African Virtual University
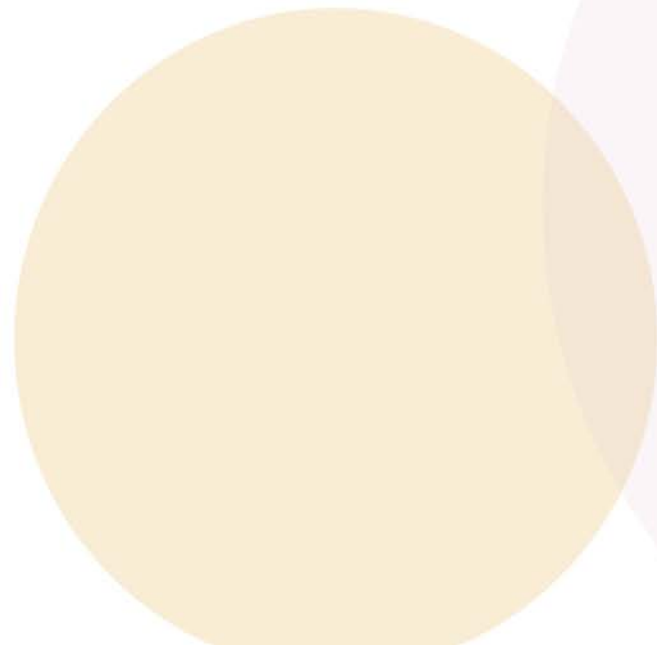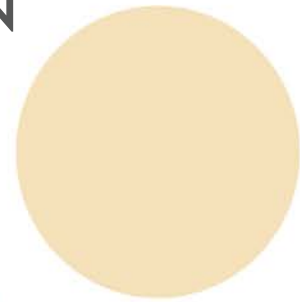
Education: Education EDU16

# HISTORY OF EDUCATION

Ssemondo Enosi

# Foreword

The African Virtual University (AVU) is proud to participate in increasing access to education in African countries through the production of quality learning materials. We are also proud to contribute to global knowledge as our Open Educational Resources (OERs) are mostly accessed from outside the African continent. This module was prepared in collaboration with twenty one (21) African partner  institutions which participated in the AVU Multinational Project I and II.

From 2005 to 2011, an ICT-integrated Teacher Education Program, funded by the African Development Bank, was  developed and offered by 12 universities drawn from 10 countries which worked collaboratively to design, develop, and deliver their own Open Distance and e-Learning (ODeL) programs for teachers in Biology, Chemistry, Physics, Math, ICTs for teachers, and Teacher Education Professional Development.  Four Bachelors of Education in mathematics and sciences were developed and peer-reviewed by African Subject Matter Experts (SMEs) from the participating institutions. A total of 73 modules were developed and translated to ensure availability in English, French and Portuguese making it a total of 219 modules. These modules have also been made available as Open Educational Resources (OER) on oer.avu.org, and have since then been accessed over 2 million times.

In 2012 a second phase of this project was launched to build on the existing teacher education modules, learning from the lessons of the existing teacher education program, reviewing the existing modules and creating new ones. This exercise was completed in 2017.

On behalf of the African Virtual University and our patron, our partner institutions, the African Development Bank, I invite you to use this module in your institution, for your own education, to share it as widely as possible, and to participate actively in the AVU communities of practice of your interest.  We are committed to be on the frontline of developing and sharing open educational resources.

The African Virtual University (AVU) is a Pan African Intergovernmental Organization established by charter with the mandate of significantly increasing access to quality higher education and training through the innovative use of information communication technologies. A Charter, establishing the AVU as an Intergovernmental Organization, has been signed so far by nineteen (19) African Governments - Kenya, Senegal, Mauritania, Mali, Cote d'Ivoire, Tanzania, Mozambique, Democratic Republic of Congo, Benin, Ghana, Republic of Guinea, Burkina Faso, Niger, South Sudan, Sudan, The Gambia, Guinea-Bissau, Ethiopia and Cape Verde.

The following institutions participated in the teacher education program of the Multinational Project I: University of Nairobi – Kenya, Kyambogo University – Uganda, Open University of Tanzania, University of Zambia, University of Zimbabwe – Zimbabwe, Jimma University – Ethiopia, Amoud University  - Somalia; Université  Cheikh Anta Diop (UCAD)-Senegal, Université d' Antananarivo – Madagascar, Universidade Pedagogica – Mozambique, East African University - Somalia, and University of Hargeisa - Somalia

The following institutions participated in the teacher education program of the Multinational Project II: University of Juba (UOJ) -  South Sudan, University of The Gambia (UTG), University of Port Harcourt     (UNIPORT) – Nigeria, Open University of Sudan (OUS) – Sudan, University of Education Winneba (UEW) – Ghana,  University of Cape Verde (UniCV) – Cape Verde,  Institut des Sciences  (IDS) – Burkina Faso,  Ecole Normale Supérieure (ENSUP)  - Mali, Université Abdou Moumouni (UAM)  - Niger, Institut Supérieur Pédagogique de la Gombe (ISPG) – Democratic Republic of Congo and Escola Normal Superieur Tchicote – Guinea Bissau

Bakary Diallo

The Rector

African Virtual University

# Production Credits

This second edition is the result of the revision of the first edition of this module. The informations provided below, at the exception of the name of the author of the first edition, refer to the second edition.

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# Table of Contents

# Introduction

## The Concept of History of Education

You are welcome to this Module in History of Education, which covers part of the course in Professional Education Studies. To understand the meaning of History of education, you need to know the key words, History and Education. Perhaps you are aware that History is a study of past events and developments some of which may have occurred many years of ago or might have taken place in the recent times. On the other hand, education can be defined as a process of teaching and learning. More about this will be examined in the module later. History of education is therefore a study of the past that focuses on educational issues. These include education systems, institutions, theories, themes and other related phenomena.

History of Education is of fundamental importance to a professional teacher. We have noted that the study deals primarily with the past events and developments in education. However, this should not be looked at in isolation. This is because the past is closely linked to the present and the later influences the future. When you study the past, you are able to understand the process of education and how it evolved up to the present. In this way, the present not only becomes clear but also helps to illuminate the future. Note that the education arena is a broad one. It encompasses philosophical, sociological, comparative, administrative, curricular and other issues. Each of these may have a historical dimension or perspective. It is envisaged that this Module will help you to understand History of education in particular and Professional Education Studies in general.

## II. Prerequisite Courses or Knowledge

For you to do the Module well, you should have basic knowledge and understanding of the education system in your community, country or region. In addition, general knowledge about the historical, geographical, social and related aspects of the local and international communities will make your study easier and enriching.

It is important that you draw a lot from your personal experiences and formal education in the Secondary (High) School, College, or University and, probably, your experience as a teacher (trainee)

## III. Time

Coverage of the Module will require about 120 Hours. These are divided into: Unit 1      40 Hours

Unit 2   30 Hours

Unit 3   25 Hours

Unit 4   25 Hours

## IV.   Material

You will need the following materials and resources to help you go through the Module:

A computer with internet (Optional) Web-based Materials

Online resources

Recorded Materials on CD-ROMs/DVD

Any of the recommended references (Optional)

## V.   Module Rationale

The Module on History of Education will help you to understand how the past events shaped the present education systems, theories and related phenomenon in the area of teacher education in particular and education in general. Secondly, it will enable you to appreciate the importance of education to mankind since time immemorial across the generations. By so doing, you are will be able to critically examine the fundamental part which education plays in the transformation of society. Note that as a teacher, you are a change agent. Thus, your role in the process of change will be further highlighted. Besides it also will prepare you to ably examine present trends and dynamics in education, draw practical lessons from the past, avoid possible mistakes, and initiate more viable plans for the benefit of Society.

## VI. Content

### 6.1 Overview

This Module covers History of Education from the Ancient to Modern times. It examines the aims, organisation and content of education in ancient, preindustrial, industrial, colonial and post-colonial periods in different parts of the world and how they relate to Africa in the area of teacher education and the systems as a whole.

**The Module has four Units**

Unit I:  Covers Themes on the concept of indigenous education and the nature of education in Ancient Egypt and Greece. It brings out aspects on education in the two Ancient communities and the impact of the education systems on the local and global landscape.

**Unit II:** Focuses on great periods in education including the renaissance and the reformation periods. The unit brings out the aims and major activities of Christian and Islamic education and their impact on Society.

**Unit III:** Looks at Colonial education system. Special emphasis is put on the aims and objectives of the colonial education policies and their impact on Society in Africa.

**Unit IV:** Examines the critical issues in education in post-Colonial Africa, spanning the last fifty years or so. It brings out the underlying goals and objectives, challenges, strategies and other pertinent issues.

## 6.2   Outline

**Unit I:**  Indigenous Education in Africa, Ancient Egypt and Greece

Topic 1: Indigenous education in Africa

Topic 2: Education in Ancient Egypt

Topic 3: Ancient Greece and its influence on Education

**Unit II:** Great periods in Education, Christian and Islamic Education

Topic 1: The Renaissance, Protest and Reformation

Topic 2: Christian Missionary education

Topic 3: Islamic Education and its impact

**Unit III**: Colonial Education in Africa

Topic 1: Origin, aims and objectives of colonial education

Topic2: Main features of colonial education policies in Africa

Topic 3: The impact of the colonial education policies on Africa

**Unit IV:** History of Education in Africa since independence

Topic 1: Underlying goals and objectives

Topic 2: Challenges and critical issues in Education

Topic 3: Strategies and Implications

Topic 4: Which way forward?

6.3 Graphic Organizer
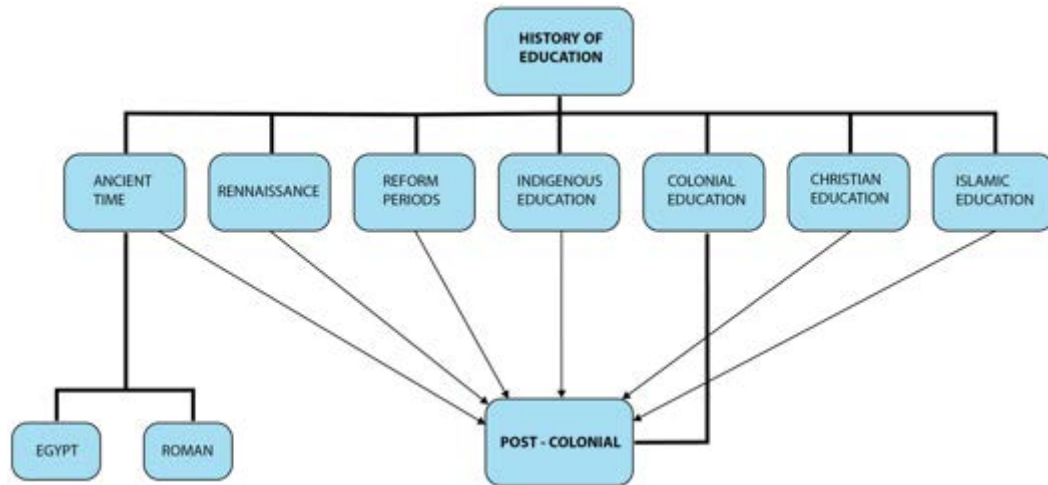


# VII. General objective(s)

ANCIENT TIME

RENNAISSANCE

REFORM

PERIODS

INDIGENOUS EDUCATION

COLONIAL EDUCATION

CHRISTIAN EDUCATION

ISLAMIC EDUCATION

POST-COLONIAL

EGYPT

ROMAN

The objectives of this Module are to:

    i.  Enable you understand and appreciate the importance of History of education in your professional and daily practice

    ii.  Enhance your capacity to understand the importance of education in the development of Society since time immemorial.

    iii. Guide you to establish the linkage between educational theory and practice in national and global systems with emphasis on Africa.

iv. Enhance your capacity to understand and appreciate the challenges in education in Post-Colonial Africa.

v. Guide you to adopt practical strategies and measures aimed at addressing national and international issues in education.

