



Research Paper

## Capability enhancement of the African Education

M. A.Zaki Ewiss

Department of Physics, Faculty of Science, Cairo University, 12630 Giza, Egypt

### ABSTRACT

The political systems and emerging economies need to focus more on education, emphasising Teacher-Education, Curriculum Development, and teaching methods- as a national-building framework with a new knowledge pool and better educational delivery system. Education policy is a national issue, and it ceaselessly focused on society. Its procedure is identified with political, monetary, and scholarly factors. And additionally, it is identified with human advancement and the fate of new ages. Albeit the instructive approach is a necessary piece of the general strategy of the nation. Yet, it is considered a national and administrative task that the specialists put in their needs. It must be steady with the specific objectives confronting alternate areas of work and generation. It communicates targets of a philosophical and social nature and mirrors the general public's requests and its broad political, formative, and instructive purposes. In this report, we studied and examined the challenges of education in Africa before and during the outbreak of covid-19. The results showed the following, a) regardless the diversity of techniques to change the framework of instructions during the past three decades, the achievements of the indicative measures are very modest and have led to a decrease in the formative status of these countries. b) Also, the learning outcomes are suffering from the power of quantity over quality, c) A real failure to meet another information age's essential requirements. To overcome these challenges, we propose to apply the capability determination educational strategy model in identifying all activities and practical processes for developing educational management, curricula and teaching methods in the school and university education stages.

**KEYWORDS:** Educational Policy, Teacher Education, E-Learning, Quality Education, Teaching Methods

Received 31 October 2020; Accepted 12 November 2020 © The author(s) 2020.

Published with open access at [www.questjournals.org](http://www.questjournals.org)

### I. INTRODUCTION

We define The educational policy as a principle sets, standards, and decisions that guide the course of the educational process, which the education officials set up to achieve the objectives of education and be in the form of an official document. The formulation of educational policy is a process that involves several steps, beginning with identifying the problem, gathering facts, consulting with stakeholders, eliciting alternative approaches, public debate, decision-making, implementation, and cost back. The concept of educational policy is to guide the educational system and determine its stages, e.g., procedures, objectives, and means of achieving those goals, to become a reference framework to guide when addressing education and its problems. Educational policy is the organized effort made to achieve specific goals, which reflect the basic choices of the social plans. This policy is strengthened and committed by the government. One of the keys aims of education is social transformation, that is, through reducing social inequalities. In this regard, education is about the individual; it has a societal role of selecting, classifying, distributing, transmitting, and evaluating the educational knowledge, reflecting both the distribution of power and the principle of the social contract. In a country with alarming inequities of income and opportunities, reducing social exclusion needs to be one of the policy's principal objectives. The educational system ensures the right of an individual to grow in income and stature based on his/her excellence in education and training [1-28].

In the nineties of the last century, many African countries presented a more detailed education policy definition. It is defined as a continuous policy that is careful, harmonious, and sound. It follows the scientific method, takes the legal channels, follows the democratic approach at every stage, and expresses the people's fundamental requirements honestly. It faces with courage and objectivity the global challenges to the African

people. In this regard, educational policy is formulated with the participation of the community and through three main groups [5]:

- Formal groups: They are persons or systems of a legitimate nature by their position in society's official organisation.
- Informal groups: They are various interest groups, political parties, and public opinion.
- External forces: the forces and external influences, which is one of the essential new world economies, and its various implications on educational policy's objectives.

In Africa existed different scenarios of teacher education and the quality of teaching. The university departments of education and their affiliated colleges, government and government-aided institutions, private and self-financing colleges and open universities engaged in teacher education. Though most teacher education programmes are nearly identical yet their standard varies across institutions and universities. The education of teachers not only facilitates the improvement of school education by preparing competent, committed, and professionally well-qualified teachers who can meet the demand of the system but also functions as a bridge between schooling and higher education. In certain areas, the supply of teachers far exceeds the request [24-26].

In contrast, there are acute shortages as qualified teachers in other countries, which results in the appointment of under-qualified and unqualified persons. The roles of teacher education as a process of nation-building is universally recognised and challenged by the educational expansion of universalisation of elementary education, vocational secondary education, higher and professional education, and overall quality of education. The quality of education is a direct consequence and outcome of teachers' rate and the teacher education system. The task of bringing qualitative change in the teacher education system's institutional efficacy is a huge and challenging one. The developments and changes over the last two decades require a fresh look at teacher education. The need for improved levels of educational participation for overall progress is well recognised [18].

Teacher education is based on the theory that "teachers are made, not born" in contrary to the assumption, "teachers are born, not made." Since teaching is considered an art and a science, the teacher has to acquire knowledge and skills called "tricks of the trade."

Education has continued to grow, diversify, and extend its coverage since the dawn of history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of time [19-21].

Over the past two decades, many African universities have revised their teacher education curricula. In-depth, they studied the problems of teacher preparation and the position of teachers in society. It was necessary to shift the requirements from the political concept to action. This action emphasises enriching both in-service and pre-service teaching digital education programs, computer education and new models, and alternative teacher education plans. In this regard, we noticed that all the directives provided in this were insufficient and did not comply with the sustainable development goals and the modern labour market requirements. New developments in science and technology at the national and international levels have become evident with far-reaching educational and cultural consequences, challenges of postmodernism, counterculture, value crisis, and post-industrial society.

