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Unsustainable Education Infrastructure Development In Africa

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ABSTRACT

The African development emphasized on concept of infrastructure for development rather than increasing production by means of social relations. This has led to underdevelopment as infrastructure for development accumulates primitive capital for consumption rather than reproductive capital. Therefore a dependency relation has developed with the sources of primitive capital accumulation as the dominant group in the relationship which incapacitates the subordinate groups as their recruitment processes are conditioned by the powerful ideological states. The paper shows empirical examples of the acclaimed “success” story of Botswana and the perceived “failed” state of Nigeria.

KeyWords

education; Nigeria, Botswana, development, underdevelopment, infrastructure.

INTRODUCTION

A review of economic statistics in Africa shows sustainable development suggesting that it has increased from 3.5% in 2005 to 3.8% in 2006 and overall GDP growth rate is up from 5.2% to 5.3% to 5.7% in 2006(ECA 2007). African export commodities like metals, crude oil, and minerals demand high export prices which has led to development but this improvement according to World Economic Outlook 2007 rest on very fragile foundation as there is continued heavy dependence on primary commodities of production, growth, exports hence any shock in world prices of commodities adversely affects these nations and results in potential instability. As a result of such factors, the African continent remains in status of incorporation from World Capitalist System.

African countries that are positioned to achieve the Millennium Development Goals (MDGS) are very few due to unchanged measures of poverty and Africa lagging behind in terms of social development. Only five countries in Africa reported a GDP growth of 7% in 1998-2006 with Angola and Mauritania recording GDP growth of 17.6% and 14.1% with sub Saharan Africa lagging behind in almost all aspects including universal primary enrolment with even the enrolled students having a brain-draining tandem with staff. Unless government continue to increase investments on primary and tertiary education, people will be forced to migrate as globalization creates better opportunities and enhance their chances.

Least developed countries will be marginalized if they do not achieve economic diversification through learning and innovation since knowledge is becoming increasingly important in global sphere of competition and production. When factors like rate of productivity and industrialization are determined through formal education, development becomes a vicious circle for third world nations.

The paper focuses on peripheral incorporation of Africa with specific emphasis on Botswana and Nigeria into World Capitalist System that explains underdevelopment status of Africa. The paper reviews the methods/processes by which certain type of capitalism was introduced through formal education system in Botswana and Nigeria. Neither country belongs to the category of weak human assets or low income. The paper attempts to review the extent to which technological development has been enhanced through knowledge and innovation and argues the underdevelopment factor though one is perceived as success story and other as failed state in case of Nigeria and Botswana.

The Incorporation of Africa into the World Capitalist System

Paul Baran, American Marxist economist quoted the idea of possibility of realizing development in exploited third world nations in *The Political Economy of Growth 1957* where the book exposed impossibility of development in Africa and other third world nations based on exchange of relationship between these nations and technology-based economics. Before this book, he had written *The Political Economy of Underdevelopment 1952*, explaining how monopoly capitalism hinders competitive capitalist development in the so-called developing nations. This led to emergence of radical school of political economy, popularly referred to as the Neo-Marxist School of Political Economy or, the dependency school and known as the underdevelopment school. With development of school emerged the need to assess the status of the third world nations in the World Capitalist System.

Kennedy in 1988 summarized the emergency of African Capitalism

- The customarily preventative and/or ineffective nature of state power and political ideology from the colonial amount through to the current.
- Africa's past and continued position of dependency within the international economy leading to restricted capital resources and market opportunities, and preventing the exercise of national autonomy.
- The competitive threat of the superior foreign capital invested with respectable benefits not accessible to native entrepreneurs.

- The bequest of associate degree inappropriate associate degree disconfirming ancient society and culture characterised by centring obligations and an attribute anti-pathetic to individual accumulation.
- The yet incomplete institution of what Marxists decision the social relations of production (that is, a sufficiently differentiated category system within which labour, too, has become totally commoditised).
- The unpredictable national setting for business related to associate degree inadequate, unreliable education system and communications infrastructures that pushed up production prices, and accrued the danger of interference and spare regulation from administration.
- The standard of entrepreneurial endeavour manifested by native capital itself. Specifically, Nigeria and Republic of Botswana were incorporated into Brits indirect rule system, that favoured the autochthonal ancient elites within the latter instead of within the former. In addition, indirect rule was a lot of indirect in Republic of Botswana than in Nigeria. In world capitalist system expression, Republic of Botswana is also aforementioned to own been settled on the bound of the bound. Botswana, although a British colony, was a lot of a territory and a reserve underneath.

