

EDUCATIONAL POLICY AND SUSTAINABLE DEVELOPMENT IN AFRICA: A STUDY ON NIGERIA

Okwara, C.C.¹, Nkwocha, C.A.¹ and Ahamefula, Chijioke^{2*}

¹ Department of Marketing Imo State Polytechnic Umuagwo, Owerri
Email: ccokwara77@gmail.com, azucharlie@yahoo.com

² Department of Marketing, Abia State Polytechnic, Aba.

* Author for correspondence: Email: etieokweaham@gmail.com

Abstract

Education holds the key to productivity and sustainable development anywhere in the world. The study investigated the impact of educational policies on the achievement of sustainable development in Nigeria. Data for the study were obtained from ministries of education and other bodies responsible for making educational policies in Africa. Four research questions and two hypotheses were formulated. Regression slope was used to test the hypotheses. Based on the findings, education improves health, knowledge, skills, values and aids in building up the human capital of the nation. Consequently, it is recommended that ministry of education in Nigeria and in Africa as a whole should endeavour to address sustainable development as a core value through policies and practices at the three tiers of education, namely primary, secondary and tertiary levels.

Keywords: *Educational policies, Sustainable Development.*

Introduction

Education policies are critical to governing the operation of education systems of any nation. Education occurs in many forms for many purposes

through many institutions. Examples include early childhood education, kindergarten to 12th grade, two- and four-year colleges or universities, graduate and professional education, adult education and job training.

Education policy can directly affect the type of education people engage in at all ages. Areas subject to consideration, specifically from the field of schools, include school size, class size, school choice, school privatization, tracking, teacher education and certification, teacher pay, teaching methods, curricular content, graduation requirements, school infrastructure investment, and the values that schools are expected to uphold and model.

Sustainable development has become integral to educational policies at different levels of the educational system. However, applying an abstract and ethical concept into practice has proved to be a challenge for educators and principals. What is essential is to learn how relevant content can be used together with effective methods to achieve the skills and expertise for sustainable development as addressed in national and international policies.

At the international level, education for sustainable development (ESD) is recognized as important and central to the success of sustainable development around the world. At the sixth meeting of the United Nations Commission on Sustainable Development (UNCSD), delegations from countries worldwide repeatedly mentioned the importance of ESD in achieving goals of sustainability. It was apparent that they were ready to move forward to the next steps. However, the importance of ESD must reach beyond the delegations and permeate the educational community and the general public.

A report by the United States Agency for International Development (USAID) and the Bureau for Africa, Office of Sustainable Development, shows that non-governmental organisations (NGOs) are increasingly participating in contributing to the delivery of education services, education policy decisions and are included by donors and

government officials in many parts of the education system. Of course, this varies from country to country and region to region.

The also stresses further that NGOs working in education in Africa often encountered tension and competition. Schools, parents and most often government officials, feel threatened by third-party involvement and feel that they are "crashing the party." According to the report, for NGOs to be effective, they must understand that they do not have the same perspective as government officials as to who is in control. If they do not recognize the government of the country they are working in, they will compromise their objectives.

The report goes into more detail about NGO relations with governments in education. The relationship is viewed from completely separate points. African governments see NGOs and their work as "an affair of government" or, in other words, working as a part and in collaboration with the country's government. NGOs on the other hand view themselves as very separate entities in African education. They see themselves fulfilling moral responsibility. They believe that they are identifying needs or areas of development in situations under which the government has ultimately been unaccountable and separately mobilizing resources toward those needs or development areas.

Government and NGOs hold contrasting beliefs about each other's abilities. Governments often think NGOs are unqualified to make important policy decision and that they could undermine their legitimacy if seen as superior. In some cases, NGOs have found government incompetent themselves, if not their own fault, as the fault of a lack of resources. In the best cases, NGOs and government officials find each other's mutual strengths in education policy and find ways to practically collaborate and reach both of their objectives.

To be effective in education in Africa, NGOs must effect policy and create policy changes that support their projects. NGOs also found that, to see this policy change that they are striving for, they must create

and foster relationships with many different stakeholders. The most important stakeholders are usually donors and government officials. The biggest challenge for NGOs has been linking these networks together. NGO interventions to change policy have revealed that NGO programmes have failed to create a successful way to change the policy process while making sure that the public understands and is a part of education policy. This problem will prove more influential in the future if it is not solved.