In this report, we studied and examined the challenges of education in Africa before and during the outbreak of covid-19. we propose to implement our capability determination educational strategy model in identifying all activities and practical processes for developing educational management, curricula and teaching methods in the school and university education stages

## **II. POLICY CONTEXT AND SITUATION ANALYSIS BEFORE THE SPREAD OF COVID-19**

During the last two decades before the outbreak of covid-19, some African countries such as South Africa, Egypt, Senegal, and Nigeria introduced a comprehensive plan for advancing education [17-20,28,39]. The education reform radically integrated with the response to the growing needs and costs. Education of their children finds in different stages below the required level for them as individuals [15]. The reflection of this crisis affected the schools, teachers, students, and curricula. The performance of education outcomes indicates that pre-university education was suffering from the predominance of quantity on quality and a severe inability to meet the requirements of a new knowledge era.

Consequently, education is considered the largest project of national security. The development of education is a necessity to fight against illiteracy. Accordingly, it was necessary to focus on a new vision for the development of education, the achievements and the measures taken to implement its objectives. The most important educational goals were determined as follows [20,25]:

- Preparing a good citizen
- Developing the productive capacity of the people
- Deepening loyalty and belonging to the homeland

- Formation of a generation of scientists

It is worth mentioning that the educational policy at that time focused on several principles, as follows:

- ❖ Education is a national security issue: The national security has three axes, the military axis, and the economic axis, and the political axis, and these axes subject to education as follows:
  - The military axis: The whole world believes that science is the weapon of the future and those wars between the countries of the developed world electronic scientific and technological wars. Therefore, military superiority is the product of education.
  - Economic axis: Individual productivity is a logical and practical result of the educational process's quality. Education increases human abilities, provides skills, specific experiences, capabilities, and then progress the community economically.
  - Political axis: The political axis is based mainly on democracy and social peace. Democracy is a natural product of good education. The student who understands, analyses and free debate is the citizen who is genuinely qualified to be the pillar of social peace in the homeland.

## **2.1 Investment in education**

Investment of education in Africa emphasises that:

- ❖ Investment in education is a public issue, and tuition should adequately fund.
- ❖ The government's first source in the general budget, and the second is the self-effort of those capable and business people who must treat investment in education as a crucial issue.
- ❖ Investment in education is not a humanitarian or charitable issue.
- ❖ The family does not burden with additional burdens: the declaration stipulates that the family's other duties can bear for their children's education may be financial or psychological.
- ❖ Defining a policy of informed education in a democratic framework: the declaration pointed out that the system of conscious education is a policy that is continuous, careful, harmonious, and sound.
- ❖ It follows the scientific method, takes legal channels or adopts democratic processes at every stage, expresses the African people's fundamental requirements honestly, and bravely confronts the global challenges facing society.
- ❖ In a framework of democracy, everyone has the opportunity to express his views and participate in decision-making in education.

## **2.2 Educational crises before the outbreak of covid-19:**

The declaration pointed out that education in Africa is going through a significant problem, and this crisis is due to the economic conditions experienced by many African countries. The aspects of this crisis are as follows [4,8,12,14]:

- The situation of education in terms of school buildings: The fact indicates that more than half of the existing schools do not fit by any standards to maintain the minimum human dignity.
- Education crisis in terms of teacher: The teacher in many countries suffers from neglect, lives in poor conditions for obtaining a limited income and must improve the situation of material and medical and work to improve his professional level.
- The crisis of education in terms of curricula: the existing curricula suffer from excessive padding. They are taught by indoctrination, which leads to the removal of mind recipient is unable to accept the other opinion and is unable to think free creative.

Unfortunately, the education policy plans before the outbreak of covid-19 did not explain why the governments failed to overcome these problems. In this period, the features of educational projects focused on the following:

- ❖ Rationalisation of cost-free education: The educational policy emphasised cost-free education and pointed to the need to rationalise it through several foundations.
- ❖ Full cost-free education in primary education provided as the mainstay of national security.
- ❖ Cost-free in the following stages committed student who makes an effort required and achieves continuous success and that the government cannot sponsor the failure of the student.
- ❖ Students who have joined private education in primary education cannot receive cost-free education at the secondary or university level.
- ❖ The winners obtained cost-free reward at all educational levels.
- ❖ Business-people should contribute to financing education.
- ❖ Graduate studies should be expenses.

### **2.2.1 Introducing technology and modern methods of education**

The interest in introducing technology and modern techniques in the education system mainly to raise the quality and facilitate the arrival of modern technology to all students and in various places, and prepare the teacher and training on these methods and technologies of contemporary.

- **Achieving the homogeneity between the types of education:** It should allow moving quickly from one kind of education to another. Also, it should facilitate the graduate of technical education to join the higher institutes and universities, and to enable every person-missed education at some point, to have another chance.
- **Return of school feeding:** It mentioned that many children in primary education suffer from anaemia and they have vitamin deficiencies that malnutrition affects brain cells and destroys them, affects the heart cells, and makes the future abilities of these children low [29-30].
- **Pay attention to talent and care:** Where they are a fortune for the development, we must take care and honour the talented, successful students scientifically and educationally [31].
- **Support the private sector's role in the field of education:** At all levels of education and licensing, the establishment of private schools and institutions.

