

## **Analysis of Education Policy, Neglected Areas and Better Management: The Study of North-East African Nations**

**Ghirmai T. Kefela\***

### **ABSTRACT**

This paper articulates to examine the key issues facing education ministries, like, without a clear national education vision or program for reforming education; to meet international standards; to compete graduates effectively in the global marketplace; and globalization and its general effects on national policies. The specific objectives of this paper are to stress on secondary education, as a central stage, from the policy-maker's prospective; to examine key issues facing education, and curricular emphasis for the secondary education system, which includes developing education programs that promote desired values and ethics in young people; programs designed to better equip for a changing labor market; and introducing and applying new technologies to support learning and sector administration. This paper reveals that there is a choice to be made regarding the scale and thrust of the secondary education system, assessing its most favorable structuring and re-evaluating diversified education. As education influences and reflects the values of society, re-evaluating and reforming curricula is the only route to opportunity for all, and to enable children to develop their understanding beyond their own experience to the wider world and of diverse societies and cultures.

**JEL. Classification:** I21; 123; 128;

**Keywords:** Education; Skilled Manpower; Economic Growth; Primary School Enrolment Rate.

### **1. INTRODUCTION**

The author has examined the case for diversified education, and pointed out that the overall context within which the workplace demands more competence from students, the importance of language and technology, and greater levels of flexibility to carry out multiple tasks will also increase. Obviously, in many developing countries secondary school participation rates are low and couldn't grow as expected without changes in the structure and nature of their financing. Eight out of 10 of the world's children live in developing countries (World Bank 2003). For economists, working on education, the study of developing countries offers both policy questions of fundamental importance and a rich set of experiences to examine. The important policy questions stem from the potential role of education in improving the welfare of 5 billion people living in developing countries. Many macro-economists have emphasized the impact of education on economic growth (Lucas 1988; Barro 1991) (although some others have raised questions about the causal relationship between education and economic growth). There are various technology-modes which have been used in

---

The material presented by the author does not necessarily represent the viewpoint of editors and the management of the KASBIT as well as the authors' institute

\*Operations Manager, DTAG Inc. 2300 Airport Blvd. San Jose, CA 95110, USA 95110, USA. [Gtesfai@hotmail.com](mailto:Gtesfai@hotmail.com), [Ghirmai.Kefela@DTAG.com](mailto:Ghirmai.Kefela@DTAG.com) - 510 793 9732, 408 422 2248

Acknowledgement: Author would like to thank the editor and anonymous referees for their comments and insight in improving the draft copy of this article. Author further would like to declare that this manuscript is original, has not previously been published, not currently on offer to another publisher; and willingly transfers its copy rights to the publisher of this journal.

Received: 00-04 -2009; Revised : 00-07-2009;

Accepted: 29-12-2009;

Published: 31-12-2009

teaching and learning subjects. For instance, computer technology can reshape and enrich the learning environment of high school classrooms. Nevertheless, there is a need for policy makers not only to make quality education easy to get to all through technology but also to find out a cost efficient way to go faster high quality delivery of the high school curriculum. Computer technology has become a vital part of most educational background (Graham 2003). The structure of human capital is essential to seed a detectable impact on economic development; a nation needs to have a minimum captious mass of at least 70 per cent or more educated population. What this means is that if an tremendously large number of people in a country are educated, even with simple basic education as being able to read newspapers, this may open up the minds of the masses, possibly make them more open-minded workers and perhaps institute some element of discipline in them (Kefela and Rena 2007). Regardless of the marvelous development in going up enrollment and increasing years of schooling since 1960, 113 million children of primary school age are still not enrolled in schools (UNDP 2003), 94 percent of which live in developing countries (UNESCO 2002). In addition, the quality of schooling in developing countries is frequently very low. Grade repetition and leaving school at an early age are common, teachers are habitually absent from classrooms, and many children gain knowledge of much less than the learning objectives set in the official curriculum (Lockheed and Verspoor 1991). In order to understand the special effects of globalization on education and the succeeding reforms, this article draws mostly from the work of Carnoy (1999) who mainly focuses on the economic facet of globalization. He has suggested that globalization affects education in five major ways. First, globalization has altered the nature and organization of work. The new economy is knowledge driven and requires high level of skills from the work force. The new job market is stretchy and contractual that requires labor to be more skilful and more general. The altered economy has increased the rate of return for highly educated, particularly for graduates from higher education. Therefore there is high demand for secondary and higher education. Also there is growing demand from educationist to extend basic professional skills amongst the graduates. There is also demand for constant or life-long learning.