The South African social policy regime, the endemic ruling elites consolidated their exploitation of the dominated whereas guaranteeing “good relations” with the colonial government. Thus the impact of colonial free enterprise was restricted. In fact, education was given least attention therefore community colleges, under the respective chiefs through the help of the missionaries, were born as a response to the restricted access to primary education. This continuing into the colonial era. African country didn't have its initial school till 1965, at the time of self government and most Botswana World Health Organization may afford school selected to attend colleges in African nation funded by missionaries like Tiger Kloof and Lovedale (Dale 1995). The independence era saw a decreasing role of community as a result of government was within the method of building new structures. During this new structure, primary education was brought underneath the management of the District Councils, which had been whole neglected by the Colonial administration, was brought underneath the direct centralized management of the govt. In the primary decade of independence, government could not manage the upsurge within the demand for instruction and therefore the communities had to be mobilized. With the primary National Commission of 1976, the popularity of the communities diode to a joint partnership with the government. During this partnership, native communities were expected to elect a neighbourhood Board of Governors; offer land for building the schools; build 1/2 the number of needed workers houses; manage the schools; and be answerable for the perennial expenditure of the colleges.

Bank, the govt was to supply the academics and management the program to confirm the quality and equity of education (Moorad 1997). Consequently, what was to be tutored was not to be determined by the native communities. Even with the mixing of vocational skills into the lyceum program within the Nineteen Seventies, labelled education-with development, there has been very little or no impact on the “practicality” of education, especially with the incorporation of the “brigades” into the formal system of education since the Nineteen Eighties (Botswana 2007; Parsons 1999). Thus, the subordination of the autochthonous economy to the World Capitalist system was, first and foremost, completed through the stress on formal education with the program being in differentiation to the autochthonous economy. Ironically, it is the possession of formal education that determines the premise of legitimacy. Nigeria, was incorporated into the planet free enterprise in terms of a peripheral standing however with people having a lot of direct access to the colonial officers, though, initially, through their chiefs. In contrast to Botswana's expertise, however, education was created on the market to Nigerians, albeit within the urban areas. Christian missionary societies were the pioneers during this direction with the colonial government giving grants-in-aid as well as contributions from voluntary agencies and communities. Indeed, by the Thirties, the contributions of city and social group unions, voluntary agencies, and philanthropists had become a major think about education funding (Ukeje 2002). Yet, with the involvement of the colonial 187 government's grants-in-aid, and therefore the management of the program, the dependency on formal education because the civilizing establishment for the incorporation of Nigerians into governance began. Again, as in Botswana, the communities were solely to produce the land and board, which was later re-

constituted in favour of the ruling elites. Their “ticket” for ascension into the ruling position was the attainment of an ecu formal education. It had nothing to do with the possession of the autochthonous means that of survival (Olutayo 2002a). Survival is currently redefined in terms of the possession of formal education. Youngsters were no longer learning incidentally, through the imitation and emulation of adults’. All these, in step with Fafunwa (1974), were to confirm the event of the child’s latent physical and intellectual skills and character; the in-graining of respect for elders. United Nations agency knew the setting at intervals that the children would grow; the acquisition of specific education and therefore the development of a healthy angle towards honest labour and a way of happiness and active participation in family and community affairs; and therefore the understanding and appreciation of cultural heritage.