### **2.2.2 The United Nation Sustainable Development Group (Goal 4)**

To fulfill the United Nation Sustainable Development Group (SDG-Goal 4) [7,27], which stated that by the year 2030, the world ensures inclusive and equitable quality education and promote lifelong learning opportunities for all. In the regard, many African countries with the support of international aids report several other principles such as:

- ❖ Introduce advanced technology and diversify knowledge sources.
- ❖ Education for All (EFA)
- ❖ Utilising global expertise
- ❖ Continuous development of curricula
- ❖ Providing opportunities for business and private sectors participation
- ❖ Professional development and rehabilitation of teachers
- ❖ Attention to those with special needs

The political discourse has begun to take on another curve, showing the achievements of the new policy. The most important of which are the following:

1. The comprehensive education plan was developed, using the new education technology through two parallel tracks,
  - Horizontal path, by deploying the necessary equipment, multimedia, advanced science laboratories, and reception halls to broadcast educational channels in all educational stages.
  - Vertical track, by upgrading the equipment available in schools to improve the practical skills.
2. Interest in literacy and adult education.
3. The importance of curriculum development to meet new variables, future challenges, globalisation, technological development, and information flow.
4. The establishment of community schools to accommodate girls: who were not covered by the educational plan and still in compulsory age and dropped out of primary schools.
5. The utilisation of scientific expertise and international cooperation: to improve education and development. The most important of these international projects include the following:
  - ❖ Primary Education Improvement Program: funded by the World Bank and the European Union. It aims to achieve three goals. To gradually increase the level of education to achieve full absorption. It requires the improvement of the quality of teaching, learning, and evaluation, and applying the latest educational techniques, raising the level of efficiency and efficiency of the educational administrative system. This program continued until the year 2020.
  - ❖ Strengthen cooperation with advanced countries to improve teaching methods.
  - ❖ Cooperate with USAID in the framework of the Girls' Education Strategy, which aims to build small schools offering education to girls deprived of education in remote areas.
  - ❖ Cooperating with UNICEF, in which community schools provides different educational opportunities.
6. The establishment of the Center for Technological Development to comply with global trends for human development rates in less developed economies.
7. The establishment of a national network of distance education (video conferencing) linked to all districts to train teachers, also, sending teachers to external missions to improve their educational skills.
8. During this period, several challenges affect educational policy in many countries. These challenges resulted from the effects of the scientific & technological revolution and globalisation.

### **2.2.3 Knowledge-based economy**

At the end of the 20<sup>th</sup> century, the world community entered into the transition to a new society named the knowledge society. At this time, the information technology (IT) role as the mainstay of modern economies is growing. It became clear that the main element in advancing economic development and social construction is

knowledge, where growth currently bases on the production, circulation, and use of knowledge. IT is a tool for expanding human choices and abilities, overcoming physical deprivation, and building prosperous societies in the 21<sup>st</sup> century [10,11].

The response to this transition to a knowledge-based economy requires that the African education system be a source of high levels of workforce skills by providing high-level ICT-based education and training systems.

#### **2.2.4 Achieving quality in education**

The globalisation and the application of free-market mechanisms resulted in education, led to the transformation of educational institutions into commercial institutions, and moved to many market concepts such as quality, excellence, creativity, etc. The challenge facing African societies is to have a ranking among the ranks of developed countries. Education is the primary tool for this, but not any knowledge can make that progress, but it must be quality education. To ensure the quality of teaching and accreditation, the governments should approve the quality assurance regulations in education to raise the level of educational services and establish confidence in the educational institution. Thus, the main challenge of education systems has been an education for all, but the emphasis on education must be of high quality [18,28].

#### **2.2.5 The rapid spread of electronic systems in education**

In light of the flood of information and fast knowledge and the accumulation of information revolution, ICT has developed new educational formats such as virtual education, e-learning, and web-based education. It is a qualitative change in the content of the official scholarly discourse. Education for excellence requires individuals; the attention is not only to availability but also to quality. The principle to activate the quality standards are as follows [33]:

- Continue education infrastructure efforts: Education for girls, rural education, education for people with special needs, literacy, teacher development, curriculum development, school textbooks, childcare, and child labour.
- Make a qualitative leap forward in education, by developing secondary education, the use of scientific methodology, the strengthening of democracy, and international cooperation.
- Breakthrough, the era of technology, to improve and strengthen the infrastructure, channels, educational programs, e-learning, e-government and advanced learning centres. The vision and direction towards the knowledge society focused on several objectives, such as:
  - ❖ Continue to support the infrastructure for Education for All (EFA).
  - ❖ Pay attention to those with special needs.
  - ❖ Pay attention to the care of the talented.
  - ❖ Optimal investment in early childhood.
  - ❖ Developing curricula and enriching educational materials.
  - ❖ Expanding the base of community participation and decentralisation.
  - ❖ Expanding the use of technology and e-learning.
  - ❖ Building national standards for education and applying the academic accreditation system.
  - ❖ Literacy.
  - ❖ Developing sustainable professional workers in the field of education.
  - ❖ Emphasising the overall quality of education in a comparative global context.
  - ❖ Supporting technical education and practical training for students.
  - ❖ Availability and equal educational opportunities.
  - ❖ Total quality in education.
  - ❖ The efficiency of institutional systems.

