



ENHANCEMENT OF QUALITY OF EDUCATION AND HEALTH FOR SUSTAINABLE DEVELOPMENT

THE RELEVANCE OF EDUCATION EXPANSION TO DEVELOPMENT IN KENYA

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ABSTRACT

In many developing countries, formal education is the largest "industry" and the greatest consumer of public revenues. Consequently, poor nations have invested huge sums in education for numerous reasons: Literate farmers with primary education are thought to be more productive and more responsive to new agricultural technologies, trained literate artisans are better able to keep up to date with changing products and materials, while secondary school graduates with arithmetic and clerical skills are needed to perform technical and administrative functions in growing public and private bureaucracies. In former colonial countries, many people with such skills are replacing departing expatriates. University graduates with advanced training are needed to provide the professional and managerial expertise necessary for a modernized public and private sector. The people themselves have exerted tremendous political pressure for the expansion of schools in developing countries. Parents have realized that in an era of scarce skilled manpower, more schooling and certificates increases their children's chances of securing well-paying jobs. More years of schooling have been perceived as the only avenue for poor children to escape poverty. As a result of these forces acting on both demand and supply, there has been a tremendous acceleration in LDC public expenditures on education during the past three decade. The proportion of national income and budgets spent on education has increased rapidly. Unfortunately, there has been a growing awareness in many developing nations that the expansion of formal schooling is not always associated with an improved ability to undertake productive work, and that too much investment in formal schooling, especially in higher levels, can divert scarce resources from more socially productive activities and drag national development. It is on the basis of this growing reality that this paper seeks to explore the relevance of education expansion to development.

Keywords: *Public expenditure, Social environment, Skilled manpower*

INTRODUCTION

Education and Human Resources

It is the human resources of a nation, not its capital or its natural resources, that ultimately determine the character and pace of its economic and social development. Hence, a country which is unable to

develop, the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else (Todaro and Smith, 2010). The principal institutional mechanism for developing human skills and knowledge is the formal educational system. Most Third World nations have been led to believe that the rapid *quantitative* expansion of educational opportunities is the key to national development: The more education, the more rapid the development. All countries have committed themselves to the goal of universal education in the shortest possible time. This quest has become a politically sensitive, but often economically costly. Until recently, few politicians, statesmen, economists, or educational planners inside or outside of the Third World would have dared publicly to challenge formal education.

Nevertheless, the challenge is now gathering momentum, and it comes from many sources and can be found most clearly in the character and results of the development process itself. After more than three decades of rapidly expanding enrollments and hundreds of billions of dollars of educational expenditure, the plight of the average citizen in many parts of Asia, Africa, and Latin America seems little improved. Absolute poverty is chronic and pervasive. Economic disparities between rich and poor widen with each passing year. Unemployment and underemployment have reached staggering proportions, with the "educated" increasingly swelling the ranks of the unemployed. (Ibid). However these problems cannot be entirely blamed on the failures of the formal educational system. We must recognize that many of the early claims made on behalf of the *quantitative* expansion of educational opportunities—that it would accelerate economic growth, raise levels of living especially for the poor, generate widespread and equal employment opportunities for all, acculturate diverse ethnic or tribal groups, and encourage "modern" attitudes—have been shown to be greatly exaggerated and, in many instances, simply false.

As a result, there has been a growing awareness in many developing nations that the expansion of formal schooling is not always to be equated with the spread of learning, that the acquisition of school certificates and higher degrees is not necessarily associated with an improved ability to undertake productive work, that education oriented almost entirely toward preparation for work in the modern urban sector can greatly distort student's aspirations, and that too much investment in formal schooling, especially at the secondary and higher levels, *can divert scarce resources from more socially productive activities (like direct employment creation) and thus be a drag on national development rather than a stimulus.* (Todaro and Smith,2010)

The educational systems of Third World nations strongly influence and are influenced by the whole nature, magnitude and character of their development process. The role of formal education is not limited to imparting knowledge and skills that enable individuals to function as economic change agents in their societies. It also imparts values, ideas, attitudes, and aspirations, which may or may not be in the nation's best developmental interests. Education absorbs the greatest share of LDC recurrent government expenditures, occupies the time and activities of the greatest number of adults and children (almost 30% of Third World populations), and carries the greatest psychological burden of development aspirations.