In African nation, as in Northern elements of African nation (though additional distributed attributable to its size and terrain, see Solivetti 1994; VerEecke 1989), gender differentiation of occupation was clearly delineated. Boys were instructed to worry for goats, track strays, and milk animals. They became familiar with special healing herbs, gathered edible berries and roots, set water sources, hunted animals, and discovered components of survival. As they grew older, boys were ready for men’s roles and work, learning looking skills, gregarious and ploughing. It had been associate degree education for life centred on characteristic animals, killing and conserving the meat, and utilizing the skins for consumer goods, shoes, farm merchandise, hides and skin, and alternative things, and also the main male occupation was cattle-raising. The ladies were engaged in agriculture and it had been around this that young ladies were liberal, learning a way to cook, farm, and handle domestic chores. During harvest, they transported dried grains to the village, keep them, and later, sifted and ground them into dish, that was the dietary staple. Young ladies conjointly thatched roofs, washed garments, and fetched water. Indigenously, there have been “formal” colleges meant to initiate the youngsters into their completely different roles. within the words of Hull (1987, 383): For centuries, such ceremonies (initiation) were a necessary a part of life in Bechuanaland, and many villagers weren't wanting to replace them with formal, religious, or faculty education. The modification or abolishment of those ceremonies caused a good deal of conflict with the indigenes. Yet, amendment did come back, with the increasing institution of European formal colleges and the deemphasizing of native ancient life being replaced with foreign values and attitudes. Formal Education and “Capitalism” in continent, unlike in modernization theory, with its precursor from the works of soap Weber, capitalism from Marxist and neo-Marxist views acknowledges the spatial relation of the creation, possession and management of technology to the event of any nation (Olutayo 188 2002b). It was, however, modernization theory that was applied to continent. Aside from the economic motive, European exploitation was to civilize the heathen from the Dark Continent. This, indeed, in line with Wilmot (1985, 49), was in line with the initial Latin definition of education-educere-meaning to “lead out of...a movement from cognitive content to knowledge, from foolishness to knowledge, from darkness to light”. So, it had been not a deliberate attempt to continue underdevelopment, however the subjective and definition used by the colonizing authorities. Even “science” was to be outlined in terms of this generalizing principle that Europe had determined to make (Olutayo 2006). It had been what they knew and had that they gave. Thus, the history and knowledge of the colonised was immaterial compared to that of the colonizing authority and also the expertise, as explicated by Rostow (1990; 1960) was expected to progress little by little. To achieve this, formal education was needed to make the “new men” WHO would replace the colonial agents, a bunch of individuals, with a brand new orientation, completely different from the primitive peoples, as within the enlightenment amount, however prepared and willing to reject their former ways, were required. They were those expected, as in nineteenth century Europe, to question the established order in their societies with a read to breaking down the prevailing patterns of inequalities.

It was, as Fanon (1967) aforementioned, *Black Skin, White Masks*. Obviously, the new Africans, realizing the economic advantage inherent during this new standing, began to ascribe their inferiority to the whites and, for them, their destiny was to be white! This new orientation meant learning from the whites however they organize their societies such, once they take over the ability positions in their own societies, this might be replicated. During this context, trade and commerce was stressed instead of trade. It absolutely was during this respect that “development” was envisaged. Indeed, the law of comparative advantage recognized trade principally in terms of the merchandise to that the setting in question is best suited. As such, trade was more advantageous for the Europeans and agricultural trade for the Africans. With time, it was expected, the latter would “catch up” with the previous within the production of technology. In alternative words, business capitalist

economy was at once potential, whereas industrial capitalist economy may return later—once the acceptable technology from Europe had been learnt. Education in African country was the merchandise of the missionaries however with the active connivance of the chiefs and with their management of oxen production (Hull 1987). It absolutely was the invite extended to a missionary someone, John Joseph Campbell, by born-again Chief Mothibi of Bathloping, to send instructors that light-emitting diode, with the help of parliamentarian Moffat, to the institution of the Kuruman Mission station in 1824. Converts were to be by selection chosen among those that showed a capability to know the bible, that is the ability to browse and interpret the bible, write and lead a sound ethical life per European/biblical doctrines. Later, by 1876, the necessity was the power to evangelise the bible, deal with white men, perceive elementary business transactions and also the worth of land, and evangelize the Bantu. The syllabus enclosed Bible study, theology, scripture, moral interpretation, geography, arithmetic, history, and manual work. per Hull (1987, 385), by 1899 once a replacement central faculty was established, the missionaries believed that the teacher-trainees had to be isolated from their nonreligious influences of the villages and imbued with the total values of the Christian private school. Their perspective was to sequester students from their “heathen villages” and convey them the spirit and work of God. By the start of the twentieth century, there have been already twenty faculties serving about one thousand students. Six of those faculties were operated by native initiative underneath the authorities of the chiefs. Also, a people created a special workplace of education with responsibility for management and guiding the expansion of education within the southern African region. It, what is more, witnessed the granting of grants-in-aid additionally because the management of the syllabus. Basic, however, were the growing indifferences between the native chiefs and also the missionaries, that light-emitting diode to the ultimate takeover of most of the colleges by the native communities. The crux of this misunderstanding was the very fact that the missionaries were neglecting ancient handicrafts that found unwell favour with the native chiefs. The traditional handicrafts were reinstated by the colonial regime particularly since the locals were increasingly financing the colleges throughout the war years, however, attention was not paid to African country faculties however had affected to those in Republic of South Africa. In all these, in contrast to in African country, wherever colonial capitalist economy expanded the assembly of hides and skin additionally because the animal skin trade, snatching it from the Northern Arabs (Adebayo 1992), the colonial government failed to direct attention to the social science of oxen production in terms of rising its management in African country; nor was there any interest in the development of potential accessible natural resource to that extent as Republic of South Africa was acting as the active intermediary—Botswana being a land-locked economy. Secondly, the youngsters of chiefs, having access to European ways in which of life, were changing into the new elites. Yet, it was the political conflicts among these educated kids and chiefs in their own rights that eventually set the sort of capitalist economy.