Although the effort during this period characterised by attention to availability and quality based on decentralisation, but the results were as follows:

- ❖ According to the Human Development Index for 2020 issued by the United Nations and Development Program (UNDP), education performance in African countries was ranked very low compared to other countries in Asia and Europe.
- ❖ Despite educational policies' success in the relative absorption capacity, the total number of dropouts from the cycle of primary education is enormous.
- ❖ The illiteracy rate in reaching the whole age group (15-35 years old) is increasing.
- ❖ The number of schools accredited in the academic year 2008/2009 was 187 schools, including 164 government schools and 23 private schools.



This period witnessed several internal factors that had a significant impact on the educational policy plan. The most important variables that influenced education performance are the following:

### **2.2.6 Internal factors**

Since 2000-2020 many African countries witnessed political and economic instability. In this stage, a transition to meet the challenges and demands produced to provide social justice, political freedom, and social security. Instability in society resulted due to the increase in poverty, inequality, and the popular demands for the necessity of political and economic changes.

## **III. AFRICAN EDUCATION DURING THE COVID-19**

The substantial adverse effects of the Corona pandemic have become a force majeure and able to force the world to reshape itself in line with the new data produced by the crisis. It redefines many interests and networks of relations as it reorganizes the priorities of countries and individuals. Also, it redefines the importance of national security by placing risks, threats and challenges in the fields of health, social, economic and educational, resulting from the outbreak of epidemics, at the forefront of attention along with traditional conflicts, wars, security threats, environmental disasters, etc. [40-53].

Therefore, all countries have to rearrange their priorities, interests and networks of international relations. Here it seems self-evident that the post-corona world will change significantly from the pre-corona world. In dealing with the Corona pandemic, new data emerged in all fields: in medicine, health, education, social relations, economics, travel, and aviation, as well as in biological conflict and unconventional weapons that will be a field of fierce and unequal competition between countries over their use to deter adversaries and enemies. Due to the closure of schools and universities, 1.8 billion students are affected. The schools forced to change their face-to-face education system to distance learning at home. Teachers did not finish their courses and prepare the final examination. Students got lost, and suddenly they have depended on themselves.

### **3.1 The challenges of e-learning in African countries**

In light of the outbreak of the Coronavirus pandemic and the disruption of traditional education around the world, it has become imperative for African countries to catch up with the digital transformation of the education system, despite the lack of experience, material capabilities and knowledge skills in this field. As we have already explained, many of these states have not yet been able to develop their traditional education systems, eliminate illiteracy and provide children with access to education and achieve justice and equality among members of society. Technical and financial assistance is urgently needed to address the threat of disruption of their education systems. Which lead to makes young people resort to illegal immigration and result in demographic problems for developed countries.

There is no doubt that the world's distance education system faces many challenges compared to traditional education, where the teacher, as the class leader, is responsible for the success of the educational process.

Here we present some challenges so that we can achieve the best results in the face of the continuing coronavirus epidemic:

1. Students and parents are not responsive. They are struggling to deal with distance learning and rules that require self-reliance in education and mastering the skills of dealing with various educational media, as well as the financial burdens needed to purchase computers and connect to internet networks. African countries expected to see negative results that hinder efforts in digital education compared to developed countries.
2. Loss of credibility: Governments in many African countries usually lose credibility with their people, especially when making decisions in the political, economic and social spheres. Therefore, we often see the reluctance of students and teachers to be sceptical of completing distance learning and not trusting certificates granted through the internet.
3. Hardware ageing and slow Internet networks: Students and teachers suffer from a lack of personal computers, low services and infrastructure of the Internet companies, obsolescence of software and media provided and short training programmes, making it more challenging to implement a distance learning system, especially in rural and remote areas.
4. Distance learning and time management: The e-learning system requires self-study to understand and collect academic content. This feature makes students navigate between different locations to get the right information for those topics, stay for a long time in front of computer screens and not be able to organize time management. It often causes dissatisfaction and commitment to the study programme, failing the digital transformation system for education and the benefits of distance learning.

5. Distance education and discipline: In the absence of a comprehensive vision of the optimal spectrum of Internet services, social networks through news sites, Facebook, YouTube, etc., it will affect the chances of success of the entire distance education system.
6. Students lack motivation towards e-learning.
7. The difficulty to evaluate and develop the standard exams. It reduces the level of creativity and innovation in the answers in the examination. Where the student has to answer the program itself, and there is no room for discussion or understanding the response in a different way.
8. The need for specialists to manage e-learning systems, as it is not a simple system and needs intelligence in implementation and application, so there must be a qualified staff capable of handling this technical system.
9. The presence of a large number of current teachers - in the African countries - who are unable to use digital technology in a way that enables them to deal with it and teach intensive courses.
10. The loss of the human factor in the educational process, the absence of dialogue and useful discussion, and many students are unable to express their ideas in writing, and they need direct verbal communication to tell what they believe.
11. Expose websites to the risk of being hacked at any time; This makes the educational process completely unsafe.
12. Students and teachers lack confidence in what the websites display entirely.
13. Distance learning is not suitable for scientific education; students require hands-on training in a laboratory. Also, industrial and agricultural education is not ideal for distance education.