The economics of education is a vital yet somewhat amorphous component of the economics of development Yet when we recognize the principal motivation or demand for education in Third World countries as a desire for economic improvement by means of access to better-paid jobs, we must understand the economic processes through which such aspirations are either realized or frustrated. This paper seeks to explore the relationship between development and quantitative and qualitative educational expansion in terms of the following basic issues:

- Does education in general and the structure of Third World educational systems in particular contribute to or retard the growth of domestic inequality and poverty?
- What is the relationship between education and unemployment? Are rising levels of the educated unemployed a temporary or chronic phenomenon?
- Does the huge amount invested in education translate into development?
- Do contemporary Third World formal educational systems tend to promote or retard agricultural and rural development?

METHODOLOGY

The paper reviewed secondary data from development related materials, various studies, reports and the capability theory.

Education in Developing Regions

Public educational expenditure

In many developing countries, formal education is the largest "industry" and the greatest consumer of public revenues. Therefore, poor nations have invested huge sums of money in education reasons include; Literate farmers with at least a primary education are thought to be more productive and more responsive to new agricultural technologies than illiterate farmers. Specially trained artisans and mechanics that can read and write are assumed to be better able to keep up to date with changing products and materials. Secondary school graduates with some knowledge of arithmetic and clerical skills are needed to perform technical and administrative functions in growing public and private bureaucracies. In former colonial countries, many people with such skills were also needed to replace departing expatriates. University graduates with advanced training are needed to provide the professional and managerial expertise necessary for a modernized public and private sector.

In addition to these *manpower planning* needs, the people themselves, both rich and poor, have exerted tremendous political pressure for the expansion of school places in developing countries. Parents have realized that in an era of scarce skilled manpower, the more schooling and the more certificates their children can accumulate, the better will be their chances of getting secure and well-paid jobs. More years of schooling have been perceived as the only avenue of hope for poor children to escape from poverty. As a result of these forces acting on both demand and supply, there has been a tremendous acceleration in LDC public expenditures on education during the past three decades. The proportion of national income and of national budgets spent on education has also increased rapidly. The question that this paper begs to ask is whether the huge investment has translated into development. (Todaro, 2010).

RESULTS AND DISCUSSION

The Pivotal Role of Education in Africa's Development

What is development?

Until recently, development was conceived narrowly as no more than an increase in Gross Domestic Product (GDP) of a country. Such a narrow and limited understanding of development is misleading and obscures more than it illuminates. Most African economies have been experiencing steady economic growth over the last five to ten years without corresponding social development. Take the case of Nigeria; as at 1999, the International Monetary Fund estimates that the GDP of Nigeria was some miserable \$36 billion. By 2010, it had risen to an estimated \$247 billion and current prognosis suggests that it will rise further. Such and similarly dizzying developments prompted the authors of the McKinsey Report on the African economy suggest that the African lions were finally on the move. However, the economic growth has been accompanied by increasing poverty and unemployment. What then is development? According to participants at the Farm House Dialogue on *Leadership for Development*, development was conceptualized *as a process concerned with people's capacity in a defined area over a defined period to manage and induce positive change; that is, to predict, plan, understand and monitor change and reduce or eliminate unwanted or unwarranted change*. Some key words in this definition are:

- People's capacity to manage and induce positive change
- Monitor change
- Reduce or eliminate unwanted or unwarranted change

From the above, it is assumed that such a people must be informed, rational and clear about their choices and their obvious destination and direction. In a nutshell such people must have a modicum of education. The next logical question to ask is what type of education and what should be our understanding or conceptualization of education that will aid the achievement of development as defined above?

