Reasons why Education fails in Developing African Countries

**Chimombo, J. P. (2005). Issues in basic education in developing countries: An exploration of policy options for improved delivery. Journal of international cooperation in education, 8(1), 129-152.**

This article investigates the issues facing basic education in developing countries. For more than forty years, various stakeholders have joined to support the basic education development in developing countries. The evidence in this study indicated that the strategies that are required to resolve school-related problems will depend and needs to be specific in every country. Although there are many lessons that can be learned from previous and current experiences, there is a need to increase the number of researchers that should shape policies which are focused on creating inclusive education, reacting to the different circumstances and needs of pupils and offering suitable credence to the skills, knowledge and the abilities brought to the process of education. This article is relevant to the research paper since it represents previous views, findings and work of previous scholars who have reviewed the issue of education failure in developing countries. It provides the issues facing basic education in developing world countries which are the reasons why education fails in these countries. The information from the article can therefore form part of the literature review in the research paper.

**Jansen, J. D. (1998). Curriculum reform in South Africa: A critical analysis of outcomes‐based education. Cambridge journal of education, 28(3), 321-331.**

This article provides a critical analysis of outcome-based education in relation to curriculum reforms in South Africa. Since the first national democratic elections in South Africa, the national unity government has issued various reforms related to curriculum, with the aim of democratizing education and eliminating discrimination and inequalities in the education system of the post-apartheid era. One of the most comprehensive reforms is known as OBE (outcomes-based education), which is an education approach underpinning the new 2005 curriculum. As the highly expected positive impacts of this new curriculum have been generally indicated, some criticism concerning these suggestions has risen, offered the educational and social situation of schools in South Africa. This article therefore systematically analyses the political, philosophical and implementation dilemmas of outcomes-based education. The article is relevant to my research as it provides an assessment of how education has fared in terms of achieving the objectives. Analyzing the performance of outcome-based education is integral in identifying the actual loop holes leading to education failure hence this information will be vital in establishing the hypothesis of my paper.

**Lewin, K. M. (2009). Access to education in sub‐Saharan Africa: Patterns, problems and possibilities. Comparative Education, 45(2), 151-174.**

This article investigates the education access to sub-Saharan Africa as well as identification of the patterns, problem and possibilities. The article first recognizes the increase in the number of children who can access basic education in sub-Saharan Africa, over the past two decades, although a significant number still remain unable to access school. This article first establishes an expanded access vision. Secondly, the article provides an analysis of participation by grade and classifies five different patterns within countries. Thirdly, the article explores the changes over time, which portrays uneven progress in some countries and that general expansion could conceal a great increase in small change completion rates and lower grades. The article is relevant when establishing the literature review of my research paper, as it provides information on the existing patterns and problems related to education access in African countries, as well as possibilities of resolving education problems.

**Pritchett, L. (2001). Where has all the education gone? The world bank economic review, 15(3), 367-391.**

This article journal reviews the connection between education and economy, regarding how the level of funding, economic strength and educational resources affect education quality. The results from the described study in this journal indicate that the development effect of education widely varies across countries and has not matched the expectations because of three possibilities. Firstly, that governance of the institution could have been adequately perverse that the accumulation of education resources and capital undermined economic growth. Secondly, marginal benefits of education could have rapidly decreased, as the educated labor supply increased, and demand remained static. Thirdly, the quality of education could have been low in such a way that schooling years did not create any human capital. This article is relevant to my research paper as it provides an initial clue as to why education fails in developing African countries, by creating a connection between economy and education. This article is useful in developing the hypothesis of the study, when attempting to develop possible causes of education failure in developing African countries.

**Stasavage, D. (2005). Democracy and education spending in Africa. American journal of political science, 49(2), 343-358.**

This article seeks to establish a link between democracy, education and spending in developing countries specifically in Africa. It is generally supposed that electoral rivalry impacts most choices on spending and funding. This journal presents a confrontation to these questions, addressing if the change to democracy competition among developing African nations has led to an increase in primary education expenditure. The article developed an argument demonstrated using a game-theoretic approach which proposes that the necessity of obtaining a democratic policy could have provoked African administrations to increase their spending on education and gives more priority to basic and lowers level education over higher-level education. Therefore, this article is relevant to my paper since it discusses how the system of governance affects education in African countries. Based on the project, the system of governance adopted in a country affects how various social aspects including education perform. The information in the article can therefore form a base for the hypothesis of the research paper.

**Watson, K. (1994). Technical and vocational education in developing countries: Western paradigms and comparative methodology. Comparative Education, 30(2), 85-97.**

This article is based on an investigation on vocational education in developing countries about western models and relative method. According to this journal, the problems related to comparability and cross-cultural transfers are of almost the same age as history. Hence, they have persisted for long. This article is based on the essential argument that the main problems facing the majority of the developing countries are the fact that western models have influenced and shaped their system of education and think about matters like development and economic development as well as the perfect utilization of new technologies. Therefore, the article provides investigative information on the kind of technical education offered in African countries, and how these systems compare to those of western nations, hence this will be integral in various parts of my research.