Second, in order to catch the concentration of global capital the governments need to put together their human resource but at the same time the logic of global capital or market economy activate government to have low public investment and more privatization (Marphatia, Moussié, Ainger and Archer 2007). Thus governments are in a fix on how to improve their human resource without ever-increasing public finance on education. Third, there is enormous growth of international evaluation for measuring the quality of education. This has placed more stress on mathematics, science and English language curricula in nearly all nations. To measure up to quality education there is great thrust for developing national testing system that can be compared internationally. In order to be comparative the national testing has to keep the ideological part of education separate from the educational administration content.

Fourth, the expansion of information technology has and will continue to have huge impact on the organization and delivery of education. The potential of innovative means of distance education and enhanced learning experiences within existing classrooms are really utilizing Internet technologies. So information technology will have huge impact on education. Fifth, the globalization, in particular the market driven globalization – also called neo-liberal globalization – has its conflict from a variety of community groups at local levels over the issues of uniqueness, culture, diversity etc. This will create a challenge for national education systems (and also internationally) over the meaning and ends of education. Even though economic globalization has the deepest effect on education, the effects of cultural and political globalization cannot be ruled out. Tomlinson's (1991) analysis concludes that two significant cultural facts i.e. language and media has a direct bearing on the field of education. The above-mentioned effects of globalization have led to different kinds of responses from education around the world. Many nations have been reforming their education systems to be able to benefit from the processes of globalization. Carnoy (1999) classifies the reforms caused by globalization into three categories: competitiveness-driven reforms; finance-driven reforms and equity-driven reforms.

Shifting the task of secondary schools relates to curricula patterns, which carry suggestions for the school organization and resources. The primary school curricula stress the significance of these basic learning tools to lay the foundations for more systematic achievement of skills and capabilities at higher levels. The secondary school curricula are in general focused on analytics and abstract skills in principle as well as practice, stress links with outcomes that transmit to that, which is valuable in employment and grown-up life. With regard to education initiatives in developing countries more largely, some observers give emphasis to that schools require extra capital whereas others stress the weaknesses of the schools systems and the call for reform. As a result the focus has been on *quantity* of education; however, the *quality* of education in many developing countries is inferior in the sense that children learn much less in school than what is stated in the curriculum. (Lockheed and Verspoor 1991). This low quality is not fully surprising because the speedy extension of primary and secondary education in developing countries has stressed those countries' financial and human resources.

The secondary education is now being documented as the foundation stone of educational systems in the 21<sup>st</sup> century. Quality secondary education is essential in creating a bright future for individuals and nations comparable. Stress on governments in Sub-Saharan Africa (SSA) to develop secondary education is increasing. Rising numbers of students curving from extended primary education and the need to improve the educational levels of the labor force to benefit from a globalizing economy construct it predictable that governments in SSA will turn their awareness to expanding and improving secondary education. A better-educated worker is more knowledgeable and numerate, easier to guide, and easier to learn more composite tasks. In addition, they should have better work habits, mainly awareness of time and reliability. Secondary education has increasingly grown to be a central policy concern of developing countries, particularly amongst those that have made rapid progress in universalizing primary education. The policy makers are tackling with the question of how to either provide skills and knowledge enabling teenagers to move to tertiary education, or make certain a smooth evolution to work for students, whose secondary schooling will be terminal. The frequent observation reveals that individuals, with more education, have higher take-home pay is another signal that education contributes to growth.