Participants at the Dialogue on *Education for Development* defined education as “entailing a life-long formal and informal process of equipping an individual to be fully aware of his environment and to exploit, manage and dominate same for the benefit of himself and the society at large”. The definition achieves two things. First, it throws light on the dynamics of education. It recognises that education is a process and different individuals have different levels of education which can be formally or informally acquired over a lifetime. Second, it captures the essence of education which according to Jekayinfa and Kolawale (2008), is “to produce a useful citizen. *A useful citizen is useful both to himself and the society in which he lives, and generally, to the world community*”. In 1990, participants at the World Conference on Education for All made a significant contribution to the essence of education, acknowledging that it “is an indispensable key to, though not a sufficient condition for, personal and social improvement...education can help ensure a safer, healthier, more prosperous and environmentally sound world, while simultaneously contributing to social, economic, and cultural progress.”

From the definitions of education offered above, the following words are very significant:

- *A life-long*
- *Formal and informal process*
- *Aware of his environment and*
- *To exploit, manage and dominate same*
- *For the benefit of himself and the society at large*
- *Beyond literacy and numeracy*

You can only produce a useful citizen if he or she is educated enough to be aware of his or her environment, and is capable of dominating same.

The question that this paper begs to ask is whether the educational systems in Africa are designed based on the principles highlighted above.

The State of Education in Africa

The capacity to think, innovate, transmit, and utilize new knowledge is central to development. The world today is a knowledge based economy and the benefits accruable from the increasingly blurring geographical boundaries across nations can be maximised only by nations with highly skilled and educated labour force. Since the Dakar World Forum on Education in 2000, significant progress has been made in the Africa region regarding the attainment of the six Education for All (EFA) goals. Regarding EFA goal 1 (expanding early childhood care and education), statistics show that pre-primary gross enrolment ratios (GER) increased by 5% in nine years. It is in the area of EFA goal 2 (free and compulsory primary education) that achievement rates show that significant progress has been made, increasing from 43% in 2000 to 64% in 2008. It is estimated that 22 countries will reach the 100% EFA target by 2015. The challenge of this narrative is that 40% of the primary school leavers cannot read. Concerning goal 3, (technical and vocation education) the GER has decreased from 9% in 2000 to 7% in 2008. Regarding goal 4 (increasing adult literacy), much remains to be done: the number of illiterate people in Africa increased from 140 million in 2000 to 153 million in 2008, the majority of whom are girls and women. Concerning goal 5 (achieving gender parity and equality), in 2008, there were 94 girls to 100 boys enrolled in primary school. In the first cycle of secondary education this was only 84%. Finally, regarding goal 6 (improving the quality of education), the situation is still quite challenging and is the focus of this paper. Some 40 per cent of pupils having attended grade 5 of primary school can neither master the basic competences required to avoid a relapse into illiteracy nor have the basic skills required to perform a job.

Enrollment in primary education has continued to rise, reaching 89 percent in the developing world. However, the pace of progress is insufficient to ensure that, by last year (2015), all girls and boys in developing countries will complete a full course of primary schooling. Nonetheless, Africa has made tremendous strides toward achieving universal primary education, increasing its net enrollment rate from 65 percent in 1999 to 83 percent in 2008. Today, there are more secondary schools and tertiary institutions in Africa than there were in 1990. However, Africa’s gross enrollment ratio (GER) of less

than 6 percent is the lowest rate in the world. Most of the reasons for this low GER can be attributed to the continent's lack of capacity to absorb the demand, because the number of students seeking admission to tertiary institutions far outpaces the rate of capacity expansion in these countries.

However, while it would appear that progress has been made in enrolment, the major *gap remains in the areas of infrastructure and most importantly the quality of education*. This gap is important because, it is the indicator with which any society's development can be predicated. Besides, research shows more and more that it is cognitive skills and learning, not years of schooling that makes the *difference to development in the long-run*. The reason is that cognitive skills will foster innovation and promote technology diffusion by equipping the workforce with the ability to absorb process and integrate new ideas into production and service delivery. These cognitive skills are measured by reading, mathematics and science tests for students. A recent survey article documents that cognitive skills have substantial and robust effect on economic growth which dwarfs the link between years of schooling and growth.