## VIII. Specific learning objectives (Instructional objectives)

The Specific Learning Objectives below will help you achieve the General Objectives mentioned above. You are therefore encouraged to keep them in mind and evaluate your progress as you go through each of the Units and Topics.

| Unit | Learning objective(s) |
|---|---|
| Unit I<br><br>Indigenous education in Africa, Ancient Egypt and Greece | By the end of this Unit, you should be able to:<br><br>a) Define Indigenous Education and explain its aims, organisation, methods and relevance to African societies.<br><br>b) Explain the major theories and practices in education in Ancient Egypt and Greece.<br><br>c) Examine the influence of Ancient Greece and Egypt on traditional and modern educational practice. |

| Unit II<br><br>Great periods in Education, Christian and Islamic Education | By the end of this Unit, you should be able to:<br><br>(a) State the major educational issues during the Renaissance, Protest and Reform periods.<br><br>(b) Explain the aims, nature and influence of the Christian system of education.<br><br>(c) Examine the underlying goals and influence of Islamic education. |
| Unit III<br><br>Colonial Education in Africa | By the end of this Unit, you should be able to:<br><br>(a) Explain the origin, aims and objectives of the major colonial policies in education on Africa.<br><br>(b) Identify the common features of the colonial policies in education in Africa.<br><br>(c) Explain the positive and negative effects of the colonial education policies on Africa. |

| Unit IV | By the end of this Unit, you should be able to: (a) Examine the underlying goals and objectives of education in Post-Colonial Africa. |
| Education in Africa since independence | (b) Identify and explain the major challenges in education in Africa and the strategies adopted to address them since independence. |
| | (c) Explain the achievements and short- comings in education in Post-Colonial Africa. |

# IX. Teaching and learning activities

## Pre-assessment

You need to establish how much you already know and can understand about some aspects of the issues covered in this Module. The exercise below will guide you to do this.

### 9.1 Rationale

This Pre-assessment will give you an insight into your current knowledge and understanding about the origin and development of education in Africa and beyond. Apart from re-orienting yourself, this will prepare and inspire you to inquire and research more in areas where your previous knowledge was limited. It will also empower and give you a more focussed sense of understanding of the course content as you go through this module.

**QUESTIONS**

1. One of these defines most accurately the Concept of History of Education.

      (a) A study of past events

      (b) An investigation into the teaching and learning of a given society.

      (c) A study of past education events, systems, institutions and related phenomenon

      (d) A study of the present in relation to the past

2. When was education introduced in Africa?

      (a) About 250 years ago

      (b) When the first schools were built in Africa

      (c) When Christian Missionaries came to Africa

      (d) Since the appearance of early man in Africa.

3. One of these statements does not reflect the importance of History of Education:

> (a) Understanding and appreciating the importance of education to man- kind in society.
>
> (b) Evaluating the achievements and shortcomings in education in society over a period of time
>
> (c) Improving on the present education system and avoiding past mistakes.
>
> (d) Determining the location and ownership of the schools in a given society.

4. Ancient Egypt, the land of 'Pharaohs', is known for its contribution in education because:

> (a) It has recordings of the earliest writings by man
>
> (b) It produced the best professional teachers
>
> (c) It produced the best Sports men through education
>
> (d) It achieved the highest literacy rate in Africa.

5. Ancient Greece is famous not only for its devotion to Games and Sports but also for:

> (a) Promoting female education
>
> (b) Advocating changes in religious education
>
> (c) Influencing changes in Education and Science
>
> (d) Sending the first Astronaut to the moon

6. In Africa, just like in Europe, the Christian Missionary Churches took keen interest in formal education because of the need to:

> (a) Teach all the followers to become great thinkers
>
> (b) Spread and consolidate the Christian doctrines and beliefs
>
> (c) Promote practical skills through education
>
> (d) Destroy other religions.

7. Strict Muslims in Africa prefer to send their children to Islamic schools and institutions because:

> (a) They lack information about other schools
>
> (b) Such schools safeguard their religious beliefs and practices
>
> (c) They are not given religious freedom to pray.
>
> (d) They want their children to become religious leaders.

8. Indigenous education in Africa was mainly carried out:

      (a) In specific places and at a specific time     (b) In the garden

      (c) During leisure time

      (d) In the homestead or other places of activity

9. Colonial education systems in Africa had strong and weak areas. Choose the odd one out:

      (a) They promoted confidence among the school leavers

      (b) They emphasised obedience and loyalty among the African subjects

      (c) They sensitised and mobilised the masses to embrace formal education

      (d) They ignored the need for democratic practices in education.

10. One of the benefits of Colonial education in Africa was the:

      (a) Training of enough manpower to take over roles in the independent states.

      (b) Establishment of relevant and uniform curricular in Africa.

      (c) Establishment of lasting linkages in education between Africa and the outside world

      (d) Denouncing African culture and beliefs

11. He was an influential personality and strong advocate of "Education for self- reliance" in Africa.

      (a) Nelson Mandera     (b) Julius Kambarage Nyerere

      (c) Kwame Nkrumah     (d) Leopold Sedar Senghor

12. Rules and regulations guide members of a given society towards the achievement of the common good. Similarly, Education Laws are mean to:

      (a) Punish offenders

      (b) Regulate the education system of a given society.

      (c) Prevent crime in society

      (d) Monitor standards in the schools

13. Long after regaling political self-determination, the African states largely operate a curriculum that cAn be described as:

      (a) Western in outlook     (b) Theoretical

      (c) Literary            (d) All the above

14. Private schools in Africa were mainly established:

   (a) For Economic motives

   (b) For Political reasons

   (c) For purposes of gender balance in education

   (d) To ensure quality in education

15. Most states in Africa encountered the challenge of shortage of trained teachers shortly before and after independence. This was caused by the following, except:

   (a) Native teachers took on political and other careers

   (b) Departure of many non-native teachers for other countries

   (c) Lack of interest by the natives in the teaching profession

   (d) The colonial policy had trained a small pool of professional teachers

16. The promotion of Vocational and Practical education in Africa was partly frustrated by the native communities due to;

   (a) Poverty of the masses and inability to pay tuition fees

   (b) Preference for literary education and white collar jobs

   (c) Poor means of transport and communication

   (d) Desire to preserve the indigenous educational practice

17. African countries need to train more teachers in Science and Technology.

This requires:

   (a) Increased and realistic financial input

   (b) Sensitisation to cause attitudinal change among the students

   (c) Training of Trainers in the relevant areas

   (d) All the above

18. The religious groups did a lot to promote formal education in Africa. Howe- ver, they generated a major problem namely:

   (a) Religious decay in society

   (b) Discouraging superstition in Africa

   (c) Religious discrimination and hatred in education

   (d) Foreign domination and colonialism

19. Education Commissions in Africa were usually set up to do the following, except:

        (a) Investigate specific areas in education

        (b) Compile a report of their findings

        (c) Propose recommendations to address gives issues

        (d) Build schools and train the teachers

20. The introduction of Universal Primary Education in some states of Africa is a good intervention aimed at:

        (a) Reducing religious discrimination in education

        (b) Promoting access and retention in education

        (c) Creation of job opportunities

        (d) Eradicating conflict and diseases

## History of Education Pre assessment Exercise

Check your responses to the pre-assessment exercise. The letters indicated represent the correct

Answers. Good Luck!

## Answer key

| | |
|---|---|
| 1. C | 11.B |
| 2. D | 12.B |
| 3. D | 13.D |
| 4. A | 14.A |
| 5. C | 15.C |
| 6. B | 16.B |
| 7. B | 17.D |
| 8. B | 18.C |
| 9. A | 19.D |
| 10. C | 20.B |

## Pedagogical comment for learners

How have you faired? Well, if you scored 60% and above, then this is a good beginning. However, do not relax. Instead, aim higher. A score of 40% and 50% is fair but it means you need to put in much more effort. If you scored 30% or less, strive a lot more. You can do this by reading the Module and other references critically and widely. You may also seek guidance and support from your facilitators, peers and other resource persons. Good luck!

## Points for you to Note

The Concept of Education should be looked at from a broad perspective. You may be aware that education can be informal, formal or non-formal. Look up these terms from the glossary at the end of this unit. As you study this Module, identify the specific types of education that were promoted in society during a given period.

Society is dynamic, that is, it changes with time depending on internal and external influences. This change too, is felt in education and other sectors. Also note that the changes in society may be positive or negative. They also vary in scope, or degree, from one place to another.

There are fundamental questions you need remember. For example: what happened? Why? Where?  When? What were the results? Etc. Ask yourself these and other questions as you go through this Module to help you understand the content and consolidate learning.

# X. LEARNING ACTIVITIES

## Learning activity # 1

Title of Learning Activity: Indigenous Education in Africa, Ancient Egypt and Greece

Specific objectives

By the end of the activity, you should be able to:

i.  Define Indigenous Education and explain its aims and objectives.

ii.  Explain the organisation, methods and practice of indigenous education in pre-colonial Africa

iii. Identify and state the major theories and practices in education in ancient Egypt and Greece

iv. Explain the influence of Ancient Egypt and Greece on traditional and modern educational practice.

## Summary

You may be aware that indigenous education is as old as mankind. It was practiced in Africa, Europe and other parts of the world long before the introduction of formal education. This Activity introduces you to indigenous education. You will be guided to identify its organisation, content and methods of delivery. You will also be able to explain its relevance to the modern society. Furthermore, the activity will help you to learn how the major practices in education in Ancient Egypt and Greece impacted on the traditional and modern education theories and practice.

**Key words and concepts**

**Indigenous Education Formal**

**Indigenous Education**

**Formal Education**

## List of required readings

http://en.wikipedia.org/wiki/History_of_education

Title: History of Education

Description: This article analyses historical aspects in education both traditional and modern. It focuses on examples from Israel, China, Europe and the Islamic world.

file:///C:/Users/Asus/Downloads/8622-25921-1-PB.pdf

# X. LEARNING ACTIVITIES

Title: Some key issues in African traditional education

Description: This article examines some key issues in African traditional education, namely its philosophical foundations, content and methods, strengths and weaknesses.

http://www.fjkluth.com/education.html
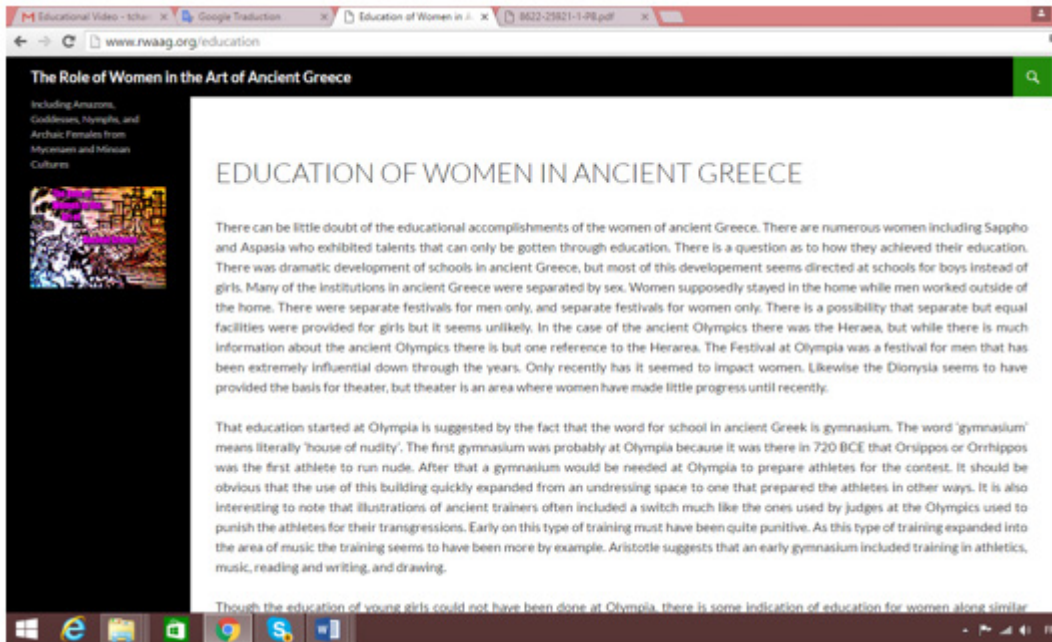


Title: Education of Women in Ancient Greece

Description: This article has information on education in ancient Greece.