### **1.1. Ethiopian Education System**

The Ethiopian Government has long ago familiar that the awareness of basic education is both a requirement and a fundamental human right. It was the signatory of all the regional and global declaration and approaches to make available basic education for all throughout the second part of the 20th century. This paper summarizes up recent progresses and the left over challenges in the education sector and presents policy options for enhancement. The study is basically based on text analysis. Ethiopia has a long and rich history of educational background. Home-grown education was presented by all ethnic and linguistic groups and remains a significant source of cultural identity from generation to generation. It put in order political leaders and everyday farmers in the society. Under the present circumstances, because of the fact that still many school going children and the greater part of adults in the rural areas of Ethiopia have little right of entry to modern education, and still indigenous education has continuously played an imperative role in preparing the young generation for their future responsibility. Since 1992, the development achieved in Ethiopian education has been noteworthy.

This massive spreading out has been made promising by the infusion of large sums of money by the government, which took the expansion of education opening as a political obligation. In about the 4th century, the Ethiopian Christian church established a complete system of education that provided Ethiopian cultural, spiritual, literary, scientific, and artistic life. However, while significant progress has been made in all places in the country, there are far-flung too many children who do not have an opening to go to school, and far-flung too few who could complete the bare minimum of schooling needed to become permanently

literate and numerate. Ethiopia's higher education has up till now to develop a system. The new Higher Education Institutes (HEIs) would be part of a set of interconnected and complementary institutions, each with a particular and varied function and goals within the system. The Ethiopian education system was suffering from versatile problems. The most significant problems were related to the issues of relevance, quality, equity and access. As a result of earlier neglected Ethiopia's education sector was characterized at all levels by tremendously low overall participation rates (30% at primary, 13% at secondary and less than 1% at tertiary levels). Its gross enrolment rate of 30% at primary was one of the lowest in the world and even less than half of the average for Sub-Saharan African countries (EFA 2004). The system wants mechanisms to expand a flourishing professional and academic community: a functioning association of Public Higher Education Institutions; subject associations; and professional groups of support managers in higher education. Institutions should work collectively to be in agreement how each institution will be able to make an extraordinary contribution and extend a distinctive curriculum, appropriate for a exacting region or for the country as a whole (EFA 2000). At present, Ethiopia's higher education is focused more or less completely in bachelor and higher degrees, in comprehensive universities each offering a large number of relatively small programs. The Ethiopian Government has a vision of greatly increasing the numbers of students within HEIs and increasing the numbers of universities and university colleges in the country. To this end it intends to extend around 13 new university colleges in the longer term. This vision is commendable – most of the main regions and centers of population *should* have a HEI in the longer term. This report addresses this dilemma: the need to expand the numbers of HEIs and the numbers of students benefiting, whereas retaining quality and institutions that at least approach international standards (Ashcroft 2005). Extraordinary improvement has been achieved in all aspects of education (access, equity, efficiency) and quality has improved considerably after the implementation of the policy. Since 1994, the government of Ethiopia has embarked on a decentralization progression, which has opened the means for regional and local governments, and all the way through them, local communities to shoulder greater accountability, financial and otherwise, for managing their own relationships, together with the delivery of social services such as education. Realizing the fact that education is a key to human development and the on the whole socio-economic development of Ethiopia, a comprehensive Education and Training Policy (TGE 1994) was prepared and implemented.

**Table-1. Ethiopia Education Budget**

2.8 of GDP (cfr. 3.9% SSA)
9% (1997) to 14% (2003) of total annual public budget allocation (cfr. 20% for Africa)
15-20% of education budget for HE

Source: Yizengaw 2005

## 1.2 Eritrean Education System

If education is widely viewed as the route to economic success, the key to reform is to develop a scientific and technological advancement; it is the foundation of social equity, and the spread of political socialization and cultural strength. The Eritrean government is seen education in three interrelated dimensions. These dimensions include the role of education in the reproduction of the social structure achieved during the National Liberation Struggle, raising productivity and assuring the educational rights and needs of citizens. Thus 'Basic Education for all' is considered a central issue in the Education for All strategy in Eritrea. The government with whatever resources it has cannot be successful in providing education to all and government resources only would not be enough. Furthermore, proper family upbringing and the role of parents and the community at large in this respect are of an utmost importance (EFA 2000).