In Africa, at this stage, the teacher represents the backbone of the success of the e-learning system.

As we explained earlier, many African countries suffer from teacher education systems. There is a lack of teaching facilities, including curricula updating, information technology, and modern teaching methods. It also requires to improve practical training through various teaching projects.

In the following, we present the outlines of having electronic teachers to support the e-learning system.

### **3.2 e-teacher**

Developed communities rely on the severe contribution of teachers to achieve educational policy goals and development programs. It includes professional and academic competence, skills level and cognitive abilities. We also target teaching, learning, programme and course grades, and interest in stimulating activities to achieve communication between teachers and students and interactive learning methods. Teachers can use the possibilities of education and communication technology to enhance their skill and increase the efficiency of the educational process. The e-learning system bases on the teachers personal abilities of teachers and the mastery of modelling methods and the application of ICT in the components of the educational process as follows [43,44]:

- Learn about e-learning activities and their core ICT processes,
- acquiring technical skills to deal with digital devices and equipment.
- Attention to educational elements of communication with students. Clearly.
- Develop e-learning scenarios using the internet to help students understand educational content and increase the efficiency of training.

### **3.3 E-teacher learning outcomes:**

The e-teacher can perform the following:

- Increases his competence to acquire e-learning skills.
- Develops systems of understanding knowledge in professional and scientific ways.
- Deals positively with the problems facing students and finding appropriate solutions.
- Gains experience in writing skills and view lessons through available platforms.
- Support the self-learning and research processes.
- Commits to all educational activities and professional ethics.

### **3.4 Evaluation and follow-up**

- Specialized training programs are developed through training teachers to deal with complex electronic systems of educational processes and digital technology;
- Continuous auditing and assessment to ensure the quality of training programs,
- Development of teaching methods and innovation of modern teaching and learning methods,
- Training technical staff in the management and planning of e-learning systems,
- Supervising the design, establishment and implementation of e-training courses and evaluation.

Through intensive training, learners will be able to carry out the following processes:

- Demonstrating the e-learning processes, where they can explain the basic principles of the multimedia learning base, interaction analysis as well as simultaneous and asynchronous e-learning/how to communicate electronically;
- Selecting and applying appropriate technologies and tools in the significant finding of various e-learning solutions;
- Understanding the performance of the hardware, the software and the infrastructure.
- Applying the E-learning in communications;
- Applying various multimedia devices, the software tools and video conferencing solutions in the process of developing e-learning and achieving its objectives;
- Designing, developing and implementing e-learning procedures based on the specific educational needs of individuals, groups and school systems;
- Developing an assessment plan and techniques for electronic evaluation and collection of data on achievement and interpreting students' performance in the context of formal and informal and social learning;
- The success of the e-learning system needs to analyse and improve the roles of all staff in the learning process, from e-teacher, e-manager and management, as well as professional development plans, solving the problems of e-learning and creating new methods of e-learning.

Finally, mastering the e-learning system and providing adequate resources will help to employ teachers, increase the connectivity of the internet and the digital devices. It will contribute to addressing educational issues, such as developing educational policies and overcoming challenges in the fields of education quality and the application of justice and equality. Also, it may help to achieve the fourth goal of the United Nations document to make education for all.

#### **IV. PROPOSAL FOR DEVELOPING THE STRATEGIC PLAN OF EDUCATION IN AFRICA**

Applying the capability determination of educational strategy model [54,55], the proposed framework of the strategic plan of African education consists of the following:

- **Vision:** Providing human resources with growing capacity, efficiency, and the highest degree of quality and professional ethics to build a society based on learning and a knowledge-based economy.
- **Mission:** To lead, manage, and develop the school education to respond to the social, economic, and cultural needs of African societies with a national identity inseparable from global trends. Thus, the long-term goal of the sector is the comprehensive development of youth while instilling the spirit of citizenship, tolerance, non-violence, and understanding of the foundations of freedom and justice
- **Provide equal opportunities:** for the entire school-age population to enrol or complete secondary and general education with low-income countries as a priority.
- **Improving the quality** of the educational service's effectiveness by providing a contemporary curriculum, efficient employee technology, educational and non-athletic activities, an effective teacher for each child in each semester, effective leadership in each school, and opportunities for professional and internal development of each teacher.
- **Strengthening the institutional structure**, especially in technical schools, and building education personnel's capacity to decentralise governance.
- **The strategic goals based on the availability**, quality, and efficiency of institutional systems and decentralisation, advocated by educational policies in the first decade of the third millennium,
- **Establishing prestigious STEM schools** to support talent and excellence of great value in society.
- **Establishing community education schools** in collaboration with UNICEF.
- **Establishing schools for homeless children** and small schools to help society eliminate illiteracy.
- **Increasing the number of students enrolled** in secondary education. It is a change in educational policy to suit the requirements of the knowledge society.
- **Increasing the number of vocational schools.**
- **Extending compulsory education** to the end of secondary school.