CONCLUSION

Obviously, the inadequacies known with the modernization theory of development necessitated the criticisms from the dependency faculty that successively delivered to lightweight the implied underdevelopment within the socio-economic relations of the assemblage nations. Yet, as adumbrated on top of, the argument transcends the dependency relations. It encompasses the outcome of the implications of incorporation into the globe market economy as a boundary and also the creation of “new” social structures. These social structures square measure perpetuated through the academic system instead of simply through the listing of an excessiveness factors known on top of by Kennedy (1988). Sadly, this instructional system just reproduces the modernization framework with the idea that development, progress and rising human welfare square measure basically regarding increasing the quantity of products and services individuals can purchase. It is sad, however, that for many of the African nations the trade is mainly in raw materials instead of within the factory-made end-products (Ghose 2001; ITF 2001). Development is, therefore, per trainer (2005), mistakenly named as basically being regarding increasing the degree of production purchasable, so economic process is, more or less, admire development and it's the talent with that to realize these that education teaches. In this, the varsity is predicted to organize and choose individuals for jobs underneath competition and within the cases of African country as in most African nations, they are prepared as technocrats and scientists World Health Organization are going to be dedicated to developing and manufacturing new products. Thus, the key to success is doing well in class that thereby encourages students to be over-focused on paper certificates, at any price. Consequently, by the second semester, students hardly keep in mind what was schooled within the previous semester. Unfortunately, even what they are schooled isn't up on by the native socio-economic and cultural contexts. Thus, it is often complete, that this is

often unsustainable. Today, and in spite of the outstanding growth of Botswana—with its highest level per-capita growth of any country within the last thirty five years and its well known prudent economics management; a progressive provision of infrastructure with a major proportion of the population having access to basic services additionally as social safety nets and financial gain transfer programmes for the poor and also the disadvantaged—other socio-economic development indicators show according to trefoil (2003, 4), its overdependence on diamond, like Nigeria's oil, resulting in “high state levels and intolerably high levels of poorness and inequality, each in terms of assets (primarily cattle) and income” per the Human Development Report (2006), the human poorness index is 48.3% and also the population living on below \$2 every day was quite five hundredth, with the quantitative relation of richest 100 percent to poorest 100 percent being regarding 78%. Indeed, the difference pattern isn't surprising as most mineral-based economies are typically at risk of, as Pillay (2002) once ascertained, “enclave development”, which involves the use of accomplished native and foreign personnel. World Health Organization square measure paid the simplest salaries however continually within the minority so making associate island of poorness within the thick of lots. As the editorial comment of *The Tswana Times* (2007, 4) states, despite the substantial investment in each education and coaching, levels of state stay persistently high especially amongst faculty graduates. World Health Organization have completed their lycee education, even in educational activity, the talents square measure for material export product, additional therefore wherever the manufacturing base has not grown up enough to supply giant scale employment and better incomes (Mogae 2005). this is often clearly brought out from the very fact that although mining production contributes regarding 40% to Botswana's GDP, it absorbs solely four percent of total employment (Iisimi 2006). sadly, within the words of trefoil (2003, 9):