After the long war, Eritrea was in dire need of reconstruction and rehabilitation. Its human resource development was greatly hampered during the struggle and the quality of education had so deteriorated that

there was a crisis in the system. However, after independence in 1991, education has been placed among the top priorities of the government. Education policy and goals: The Education Ministry policy, which has been developed since 1991 and is an embodiment of the above principles, intends to achieve the following: To promote equal opportunity, in terms of access, equality, relevance and continuity of education, to all school-aged children; to provide elementary education in respective mother-tongue languages; to provide middle and secondary level education in English; to encourage the provision of education by the private sector; to provide continuing education through formal and non-formal channels to achieve a more literate and skilled population; to steadily increase enrollment in secondary, technical and vocational schools in order to meet skilled manpower requirements, with emphasis on the imparting of multi-craft skills; and to make serious efforts in the sharing of the costs of education among the government, communities and parents (Zeratsion 2004)

Eritrea has made significant efforts to reform its education system with the objective of providing its citizens with accessible and high-quality education that is modern, technologically advanced and that will create an internationally competitive human resource. The rise in the gross enrolment rates, the construction of new classrooms and reconstruction of those destroyed, and the capacity-building initiatives at the Ministry of Education, all are indications that a country is ready to teach (Hare 2007). The thrust of Eritrea's National Education Policy, which is based on education as a fundamental human right and lifelong process, is the creation of a modern, technologically advanced, and internationally competitive economy. Education provision in Eritrea is further aimed at human capital formation for self-reliance, self-consciousness, and self-motivation with a view to fighting poverty, disease, and the attendant causes of backwardness. Eritrea's education policy is based on the principle of universal primary education of up to eight years, as well as skilled manpower requirements of both the public and private sectors.

**Table-2. Selected Education Statistics**

Net primary enrolment	47.8% - 2004
Net secondary enrolment	23.9% - 2004
Gross tertiary enrolment	5.6% - 2004
Gender parity* index	0.7% - 2004

\*Gross enrolment ratio in primary and secondary

Source: Zeratsion 2004

In Eritrea, education starts at the age of five with two years for social interaction and adjustment of behavioral reaction. The policy framework also advocates the promotion of continuing education through formal and informal channels to achieve higher literacy rates, as well as the selective expansion of tertiary education to meet the envisaged manpower requirements of the economy, while resorting to opportunities offered by the international community to diversify skills acquisition. On all aspects of education, the government aims to eliminate gender disparities and ensure girls' full participation at all levels, as a significant number of households are headed by females and sustainable socio-economic development cannot be realized without women's full participation. The policy also takes into account the need to provide for other socially disadvantaged groups, including physically disabled people, internally displaced persons (IDPs), nomads, those afflicted with HIV/AIDS, elderly people, orphans, those living in rural or remote areas, and anyone who is out-of-school or unemployed. The strategy of mainstreaming people with disabilities into the education system is consistent with an inclusive education policy (Hare 2007). The policy further highlights the following priority areas. The number of schools at all levels (Junior, Middle, Secondary and Technical) increased from 293 in 1990-91 to 1000 in 2002-2003. During the same period students'

population increased considerably from 208,168 to 500,000 while the numbers of teachers increased from 5,286 to about 10,000 (Rena 2005).