The key question to ponder at this point is to ask if graduates of our school systems have had their cognitive skills properly honed and sharpened to translate to development that is the crux of this paper. This interrogates the qualitative aspect of our education. Earlier on while rolling out the statistics on education in Africa the word quantitative was highlighted so as to draw attention to the fact that in several instances in Africa it seems we were obsessed with the numbers and obviously not the quality in terms of education. However, there is a major gap between the quality of education and its application to real life situations and by extension its relevance to development. Inventions and research outcomes which should form the basis of innovation and creativity for industries in Africa have not been sufficiently linked. The relevance of the fields of study, the curricula, and the effectiveness of pedagogy for the development needs of African countries and the general quality of programs and graduates remain a big challenge (Ibid). Sadly, the value attached to education has been reduced to obtaining the paper qualification without any care about the content. In the process both parents and school managers and owners have not only missed the boat, but in most cases they have subverted the boat of education by drilling holes in it. The result of that has been the achievement of pseudo-education by so-called educated people who in reality cannot contribute to solving personal, let alone social challenges. Onyeanyi (2005) pointed out in his article entitled *Intellectual Bankruptcy of African Elite*:

"A people (continent) which regards itself as independent should be able to produce independent thought. Yet, Africans still depend on Europeans, 40 years after "gaining" their independence from their former colonial masters and at a new millennium, to furnish us with books on any subject. Our so-called elites cannot devote enough time to research or to duplicate the same research already conducted and articulate it in a language Africans can understand. It is any wonder then that we go to school and still come out illiterates. It is no wonder that despite our years of schooling, if we need our roads built, we have to contract them out to European engineering firms to build for us; if we need electricity, we get Caucasians or the Japanese to build them for us; if we need drinking water, we have to import European or American experts to do them for us. We are "highly educated," yet we cannot even assemble a bicycle - we have to import it; we cannot assemble a radio - we have to import it; we cannot assemble a fan - we have to import it; we cannot assemble a television - we have to import it.

According to the United Nations, Africa constitutes the world's poorest land mass. There is poverty everywhere and the pay of the average man is the lowest in the world. This captures the essence of this paper that seeks to explore the relevance of our education system to development. In the case of Nigeria it is pathetic, that in almost all sectors of the economy, investors, business owners and managers have lost confidence in the ability of graduates of the Nigerian educational system to make meaningful contribution to their enterprise. This lack of confidence in Nigerian graduates and skilled workers occasioned by inadequate education portends danger for the nation's economy in two ways. First, it ensures that Nigeria's labour force is at a disadvantage position when competing against foreign labour. The result is that many Nigerian companies who can afford it would consider hiring a foreign worker ahead of his Nigerian counterpart. This, in turn, has led to the influx of foreign workers into Nigeria. The situation is so bad that Asian and Indian skilled workers are taking over jobs that could be done by the Nigerian counterparts thus leaving many local skilled and educated Nigerians without employment.

The situation is not any better in Kenya where employers are forced to retrain university graduates to align them to the required job skills and competencies.

Second, it significantly contributes to brain drain as the nation's brightest prospects seek opportunities in countries with better developed education systems where their skills and talents are better honed and appreciated. In many cases, the quest for foreign education has been at the expense of local authorities and/or governments who offer foreign scholarships to young Nigerians. Yet, such Nigerians hardly ever return to contribute to the nation's economy. Instead, they remain in their host countries contributing to the growth of science, technology, business, art and other fields in such countries. Indeed, whereas it appears Africa lacks the human resources to ensure its growth and has to look to Western nations for the people to fix its problems, the reverse is the case. The human resources are abundant all over Africa. What is lacking is the will, if not the vision, to harness human resources to achieve growth.