It focuses on the nature of education in general and the education of women in particular, among other aspects.http://www.touregypt.net/historicalessays/lifeinEgypt7.htm

Title: Education and learning in Ancient Egypt

Description: This article has information on aspects on education in Ancient Greece. It covers its content, organisation and related issues in a traditional setting.http://en.wikipedia.org/wiki/Plato

Title: Plato

Description: This article has detailed information about Plato. It focuses on his early life, education and ideas in Philosophy. It also looks at his interaction with Socrates and brings out his influence during his times.

http://en.wikipedia.org/wiki/Education_in_Ancient_Rome

Title: Education in Ancient Rome

Description: This article has information on education in Ancient Rome.

It covers aspects on education in Rome and later the Roman Republic.

## List of relevant useful links

http://findarticles.com/p/articles/mi_qa3965/is_200204/ai_n9028634

This site has a document on key issues in African traditional education. .

http://www.crystalinks.com/greekeducation.html

This site has information on the aspects in education in ancient Greece

http://en.wikipedia.org/wiki/Ancient_Egypt

Title: Ancient Egypt

Description: This article focuses on Ancient Egypt and its civilisation. It includes aspects on the government, economy, legal system and education.

## List of relevant multimedia resources

### Instructions

To execute this activity easily and effectively, do the following

### Step 1

First, read the instructions to the activity carefully. Second, identify two people in your community (one male and one female), aged 40 years and above. Request them to provide you with information about their experiences in traditional education within the communities where they have lived.

Use the questions below to guide you in your discussion. You are free to rephrase them and add other questions. These should be in the context of the home or community where they grew up, the schools they went to, among others to make the investigation meaningful and interesting. Record a summary of the responses (about 100 words)

| | | | | |
|---|---|---|---|---|
| Who taught you the things you know? | | | | |
| Who taught you the skill you have? | | | | |
| When were you taught from? | | | | |
| What methods were used by your trainer(s)? | | | | |
| Why wear you taught? | | | | |
| How have you benefited? | | | | |

Compile a list of common items. (Maximum 50 words)  At individual level, record what you went through personally when you were young, as you grew up until now. (Again use not more than 50 words) Finally, make a final list of your findings. (about 75 words).

___

## Detailed description of the Activity

The Concepts of Indigenous Education and formal education

(i) Indigenous education in Africa

### Step 2

In not more than fourty words, write down what you understand by each of the terms indigenous, education and formal education the key words given in the summary above. Compare your answers with the definitions in the glossary at the end of the activity.

You now know the meaning of the key words identified above. They will help you to understand more clearly the major issues addressed in the activity. To consolidate your learning, read the text below.

Indigenous education combines the two words. Simply put, it refers to traditio- nal education. It can also be defined as a process by which an existing society transmitted learnt culture, knowledge, skills and values from one individual to another. Note that this education came before one got exposed to formal educa- tion. Consider what you were taught by the parents, relatives, peers, etc before you went to school.

The teaching and learning process in the traditional sense was informal. It did not involve elaborate preparations similar to that of the school system. What then is formal education? You may have discovered that formal education is a structured, systematic and organised system of teaching and learning. In the modern context, it is offered mainly in specific places (schools, colleges, universities, etc.) under specialised instructors.

### Step 3

Now, read Article titled Indigenous learning forms in West Africa, The case of Mauritania and note down the aims/objectives, organisation, content, methods of delivery and significance Indigenous education in African societies. (Use 200-300 words). Compare what you have read with what you recorded from your local interviews.

This exercise should have helped you establish a lot about indigenous education in African societies. What you have identified represents some of the general characteristics of indigenous education. The summary given here below provides these characteristics. As you read through this, compare the information given here with what you put down in your matrix. In brief, you may have discovered the following aspects about indigenous education:

## Aims /Objectives

- To produce an informed and knowledgeable person
- To impart skilled for productive purposes in society
- To integrate the person into the society in order to preserve its identity
- To preserve the cultural heritage of the group
- To foster unity of the group, etc.

## Organisation

Note that this refers not only to who conducted it but also where. You may have discovered that it was carried out in the homestead or wherever activities occurred. For example teaching took place in the garden, grazing grounds, in the communal places sometimes far away from home. In the old days, the fire place was specially used in Africa to pass on knowledge, skills and values.

According to Ssekamwa (1997), there were teachers who gave basic knowledge and skills and those who were more specialised and resourceful. The parents played a major role in teaching their children. They were supplemented by elders, peers and those who were considered resourceful.

## Content

You may be aware that in the traditional society, what was learnt depended on what was available and desirable and the learning situation was never the same (Ocitti, 1993). Though the societies varied in their Social, Economic and political settings, they shared the shared the following:

- The culture of the group e.g. of the family, clan, tribe, etc

- Environmental education covering the physical features of the area, names of plants and animals, their functions, and so on

- Skills especially of a manual nature that enabled the learners to perform certain tasks for their own good and that of the community in which they lived

- Social values such as respect, love, unity, cooperation, etc

- Gentility and humility which required exhibiting manners of a civilized conduct and behaviour

- Leadership skills that which shaped a person's role in society, based on sex, age or status

- Religion also featured on the curriculum and was vital for the spiritual and moral fibre of the learner and the whole community

- History of the group where the learner was expected to know and appreciate the ancestry of the group, the past fortunes or misfortunes, among others.

## Methods of delivery

Compare what you discovered with the information below. Perhaps you found out that the methods of delivery in indigenous education were largely informal. In a nut shell, these were outstanding:

- Use of oral forms of literature such as storytelling, proverbs, riddles, poems, songs, and so on. Look up any of these words to understand them clearly. On the whole, oral literature gave the learner not only the desired message, but also equipped the individual with communication skills, among other values.

- The mini lecture was used where short messages were verbally given to the learner who was expected to listen, observe and later do as instructed. The process was repeated whenever need arose.

- Observation and imitation were commonly used. The young for instance learnt a lot by coping from the adults, peers, and so on

- Cultural functions were also used. They included ceremonies of happiness and sorrow. They exposed to the learner hidden traditional practices and beliefs.

- Games and plays were also important. While they were more popular for the young, the adults also participated in them. They helped in shaping desirable social values and enhancing the physical fitness of the individual.

- Active participation was crucial in one's life. This was the case especially in the transmission of skills. The learner engaged actively in communal work or family tasks, and in the process, learnt by doing.

- Apprenticeship, which was more elaborate, was also used to expose the learner to specialised knowledge, skills and values. The instructor trained the person for a relatively lengthy period. Such instructors had special skills e.g. in Crafts, Arts, Medicine, etc.

- Rewards and Punishments were used as mechanisms to enforce discipline.

## Significance of indigenous education

Using your experiences and what you have read on your own, you may have established the important role indigenous education played (and still plays) in society. This is due to its strong attributes, namely:

- It was relevant to the peoples' needs

- Functional and practical in terms of training

- Democratic, that is, education for every body

- Affordable in terms of cost

- Integrative as it prepared the individual to fit into society

- Productive as learners produced in the process of training

- Conducive to the learner who were mainly taught by close persons around them

- Life-long and thus rewarding

- It had no drop outs, etc.

We can go on and on. However, it is should be noted that indigenous education, in all societies, had its short comings. In not more than thirty words, write down three shortcomings. Compare your notes with the summary below.

In brief, some scholars point out that the knowledge, skills and values were so localised and could not be applied or appreciated outside a given community.

Others say that it was so rigid or conservative and consequently, resistant to change. Consequently, new ideas innovations were not readily embraced. This stunted creativity and intellectual development.

Though it was education for all, it had elements of gender bias. In Africa for instance, most communities had assigned roles for the male and female and discouraged members of one sex against doing what was regarded as prerogatives of the opposite sex. Other criticisms include the informal nature of indigenous education. It was not programmed or structured. Thus, uniformity in terms of content delivery and learning varied so much among the members of a given group.

<u>Step 4</u>

Read the Articles focussing on Education in Ancient Egypt. Find out the conditions in Ancient Egypt and the educational practices of the time. Note specifically the educational innovations that characterised the two societies. In about 250 words, note down the key issues.

You now need to consolidate your learning. Read on! Below is a brief analysis of the conditions in Ancient Egypt and Greece with specific reference to the educational practices of the time.

## Education in Ancient Egypt

You have looked at the educational practices in Ancient Egypt. Note that they were almost similar to those that prevailed in other African societies before the introduction of formal education. Education in Egypt was home-grown, focussing on the peoples' traditions, beliefs and values. However, Egyptian children were closely involved in tasks done by the adults and gradually imitated the grown up behaviour. Consequently, they acquired practical skills and knowledge from the elders. They were also equipped with moral attitudes and views of life. This basic education was given to the learner in the bosom of their families.

The training and upbringing of the girls was specially a responsibility of the mothers, while that of the boys was taken care of by the father. Note that for the girls, the education was so basic and shorter compared to that of the boys who usually were given supplementary training in specific line of training.

As such, Girls in Egypt did not go to school but stayed at home to help with domestic chores such as cooking, weaving among other activities. Boys from poor families, too missed school education but they would be taught from the temples by the Priests. You ought to note that the Egyptians attached much importance and value to the spiritual upbringing of the children. Their beliefs in supernatural beings shaped the moral character of the individual. This was considered good for the harmony and orderliness of the society.

## Reading and Writing

Unlike most African societies, therefore, Egypt had a relatively advanced formal education system. The Egyptians for instance evolved a series of symbols (Hiero-glyphs) for writing and reading. This was a pictographic language developed over 5000 years ago and used until the 450 AD. It had elements similar to those of the modern alphabet.

This development of Egyptian writing was the first of its kind in History. For this and other reasons, it is often believed that Egypt was one of the societies where civilisation started before it spread to other parts of the word.

## Sciences and Mathematics

Ancient Egypt is also remembered for its remarkable innovations in Science and Medicine. It is probable, that the first civilization to practice Scientific Art was Egypt. The word "Chemistry" for instance is derived from the old name of Egypt, namely, "Alchemy."

Note that Egypt excelled in applied Mathematics as well. Through this, the Egyptian Scientists of the time made remarkable advancement in Astronomy, Engineering and other related fields. Now let us turn to Ancient Greece.

## Education in Ancient Greece

Perhaps you are now more informed about Ancient Greece, as far as education is concerned. The Greeks were scattered on a number of Islands where they lived in states like Athens, Sparta, Cathage, Syracuse, among others. It was here that Greek civilisation thrived based on Politics, Economics, Philosophy and Education. Society in Greece was composed of classes, the privileged and the unprivileged. Apart from the rulers (Monarchs), there was the leisure class (nobles), the free born, commoners and the slaves. These classes determined one's position in society and the type of education one was exposed to.

## The age of Philosophers

Ancient Greece gave birth to Philosophers (great thinkers) and scientists who influenced the society and other parts of the world. Prominent names include Plato, Aristotle, Socrates, Archimedes, among others. Read Article titled Greek Philosophers for more information about Plato and Aristotle.

The conditions in Greece at the time were not stable. The City States were at war, society was divided and the subordinates were rebellious against their masters. Among the Philosophers, Plato came out most prominently in advocating for changes in society through reforms in education.

## Nature of education

At the time, education in the city states of Greece was informal, carried out at home or in the communities. However, education in the states varied, depending on what the state considered appropriate.

<u>Step 5</u>

Now, read the documents on "Education in Ancient Greece" and identify the unique characteristics in education in Ancient Greece. In about 200 words, note down the major issues. Now, compare your information with that on the list below:

- Each City state had a separate education system.

- - Sparta, which was militant and aggressive, put emphasis on physical education, discipline and self denial

- Military training was compulsory for the boys from around the age of seven

- The boys were subjected to rigorous training to instil in them endurance and a strong character

- Reading and writing were discouraged for the soldiers

- Girls in Sparta too, had school education but with a specific training

- In Athens, girls primarily had domestic education

- The purpose of education was to produce peaceful but strong citizens at the same time

- Boys from poorer families often dropped out formal education

- Formal education evolved gradually, when learners attached themselves to specific teachers

- The State initially left education to the parents, who educated their children as they saw fit

## Influence of Ancient Egypt and Greece on the development of education

<u>Step 6</u>

You realise that both Ancient Egypt and Greece were undergoing rapid transformation in their theoretical and practical approach to education. Revise the relevant articles again. In about 150 words, note down the educational innovations in the two societies which are relevant to the modern society.