According to Transparency International Report (2010), with research gathered from 8,500 educators and parents in Ghana, Madagascar, Morocco, Niger, Senegal, Sierra Leone and Uganda, it was found that education is being denied to African children in incredibly large numbers. A lack of parent involvement, especially as an overseer of government activities also leads to enormous corruption. This was most often found to be because parents and communities feel as though they lack any kind of power in regard to their child's education. In Uganda only 50% of parents believe that they have the power to influence decisions regarding the education of their child. In Morocco, just 20% of parents believed they held any sort of power.

The unavailability and incompleteness of records in schools and districts prevents the documentation and prevention of corrupt practices. The African Education Watch conducted surveys all over the continent and identified the three most common practices of corruption: (1) illegal collection of fees, (2) embezzlement of school funds, and (3) power abuse.

Statement of the problem

While many nations around the world have embraced the need for education to achieve sustainability, only limited progress has been made at any level. This lack of progress stems from many sources. In some cases, a lack of vision or awareness has impeded progress. In others, it is a lack of policy or funding. According to Hopkins (2011), twelve major issues stymied the advance of ESD during the 1990s and new millennium. By

addressing these critical impediments in the planning stage, governments can prevent or reduce delays or derailment of ESD efforts and, ultimately, the attainment of sustainability.

In large part, perceiving a need brings about a corresponding change in educational systems. The need to achieve sustainable development is not perceived today as sufficiently important to spark a large response in the educational community. If leaders at all levels of governance are to make progress, the recognition and active involvement of the education sector is imperative.

In addition to these generic issues, governments at all levels will need to address issues that are specific to local conditions (e.g., the quality of the relationship between the school governors and the teacher union). Hence, the study aims to investigate the impact of educational policy on sustainable development in Africa.

Objectives of the study

The aim of the study is to find the impact of educational policy on sustainable development in Africa. The specific objectives are: to identify the various problems facing education in Africa; to ascertain the reasons behind disparity in education in some African countries; to identify ways of achieving sustainable development through education in Africa; and to identify current policies for progression.

Research questions

The research will be guided by the following research questions: what are the various problems facing education in Africa? what are the reasons behind education disparity in most African countries? how can sustainable development be achieved through education? what are the current policies for progression?

Hypotheses

H₀: Educational policy has no significant impact on sustainable development.

H₁: Educational policy has significant impact on sustainable development.

H₀: There is a negative correlation existence between the enrollment of girls in primary school and the gross national product and increase of life expectancy.

H₁: There is a positive correlation existence between the enrollment of girls in primary school and the gross national product and increase of life expectancy.

Scope of the Study

This study is limited to educational policy and sustainable development in Africa, with Nigeria as the locu of the study. Effort will be made to find out the various problems facing education and how this sustainable development can be achieved in Nigeria.

Review of relevant literature

The education systems inherited from the colonial powers were designed for the formal sector and public administration. However, Association for the Development of Education in Africa (ADEA) has become aware of the informal sector's relevance in developing countries, and thus recognized the need for increased vocational school training as a way to help the informal sector.

According to United Nations Educational, Scientific and Cultural Organisation (UNESCO), in 2000, 52% of children in Africa were enrolled in primary schools, the lowest enrollment rate of any region. UNESCO also reported marked gender inequalities: In most parts of Africa there is much higher enrollment by boys; in some there are more girls, due to sons having to stay home and tend to the family farm. Africa has more than 42 million children, almost half the school-age child

population, receiving no schooling. Two-thirds of these are girls. The USAID Center reports that as of 2005, 40% of school-age children in Africa do not attend primary school and there are still 46 million school-age African children who have never stepped into a classroom.

The regional report produced by the UNESCO-BREDA education sector analyst team in 2005 indicates that less than 10% of African children are now allowed in the system. Four out of 10 children did not complete primary school in 2002/2003. So, five years after the World Education Forum and the adoption of the Millennium Goals, progress at primary level is far from decisive. The analysis highlights that principal efforts should be directed to reducing the number of dropouts per level. It appears also that geographical disparities (rural areas/urban areas) or economic disparities (low income households/wealthy households) are more significant and take longer to even out than gender disparities. This report also shows that secondary (lower and higher levels) and higher education enrollments have progressed proportionally more than primary enrollment over the period 1990–2002/2003 which questions the reality of policy priority given to primary education. The strong pressure for education continuity from the majority already benefiting from schooling explains this trend. To this must be added the weakness of mechanisms regulating pupil flow between the different levels of the education system.