Diversification is any hampered by the restrictions that result from Botswana's membership of a trade space, the South African union. This effectively permits Republic of South Africa to prevent its union partners from protective their aborning industries behind tariff barriers. As His Excellency, Mr. Mogae (2005), posited, makes an attempt to industrialise haven't been totally triple-crown and even import substitution has tried troublesome to implement. This, perhaps, could also be a result of what has been termed the “Dutch disease” during which the natural resource sector is usually capital-intensive and plus specific so delivery regarding few positive externalities to forward and backward industries. Indeed, the Minister of Finance and Development coming up with, in presenting the Budget 2006 to the National Assembly, further acknowledged, among others, the high and rising rate of state heavily focused among the progressively educated youth; inadequate progress in diversifying the economy; high incidence of poorness, particularly among the agricultural population; and also the international fluctuations in exchange rates and mineral costs, on that the state depends, thus making coming up with and budgeting troublesome. The latter, of course, shows the connectedness of the dependency theory however it's any cemented with the shape of education that, because the Vision 2016 hopes to realize, has to be innovative and adapt foreign skills and technology to local conditions. However will this be achieved while not associate indigenously up on instructional system? Nigeria, with its swarming natural resource, relies on oil and is bedevilled with “resource curse”. This refers to the lack of resource-abundant economies to grow relative to resource-scarce economies (Sachs and Warner 1995). In alternative words, it is assumed that swarming natural resources ought to promote growth since resource endowment can provides a “big-push” to the economy through additional investment in economic infrastructure and additional speedy human development (Sachs and Warner 1999). And one amongst the foremost crucial explanations to resource curse has been given as governance in its inability to push economic development as a result of, it's argued, natural resources sow seeds of discord and conflict among domestic stakeholders like politicians, developers, native ethnic teams and voters or tax-payers. Nigeria, of course, clearly belongs at intervals this class as conflict over natural resources appears to be endemic. Yet, as shown on top of, the historical-sociological explanations shed additional lightweight on things. merely declared, the colonial expertise created a system captivated with access to formal education (and the military) because the main source to prestigious body positions that were unevenly accessible to some ethnic groups on whose land the directors accomplish their status-management of oil revenues. Thus, the directors square measure additional like corrupt rent-seekers since what they're interested in is masaging their own status. sadly, this orientation has percolated down in a top-bottom strategy to the establishments of learning with nearly no hope of expecting a rosy future. In spite of those bleak eventualities, the difference pattern in African country appears to be levelling off compared with African country because the human poorness index is regarding forty first compared with Botswana's forty eight.3%; and also

the quantitative relation of richest 100 percent to poorest is barely regarding 18% (Botswana's seventy seven.6%); whereas the share of financial gain or consumption for the poorest half-hour is 6.9% that of African country is simply a pair of.9%. And whereas the richest two hundredth and 100% in Nigeria's share of financial gain or consumption is 49.2% and 33.2% severally, that of African country is 70.3% and 56.6% severally. Ironically, these difference patterns manifest themselves attributable to the unequal instructional patterns that neglect informal education.

Except, of course, if the localization of data is smartly pursued; associate endeavour that even the therefore referred to as non-public universities don't appear to have interaction in! In each African country and Nigeria, as in most African universities, there is, therefore, a necessity to direct attention to the application of informal data, along side the formal. The connectedness of the previous is in guaranteeing a robust/total/holistic education that mixes the data of the immediate environment with foreign technology. It is solely during this manner that data adaptation becomes possible. Yet, it needs, also, a reorientation of the worth system that deemphasizes local autochthonal data from that the formally educated ought to learn. Consequently, the reward system wants a basic revaluation. Such a revaluation ought to take the innovative "spirit" into thought because it encourages the native manufacture of technologies. As instructed elsewhere (Olutayo and Omobowale 2007), the strategy involves the "educated" in their "ivory towers" happening from their heights to find out from the autochthonal producers below. In doing this, they're to activate a activity between what they already apprehend with what they currently got to apprehend. This is often as a result of the idiosyncrasies of these below would, in the final analysis, outline the potential attainment of freelance development.

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