### 1.3 Kenya's Education System

Ngigi and Machria (2006) pointed out few reports related to the Kenya's education system. According to them, since independence, the Government has addressed the challenges facing the education sector through Commissions, Committees and Taskforces. The first Commission, after independence, came up with the Report of the Kenya Education Commission (The Ominde Report 1964) that sought to reform the education system inherited from the colonial government to make it more responsive to the needs of the country. The Commission proposed an education system that would foster national unity and creation of sufficient human capital for national development. Sessional Paper No: 10 of 1965 on African Socialism and its Application to Planning in Kenya formally adopted the Ominde Report as a basis for post-independence educational development. First, the long-term objective of the Government is to provide every Kenyan with basic quality education and training, including 2 years of pre-primary, 8 years of primary and 4 years of secondary/technical education. Education also aims at enhancing the ability of Kenyans to preserve and utilize the environment for productive gain and sustainable livelihoods. The Report of the National Committee on Educational Objectives and Policies (The Gachathi Report 1976), focused on redefining Kenya's educational policies and objectives, giving consideration to national unity, and the economic, social and cultural aspirations of the people of Kenya. It resulted in Government support for 'Harambee' schools and also led to establishment of the National Centre for Early Childhood Education (NACECE) at the Kenya Institute of Education (KIE). The Commission of Inquiry into the Education System of Kenya (The Koech Report 2000) was mandated to recommend ways and means of enabling the education system to facilitate national unity, mutual social responsibility, accelerated industrial and technological development, life-long learning, and adaptation in response to changing circumstances. The Koech Report recommended Totally Integrated Quality Education and Training (TIQET). While the Government did not adopt the Report due to the cost implications some recommendations, such as curriculum rationalization have been adopted and implemented.

Kenya implemented education policy under the mandate of the Ministry of Education, which is also responsible for writing up educational curricula through the Kenya Institute of Education (KIE), and setting and regulating national examinations through the Kenya National Examination Council (KNEC). Education utilizes up to 25 percent of the government expenditure. The current educational curricula, commonly referred to as the 8-4-4 system, consists of eight years of primary education, four years of secondary, and four years of university education (Sifuna 2007). The twenty-first century educational reform proposals are under review because the previous systems have failed to fulfill the required purpose. The system in Kenya has been declared as a burden to both teachers and pupils due to the wide scope expected in the various subjects studied. The failure of the system is blamed on financial problems and improper training of the implementers. Between 1980 and 1990, Kenya faced marvelous growth of privately owned schools and higher education institutions, while the government schools deteriorated. There are also several private schools that offer an international curriculum, including the London education and international baccalaureate (GCE), among others. According to Deolalikar (1998), Kenya appears to be spending appreciably more on education compared with other African countries. Kenya's expenditure on education was 6.7 percent of the GNP in 1995 compared to 5.1, 4.7, 4.0 and 2.6 percent for Burundi, Egypt, Ethiopia and Uganda respectively (Kimalu et al 2001).

### 1.4 Somalia Education System

The formal education system was more or less entirely destroyed as a result of the civil war. Unlike crisis situations in other parts of developing countries, wherever strong education traditions have helped to preserve the system throughout the conflict, the formal education system in Somalia was institutionally weak to begin with. These days the position of education in Somalia is one of the worst in the world. A Survey of Primary Schools conducted in 1998-99 identified 651 formal schools enrolling just under 150,000 pupils—less than ten percent of children aged six to seventeen. The assessment finds that education in Somalia is at or near the international bottom in terms of financial resources (average per pupil expenses are circa \$25 per annum), and the financial gap underpins others such as the shortage of textbooks, qualified teachers, attractive learning spaces and school grounds, and so on. While there are numerous gaps in Somali education system, some are certain to be addressed in the near future. Access to education remains limited. Despite the fact that many schools and skills training centers have been established, teachers and instructors have been trained, curricula developed and textbooks provided, the current demand for education far outstrips its availability.

A common practice, in many primary schools of developing countries, is to teach in ‘double shifts’, with one cadre of students attending classes in the morning, and a second in the afternoon. Reflecting the dominance of men in Somali society, more boys are likely to be enrolled in school than girls and to advance further. Secondary schools are operational in cities such as Mogadishu, Hargeisa, and Bossaso, and universities have been established in Mogadishu, Hargeisa and Boroma. Business schools, vocational training schools, and other institutions offer non-formal education, particularly to the ‘lost generation’ of young men and women between the ages of 15 to 25. In the great majority of schools, community education committees (CECs) have been formed; however, these committees are most well-known in the NW and NE. In the South, District Education Boards sometimes fulfill the functions provided by CECs. The CECs are most influential when the community is actually the owner and least influential when private entrepreneurs own schools. Most NGOs tend to favor a strong CEC, and in half the schools, CECs meet over 10 times in year. In addition, PTAs are also formed in the majority of schools and are primarily convened to make announcements. Many schools engage in activities such as offering adult education courses in the evenings or sponsoring special events. However, apart from collecting fees from students, few schools engage in cost-generating activities. There is considerable room for helping CECs develop their management skills and their capacity for increased cost-recovery (Cummings and Tonnigen 2003).