In 2005, the inventory and trends show a definitive risk of not reaching universal primary enrollment by 2015. About 14.7% of the world population is in Africa. Stressing further, a positive correlation exists between the enrollment of girls in primary school and the gross national product and increase of life expectancy.

In 2000, 93.4 million women in Sub-Saharan Africa were illiterate. Many reasons exist for why formal education for females is unavailable to so many, including cultural reasons. For example, some believe that a woman's education will get in the way of her duties as a wife and a

mother. In some places in Africa where women marry at age 12 or 13, education is considered a hindrance to a young woman's development.

Women's education is sometimes corrupted by sexual violence. Sexual violence against girls and female students affects many African education systems. In Sub-Saharan Africa, sexual violence is one of the most common and least known forms of corruption.

Disparity in education

The foremost factor limiting female education is poverty. Economic poverty plays a key role when it comes to coping with direct costs such as tuition fees, cost of textbooks, uniforms, transportation and other expenses. Wherever, especially in families with many children, these costs exceed the income of the family, girls are the first to be denied schooling. This gender bias decision in sending females to school is also based on gender roles dictated by culture. Girls usually are required to complete household chores or take care of their younger siblings when they reach home. This limits their time to study and in many cases, may even have to miss school to complete their duties. It is common for girls to be taken out of school at this point. Boys however, may be given more time to study if their parents believe that the education will allow them to earn more in the future. Expectations, attitudes and biases in communities and families, economic costs, social traditions, and religious and cultural beliefs limit girls' educational opportunities.

Problems facing education in Africa

Language barriers

Due to high linguistic diversity, the legacy of colonialism and the need for knowledge of international languages such as English and French in employment and higher education, most schooling in Africa takes place in languages that teachers and pupils do not speak natively, and in some cases simply do not understand. There is considerable evidence that pupils

schooled in a second language achieve poorer results than those schooled in their mother tongue, as lack of proficiency in the second language impairs understanding and encourages ineffective rote learning.

Lack of proper facilities and educators

Another reason for the low education rates in Africa is the lack of proper schooling facilities and unequal opportunity for education across countries. Many schools across Africa find it hard to employ teachers due to the low pay and lack of suitable people. This is particularly true for schools in remote areas. Most people who manage to receive education would prefer to move to big cities or even overseas where more opportunities and higher pay awaits. Thus, there will be an overly large class sizes and high average number of students per teacher in a school. Moreover, the teachers are usually those unqualified with few teaching aids and poor textbook provision. Due to this, children attending schools in rural areas usually attain poorer results in standardized tests compared to their urban counterparts.

Emigration

Emigration leads to a loss of highly educated people and financial loss. The loss of skilled people can only be replaced with another huge cost which implies the loss of money spent educating people who leave and new people to replace them.

Military and conflict

Military spending is causing education spending to decrease immensely. According to a March 2011 report by UNESCO, armed conflict is the biggest threat to education in Africa. While the number of dropouts across the continent has been increasing dramatically, one of the influences of war and conflict on education is the diversion of public funds from education to military spending.

Ways of achieving sustainable development through education

Increasing Awareness

The initial step in launching an ESD program is to develop awareness within the educational community and the public that reorienting education to achieve sustainability is essential. If government officials or school district administrators are unaware of the critical linkages between education and sustainable development, reorienting education to address sustainable development will not occur. When people realize that education can improve the likelihood of implementing national policies, regional land and resource management programs, and local programs, then education is in a position to be reoriented to help achieve sustainability. This awareness forms the essential first step in the reorienting process.

Structuring and placing ESD in the curriculum

Each country faces a fundamental decision in addressing an ESD strategy. Each country must decide on a method of implementation whether to create another "add on" subject, (e.g., Sustainable Development, Environmental Education, or Population Education) or to reorient entire education programs and practices to address sustainable development. Nations also need to clarify whether their educators are being asked to teach *about* sustainable development or to change the goals and methods of education to *achieve* sustainable development.

Linking to existing issues: Educational reform and economic viability

The effectiveness of the world's educational systems is already critically debated in light of the changing needs of society. The current widespread acknowledgment of the need for educational reform may help advance ESD. If it can be linked to one or more priorities of educational reform, ESD could have a good chance for success. However, if promoters try to

add another issue to an already over-burdened system, the chances of success are slim.

In addition, Lawrence Summer of the World Bank says, "Once all the benefits are recognized, investments in the education of girls may well be the highest-return investment available in the developing world" (King and Hill, 1993, p vii).