The summary below will guide you to consolidate your reading and learning. You may have noted that in both societies, reading and writing were practiced. The idea of formal education,

where teaching and learning became an organised business was adopted to reinforce the traditional practices of home based education alone.

The role of the teacher in the process was also made outstanding. Teachers gradually became not only trained and specialised, but also professional. The Philosophical ideas of Plato gave birth to the state involvement in education. Later, the education of every one, Girl or Boy was adopted. Note that in the modern society, Universal education is a cherished policy.

In terms of the curriculum, education became structured with specific content being emphasised for the learners as they progressed from infancy into adulthood. Besides, it was not education of the body alone, but also the soul. As such, societies across the world gradually adopted curricular that were structured and promoted practical and vocational skills alongside moral and spiritual values and practice. Note too, the importance attached to the teaching of Science, Mathematics and related subjects by both Egypt and Greece. This became crucial in the process of transforming society.

Step 7

Read Articles on Education in the Ancient Rome. Note the major characteristics (about 120 words). Compare and contrast your findings with those you have covered in Egypt, Greece and the African traditional education systems.

Conclusion: Indigenous education was beneficial to society and existed alongside formal education. Indeed, both forms of education support each other in the common goal of transmitting knowledge, skills and values. This is clearly brought out in the activity above. You have also noted that the Ancient civilisations in Egypt, Greece, the Roman Empire and other parts of the world had a strong impact on the development of modern education theories and practice.

## Formative evaluation

Questions

1. "History of Education is of fundamental importance to a professional teacher." Between 120 -150 words, give reasons to support the above statement.

2. With specific examples, explain the relevance of indigenous education to the modern African societies. (About 150 words)

3. Explain how Plato's ideas in education influenced the development of modern education systems. (About 200)

**Possible answers**

Question1

**Importance of History of Education to a professional teacher**

Your answer should revolve around the following key issues. First, define History of Education. Remember it is the study of past educational events, theories, institutions, systems, etc.

It is important to a professional teacher (like you) because it brings out the importance of education to mankind and thus to the teacher. It therefore helps an individual to appreciate one's role in the education process.

Since the past influenced the present, the current developments are therefore made clearer. It also helps the teacher to evaluate an existing educational system, noting achievements, challenges and shortcomings.

Practical lessons can be drawn (lessons learnt) from the past; mistakes of the past can be avoided and predicting the future more accurately is made possible. This saves money and resources. The study therefore is of economic significance.

Note too, that the study also throws more light on some of the concepts in education which you will cover in other modules. You will, therefore be able to understand them better and become an all-round teacher.

Last, your skills of reasoning, analysis, argument will be sharpened. These are very vital for you as a teacher.

Question 2

**Relevance of indigenous education**

Define indigenous education

- It relevance can be derived from its strong points. First, it prepares the learner for other forms of education e.g. the formal.
- It equips the learner with desirable social values necessary in the modern society.
- It transmits useful cultural values and practices for the benefit of the members. Its practical nature promotes productivity, employment, etc.
- It enforces discipline among the members of the society, etc. Remember to give specific examples.

Question 3

**The influence of Plato's ideas in education**

Give a brief background/introduction about Plato, the Greek Philosopher. Comment briefly on the major proposals he made aimed at transforming education in Greece to address the problems of the time. These included the need to have an organised and structured education system, curriculum, specific trainers, etc.

His ideas contributed to the modern concepts of formal education (education changed from informal to formal) which is now a global phenomenon.

Remember to point out some of the characteristics of formal education in your answer.

Teachers also became professional and the state assumed more responsibility in the provision of basic education.

Bring out too, the emphasis on tailoring the curriculum to the societal needs. For instance the teaching of practical skills, games and sports, and moral education were some of the influential ideas from Plato.

## Glossary

Indigenous refers to something native, local, home grown or traditional.

Education-This is a process of teaching and learning to improve knowledge and develop skills and desirable values as perceived by a given society.

Formal refers to something proper, prescribed or recognised.

Indigenous education refers to the traditional system of teaching and learning that is carried out by the natives of a given society.

Formal education refers to the structured and organised system of teaching and learning usually in schools, colleges, universities or similar institutions.

## Learning activity # 2

Title: Great Periods In Education, Christian And Islamic Education

This activity will help you to:

- Identify the major education issues during the Renaissance and Reformation periods

- Explain the aims, nature and influence of Christianity in education

- Examine the underlying goals and influence of Islamic education

## Summary

You are aware that education has evolved through different periods over time. These include the Renaissance and Reformation. Secondly, in the modern world, education involves a number of agencies and groups as stakeholders. In Africa and other parts of the world, many of the agencies are religious groups. This activity will help you learn about the Renaissance and Reformation periods and guide to find out their impact on education. It also looks at the voluntary agencies, specifically the Christian and Muslim religious organisations. As you go through the activity, you will trace the origin of Christian and Islamic education and identify the influence of their educational activities on the communities where they operated.

Note that both Christian and Islamic education theories and practices continue to impact strongly on the education systems of many countries in Africa and other parts of the world.

**Key Words and Concepts**

**Voluntary agencies**

**Christian Education**

**Missionary Education Islamic Education Denominationalism Renaissance**

**Protest**

**Reformation**

## List of Required readings

http://en.wikipedia.org/wiki/Renaissance

Title: Renaissance

Description: This Article explains the meaning of Renaissance, its origin and characteristics in Europe. Aspects on history, culture and education are highlighted. It also brings out the effects of the Renaissance on European intellectual life and on Greek and Arab knowledge.

http://en.wikipedia.org/wiki/Protestant_Reformation

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Title: Protestant Reformation

Description: This article focuses on the history and evolution of the reformation. It covers aspects of the reformation within and outside Germany and how it impacted on the intellectual ideas of the time.

http://en.wikipedia.org/wiki/Missionary

Title: Missionary

Description: This article has information on the meaning of the terms missionary, Christian missionary and related issues. The Catholic, Protestant, Orthodox and Islamic missionary issues are briefly examined from a historical perspective.

http://en.wikipedia.org/wiki/Early_Islamic_philosophy

Title: Early Islamic Philosophy

Description: This article covers Classical Islamic Philosophy. It also examines the role of the Muslim Philosophers and highlights the branches of early Islamic Philosophy. Aspects on Logic in Islamic law and theology are also brought out.

## List of relevant useful links

http://en.wikipedia.org/wiki/History_of_education

Title: History of Education

Description: This link analyses historical aspects in education both tradi- tional and modern. It focuses on examples from Israel, China, Europe and the Islamic world.

http://en.wikipedia.org/wiki/Muslim_world

Title: Muslim World

Description: This link highlights the meaning of the Muslim world. It gives a historical background of classic Islamic culture and its manifestations in Architecture, Literature, Philosophy, among others.

http://en.wikipedia.org/wiki/Catholic_school

Title: Catholic School

Description: This link has information on the nature of Catholic schools in Canada, USA, Great Britain, New Zealand, among others. It highlights the issues of religion, theology and related aspects in the schools.

Instructions

To go through this activity easily and effectively, do the following:

First, read the instructions to the activity carefully. Study the specific resources referred to in this activity in order to access information on particular aspects of the course content.

Revise what you covered in Activity 1 and write down the meaning of education, formal education, and the aims of indigenous education. Use your experience to identify and list common elements of the indigenous education and formal education systems

Do the tasks given to you in the activity and evaluate yourself by checking the appropriate answers for each of the exercises.

**Details**

# Education during Renaissance and Reform periods

## Step 1

Read the Articles titled Renaissance and Protestant Reformation. In not more than 350 words, note down the key issues.

Your reading should have helped you establish a lot about Renaissance and Reformation. What you have identified represents some of the general characteristics of both periods which were great and remarkable in the development of society in general and education in particular.

## Step 2

The summary given here below provides these characteristics. As you read through this, compare the information given here with what you recorded. First, let us look at the Renaissance.

## 1.Renaissance

Renaissance was a period famous for rebirth of knowledge in education, culture, art, business and other sectors of life. It was characterised by enormous creativity and productivity both in Arts and Sciences. Stretching approximately from the fourteenth to the sixteenth century, the Renaissance impacted on education in several ways.

First, many people sent their children to school. You realise that this scaled up the level of literacy and awareness, hence the term "Renaissance" The children were expected to talk, dress and behave like adults. However, they had no rights. It was common for poor parents to sell off their children to get income for livelihood! Thus, the "rebirth of knowledge" had its own setback and contradictions.

Note further that a boys' education was more extensive than that of the girl. The boys were taught by the governor or tutor at home. Arithmetic was valued because it was the gateway to business life. The boys also learnt Latin and Philosophy. They were exposed to harsh conditions and training to become potential warriors.While the upper class valued and had access to formal education, what was given to them depended on a person's sex and social status. However, peasants and the lower classes were not given formal education. Compare this to the situation in Greece and Egypt.  Note that Artisans, like we saw in the traditional African societies, were trained through apprenticeship.The period elevated the classics to a higher position on the curriculum. It be- came a tradition that those who excelled in classical work were believed to be the most educated. Thus they commanded a prestigious position

in academic circles during the period. Consequently, many classical secondary schools were set up across Europe. The curriculum, which until then was predominantly religious, shifted towards secular education. This change reduced the religious element in the schools and consequently, that of the churches.

Note however, that the Renaissance preserved some of the ancient traditions in education. One of these was the higher status accorded to the secondary teachers than those in the elementary sector of education.

### Step 3

Now, let us turn to reformation. Read Articles titled The Reformation period and The Reformation and its impact on education. Record the major issues in education (about 100-250 words). Take special note of some of the changes it caused in education.

### Step 4

Your reading must have helped you to understand the dynamics of education from the Renaissance to the Reformation periods. Consolidate this with the summary below.

## 2.Reformation

Reformation was a period during the sixteenth century when attempts were made to bring about religious reforms in the Church. At the centre were personalities and institutions such as Martin Luther, John Calvin, Huldrych Zwingli and the ruling family of England. It resulted into the fracturing of the Church into the Roman Catholic and other numerous Protestant denominations.

Among the major effects of reform on education, the following were outstanding. First, it promoted the ideal of universal education regardless of one's sex, race or social class. Note that Plato, one of the Greek Philosophers, had advocated for this during his times (Read Article titled Plato)

The period reversed some of the changes initiated during the Renaissance. In terms of the curriculum for instance, religion was placed back at the centre but the classics were not removed and continued to be emphasised in the schools.

Tax supported schools were established as well as compulsory education laws. The campaign for women's education was also inspired as a way of enforcing the ideals of universal education and spreading literacy during the period.

There was very little change for the poor women because the lower class, who were the majority, were denied the right to education. Only those who belonged to the middle and upper classes got a semblance of formal education. Even then, they were taught to be silent and obedient to the men. Besides, women were mainly taught those skills that could make them useful housewives.

**You have completed the first part of the activity. Congratulations!**

## The influence of Christianity in Education

Step 5

Now, do this! (This is optional) If there is a church or Christian leaders in your community, find out from one of them about aims of Christian education, its major practices and how it affects the people of the area. Record their responses.

Step 6

Read Article on Indigenous forms of Learning in Mauritania and another titled Education in Ethiopia. Note down the major positive and negative influence of Christian education on the communities and the nations in general, especially in Africa. (Use between 200-300 words).

Step 7

To consolidate your learning, read the comments that follow below.

## A note about Christianity

Note that during the Reformation the Church broke up into the Roman Catholic and Protestant denominations. Since then, Christianity developed a number of doctrines. The Catholics, Anglicans, Pentecostals, Seventh Day Adventists, among others all profess to the Christian faith, but belong to different religions groups. What they share in common is their belief in Jesus Christ and his teachings.

Perhaps you are aware that Christianity has its roots in the present day Middle East where the work of the Church started from before it spread to Europe, North and South America, Africa, and other parts of the world.

In Africa, Christianity was mainly introduced by voluntary groups from Western Europe. They came from Portugal, Spain, France, Britain, Germany, Italy and other states at different times before, during and after the colonisation of Africa. For example, there were groups such as the Church Missionary Society (CMS), the White Fathers, the Mill Hill Fathers, Verona, among others.

Wherever it spread, Christianity in many areas became closely associated with the promotion of formal education. This was also the case in Africa.