Relationship between Education and Various Key Components of the Development Process

Universal free primary education in Kenya and the unemployment situation

Education has been placed at the centre of a nation achieving its sustainable goals and individual's achieving full potential. When this goal was set, a threshold of 97% was set for determining whether universal enrolment has been attained. According to the Ministry of Education in Kenya, the enrolment of children aged 6 to 13 in primary schools since the introduction of free primary education in 2003 rose from 87 per cent to 94 per cent between 1993 and 2009 to an impressive 114 percent in 2012. But while the programme opened up education to the poorest, it has been criticized for compromising standards. A research by Uwezo Kenya, which sampled 102,666 students aged between 3 and 16 in 2,030 schools countrywide in 2010 found out that almost half of the children in primary schools including those in the upper classes lacked basic numeracy and literacy skills. These dismal outcomes can be blamed on a weak early childhood development foundation as well as on socio-economic factors such as poverty and conflict. The growth in the population of school going children is indirectly proportional to the infrastructural and human resource expansion. In the last five years, 1,196,200 new children have been enrolled in primary education but only 3,455 schools have been built and 8,107 teachers with some being untrained. (Tom Mushidi in Daily Nation, July 21st 2015). Additionally, the youth continue to face challenges that choke their efforts to maintain an honest livelihood. For instance, about 67% of Kenya's unemployed are young people between 15 and 34 years of age. Session Paper Number 4 (2013) identifies that the highest unemployment rates are for people around 20 years old at 35%. This indicates that unemployment issue in Kenya is basically a problem of young people. The implication is that the youth have limited income to sustain their livelihood and participate in social development. This is attributed to several factors including: limited opportunities for employment, large number of youth seeking employment due to high birth rates, lack of requisite and basic skills, little or no experience, gender and cultural bias. Other factors include poor access to information on available opportunities, unfavorable geographical distribution of available opportunities and ethnic considerations (Harry, 2014).

The challenges facing the youth can be addressed through youth empowerment processes such as giving them a voice, increasing employment opportunities, ensuring their physical and mental wellbeing by increasing access to healthcare facilities, expanding academic and skill training institutions, as well as equipping them with skills that support their resilience after a life in the streets or involvement in conflict or violence. Ansell (2005) believes that children and youth need to be given a voice and enabled to participate in development initiatives. Garcia and Fares (2008) advise African nations to address significant labor market entry problems, such as lack of skills and being unprepared, faced by young people when entering and remaining in the labor market and which ultimately sabotage their empowerment. To empower young people, consequently delaying rural-urban migration, the World Bank (2009) recognizes *the need for an integrated, coherent approach in which policies appropriate for the youth in urban areas are closely connected with policies appropriate for the youth in rural areas*. Such strategies are meant to increase the attractiveness of rural areas to young workers and will facilitate youths' acquisition of suitable skills to take advantage of potential opportunities, as well as offer them second chances by availing them with information and credit facilities.

Based on the aforesaid, educational reform, whether introduced from within or outside the system, has the great potential for inducing corresponding social and economic reform in the nation as a whole. The challenge is to align the education system to the developmental agenda of a Country. When it comes to development, we can borrow a leaf from Todaro's (2000) observation cited in Mulwa (2010) about the three key questions to be asked as indicators of development. They include:

- What has been happening to poverty?
- What has been happening to unemployment?
- What has been happening to inequality?

Where do we go from here?

There is no single solution to Africa's education challenges. For the continent to realize its full potential and take advantage of its human and natural resource base for development there must be holistic reforms of the approach to education. Such reforms must be tailored to suit the specific needs of individual countries. Regional and sub-regional actors must recognise that not all African countries have the same educational challenges. For instance while some countries in Sub-Saharan Africa are still battling with school enrollment, others have achieved significantly high rates and are now more focused on improving the quality of education or addressing gender gaps in enrolment. These disparities make it necessary to review the challenges of individual countries in order to develop programmes that are effective in promoting education in such countries. This does not imply that, regional interventions are impossible or unnecessary. What is clear is that regional bodies can only provide guiding principles that will ensure the utilization of education for the continent's overall growth. Such guiding principles would include recommendations on effective research and policy formulation, improved investment in education infrastructure and service provision, gender mainstreaming, monitoring and evaluation, Vocational and Technical Education, curriculum development, and training, . Ultimately, the success of achieving this lies within the willingness of the individual countries to vigorously pursue reforms along these lines.