Individual schools function mostly on their own in the absence of a national administrative infrastructure. There is no designed national curriculum, with schools using Arabic-language, pre-war Somali, Kenyan, and/or Western curricula. There are grounds for hope as more areas are getting rid of conflicts themselves; and new schools are opening every day and enrollment rates in the youngest grades are rising. Further, whereas girls enrolments are not equal to boys, but enrollment as a percentage of the total (35 percent of all pupils) is better than in many countries in the world (Eric 1999). Although there is growing recognition, education in humanitarian response faces critical challenge in Somalia. First, education is not considered as life saving and therefore does not attract adequate donor funding compared with other cluster responses such as food, shelter; water and health are often given priority. Donors and policy makers perceive education as long-term development activity whose results will only be realized in future and therefore not appropriate for short-term emergency interventions.

The new national curriculum designed by Somali educators working with UNICEF/UNESCO experts includes English as a subject from the 5th grade; thus there is a reasonable possibility for a nationwide diffusion of this intervention. Radios are a very popular in Somalia and are the main source for obtaining news. The BBC has a nationwide outreach and also has experience in delivering instructional programs for a reasonable fee. There is good reason to believe that necessary arrangements could be made for the delivery of radio-based instruction.

During the colonial period, the British introduced an English educational system in the NW and the Italians introduced an Italian system elsewhere. These two systems were consolidated in 1960 and under the assistance of various donors including USAID an impressive basic educational system was established with some 1400 primary schools, perhaps as many as 60 secondary schools (some of which were boarding schools to provide access for children from rural areas), several vocational-technical institutes, a National Teacher Education Center, and a National University. Western assistance was abandoned in the mid-70s when the new government developed close relations with the USSR. Subsequently, the nation plunged into conflict and the educational system began its decline.

There are several considerations that should influence the design of this intervention. A first priority would be to familiarize teachers in primary schools with the use of radio programs to supplement their classroom approach. The first stage of this intervention might focus on a small number of regions with a high priority on gaining teacher commitment to the intervention. Once that foundation is established the project could consider geographic expansion. Community education committees throughout Somalia face the challenge of ensuring that schools have the financial and human resource necessary to meet the growing educational demand. At present, schools receive minimal public funding for paying teachers salaries, maintaining buildings and supplementing the educational materials provided by international agencies. Ministry of Education that is responsible for planning the development of the educational system, selecting and compensating educational personnel, supervising the quality of school management and instruction, and evaluating this quality with 4th, 8th and 12th grade leaving examinations. While the MOE and the related Regional Education Offices are doing their best to perform these functions, the individuals in the respective offices lack the training appropriate for their jobs as well as the technical facilities appropriate for carrying out their tasks. Of particular concern is that several of the top individuals in the MOE are reaching retirement and there is a shortage of talented officers to succeed them. Thus there are significant inefficiencies and anomalies in the planning and management of education (Cummings and Tonning 2003).

## 2. EDUCATIONAL REFORM STRATEGY NEEDS

Considering the importance of education in the development of people, there is a need to expand access and improve its quality. In Dakar 2000, it was revealed that Education for All was still a far target in many African countries. The Dakar Framework for Action calls on all countries, especially in the Third World, to take accelerated steps to ensure that all eligible populations are enrolled in school by 2015 (Rahman 2000). Prior to Dakar 2000, 47 African countries met in Johannesburg in 1999 to assess progress towards achieving education for all. The data and information presented at this meeting showed that 40 percent of 220 million eligible children in sub-Saharan Africa are not in school (EFA 2000). This shows that the quality of education is not satisfactory and a very difficult commodity to measure.