## Aims of Christian formal education

Why then did the church become so close to another institution, the school? As you may have discovered, formal education was seen as a means to an end. In other words, it could be used to further the activities and interests of the church. Christian groups used formal education to achieve the following objectives, among others:

- Spread the Gospel of Christianity through the schools

- Promote literacy among the masses to enable them read the Christian and other relevant literature

- Strengthen the Christian doctrines among the converts

- Discourage the natives against what were believed to be 'pagan' or sata- nic practices

- Train additional manpower necessary for the strengthening of the mission

- Make the church self-supporting through technical and practical expertise

- Train a few leaders who would be supportive and protective to the church

- Soften the hearts and minds of the people and ensure obedience and loyalty to the church

- Prepare the masses for wider world in which they would live.

## Major practices in education in Africa

Note that the Christian groups in Africa were preoccupied with several activities in the area of formal education. They established schools of different grades. In many areas they were the first to venture into this field. In such cases they pioneered formal education in those communities. This entailed mobilising the resources necessary for education, training and paying the teachers, developing the curriculum, among others. They also sensitised the masses and encouraged them to embrace formal education.

Obstacles to Christian missionary work in education

Between 50-75 words list down some of the potential challenges they faced in the process of introducing and developing formal education in Africa. Compare your findings with the list below:

- Resistance and hostility from the local communities

- Denominational conflicts among the Christian groups themselves

- Hostile weather conditions

- Strange and dangerous diseases such as malaria and sleeping sickness

- Shortage of finance and other material resources

- Inadequate manpower to facilitate their work

- Difficult terrain and other hardships in transport and communication, etc

Note that the above challenges delayed the Christian groups in their mission, not only of evangelisation but also in the promotion of education. Now let us turn to the effects of Christian education in Africa. Read on!

## The effects of Christian education on Africa

Effects, as you are aware may be positive or negative. The effects of Christian education on Africa should be looked at in this light. From your findings, you have discovered that the Christian missionary groups did a commendable job in the area of education. Check the list of their practices we looked at above. In terms of impact, their work was significant in shaping the social and economic development of many states in Africa.

In brief, they promoted literacy and other related skills in the areas where they operated. They also did a lot in teacher education, funding of education, vocational education, etc. They produced the manpower in different areas of specialisation.

On the negative side though, Christianity planted seeds of religious antagonism in areas where religious groups competed for influence. They discriminated among the teachers and pupils which means the schools promoted denominationalism, hatred and disunity in different parts of Africa.

Christian doctrines denounced some of the traditional beliefs and practices and by so doing destroyed even the good that prevailed in Africa.

In terms of the curriculum, they introduced an education system that was largely theoretical rather than practical.

## Islamic education

Origin, aims and objectives of Islamic Education

### Step 8

Read the article titled History of Education. Specifically focus on the sub-heading

Islamic education. Also read another article titled Early Islamic Philosophy.

In about 120-150 words, summarise the key issues relating to the origin, aims and objecti- ves of Islamic education, its curriculum and influence on the modern world. To consolidate your understanding, compare your work with the following notes.

Note that Islamic education is closely related to the teaching and learning of Islam as a religion. Compare this to what we have looked at in the case of the Christian missionary education. Perhaps you are aware that Prophet Mohammed founded Islam and is the father of the Muslim community in Africa and other parts of the world.

Islamic education had its roots in the period when Islam was established alongside the creation of the Arab Empire (750-250 A.D). This empire spread its influence as far as India, parts of Italy and Spain in Europe, Morocco in Northern Africa and the Arabian Peninsular and beyond. According to Ozigi and Canham (1995), Baghdad in Iraq became the capital of the Arab empire and was the centre of Islamic education during the period.

One of the cardinal goals of Islamic education was to spread the frontiers of Islam by winning more converts to the doctrine as proclaimed in the Holy Book, the Koran. For those who were already believers, it aimed at strengthening their beliefs in the faith and produce strong adherents to the principles and practices of the Islamic faith. In other words, education was meant to promote moral and spiritual values among the learners.

Islamic education also focussed on the training of the intellect, that is, one's ability to reason. It was also designed to impart skills and lifelong learning from the cradle to the grave and was therefore considered to be crucial for all people regardless of age or social status.

In addition, Islamic education emphasised the need to foster unity among members of a given society. It particularly attached great importance on the cultivation of good relations between the learner and the teacher. These could be specialised individuals, parents or other members under whom the learner got spiritual and secular instruction.

In terms of the curriculum, Islamic education during the great days of the Arab Empire put emphasis on the study of the Koran, the Holy book. The traditions of Prophet Mohammed (Hadith) were also taught. Other areas that featured on the Islamic curriculum were Arabic Literature, Logic, Rhetoric, Mathematics, Science, among others.

## Step 9

Again refer to the articles titled History of Education and Early Islamic Philosophy. In about 150-200 words compile a list of the positive and negative effects of Islamic education on the communities and the nations in general, especially in Africa. The following issues will help you to sharpen your knowledge and understanding.

According to Ozigi and Calham (1995), Islamic education promoted Arabs to a race of Scholars, Scientists, Architects, and Historians and so on. Notable among them was Caliph al Mamun who founded the "House of Wisdom" in Baghdad, Iraq in 830 A.D. It became an outstanding Academy of higher learning. These scholars translated into Arabic the major Greek texts and manuscripts. In this way, some of the great works were preserved for future generations and reference.

In a way, Islamic education of ancient times had a significant effect on the mo- dern education systems. It contributed to great advances in several disciplines in the area of Religion, Science, and Humanities among others. Specifically, Islamic scholars contributed tremendously to the development of modern ideas in Astronomy, Philosophy, Botany and other Science subjects. Notable scholars included Al-Ghazzali, Ibn-Rushid, among others.

Note that Islamic education is also credited with the foundation of one of the earliest Universities at Cordova in Spain. Similarly, it is this rich Islamic heritage that gave birth to Al-Azhar in Cairo in A.D. 970. It became one of the most famous Universities in Egypt and beyond.

As such, Islamic education is closely related to the promotion of formal educa- tion in many societies, including Africa. Apart from teaching religion (Islam), the Islamic educationists and groups built schools which became instrumental in the spread of literacy, numeracy and other aspects. This in turn poured forth women and men who had not only a spiritual outlook towards life but were also equipped with abundant knowledge and skills for their own good and that of the society.

On the negative side, note that Islamic education, like Christianity, planted seeds of religious antagonism in many areas. They too, discriminated among the teachers and pupils which means the schools promoted denominationalism, hatred and disunity in different parts of Africa. It also denounced some of the traditional beliefs and practices that prevailed in Africa.

short of addressing the basic needs of societies in Africa.

## Formative evaluation

### Question

With specific examples, explain why the Muslim Community in some parts of Africa was reluctant to embrace western education during the colonial period. (150-250 words)

<u>Possible answer</u>

Give an appropriate introduction. Note that Africa was colonised by the European powers which were predominantly Christian. Western education in most states was promoted by the Christian missionaries, and the governments. However, the Muslims in some countries had their own schools, especially in the states where Islam was strong and widespread. This was the case in Northern Africa and parts of West Africa as well as the coastal settlements of Eastern Africa. Even then, in those areas, more emphasis was put on Islamic than secular education.

The Muslims were reluctant to embrace formal education offered in the public and mission schools. Their religion, Islam conflicted with Christianity in terms of doctrine. Note too that Islam was closer to the Arabic culture and traditions. These were not in harmony with the western values promoted by some of the schools.

The Muslims also detested the indoctrination practiced in the Christian mission schools. Remember some of the missionaries were using their schools as traps for converts. Besides, in some areas, the Muslims lacked missionaries of their own. This narrowed down their education opportunities.

The pious Muslims had the obligation of ensuring that their children learnt to recite the Koran and practiced Islam. This required sending them to the Koran Schools. By so doing, they shunned the mission schools and their education.

Also consider the social and economic way of life of the Muslims. You may be aware that Islam is a way of life. This explains why the Muslims took keen interest in trade, commerce and related economic activities. Consequently, they were swayed away from investing in formal education.

In addition, the practice of polygamy was more common among the Muslims. It led to the establishment of relatively large families whose educational needs were difficult to satisfy. The colonial policies in education, characterised the State-Church partnership, among other factors scared the Muslim community away from the schools.

## Glossary

Voluntary agencies refer to charitable groups such as the Christian missions who were involved in the promotion of education not for material reward or gain.

Christian education refers to the teaching and learning aimed at promoting the beliefs and traditions of the teachings of Christ.

Missionary education refers to the system of teaching and learning organised by messengers or followers of a given group.

Islamic education refers to the teaching and learning of the theory and practice of Islam.

Denominationalism refers to the practice of identifying with a particular religious sect or group and the exclusion of other groups.

Renaissance refers to revival, rebirth, or new start. This was a period when there was a lot of creativity in education, culture, art and other sectors.

Reformation refers to the period during the sixteenth century when attempts were made to re-organise and improve the church.

**Learning activity # 3**

## Colonial Education in Africa

By the end of this activity you should be able to;

- Explain the origin, aims and objectives of the colonial policies in education in Africa

- Identify the common features of the colonial education policies in Africa

- Explain the positive and negative effects of the colonial policies in education on Africa

## Summary

You may be aware that Africa was under colonial rule (mainly European) for around seventy years or so. During the period, the British, French, Portuguese, Spanish, German, Italian and other colonial powers adopted policies in education for their colonies, with specific goals. This activity helps you to identify those goals and explain the nature of the educational policies in general. Further it will guide you to identify and explain the positive and negative impact the policies had on the African continent and its people. Now read on!

**Key Words and Concepts**

**Colonial education**

**European African**

**Education Laws**

**Education Commissions**

**Private school**

## List of required readings

http://en.wikipedia.org/wiki/Private_school

Title: Private school

Description: This article has information on the meaning of private schools.

It highlights aspects of the schools in England, Australia, India, Germany and South Africa.

http://en.wikipedia.org/wiki/Independent_school

Title: Independent School

Description: This article also covers aspects on independent schools. It brings out the background to the formation of private schools in USA, their freedoms, criticisms and related issues.

http://en.wikipedia.org/wiki/Education_in_Africa

Title: Education in Africa

Description: This article has information on education in Africa since the pre-colonial times. It covers aspects on education in traditional Africa, colonial education and the current issues in education on the continent.

List of relevant useful links

http://www.edo-nation.net/uyi3.htm

This site has information on the introduction and control of education in Benin Division.
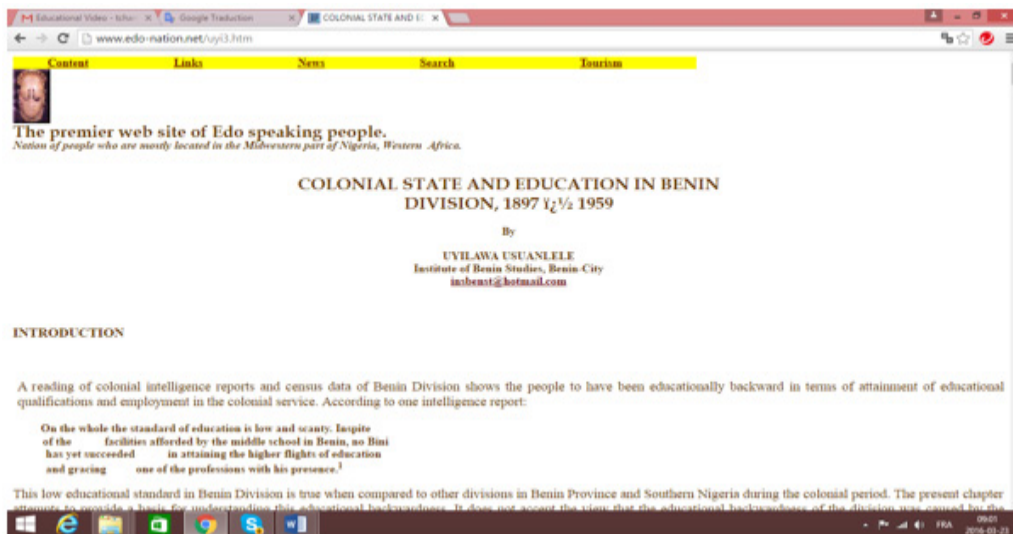


http://en.wikipedia.org/wiki/Private_school

This site has information on the meaning of private schools. It highlights aspects of the schools in England, Australia, India, Germany and South Africa.