The starting point in reforming Africa's education systems for the continent's development is informed by the need to deconstruct and reconstruct the philosophical underpinnings of the systems to meet the specific needs of individual countries. Such a reconstruction of the system must place significant emphasis on cognitive skills. The United Nations Economic Commission for Africa 2005 report on Youth, Education, Skills and Employment observes that Africa's youth face many challenges in gaining an education that delivers them with the right set of skills and knowledge demanded by the labour market. As a consequence, the transition from school to work is more often than not unsuccessful such that young Africans end up either unemployed (typically university graduates) or underemployed in the rural and urban informal sectors. There seems to be a consensus that African countries must significantly shift from emphasizing quantity of schooling in their education systems to systems that promote more pragmatic, practical problem-solving approaches of education. The current disconnect between our hopes and aspirations as a continent and the value of education we offer expecting it to drive us to the destination is still very much disjointed and calls for a holistic review. The key to economic success in a globalized world increasingly lies in how effectively a country can assimilate knowledge and build comparative advantage in selected areas.

While compulsory primary and secondary education will ensure that we lift a large number of African youth above the illiteracy bar, sustained, strong, and diversified economic growth depends largely on tertiary education that is attuned to the needs of the job market. Relevant tertiary education will also help address Africa's current challenges arising from climate change, population growth, uncontrolled diseases and depriving poverty.

The outcome of these reviews will provide a clear picture of areas of interventions that can be harmonized sub regionally and continentally to allow for more coordinated responses and interventions. This will also provide basis for measuring progress when the interventions have been deployed. While the current campaign to enroll all African children into school must be achieved alongside ensuring the Universal basic Education target, we must also take a step further in Africa to ensure that our youth

follow through their education to Tertiary levels and also encourage technical and vocational skills acquisitions.

We must invest massively in educational infrastructure side by side huge investments in Teacher training and curriculum review and development. Our Educational curriculum must speak to our societal needs and aspirations. There should never be a disconnect if we are not educating people for other climes or societies. Government must invest in research and development. Our youths must see that their critical reasoning abilities are shaping the world they live in. Providing the platform for African youth to be part of the development process must not only be based on necessity but also on their ability to contribute meaningfully to development. We must encourage exchange programmes even within African educational institutions.

Theoretical Orientation

This paper is anchored on the capability approach. The capability approach was developed as a means for re-conceptualizing human development (Sen, 1999, 2009). Sen starts with an alternative view of the goals of human development from those suggested by human capital theory. For Sen, it is the realization of human capabilities and well-being rather than the pursuit of wealth that should underpin development. Thus while prosperity and growth are important, their significance lies in the extent to which they can contribute to the realization of valued capabilities. Capabilities are the opportunities that individuals have to realize different ‘functionings’ that they may have reason to value (Ibid). Over the last decade Amartya Sen’s Capability Approach (CA) has emerged as the leading alternative to standard economic frameworks for thinking about poverty, inequality and human development generally. Sen argues that “wealth is evidently not the good we are seeking; for it is merely useful and for the sake of something else. In judging the quality of life we should consider what people are able to achieve. Sen further observes that different people and societies typically differ in their capacity to convert income and commodities into valuable achievements. He goes ahead to describe a more direct approach that focuses on human function(ing)s and the capability to achieve valuable function(ing)s. In a nutshell, development should be contextualized as described below through Freire’s principles

Way forward; The Paulo Freire’s Principles (Adapted from Hope and Timmel, 1995)

To align education to development, we can adopt the following six distinct principles by Freire cited in Mulwa (2010).

Aim of Education and Education should be Radical Transformation

According to Freire, the aim of education should be to transform life for the better as opposed to reinforcing the status quo as the way life is today is not the way it was 50 years ago and we can also make it different 50 years from now. The education system should also aspire to transform individual lives, the lives of families, small groups, communities, institutions and the society at large. At personal level, people need to confront their fears, negative completion, hostility, and anger, lack of trust, negative pride, selfishness, stereo –typing, segregation, injustice, and egocentrism. This can occur through the belief that change is not only possible but also desirable for a more fulfilling community life. Transformative education is based on the hope that it is possible to change life for the better. The above can be achieved through efforts of going deep into the root causes of problems like poverty, injustice and suffering.