#### **V. CONCLUSION**

From the challenges mentioned above of educational policy in Africa, we conclude the following:

1. Keeping with the educational policy of the universal covenants and principles that the world community has championed. In education, the national goal came at the beginning of the third millennium to emphasis "education for excellence and excellence for all."
2. The desire of senior leaders and executive bodies to pay attention to the development of education on the lines of say and action was one of the essential achievements in that period.



3. Paying attention and care to talented students.
4. Paying attention and care to disabled students through the strategy of partial integration.
5. Establishing the general authority for literacy and community schools for education in rural areas.
6. Supporting the e-learning project to introduce e-learning to all preparatory schools.
7. Applying the regulations of Quality education.
8. Supporting digital education projects.

It is worth mentioning that, despite these numerous strategies and multiple reforms, the achievements and the outcomes of the educational system are very modest and lower the developmental status of African countries.

We identified the factors that have negatively impacted the development of as follows (vulnerability factors):

1. The increase of illiteracy rate (United Nations Development Program, 2003, 239)
2. The educational system centralised the supervision of its policies, curricula, and public examinations.
3. Education and its policies follow a top-down regime.
4. The enrollment increases in technical and vocational education resulted in a massive influx of high school graduates, which cannot be absorbed in the labour market.
5. Lack of university education leads to a reduced rate of enrollment in secondary education. It criticised the visions adopted for the development.
6. The rationalisation of cost-free education leads to privatisation of education and increase the load by the families. It is a violation of the cost-free education provided by the Constitution of many countries.
7. The public schools are low-quality and overcrowded. Also, there are no schools close to parents' homes.
8. It is unreasonable that parents continue carrying their children's education expenses indefinitely.
9. Many of the educational policy's principles and orientations have not been implemented; especially, investment in education is a crucial issue.
10. The low-income family has many physical and psychological burdens represented by Public schools. Education for free, but paid for by external books, private lessons and school activities, is a burden on the family.
11. Lack of teachers training and the cost of private tutoring is a physical and psychological burden on the poor.
12. Parents forced to accept the reduction of education quality. The governments were unable to solve this problem yet.
13. Education in schools is still traditional. The curriculum of existing subjects defies any development, and the decisions content books may be subject from time to time to delete or add.
14. Curriculum information doesn't employ in a knowledge structure and does not require skills, abilities of research, survey, analysis, criticism, experimentation, and evaluation. There is no discussion in lessons, neither brainstorming nor representation of peers' role or learning in self and group.
15. There is a disparity between the quality of education in private schools and public schools, between educational services provided to urban and rural students, and the number and density of classrooms in different countries.
16. Lack of accountability and transparency in the educational process and confusion in the decisions.
17. Many schools are lacking educational technology equipment.

### **ACKNOWLEDGEMENT**

This research did not receive any specific grant from funding agencies in the public, commercial, or not for profit sectors.

### **REFERENCES**

- [1] Cummings, W. K. and Williams, J. H. (Eds.), *Policy-Making for Education Reform in Developing Countries: Policy Options and Strategies*, J. H. Rowman & Littlefield Education, Lanham, Maryland, USA, (2008).
- [2] Carnoy, M. and Samoff, J. (eds). *Education and Social Transformation in the Third World*, Princeton University Press, Princeton, (1996).
- [3] *Continental Education Strategy for Africa (CESA 16-25)*.  
[http://www.education2030-africa.org/images/systeme\\_edu/docs/Final\\_Indicators\\_Manual.compressed.pdf](http://www.education2030-africa.org/images/systeme_edu/docs/Final_Indicators_Manual.compressed.pdf)
- [4] Epstein, M. J. and Yuthas, K. *Redefining Education in the Developing World*, *Stanford Social Innovation Review*, (2012), 19-20. Retrieved from: [https://ssir.org/articles/entry/redefining\\_education\\_in\\_the\\_developing\\_world](https://ssir.org/articles/entry/redefining_education_in_the_developing_world)
- [5] Haddad, W.D. and Demsky, T. *Education policy-planning process: an applied framework*, UNESCO/IIEP, Paris, (1995), 1-96. Retrieved from: <http://education4resilience.iiep.unesco.org/en/node/931>
- [6] UIS (2019). *Education in Africa*. Retrieved from <http://uis.unesco.org/en/topic/education-africa>
- [7] UNDP (2016). *Sustainable development goals*. Retrieved from: <https://www.undp.org/content/undp/en/home/sustainable-development-goals.html>
- [8] World Bank, (2015). *Education 2030 and the Road Ahead*”, Retrieved From <http://blogs.worldbank.org/education/education-2030-and-road-ahead/>