## List of relevant multimedia resources

Instructions

To go through this activity easily and effectively, do the following:

First, read the instructions to the activity carefully. Study the specific resources referred to in this activity in order to access information on particular aspects of the course content.

Revise what you covered in Activity 1 and 2.

Do the tasks in the activity and evaluate yourself by checking the appropriate answers for each of the exercises.

**Details**

# Colonial Education in Africa-Background, Aims and Objectives

### Step 1

In not more than thirty words, define the term colonial. Now combine it with education and define colonial education. (Use not more than thirty words). Good! Use the resources provided in the module to get more information on the issues above. Compare your definitions with those given in the activity.

### Step 2

To consolidate your learning, read this background and make a summary of the major issues.

## Background of Colonial Education in Africa

We have seen that Africa was colonised by the European powers. The motives behind this revolved around the Political, Economic and Social interests of the colonising powers. Education, which belongs to the Social sector, was regarded as a vital component of the colonial policy in general.

Using your knowledge about the aims of Christian education (we looked at this in Activity 2). In about 50 words, list down what you believe were the aims of Colonial education in Africa

You realise that some of these could be relevant to the two groups. Indeed, the colonial powers were on the whole partners with the Christian groups in the field of education. For example, this was the case in East, West, Central and South Africa where the Christian Missionary influence was strong and widespread. However, in the Muslim strong holds of the North and parts of West Africa, the colonialists were more cautious in this area, for fear of antagonising the religious sentiments of the subjects. Even then, they promoted education policies in those countries to suit their interests.

The partnership between the two is not difficult to establish. Note that the European nations that colonised Africa were predominantly Christian, where Catholicism and Protestantism were the religions of the great majority of their peoples back at home.

## Aims and objectives of colonial education

You may be aware that the colonial powers were not always on good terms with each other. In fact, their colonisation of Africa was dictated by rivalry, fears and conflict. They also had variations in their political, social and economic systems, both at home and in the colonies. These differences were also reflected in education.

In spite of the above, their colonial education policies they shared similar aims and objectives.

Note the following:

- Promote literacy among the masses to enable them read and write

- Discourage the natives against what were believed to be backward beliefs, and practices

- Train additional manpower necessary for the strengthening of the colony

- Train a few leaders who would be supportive and protective to the state

- Soften the hearts and minds of the people and ensure obedience and loyalty to the state

- Produce a small group of artisans, clerks and progressive farmers

However, the Colonial governments did not aim at educating the majority of the subjects. Nor did they train highly qualified men and women. They wanted to minimise costs and avert the possible danger of arousing nationalism among the masses. For instance in Benin, it was feared that educated people would become discontented and unwilling to work the land.

As such, one of the objectives of colonial education was to divide and weaken the subjects by making them subordinate to their rulers. They also used the education system to promote a sense of inferiority among the colonised people.

You should note that education, therefore was a means to an end, meant to facilitate the ultimate goal of political domination, economic imperialism and social subjugation. The British for instance needed people with certain specialised skills and training and this could be got mainly through the local education system. However, this was supplemented by a few whites.

## Step 3

Now you have a bigger picture about the aims and objectives of the colonial education policies in Africa. What then were the main features of the colonial education policy? Read the following articles: Education in South Africa; Education in Mozambique and Education in Somalia. In about 250 words, note down the common issues concerning the role of the colonial governments in education. Focus on the policies they pursued in education, the major strategies used to promote education, challenges encountered, and achievements registered in education, among others.

## Step 4

Read the summary below to consolidate your learning. Again here, take note of and record the key issues.

# Main features of the colonial education policies

You may have observed that the characteristics of the colonial education policies in Africa relate closely to the aims and objectives. Remember, though that the policies had some variations depending on the colonial power and regimes that governed the African states. The following is a summary of the main education policy issues to guide you consolidate your reading.

First, the education policies were initially not clearly defined. This was the case during the early years of colonial rule when the colonising powers were still preoccupied with the conquest of Africa and the establishment of law and order.

Second, the colonial governments encouraged voluntary agencies to invest in education. That explains why the Christian missionaries were at the forefront of promoting formal education in many states in Africa. In the British colonies, for instance, this took a form of a partnership between the state and the Church.

It was also for a similar reason that the British Government adopted a policy of running education through the Missions. Apart from the Christian agencies, other groups were also allowed to venture into the field of education. The cases in point included the Asian communities (in areas where they existed) and even the natives. These established "private" schools alongside the public and mission schools. In this way, alternative education institutions were established. You will study more about them when you read the Articles under the broad topic Private schools.

In terms of finance, the colonial policy involved support to the Missions by giving Grants-in-aid to them. The money was meant to subsidise the activities of the missionaries in education. That money was increased gradually as the colonial economy became more vibrant.

Furthermore, the colonial governments in many parts of Africa donated land to the missionary groups. It also exempted them from the payment of taxes. This gesture of goodwill reinforced their material needs in education.

In addition to the above, the colonial policy involved the establishment of schools and institutions, training of teachers, and in some cases the payment of their salaries. This was the case in the British territories in East, West and Central Africa.

To enforce their policies in education, the colonies also established education laws. The laws were also meant to regulate the education systems, ensure order and standardise the education systems in terms of infrastructure, the curriculum, professionalism, among others.

Education Commissions were also set up from time to time. They were used to examine the education system in the colonies and suggest ways of addressing pertinent issues in education as defined in their terms of reference. For example, the British sent the Phelps-Stokes Education Commission to Africa during the early years of the second decade (1920s).

In the French territories, there were attempts to use education as an avenue to assimilate the subjects. However, note that the education policies were on the whole geared towards the creation of a small group of elites. Consequently, the schools built by the colonial governments were few.

In terms of the curriculum, the colonial governments imposed their curricular on the colonies. They also discouraged the provision of higher education to the African subjects for fear of arousing awareness and nationalism among the elite natives.

## Step 5

It is important for you to examine the impact of the colonial policies in education on Africa because they shaped and influenced the education systems. Remember, you need to understand the background to the education system in which you operate. To do this, read Articles Education in Africa; History of Education in Angola; Education in Somalia and Education in Ethiopia.. In about 250 words, take note of the major issues.

## Step 6

Your reading must have helped you establish the general issues relating to the impact of the colonial policies in education on Africa. Read the summary below for more information. Compare with what you have recorded.

Impact of colonial education policies on Africa

The summary below will guide you to consolidate your reading and learning. To get a comprehensive picture, refer to the impact of the Christian missionaries you covered in Activity 2. Remember, their effects were both positive and negative. A number of these effects are closely related to the colonial policies.

On a positive note, the colonial policies established an enabling environment for the promotion of education. The voluntary agencies, namely the Christian missionaries, were given a strong and loud voice in education. Their influence is still felt to date through the spiritual and moral guidance they offer in their schools.

The Muslim founded schools were equally influential in the communities where they were established.  Similarly, the involvement of private groups in education created alternative forms of education that broadened education opportunities in the various African states.

The passing of education laws regulated the process of setting up schools, their operation, academic and physical standards and so on. It also facilitated the funding of education as well as the production of manpower in different areas of specialisation. Note that the trained men and women became instrumental in the management of education and other sectors of society.

On the negative side though, the Colonial education policy restricted the edu- cation of the natives qualitatively. The small number of schools produced a class of elites and school leavers that could not satisfy the manpower needs of their countries. The education of the girl child was generally neglected.  This partly explains the gender imbalance in education in most African countries.

In terms of quality, the colonial policy failed to tailor the curriculum to the needs and demands of the society. Consequently, the curricula inherited by the African states were generally irrelevant, western in outlook and theoretical. It is for this reason that Vocational and Practical education were also virtually underdeveloped. The result was the creation of school leavers

who lacked functional skills. They preferred white-collar jobs and became job-seekers rather than job-makers.

The policy of running education through the Missions reinforced religious antagonism and denominationalism education. Consequently the unity of some communities was compromised in areas where religious groups competed for influence. This in turn disrupted the political and social fabric in Africa.

# Formative evaluation

## Questions

1.      In not more than 250 words, account for the rise of private schools inAfrica during the colonial period.

2.      With specific examples, examine the importance of Education Commissions in Africa during the colonial period. (About 250 words).

## Possible answers

### Question1

### The rise of Private schools in Africa during the colonial period

Give a brief background/introduction. Include an appropriate definition of a private school. The focus here should be on any educational establishment which was not owned by the state but by individual or group (organisation)

Consider the factors responsible for the rise (emergence) of the private schools and explain them.

Entrepreneurship- Many of the founders were motivated by the need for material

(Monetary) gain by investing in education.

Shortage of schools at the time caused high demand for education which favoured the private schools

The discrimination practiced in the religious-based schools inspired some people to establish schools that could offer alternative education (not based on denominations or religion.

The strict moral code practiced by the Christian and Islam-based groups

Racism practiced by sections of the communities gave rise to private schools. This was mainly true in the urban areas where different races were found.

The desire to provide a stronger curriculum in practical and vocational skills contributed in some of the cases.

Nationalism was also a force as private schools under the natives were seen as symbols of resistance against foreign domination

The colonial governments supported the establishment of the schools as a matter of policy. This was through registering and licensing them to operate.

Learning tip: Some of the factors above are still applicable to many societies in Africa today. Find out whether this is the case in your country as well.

**Question 2**

**The importance of Education Commissions in Africa during the colonial period.**

First, define Education Commissions and cite examples. Note that each com- mission had its particular terms of reference, aims and context in which it operated. For instance, the Phelps-Stokes Education Commission and De La Warr, investigated matters in education and came up with reports according to their terms of reference. Some of these were committees, set up by the Governors of the various Colonies.

The importance of the commissions and committees was that they influenced the development of education systems and policies in Africa. First, the colonial governments used the recommendations to effect reforms in education. Most of these were in the areas of expansion of education, the curriculum, financing of education, teacher education, and education policy, among others.

For example the Phelps-Stokes Education Commission prompted the British Colonial administration to assume a more active role in education in Africa. Consequently, the Government took over control and direction of education in East Africa, her West African territories and Central Africa. More investment in education was carried out, the curricula developed more expertly and attempts were made to tailor its content to the needs of the African communities. The Commissions, in many cases, influenced the enactment of education laws, which regulated the education systems in Africa.

Note that with more schools established, teachers trained and paid, the curriculum strengthened, etc, this elevated the quality of education and improved access in general.

Learning Tip: To understand clearly the significance of an Education Commission or committee, you need to establish its aims and objectives, major findings, recommendations and results. Note, however, that the results depended on the response of the colonial regime in question.

# Glossary

Colonial education refers to the system of teaching and learning which was promoted during the foreign (European) rule in Africa.

European refers to something associated with the continent of Europe or its people.

African refers to something associated with Africa or its people

Education law refers to rules and regulations that govern a given society in matters of teaching and learning or other related issues.

Education Commission refers to a group of people mandated to carry out an inquiry, investigation or other tasks related to education.

Private school refers to an independent school or educational institution, owned by an individual or group but not the state or government.

# Glossary

**Learning activity # 4**

**Education in Africa since Independence**

By the end of this activity you should be able to:

- State the common goals and objectives of education in Post-Colonial Africa

- Identify the major challenges in education in Africa and the strategies adopted to address them

- Explain the achievements and shortcomings in education in Post-colonial Africa.

## Summary

You may be aware that Africa regained political independence from the European powers mainly after the Second World War. By 1970 much of Africa was under sovereign rule, a process that continued well into the 1990s when Apartheid was dismantled in South Africa. The independence era brought with it aspirations and challenges in education. For the last fifty years or so, African states have grappled with the education issues and initiated policies aimed at responding to the challenges of the time. This activity helps you to identify the broad goals and objectives of education in post-colonial Africa. It is also meant to give you an insight into the challenges confronting the states in Africa. Further, it will guide you to explain the achievements and shortcomings in education in Post-Colonial Africa. Now read on!