However, there is unanimity in the international literature that the quality of products from African schools is deplorable (Tamukong 2000). The teaching and learning process is defective since it is plagued by many problems, including outdated curricula, unqualified teachers, shortage of teachers, overcrowded classrooms, relatively high unit costs, chronic shortage of equipment and books and above all, low teacher morale resulting from inadequate salaries. A natural corollary of this situation is low quality products. From the preceding discussion, it can be concluded that the quality and quantity of education on the continent are not sufficient. The factors that compromise adequate provision of quality education include availability of resources, curriculum, teachers, textbooks, and management among many others.

### 2.1 The Effective Approach to Universalizing Primary Education



Universalizing primary schooling cannot be achieved without addressing the specific reasons that poor children and girls do not attend school, repeat grades, and drop out (Birdsall, Levine and Ibrahim 2006). Teachers and Principals are the most expensive, and possibly the most critical, mechanism in establishing quality in education systems. New and more effective approaches to the preparation, deployment, utilization, compensation, and conditions of service for teachers, accompanied by more effective school leadership, are therefore necessary in achieving higher standards of quality in secondary education in Africa. The fiscal capacity of most governments to improve teachers' compensation and conditions of service is extremely limited. Increase in or reallocation of public funds to secondary education as a general remedy is not feasible. Ensuring a sufficient supply of qualified teachers requires monetary resources that many countries do not have at present and are doubtful to get in the near future. Countries for that reason will need to make better and more creative use of the funds that are already available to secondary education. The sustainable supply of highly qualified teachers is critical to the human resource development of sub-Saharan Africa; the teacher is responsible for preparing the next generation of engineers, doctors and other professionals and skilled personnel (Mulkeen and Chapman 2004). The articulation of this paper is for developing creative ways, mobilizing and providing continuous training for such a teaching force.

### 3. CONCLUSION

Managing education policy, under the new conditions of economic transition, is a very complex task and much more intellectually intensive and risky than any attempts to rescue the obsolete system using well-known techniques. Educational policy needs to interact with several external forces, which takes time to form (this is an important direction of activity). However, today one can argue developing countries needs a new system of educational management, which would combine state and public components. In addition to access and financing issues, the literature indicates that secondary education curricula are outdated, irrelevant, or poorly implemented; the content of programs has rarely changed to match countries that are dealing with democratization, and changing labor market demands. Investment in education policy should contribute to economic growth can mainly be enhanced by a science and technology policy, enterprise-research institutions, and universities publications research. No education reform could succeed without the provision on a continuous basis of highly qualified and motivated teachers. In conclusion we believe that it is a political decision on the part of those who decide on the future of their countries to take proper steps toward creating, mastering and utilizing the resources of science and technology. Adequate and effective funding of education is the best way to attain faster growth, more jobs, better productivity, and more extensively shared prosperity. A healthy, literate, skilled labor force is the foundation of a country's long term growth. Similarly, the presence in a developing country of a highly skilled and educated labor force will make it easier for the country to attract foreign capital.

### REFERENCE

- Ashcroft, Kate. 2005. *Analysis and Discussion of Curriculum, Resource and Organizational Issues*. Higher Education Strategy Center. (Available at: [www.higher.edu.et](http://www.higher.edu.et) , Accessed on: 18 December, 2009)
- Barro, Robert. 1991. Economic Growth in a Cross-Section of Countries. *Quarterly Journal of Economics*, 106 (2): 407-443.
- Birdsall, Nancy, Ruth Levine, and Amina Ibrahim. 2006. Toward Universal Primary Education: UN Millennium Project Report On Education and Gender Equality. *Global Urban development Magazine*, 2(1)
- Carnoy, D. M. 1999. *Globalization and Educational Reform: What Planners Need to Know*. Paris: UNESCO: 95