- [9] Brempong, K. G. Education and Economic Development in Africa, *African Development Review*, (2011), 23(2): 219 – 236. Retrieved from: [https://www.researchgate.net/publication/227707102\\_Education\\_and\\_Economic\\_Development\\_in\\_Africa](https://www.researchgate.net/publication/227707102_Education_and_Economic_Development_in_Africa)
- [10] Hayes, A. Knowledge-Economy (2020). <https://www.investopedia.com/terms/k/knowledge-economy.asp>
- [11] Barkhordari, S., Fattahi, M. and Azimi, N.A. The Impact of Knowledge-Based Economy on Growth Performance: Evidence from MENA Countries. *J Knowl Econ*, (2019), 10, 1168–1182. <https://doi.org/10.1007/s13132-018-0522-4>
- [12] Kajunju A. State of education in Africa report 2015. Africa- America Institute, (2017). Retrieved from: <http://greatsocieties.com/AAI-2015.pdf>
- [13] Kitamura, Y. The Political Dimension of International Cooperation in Education: Mechanisms of Global Governance to Promote Education for All, *International Perspectives on Education and Society*, (2007), 8, 31-72. Retrieved from: DOI: 10.1016/S1479-3679(06)08002-9
- [14] Kitamura, Y. Education Indicators to Examine the Policy-Making Process in Education Sector of Developing Countries, Graduate School of International Development, Nagoya University, Japan, (2009), 1-21. Retrieved from: <https://www.gsid.nagoya-u.ac.jp/bpub/research/public/paper/article/170.pdf>
- [15] Mwamwenda, T. S. Early Childhood Education in Africa, *Mediterranean Journal of Social Sciences*, (2014), Vol. 5, No 20, 1403-1412. Retrieved from: <http://www.richtmann.org/journal/index.php/mjss/article/view/3875>
- [16] Musau, Z. Africa Grapples huge disparities of education. (2018). Retrieved from: <https://www.un.org/africarenewal/magazine/december-2017-march-2018/africa-grapples-huge-disparities-education>
- [17] Jie, Ng. Ding. Towards a Framework of Education Policy Analysis, *The Head Foundation*, (2016), 1-36. Retrieved from: [https://www.headfoundation.org/papers/2016\\_5\\_Towards\\_a\\_Framework\\_of\\_Education\\_Policy\\_Analysis\\_.pdf](https://www.headfoundation.org/papers/2016_5_Towards_a_Framework_of_Education_Policy_Analysis_.pdf)
- [18] Suresh, E. S. M. and Kumaravelu, A. The Quality of Education and its Challenges in Developing Countries, *American Society for Engineering Education*, (2017), 20765, 1-9.
- [19] Taylor, I. Discretion and Control in Education: The Teacher as Street-level Bureaucrat. *Educational Management Administration & Leadership*. BELMAS, (2007), 35(4), pp: 555–572. Retrieved from: <https://research.aston.ac.uk/en/publications/discretion-and-control-in-education-the-teacher-as-street-level-b>
- [20] UNESCO Report. Education for All 2000-2015: achievements and challenges; EFA global monitoring report, 2015. Retrieved from: <https://en.unesco.org/gem-report/report/2015/education-all-2000-2015-achievements-and-challenges>
- [21] UNESCO Report. Global Education Monitoring Report (2019), Retrieved from <https://www.sdg4education2030.org/global-education-monitoring-report-2019-unesco-november-2018>
- [22] Welsh, T. School feeding programs adapt as students get back in the classroom, (2020). <https://www.devex.com/news/school-feeding-programs-adapt-as-students-get-back-in-the-classroom-98253>
- [23] Harber, C. Schooling in Sub-Saharan Africa (Policy, Practice and Patterns), Springer International Publishing AG The registered company, Cham, Switzerland (2017). [https://link.springer.com/chapter/10.1007/978-3-319-57382-3\\_2](https://link.springer.com/chapter/10.1007/978-3-319-57382-3_2)
- [24] UNDP, Human Development Reports. The 2020 Global Multidimensional Poverty Index (MPI), (2020). <http://hdr.undp.org/en>
- [25] UNESCO in brief. Enhancing teacher education in Africa. <https://en.unesco.org/themes/teachers/cfit-teachers>
- [26] Sackett, T. (2018). The HR Technology You Should Be Paying Attention to Right Now ... And Why You Should Be Paying Attention. <https://www.shrm.org/learningandcareer/learning/webcasts/pages/0618sackett.aspx>
- [27] UNDP (2015). The 17 goals. <https://sdgs.un.org/goals>
- [28] UNICEF report (2002). Quality Education for All. [https://www.unicef.org/publications/files/pub\\_qualityeducation\\_en.pdf](https://www.unicef.org/publications/files/pub_qualityeducation_en.pdf)
- [29] United Nation World Food Programm. [https://www.wfp.org/school-meals?\\_ga=2.149837622.1230101915.1604393274-50673015.1604393274](https://www.wfp.org/school-meals?_ga=2.149837622.1230101915.1604393274-50673015.1604393274)
- [30] Zukiswa P. Return to school feeding programme: The provinces respond, (2020). <https://www.dailymaverick.co.za/article/2020-08-05-ministers-plan-to-feed-school-children-following-court-ruling-lacks-detail/>
- [31] Elliott, C. et al. (eds). Teaching Students Who are Gifted and Talented. A Handbook for Teachers, Newfoundland and Labrador Department of Education, (2013). [https://www.gov.nl.ca/education/files/k12\\_studentsupportservices\\_publications\\_teachingstudentsgiftedtalented.pdf](https://www.gov.nl.ca/education/files/k12_studentsupportservices_publications_teachingstudentsgiftedtalented.pdf)
- [32] Zsnel, Z. The difference between heterogeneous and homogeneous groups, (2018). <https://zealousznel.com/heterogeneous-homogeneous-groups/>
- [33] Elsabe Cloete, E. Electronic education system model, *Computers & Education*, (2001), 36(2):171-182. DOI: 10.1016/S0360-1315(00)00058-0
- [34] UIS Web document. <http://uis.unesco.org/sites/default/files/documents/sdg4-metadata-global-thematicindicators.pdf/>
- [35] UIS Website. <http://uis.unesco.org/>
- [36] World Bank Open Data. <https://data.worldbank.org/>
- [37] UNDP report. <http://hdr.undp.org>
- [38] OECD Data. <https://data.oecd.org>
- [39] Chang'ach J. K. Teacher Education and Progress in Africa: The Challenges and Prospects, *Arts Social Sci J* 2016, 7:2. DOI: 10.4172/2151-6200.1000191
- [40] Bernard, Jean-Mare, Coulibaly, B. S. and Winthrop, R. Education is crucial to Africa's COVID-19 response, (2020). <https://www.brookings.edu/opinions/education-is-crucial-to-africas-covid-19-response/>
- [41] Sanon M. I. Delivering education at home in African member states amid the Covid-19 pandemic: Country status report. ADEA Report (2020). [http://www.adeanet.org/sites/default/files/report\\_education\\_at\\_home\\_covid-19.pdf](http://www.adeanet.org/sites/default/files/report_education_at_home_covid-19.pdf)
- [42] The Africa Report. Coronavirus in Africa: opportunity to reshape development, (2020) <https://www.theafricareport.com/25339/coronavirus-in-africa-opportunity-to-reshape-development/>
- [43] International Task Force on Teachers for Education 2030. Response to the COVID-19 Outbreak: Call for Action on Teachers, (2020).
- [44] Saavedra, J. Educational challenges and opportunities of the Coronavirus (COVID-19) pandemic, (2020). <https://blogs.worldbank.org/education/educational-challenges-and-opportunities-Covid-19-pandemic>.
- [45] OECD. The Organization for Economic Co-operation and Development defines Open Educational Resources (OER) as “digitized materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research”, (2007).
- [46] Burgess, S. and Sievertsen, H. H. Schools, skills, and learning: The impact of COVID-19 on education. Retrieved from: <https://voxeu.org/article/impact-covid-19-education>
- [47] OECD School education during COVID-19: Were teachers and students ready? Retrieved from: <http://www.oecd.org/education/coronavirus-education-country-notes.htm>
- [48] UNESCO. COVID-19 educational disruption and response (2020). Retrieved from: <https://en.unesco.org/covid19/educationresponse>