**Key Words and Concepts**

**Post-Colonial**

**Apartheid**

**Democratisation of Education**

**Gender**

**Gender imbalance**

**Vocational Education Practical Education**

## List of required readings

http://en.wikipedia.org/wiki/Education_in_South_Africa

Title: Education in South Africa

Description: This Article covers aspects of education in South Africa. It focuses on issues pertaining to education during the Apartheid era. It also brings the changes effected in education since the 1990s as well as the current developments.

http://en.wikipedia.org/wiki/Education_reform#Classical_times

Title: Education Reform

Description: This article covers historical aspects of education reforms from the classical to modern times. It examines the education economies of the 1880s, the progressive reforms in Europe and USA, among others.

## List of relevant useful links

http://www.southafricaeducation.info/Education-System/Education-Structure-of-South-Africa.html
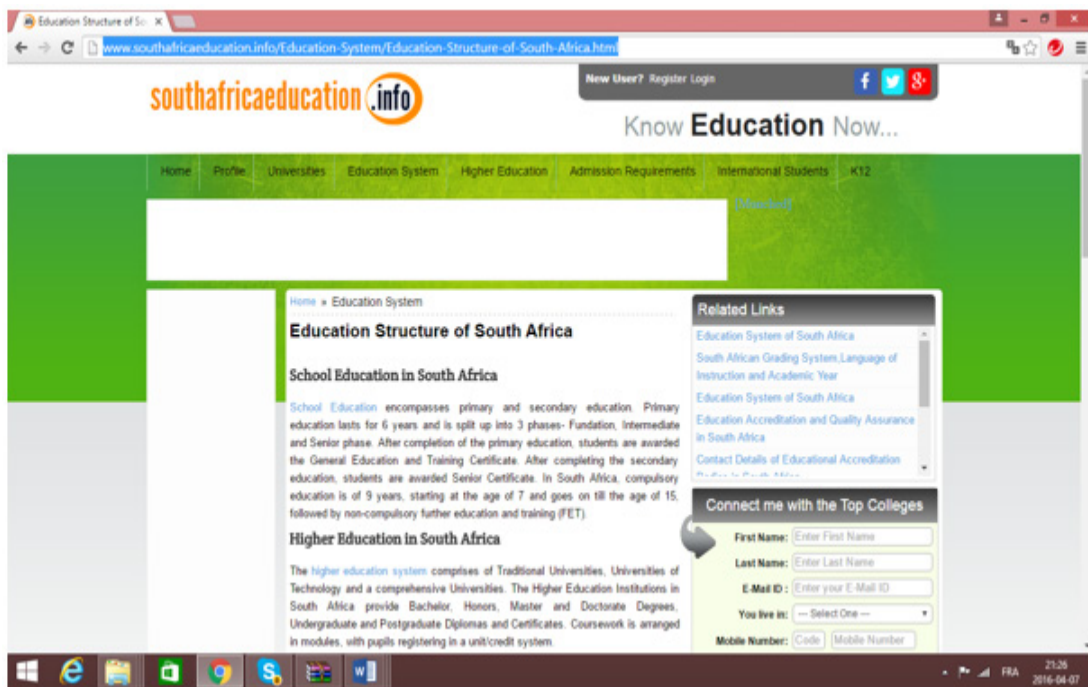


This link has information on the structure of education in South Africa, issues of policy, legislation, reforms, development programmes and partners.

## List of relevant multimedia resources

Instructions

To go through this activity easily and effectively, do the following:

First, read the instructions to the activity carefully. Study the specific resources referred to in this activity in order to access information on particular aspects of the course content.

Revise what you covered in Activity 1, 2 and 3.

Attempt the tasks given in the activity and evaluate yourself by checking the appropriate answers for each of the exercises.

**Details**

# Education in Africa since independence

Major Concepts

## Step 1

In not more than fifty words, define the concepts of: Post-colonial, Independence and Self-determination. Compare your definitions with those given in the activity.

## Step 2

Read the article titled Education in Somalia. In about 200 words, identify and explain the broad goals and objectives of education in the independent African countries. Draw examples from your country as well.

## Step 3

To consolidate your learning, read the text below.

# Aims and objectives of education in independent Africa

You may have noted that African nations and States had individual aims and objectives in education. In spite of this, they shared common ideals and aspirations in a bid to chart out their destiny within the world community. These objectives too, were dictated by the broader political goals of the African states.

Cardinal among these was the need to use education as a pillar to consolidate the national sovereignty of the Societies. Secondly was the desire to foster unity among the masses. This was envisaged at the national, continental and the in ternational levels.

Thirdly, education in post-colonial Africa was geared towards eradicating ignorance, disease and poverty. It is for this reason that the African states cherished the promotion of literacy among the masses. It was believed that this could facilitate rapid social and economic development in their countries.

In addition was the desire to produce a wider human resource capable of trans- forming society and safeguarding the national ideals and beliefs. This included the traditional or cultural uniqueness of the various communities in Africa.

Closely related to the above was the need to use education to promote production within the communities. One of the outstanding advocates of this was Julius Kambarage Nyerere, a teacher and former President of Tanzania.

You may realise that there are many other objectives. Read more on your own to get a broader picture about the specific aims and objectives, including those in your country. While these objectives were and are still relevant and desirable, they were frustrated by the existing challenges in the African states and the wider international community.

## Challenges in education in Africa since independence

Step 4

In not more than 200 words, write down the major challenges in education that exist on your country today. Indicate at least five measures that have been taken to address them.

Step 5

Read the Articles Education in Africa; Education in Uganda; Education in Nigeria; Education in Mozambique and Education in Chad. Focus on the challenges in education in post-colonial Africa. Take note of the key issues. Compare what you read with your own work from the assignment in Step 4. Record the key issues. (About 250 words)

Step 6

The work you have done so far has given you an insight into some of the challenges in education in Post-colonial Africa. Note that some of these are recent, while others existed right on the eve of independence.

The following summary will guide you to consolidate your learning about the challenges in education and other related issues.

The first was colonial legacy. The African countries inherited education systems that were modelled on those of the colonial masters. For instance, the systems were British, French, Portuguese, Spanish or Italian in outlook. This meant that the African curricula were also western in outlook. This meant that part of the content was not tailored to suit the needs and challenges of the time. Africa was faced with the challenge of addressing this.

Closely related to the above, the colonial system had inherent shortcomings. Very few natives were educated and so illiteracy was widespread. The human resource was also small, unskilled and not adequately prepared to sustain the political, economic and social activities in their countries. This severe shortage of the human resource was occasioned by the departure of many whites and, in some cases, the Asians from the colonies shortly before and after independence. Note that these people had occupied key positions in the teaching service, the civil service and other sectors of the society.

You should also note that the departure of some of the whites and Asians was prompted by the fear of possible violence and harassment by the independent Governments and communities as well as racism. This was because they were not prepared to serve under African led governments.

You realise that the schools and education facilities were few, unable to cope with the growing demand for education. In most African countries, the birth rate was high, thus complicating the process of planning and delivery of educational services to the masses. While job opportunities were readily available soon after independence, there were very few educated natives to exploit the opportunities at the time.

Disunity also existed in Africa due to religious, political, racial, ethnic and other differences among the people. You should recall for instance that in the areas where Christian groups competed for influence, denominationalism in education had divided the masses. In multi-racial societies, racism was also rampant. The cases in point include South Africa in the post-Apartheid era. Education was expected to promote rather than frustrate the unity of masses across the broad spectrum in Africa. This was not the case in some states.

Apart from the human resource, finance and other material resources necessary for education were not adequate. Note that political independence did not bring along economic independence. Yet, there were many competing needs with other sectors of the economy. It was therefore upon the African states to develop capacity to mobilise the funds and vital inputs for investment in education.

Besides the above, the education systems were producing graduates and other school leavers who lacked functional knowledge, skills and values. The curriculum was largely theoretical and literary. It was not strong enough to produce highly qualified men and women. It was therefore a serious challenge to tailor the content to the needs of the young states in Africa.

There also existed imbalance in education based on gender where the girl-child was grossly disadvantaged. In all, Africa had a challenge of ensuring quality, access and equity in education.

Step 7

Now, let us look at the strategies made to overcome the challenges. Refer to your findings in Step 4 on the strategies adopted to address the above challenges. Also read the article Education in South Africa again and note down the strategies. The summary below will help you to consolidate your learning. Read on!

## Strategies aimed at promoting education in Post-Colonial Africa

African countries, as you are aware, are not at the same level of development. Similarly, their approach to the Political, economic and social issues also vary. This is true of the education sector as well. In spite of the above, the states in Africa operate within the larger framework at regional, continental and the global levels. They have also been guided to adopt continental and global initiatives and innovations in education.

As such, apart from the domestic issues, the states in post-colonial Africa are closely bound to the African Union (formerly the Organisation of African Unity), the United Nations Organisation (UNO), among other international bodies and agencies. It is therefore important for you to note that the strategies made by the African states to address the educational issues are not only national but also global in context.

Inspired by their political freedom and the thirst to achieve the post-colonial development agenda, the states in Africa came up with a number of strategies. Sometimes they used legislative measures to effect changes in the existing education systems. For example in Uganda, the 1964 education Act was passed soon after independence. Consequently, the grant-aided schools which hitherto belonged to religious groups were nationalised by the state. The voluntary agencies also lost some of their powers in the recruitment and posting of

the teachers and the admission of pupils. In this way, the denominationalism in education was tremendously checked.

Apart from the move to uproot denominationalism, the African countries, notably those with a significant mix of races, passed radical laws against racial segregation in Schools. This is the case in Kenya, Uganda, South Africa, Namibia, among others.

Education Commissions were also set up to review the education systems. Note that the recommendations of such commissions provided the framework for reform. In this way, the curriculum and other aspects of the education system became stronger or more relevant to the needs and challenges of the time. In spite of reforms in the curriculum, the progress made in the promotion of vocational and practical education in postcolonial Africa is slow and insignificant.

You need to recall that the human resource in Africa also needed to be addressed. It was for this reason that the Governments encouraged the training of more teachers and other professionals. A lot of investment was injected into the training of teachers for instance, through pre-service and in-service programmes.

To address the financial gaps in education, African states invested more money and other resources. The funds were generated from internal revenue and external sources. The latter took the form of loans and grants. That aid came from bi-lateral and multilateral sources. Examples include the World Bank, IMF, UNESCO, and friendly nations in Europe, USA, and Asia among others.

Also note that the States were under pressure to broaden education opportunities. To this end, more schools were built and existing facilities expanded. Much of the finance allocated to the education sector was committed to the task of increasing access in education.

Closely related to the above was the democratisation of education. This strategy saw the introduction of Universal Primary Education (UPE) in a number of states in Africa in the recent past. Some have gone a step further to initiate Universal Secondary Education and other measures at the tertiary level.

Democratisation of education also involved initiating special programmes for marginalized groups. The cases in point include the Girl-child, learners with Special education needs, and other disadvantaged people. Thus, in some African states, a lot has been done to promote the education of the girls through funding, advocacy, affirmative action, etc. Similarly, some states have integrated Special Needs Education into the curriculum and are already training teachers in that area.

In a bid to promote Science and Technology, many African countries have invested heavily in these areas. Policies have been adopted aimed at encouraging boys and girls to venture into Information and Communications Technology. In a few countries, Science-based subjects have been made compulsory.

Step 8

In not more than 200 words, list down the major achievements and shortcomings in education in your country since independence. Once again, revise the Articles you read in Step 7 above. Compare notes with the list you have compiled.

**You have completed the Activities in this Module. Congratulations!**

# Formative evaluation

Questions

1.        1."In spite of reforms in the curriculum, the progress made in the promotion of vocational and practical education in post-colonial Africa is slow and insignificant." With specific examples, explain this statement (about 250 words)

2.        With specific examples, account for the gender imbalance in formal education in Africa. (About 250 words)

Possible answers

## Question 1

Reforms in the curriculum and the slow progress made to promote vocational and practical education.

Comment briefly on the measures adopted by African states to reform the curricular after independence. You need to mention some achievements such as the review of the colonial curricular "Africanisation" of the content, promotion of the teaching of Science, Vocational and Technological skills, among others. Re- member these reforms were partly influenced by the reports from the Education Commissions appointed after independence. The process still continues.

Discuss the fact that African nations cherish the goal of promoting education for self-reliance. As such, they have endeavoured to enrich their curricular with practical and vocational skills. However, very little has been achieved in this direction. Consequently, the education in Africa has not effectively been used to cause meaningful transformation in society.