Facing the complexity of sustainable development concept

Sustainable development is a complex and evolving concept. Many scholars and practitioners have invested years in trying to define sustainable development and envisioning how to achieve it on national and local levels. Because sustainable development is hard to define and implement, it is also difficult to teach. Even more challenging is the task of totally reorienting an entire education system to achieve sustainability.

Rather than being clear, simple, and unambiguous, the concepts involved in ESD are complex. Their complexity stems from the intricate and complicated interactions of natural and human systems. The challenge to educators is to derive messages that illustrate such complexity, without overwhelming or confusing the learner.

Developing an ESD programme with community participation

Education for sustainable development remains an enigma to many governments and schools. Governments, ministries of education, school districts, and educators have expressed a willingness to adopt ESD programs; however, no successful working models currently exist. Without models to adapt and adopt, governments and schools must create a process to define what education for sustainability is with respect to the local context. Such a process is challenging. It calls for a public participation process in which all of the stakeholders in a community carefully examine what they want their children to know, do, and value when they leave the formal education system. This means that the

community must try to predict the environmental, economic, and social conditions of the near and distant future.

Engaging traditional disciplines in a trans-disciplinary framework

ESD by nature is holistic and interdisciplinary and depends on concepts and analytical tools from a variety of disciplines. As a result, ESD is difficult to teach in traditional school settings where studies are divided and taught in a disciplinary framework. In countries where national curriculums describe in detail the content and sequence of study in each discipline, ESD will be challenging to implement. In other countries where content is described generally, ESD will be more easily implemented, although doing so will require creative teachers who are comfortable and skilled at teaching across disciplines.

Sharing the responsibility

Popular thinking promotes the myth that an informed society is solely the responsibility of the ministry of education. In reality, however, the ministries of environment, commerce, state, and health also have a stake in ESD, just as they have a stake in sustainable development. By combining expertise, resources, and funding from many ministries, the possibility of building a high-quality, successful education program increases. Every sector of the government that is touched by sustainable development (i.e., every ministry and department) can play a role in ESD and the reorienting process

Building Human Capacity

The successful implementation of a new educational trend will require responsible, accountable leadership and expertise in both systemic educational change and sustainable development. We must develop realistic strategies to quickly create knowledgeable and capable leadership. It is unrealistic to expect nations to retrain 59,000,000 teachers and

thousands of administrators in either - or both - ESD and educational change. We must find ways, such as employing the strengths model, to use existing skills.

Developing financial and material resources

Perhaps one of the greatest expenses of implementing ESD will come with providing appropriate basic education. Basic goals, which were established at Jontiem and reaffirmed at Dakar, include educating more children and increasing the universal average minimum of schooling to six years. Meeting these goals will require hiring many more teachers. These new teachers must be trained, and current teachers must be retrained, to reorient their curriculums to address sustainability.

Developing policy

To succeed, ESD must have an authoritative impetus from national or regional governments that will drive policy development. The omission of such an impetus proved to be the downfall of the 1970s global effort to infuse environmental education into the elementary and secondary curriculums. This same fate could befall the ESD effort. The reality of any educational reform is that success depends on both "top down" and "bottom up" efforts. Administrators at the top echelons of ministries are in a position to create the policies that will make reform occur. Together, administrators, teachers, and community leaders at the local level must interpret what the policy should "look like" locally.

Developing a creative, innovative, and risk-taking climate

In order to bring about the major changes required by ESD, we need to nurture a climate of safety. Policymakers, administrators, and teachers will need to make changes, experiment, and take risks to accomplish new educational and sustainability goals. They need to have the authority and support of the educational community to change the status quo. Teachers

must feel that the administration will support their efforts if parents or vested interest groups in the community question or criticize their initiatives. We need to develop and implement policy to ensure administrators and educators at all levels have the right to introduce new or controversial topics and pedagogical methods. Of course, an over-zealous few could abuse these rights; therefore, a system of checks and balances within professional guidelines and cultural context should also be in place.

Promoting sustainability in popular culture

Because principles of sustainable development are not currently woven into daily life and governmental policy, the emergence of ESD could become an important "bottom-up" driver of community-based sustainable development. ESD could shape and encourage behaviors and ethics that support an informed, knowledgeable citizenry that has the political will to achieve a sustainable future.

