambridge, or Oxford but what they are imitating may not be addressing the problems in their countries. One of the failures is the failure to look at the exact problems and challenges within Africa itself. Also to say development goes in stages, we can learn from China today. What was the right thing in 1970 was not the right thing in 1980 and not the right thing in 2010. Countries go through different stages and that calls for concerted intellectual inquiry into exactly the right way to address the challenges of the moment. Let's take the example of Zimbabwe in the 80s and 90s. I think we can say the problems we faced at that time are different from those we face today. Only 35% of children were enrolled in primary schools in 1980: it is 91% today, and ten years ago we had 100%. So we are going up and down. Before Independence only 4% went up to secondary school; it went up to 65% and is now down to 53%. Obviously these things occurred in a short period of time, and just in education. But that also means that the challenges change but we were not able to adjust to the new challenges. Research and Development is needed to examine the issues and identify the right solutions for the existing decade. It is a big mistake to not address the issues in this way. It is like the issue of structural adjustment: although we know structural adjustment has some positive points we cannot say it is the solution for everything. You can compare it to aspirin: although aspirin is very good it is not the solution for all diseases and in fact it may exacerbate some diseases.