You need to give examples of the problems which plague Africa, partly due to the failure to offer practical and vocational education. The cases in point include low levels of technology, underdevelopment, poverty, starvation, unemployment, etc.

Your answer should clearly bring out why the progress towards vocational and practical education is slow. Consider the financial constraints, shortage of trained and competent teachers, lack of relevant equipment and tools, poor infrastructure, etc.

The white-collar jobs mentality reinforced the problem. Many young African men and women tended to associate vocational and technical education with manual work. Others were put off by the rigorous nature of the training it entailed. Instead, they preferred literary or academic education that would lead them into white-collar employment.

Also note that education in Africa has been hampered by the endemic political instability, civil strife in some states, rampant corruption and gross mismanagement. These and other bottlenecks have rendered the promotion of vocational and practical education in Africa a wild dream.

## Question 2

Reasons for the gender imbalance in formal education in Africa.

In answering this question, give an appropriate introduction. Define the term gender and explain why the girl child lagged behind in education compared to the boy. Use relevant examples to support your answer.

Mention the cultural and traditional beliefs and practices that put the girl-child in an inferior position. The male dominated society in Africa denied the women a strong voice in decision making and access to opportunities, including education. Your answer should include the fact that the introduction of colonial education systems did little to undo the perception of African societies towards women. Thus, the imbalance persisted.

You need to explain and elaborate on the vulnerable nature of the girl-child due to social pressure and dangers. These include rape, defilement, early marriages, and pregnancy, among other hazards. Consequently, they drop out of school at an early age and fast rate.

It therefore follows that many societies in Africa did not see much sense in investing heavily in the formal education of a girl. Remember the schools were also few. The desire for material wealth compounded the imbalance. You may be aware of the importance which some societies attach to dowry or bride price. That value, some societies believe, would be at stake or diminish if the girl stayed longer at school.

Besides, the girls were expected to start another family upon marriage. It was therefore considered unwise to invest heavily in her formal education. This ex- plains why such a family, which was often poor, opted to pay school fees for the boy rather than the girl.

Note that some religious beliefs and practices contributed to the gender imbalance. It was considered wiser to marry off a young girl, before she could bring embarrassment and shame to the family in case of pre-marital sex and pregnancy.

Most girls in Africa lacked role models to emulate. Born in families where the mother was not empowered, they ended up being groomed into submissive future mothers and wives. The education systems in Africa and the job market tended to favour the boys more than the girl.

In addition to the society, the girls were also frustrated by the school-based factors. Many found the environment there so challenging and intimidating. They encountered harassment from male teachers, boys and even female teachers. Their health needs were also not effectively addressed.

These and other challenges prolonged the gender imbalance in Africa.

## Glossary

1. Post-colonial refers to the situation after foreign (European) rule.

2. Apartheid refers to the policy of discrimination or segregation that was practiced in South Africa by the white controlled government against the blacks and other races.

3. Democratisation of Education is the provision of equal education opportunities to all people regardless of one's gender, religious, ethnic or socio-economic status

4. Gender refers to socially construed roles, responsibilities and behaviours that are believed to belong to men and women in a given society.

5. Gender imbalance is the inequality or disparity between the male and female in terms of rights and obligations in society.

6. Vocational education applies to the teaching and learning of knowledge, skills and values leading to gainful employment.

7. Practical education is the teaching and learning of skills and knowledge through hand on experience

# XI. Compiled list of all Key Concepts (Glossary)

- **History of education** is the study of past events, theories, systems, etc related to education

- **Indigenous education** refers to traditional system of teaching and learning that is carried out by the natives of a given society

- **Formal education** refers to the structured and organised system of teaching and learning usually carried out in schools, colleges and universities

- **Denominationalism** is the practice of identifying with a particular religious group and the exclusion of other groups

- **Christian Missionary education** is the teaching and learning aimed at promo- ting the beliefs and doctrines of the Christianity

- **Renaissance** was a period of revival or renewal characterised by creativity in art, education, culture and other sectors

- **Reformation** refers to the period during the sixteenth century when attempts were made to re-organise the church

- **Private schools** are independent schools which are not owned by the state or government but by individuals or groups

- **Education Commission** refers to a group of people charged with the task of investigating and reporting on given issues related to education

- **Gender imbalance** is the inequality or disparity between male and female in terms of rights and obligations in society

# XII. Compiled list of Compulsory Readings

## Reading #1

Complete reference: http://en.wikipedia.org/wiki/History_of_education

This Article is titled History of Education. It has information about History of Education in selected parts of the world.

Abstract: This article analyses education from a historic perspective. It focuses on some of the traditional aspects and gives the history of education in Israel, India, China, Europe and the Islamic world. It also has comments on some of the recent developments in education in the modern world.

Rationale: This reference will help you to establish the major issues concerning History of Education during the Ancient times. One of the objectives was to enable you demonstrate understanding of the major theories and practices in education in the outside world. You were also expected to examine the influence of the Ancient communities on the traditional and modern educational practice. These objectives will be realised when you read the article.

## Reading # 2

Complete reference:

https://sitwe.wordpress.com/2011/10/30/indigenous-african-education/

Title: Indigenous learning in West Africa

Abstract: The Article covers aspects on indigenous learning Africa. It brings out the concept of indigenous education, its organisation, the role of key family members and related issues.

Rationale: This Article will help you establish the nature of indigenous education in its traditional and pre-colonial sense. It will enable you have a representative picture of the traditional system of teaching and learning which you will compare with experiences from your community and elsewhere in Africa. The article brings out the knowledge, skills and values passed on from one generation to another. It also looks at the role of the parents and other close persons with whom the learner interacted in the course of life.

# XIII.Compiled list of Useful links

**Useful Link #1**

http://en.wikipedia.org/wiki/Education_in_Africa

This site has information on education in Africa from a traditional setting.

It includes aspects on traditional education, colonial education and the current status of education on the continent.

**Useful link # 2**

http://findarticles.com/p/articles/mi_qa3965/is_200204/ai_n9028634

This site has a document on key issues in African traditional education. .

**Useful link# 3**

http://www.crystalinks.com/greekeducation.html

This site has information on the aspects in education in ancient Greece

**Useful link 4**

http://www.touregypt.net/historicalessays/lifeinEgypt7.htm

Has information on the history of education in Ancient Egypt

**Useful link 5**

http://www.edo-nation.net/uyi3.htm

This site has information on the introduction and control of education in Benin Division.

**Useful link 6**

http://en.wikipedia.org/wiki/Private_school

This site has information on the meaning of private schools. It highlights aspects of the schools in England, Australia, India, Germany and South Africa

# XIV. Synthesis of the Module

Congratulations! You have completed the Module on History of Education from the Ancient to Modern times. We examined the aims, organisation and content of education in ancient, pre-industrial, colonial and post-colonial periods in different parts of the world and how they relate to Africa

In Unit 1, we looked at the concept of indigenous education and the nature of education in Ancient Egypt and Greece. You examined the indigenous forms of education, identified its aims, organisation, content and relevance to the modern society. Finally, you analysed the nature of education in Ancient Egypt and Greece and identified the ways in which both societies influenced the development of ideas and systems in education in other parts of the world.

In Unit II, you were introduced to the great periods in education specifically the renaissance and the reformation and examined the impact of the periods on the subsequent generations. You further analysed the aims and major features of Christian and Islamic education and their impact on Society.

In Unit III, we had a critical examination of the Colonial education systems in Africa, noting the common goals and objectives and policies. You were also able to identify and explain the positive and negative effects of the colonial policies in education on Societies in Africa. The role of private schools in education was also highlighted and discussed.

In Unit IV, the critical issues in education in post-Colonial Africa, spanning the last fifty years or so were examined. You identified the underlying educational goals and objectives of the independent states in Africa, examined the challenges they faced (and still encounter) and identified the strategies adopted to address them.

The content in the units above will, hopefully, inspire you to read wider on your own to broaden your understanding of History of Education in particular and Professional Education Studies in general. Remember, this Module also lays a foundation for other relevant courses in education which you will cover in other modules later. It is therefore important that you internalise the content and consolidate your learning through revision, research and self-evaluation. As we said at the beginning, this course is guided by key questions. To remind you, these include what happened? Where did it happen? Why? When? What were the results or effects? These and other questions focus on education in particular and society in general.

# XV. Summative evaluation

**Questions**

1.      Discuss four ways in which formal education strengthened and weakenedindigenous Education system. (75-150 words)

2.      With specific examples, examine the role played by the Colonial Governments in Africa in the development of Education. (About 250 words)

3.      With reference to any African country, identify and explain the measures adopted to promote the formal education of the girl-child. (About 250 words)

Possible answers

**Question 1**

How formal education strengthened and weakened indigenous education

Define both formal and Indigenous education. Give an appropriate background about the introduction of formal education in a particular society.

Formal education strengthened indigenous education by introducing literacy and numeracy which were vital in preserving the traditional and cultural heritage of the societies.

The idea of having professional teachers strengthened the teaching and learning process in the traditional context.

Formal education created the school system which provided another platform for the transmission of traditional knowledge, skills, and values. The schools in Africa teach traditional Music, Dance, and other issues cherished by the indigenous society.

Formal education brought new innovation based on science and technology which were incorporated in the traditional systems to preserve its cultural heritage, promote its values and beliefs. Music, Dance, Drama, Language, etc were written down, recorded on tapes, videos, etc for the benefit of posterity.

Include other relevant issues and give examples. On the other hand, formal education weakened indigenous education is several ways. First, it brought with it new, foreign culture, traditions and beliefs. These eroded the ones cherished by the native communities.

Secondly, by creating the school setting, formal education uprooted the learner from the local environment. Consequently, the individual developed a stronger attachment to the school setting as opposed to the local.

The role of the teachers in the traditional setting was also severely weakened. Through the schools, the learner became more exposed to the "professional" teacher, which undermined the position and influence of the parents, guardians and other instructors at home.

Note too that formal education came with a completely new schedule which required the attendance of a learner at school. This took away manpower from society and contributed to reduced provision of services and production of goods.

Etc

## Question 2

Role Played by the Colonial Governments in the development of education

Note that this question is in two parts. You should bring out the positive and negative roles, with specific examples from Africa. Remember the governments created an enabling environment by providing security.

They also put into place colonial education policies that guided the establishment of the schools and their operation. The governments inspected the schools, regulated academic and physical standards, among others.

You should include the indirect role the governments played in encouraging voluntary agencies and groups to set up the schools during the period.

More directly, the governments established state schools, financed education, trained teachers and in some cases paid their salaries. Land was also donated by some governments to voluntary agencies to put up educational structures, etc.

Remember, the governments appointed Education Commissions or Committees. In this way, the education systems were reviewed from time to time. This, together with passing Education Laws was instrumental in influencing the development of education in Africa.

On the negative side, point out the weak curriculum operated by the colonial governments. Other shortcomings include inadequate funding, neglecting the education of the girl child, shortage of schools, failure to ensure access to education, among others. In countries like Kenya, the government pursued a deliberate policy of promoting racism in education (Lumumba and Ssekamwa, 2002)

## Question 3

Measures adopted to promote the education of the girl-child in Africa

Give an appropriate introduction. Remember, the education of the girl-child is meant to address the problem of gender imbalance in education. It is also one of the strategies of ensuring equity and access in education.

The measures vary from one country to another. They include using sensitisation campaigns to advocate for the rights of the girl-child in education and other areas. Some states have introduced Universal Primary Education.  Examples include Kenya, Uganda, Tanzania, South Africa, among others. Uganda also started Universal Secondary Education in 2006.

Legislative measures have also been used where the education of the child is mandatory. Furthermore, boarding schools as well as single-sex schools were also helpful in ensuring retention of the girl-child at school.

Women empowerment was also done through affirmative action. Some countries, for instance gave the girls preferential consideration for admission to school, colleges and universities by lowering the entry requirements.

The school environment in some countries has been made friendlier to the girl child in terms of access to education, facilities, use of gender responsive pedagogy, among others. In countries like Uganda and Kenya, female head teachers, as a matter of policy, are appointed and put in charge of the girl-child.

The Governments in Africa network with other development partners such as NGOs, financial institutions and other agencies. Remember to give examples and other relevant details.

**Once again, congratulations and good luck!**

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