- [49] UNECA. Quick Assessment of the Impact of the Covid-19 Pandemic on Africa NSO Operations, UNECA, (2020), 1-12. Retrieved from: [https://www.uneca.org/sites/default/files/PublicationFiles/final\\_main-results-survey-impact-covid-19-nss\\_en.pdf](https://www.uneca.org/sites/default/files/PublicationFiles/final_main-results-survey-impact-covid-19-nss_en.pdf)
- [50] UNESCO report. Education: From disruption to recovery (2020). Retrieved from: <https://en.unesco.org/covid19/educationresponse>
- [51] UNDP. Global Snapshot: COVID-19 Has Not Plateaued, (2020), 1-19. Retrieved from: <https://www.undp.org/content/undp/en/home/coronavirus/socio-economic-impact-of-covid-19.html>
- [52] United Nations. Education and COVID-19: UN helps children continue their learning, Department of Global Communications, (2020). Retrieved from: <https://www.un.org/en/coronavirus/education-and-covid-19-un-helps-children-worldwide-continue-their-learning>
- [53] World Bank. (2020), World Bank Education and COVID-19. Retrieved from: <https://www.worldbank.org/en/data/interactive/2020/03/24/world-bank-education-and-covid-19>
- [54] Zaki Ewiss, M. A. Cairo University Proposal for Education Reform in Developing Countries Using Modeling Technique (Edumod-Egypt), IATED Digital Library, (2018). Retrieved from: [https://library.iated.org/view/ZAKIEWISS%202018 CAI/](https://library.iated.org/view/ZAKIEWISS%202018%20CAI/)
- [55] Zaki Ewiss, M. A. Capability Determination of Educational Strategy, American Journal of Humanities and Social Science (AJHSS), (2020), Vol 6, 1-24. Retrieved from <http://journalonline.org/american-journal-of-humanities-and-social-science/pdfs/volume-6-issue-1/v6-i1-2.pdf>

M. A.Zaki Ewiss, et. al. "Capability enhancement of the African Education." *Quest Journals Journal of Research in Humanities and Social Science*, vol. 08(11), 2020, pp. 28-38.