Current policies of progression

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in 1979 by the UN General Assembly and acceded to by 180 States, sets down rights for women, of freedom from discrimination and equality under the law. CEDAW has realized the rights and equality of woman is also the key to the survival and development of children and to building healthy families, communities and nations. Article 10 of the (CEDAW), pinpoints nine changes that must be changed in order to help African women and other women suffering from gender disparity. It first states, there must be the same conditions for careers, vocational guidance, and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas. This equality shall be ensured in pre-school, general, technical, professional

and higher technical education, as well as in all types of vocational training.

Second, is access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality. Third, is the elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education. This is encouraged by coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods.

Fourth, the same opportunities to benefit from scholarships and other study grants. Similarly, are the same opportunities of access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women.

Fifth, is the reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely. Sixth concern listed is the same opportunities to participate actively in sports and physical education. Lastly, is access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

Other global goals echoing these commitments include the World Education Forum's Dakar platform, Nigeria Ministry of Education which stresses the rights of girls, ethnic minorities and children in difficult circumstances; and A World Fit for Children's emphasis on ensuring girls' equal access to and achievement in basic education of good quality.

Other influential initiatives

Initiatives to improve education in Africa include

Intra-continental

NEPAD's E-school programme is an ambitious plan to provide internet and computer facilities to all schools on the continent.

SACMEQ is a consortium of 15 Ministries of Education in Southern and Eastern Africa which undertakes integrated research and training activities to monitor and evaluate the quality of basic education, and generates information that can be used by decision-makers to plan and improve the quality of education.

For 10 years, the Benin Education Fund (BEF) has provided scholarships and education support to students from the Atakora province in northeastern Benin. Over 450 students have been able to stay in school because of their programmes.

International initiatives

She's the First is a New York City, New York-based non-profit organization. The organization seeks to empower girls in Asia, Africa, and Latin America by facilitating the sponsorship of their education through creative and innovative means.

Working through local organizations, The African Children's Educational Trust is supporting thousands of youngsters with long-term scholarships and a community rural elementary schools building programme. It has built seven schools to date and is raising funds for more.

British Airways' project which, in collaboration with UNICEF, opened the model school Kuje Science Primary School in Nigeria in 2002.

The Elias Fund provides scholarships to children in Zimbabwe to get a better education.

The Ahmadiyya Muslim Community in association with Humanity First, an international charity organization, has built over 500 schools in the

African continent and is running a 'learn a skill' initiative for young men and women.

Fast track initiative

The Volkswagen Foundation has been running a funding initiative called "Knowledge for Tomorrow – Cooperative Research Projects in Sub-Saharan Africa" since 2003. It provides scholarships for young African researchers and helps to establish a scientific community in African universities.

Methodology

Research Design

The descriptive survey research design was adopted in this study. The study was designed to provide answers to the research questions as well as generate data to explain the basic variables of the study

Area of Study

This study is based on Educational Policies and Sustainable Development in Africa. The country under study is Nigeria which is made up of three ethnic groups, the Igbo's, Yoruba's and Hausa with other minorities and is densely populated with people of diverse social status and different geographical origin, inhabited by businessmen, technocrats and civil servant and people of diverse skills and abilities. For convenience sake, the researcher will draw his observation from interviews conducted and obtained from the Nigeria Ministry of Education and other bodies responsible for making educational policies in Africa.

Sample and sampling techniques

The population under study is 211, derived from the Nigeria Ministry of Education, for the sake convenience, a simple random sampling was

adopted, this is in a bid to allow everyone the opportunity or chance of being selected. Thus, the sample size for the study was determined by using Taro Yamane formula (1965:240) model as shown below:

$$n = \frac{N}{1 + n(e)^2}$$

Where n = Sample size
 N = Number of the population = 211
 1 = Constant
 e = Level of significance at 0.05 or 5%

Thus, n = $\frac{211}{1 + 211(0.05)^2}$

n = $\frac{211}{1 + 211 \times 0.0025}$

n = $\frac{211}{1 + 0.5275}$

n = $\frac{211}{1.5275} = 138.1$

Total sample size to be studied = 138

Instrument for data collection

The researcher used questionnaire which was titled “ESD Research” as the instrument for collecting data. The researcher was convinced that the questionnaire is of good standard and adequate to provide the data needed for the research. This is in line with Ndagi (1999) who noted that questionnaire is the most suitable and easiest instrument administered in collecting data. It helps to keep the respondent’s mind fixed to the subject and facilitate the process of research generalization.