Development Agenda and Education Curriculum should be Relevant to People’s Needs

In order to make education relevant to people’s needs, it is paramount to interrogate what is important in a given community. Freire holds that there exist a close correlation between emotion and motivation to act. It is not practical to expect to move people into action exclusively on the basis of rational debates and logic if the content of such debates is irrelevant to what concerns them in their lives. Appeal to people’s emotions motivates them to action and is achieved by ensuring the relevance of development agenda and education curriculum to people’s needs. He asserts (Ibid) that education that ignores human feelings is incomplete since feelings are facts and the development process should of necessity begin from issues a community has strong feelings about so that they feel that their struggles are worth. The

issues that address the felt needs of the people are what Freire calls "generative themes" which are the issues that release the energy and break through the apathy.

Dialogue

Dialogue stems from the belief that nobody knows everything and hence nobody can claim the monopoly of knowledge. Similarly, nobody is totally ignorant and has valuable information to contribute. Learning therefore is no longer a process of a teacher depositing education into the empty mind of the pupil but dialogue aims at drawing out insights of all concerned to discover the best solutions which perfects the capacity to think and make judgments. This is based on the observation that people learn and apply more when they learn from dialogue with peers than from lectures from experts. Dialogue then requires patience, humility and faith in people and value in what they know and openness to new information and willingness to be challenged.

Problem-Posing and the Search for Solutions

Once generative themes are established, you need to establish challenging and interesting ways of presenting the issues back to the people for discussion and action planning which maybe an issue that they are familiar but lacking systematic organized information. The teacher/ lecturer facilitate discussions by giving a chance for everyone to contribute which paves way for collective planning and action.

Reflection and Action

As the group or community begins to implement what it plans, it derives a lot of energy and motivation from achieving some of the goals in its dreams and in the process identifies gaps in what they do (areas of dissatisfaction). They then identify new skills or information they would need for more fulfilling results and where new training is required, it is planned for which further helps to dig deeper to address the root causes of a problem. Some groups however learn better from the experiences of others through occasional external inputs and exposure tours to learn from what others do and how they do it.

No Information or Information is Neutral – it will either Domesticate or Liberate

No teacher is ever fully objective as we are all conditioned by our life experiences. Teachers/lecturers should evaluate the extent that they use their role and power to try and shape others into our image and instead encourage learners to develop along their own unique paths. Additionally, they should guard the extent they have used their own education to domesticate others to fit "obediently" into the roles required of them by the dominant culture as opposed to reinforcing and supporting their struggles for liberation into critical, creative, free, active and responsible members of society.

CONCLUSIONS

Education is a strategic factor in development. The growth of any society is largely dependent on the capacity of its human resources to confront challenges and find solutions that are useful and familiar to the society. For Africa to achieve any meaningful development over the next few years, individual countries must begin to develop well thought out policies that will ensure not just mass literacy but also a full utilisation of the educated mass for economic and social growth. Previous development meetings have highlighted the major challenges impeding the growth of quantitative and qualitative education in Africa and consequently Africa's growth. What is lacking, however, is the political will to implement and sustain the recommendations of such meetings.

Developing nations are confronted with two basic alternatives in their policy approaches to problems of education. They can continue automatically to expand formal systems at the fastest possible pace with perhaps some minor modifications in curricula, teaching methods, and examinations, while retaining the same institutional labor market structures and educational costing policies. Or they can attempt to reform the overall educational system by modifying the conditions of demand for and the supply of educational opportunities and by reorienting curricula in accordance with the real resource needs of the nation. Our evidence leads to the conclusion that the first alternative is likely to exacerbate the problems of unemployment, poverty, inequality, rural stagnation, and international intellectual dominance that now define the conditions of underdevelopment in much of Africa, Asia, and Latin

America and that the second alternative should therefore be pursued that will hopefully translate into education for development.

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