Method of data analysis

Descriptive statistics will be used for data analysis. Tables and simple percentage will be used to present the data collected. The answer to each research question will be generated through frequency. Also, regression slope will be used to test the formulated hypothesis. This is in a bid to determine whether there is a significant linear relationship between an independent variable X and a dependent variable Y.

The formula is stated thus:

$$Y = B_0 + B_i x$$

Where: B_0 - Constant
 B_i - Slope (regression coefficient)

X - Value of independent variable

Y - Value of dependent variable

Degree of freedom (df) is given by; $DF = n-1$

Where $DF = (C - 1) (R - 1)$.

C = Number of Columns

R = Number of Rows

Decision Rule:

Accept H_0 if B_i is equal to or less than zero otherwise reject and accept H_1 at 5% level of significance.

Data analysis

Table 9.4.1 addresses the research question on various problems facing education in Africa.

Table 9.5.1: Research question One: What are the various problems facing education in Africa?

Options	Frequency	Percentage
Language barrier	91	67.4
Lack of facilities and educators	32	23.7
Emigration	12	8
Military and conflict	3	0.9
Total Analyzed	138	100

The analysis which seeks to investigate the problems facing education in Africa found that the factors affecting education includes; language barriers, i.e. the inability of teachers to teach from the base with the second language and neglecting the mother tongue, lack of facilities and educators (personnel), emigration of experts or human capital to other countries which will warrant another expenses for training new ones and military and conflict that leads to displacement of people are the necessary factors which can affect education in Africa.

Table 9.4.2 addresses the research question on the reasons behind education disparity in most African countries.

Table 9.4.2 Research Question Two: What are the reasons behind education disparity in most African countries?

Options	Frequency	Percentage
Poverty/Economic Cost	12	8.9
Social Tradition	91	67.4
Religious and cultural beliefs	35	23.7
Total Analyzed	138	100

The analysis which seeks to investigate the reasons behind education disparity in most African countries found that in most countries of Africa, poverty, gender roles dictated by culture, economic cost, social traditions, and religious beliefs have attributed to less sons to be sent to school as they are expected to tend to the family farm, and girls restricted from attending schools, as they are to take care of the homes. This has reduced the number of girls' or boys' enrollment in school and thereby affects gross national product and reduction in life expectancy.

Table 9.4.3 addresses the research question on achieving sustainable development through education.

Table 9.4.3: Research Question Three: How can sustainable development be achieved through education?

Options	Frequency	Percentage
Increasing Awareness/developing human capital	91	67.4
Linking to existing issues: Educational Reform and Economic Viability	32	23.7
Placing ESD in the curricular	12	6
Developing financial/material resources	3	2.9
Total Analyzed	135	100

The analysis which seeks to investigate how sustainable development could be achieved through education found that increasing awareness, structuring and placing education sustainable development in the curricular, Linking to Existing Issues: Educational Reform and Economic Viability, building human capital, developing financial and material resources etc are the best ways to achieve sustainable development is followed duly.

Findings

Based on the presentation and analysis done, it was found that language barrier, lack of facilities and educators, emigration, military and conflict posed a threat to the encouragement of sustainable educational development in Africa. Poverty, economic cost, social tradition, cultural and religious beliefs among others are the reasons behind education disparity in African countries. Increasing awareness, developing policies and human capital, developing financial and materials resources are seen to be the way forward to achieving sustainable development in education.

Conclusion

In conclusion to successfully implement of ESD, governments and school districts must plan ahead and develop strategies to address the problems facing educational sector. The issues for the way forward elaborated in the literature review should be addressed at every level, especially the national level, to ensure consistent implementation of ESD across the country. Purposeful deliberation and planning around these issues as well as issues particular to each region will increase the likelihood of successfully implementing ESD programs and reorienting curriculum to achieve sustainability

Recommendations

It is recommended that:

1. Government should review and regulate school and district financial record-keeping.
2. There should be more comprehensive training of head teachers and administrators in economical administration.
3. There should be regular government inspection of schools.
4. Parents should be encouraged to complain or fight against school fees and proactively be helped to know their rights.
5. Local watchdog organizations such as parent-teacher organizations and school-management committees should be mobilized and empowered.
6. Improvement on teacher compensation.
7. There should be a curriculum reform geared towards entrepreneurial skills and jobs in the private sector.
8. Greater emphasis should be laid on locally-relevant diploma and certificate programmes, instead of overproducing university graduates.

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