- Deolalikar, A. 1998. Primary and Secondary Education in Kenya. *Sector Review*. Washington, D.C.: World Bank.
- Zeratsion, Eden. *Eritrea: Educational Profile*. Eden Zeratsion Academic/Cultural Assistant PAS American Embassy Asmara, (eden@usisasm.eol.com.er)
- EFA. 2000. The EFA Assessment Country Report. (Available at: [http://www.unesco.org/education/wef/countryreports/eritrea/rapport\\_1.html](http://www.unesco.org/education/wef/countryreports/eritrea/rapport_1.html) . accessed on: 30, December, 2009)
- EFA. 2004. Prospects, Challenges and policy options of Ethiopian Educational System towards the Achievement of EFA Goals. *Report on the Development of Education in Ethiopia*, UNESCO. [www.ibe.unesco.org/International/ICE47/English/Natreps/reports/ethiopia\\_scan.pdf](http://www.ibe.unesco.org/International/ICE47/English/Natreps/reports/ethiopia_scan.pdf)
- Eric, Eversmann. 1999. *Education Kits in Somalia*. The Mellon Reports series. New York City: Senior
- Graham. R. J. 2003. Online IT training for school administrator. *Academic Exchange Quarterly*. (Available at: [http://findarticles.com/p/articles/mi\\_hb3325/is\\_/ai\\_n29051782](http://findarticles.com/p/articles/mi_hb3325/is_/ai_n29051782). Retrieved, December 20, 2008)
- Hare, Harry. 2007. Survey of ICT and Education in Africa: Eritrea Country Report. Eritrea – 1 [www.infodev.org](http://www.infodev.org) “ICT in Education in Eritrea”
- Kefela, Ghirmai and Ravinder Rena. 2007. Human capital investment is a continuous proposition: A Study of North East African states. *Indus Journal of Management & Social Sciences*, 2(1):54-70. (MPRA [\\_Paper\\_11090.pdf](http://www.mpra.de/papers/11090.pdf))
- Kimalu, Paul, Nancy Nafula, Damiano Kulundu, Arjun Bedi, Germano Mwabu and Mwangi S. Kimenyi. 2001. *Education Indicators in Kenya*. KIPPRA Working Paper Series WP/04/2001, Nairobi: KIPPRA.
- Lockheed, Marlaine, and Adriaan Verspoor. 1991. *Improving Primary Education in Developing Countries*. New York: Oxford University Press.
- Lucas R.E. 1988. On The Mechanics of Economics Development. *Journal of Monetary Economics*, 22:3-42
- Mulkeen, A., D.W.Chapman, J.G. DeJaeghere, and E. Leu. 2007. *Recruiting, Retaining and Retraining Secondary School Teachers and Principals in Sub-Saharan Africa*. Washington, D.C: World Bank.
- Marphatia, A. A., R. Moussié, A.M. Ainger, and D. Archer. 2007. *Confronting the contradictions: the IMF, wage bill caps and the case for teachers*. Actionaid. (available at: [www.actionaid.org/assets/pdf/AAConf\\_Contradictions\\_Final2.pdf](http://www.actionaid.org/assets/pdf/AAConf_Contradictions_Final2.pdf). accessed on: 30, December, 2009)
- Rahman, A. 2000. What Next After Dakar?'. *CRIN NEWSLETTER*, No 13, p. 9.
- Rena, Ravinder. 2005. Eritrean Education – Retrospect and Prospect. *Eastern Africa Journal of Humanities and Sciences*, 5 (2):1-12.
- Sifuna. D.N. 2007. The Challenge of Increasing Access and Improving Quality: An Analysis of Universal Primary Education Interventions in Kenya and Tanzania since the 1970s. *International Review of Education*, 53:687–699. (Available at: <http://www.springerlink.com/content/nxt156r644257375/fulltext.pdf?page=1>
- Tamukong, J. A. 2000. Towards Quality Education in Sub-Saharan Africa. *Southsouth Journal of Culture and Development*, 3(1):32-44.
- Tandon, A. 2006. *Improving Primary Enrollment Rates among the Poor*. The Development Indicators and Policy Research Division of the Economics and Research Department, Asian Development Bank.
- Yizengaw, Teshome. 2005. *The Ethiopian Higher Landscape and Natural Resources Education & Research*. Corvallis, USA: Oregon State University, Corvallis, USA Education
- TGE. 1994. *Education and Training Policy*. EEP 86, Addis Ababa.pp.33. Transitional Government of Ethiopia.
- Ngigi, Ashington and Daniel Macharia. 2006. Education Policy Overview Paper. The European Commission. [http://www.enable.nu/publication/D\\_1\\_7\\_Kenya\\_Education\\_Policy\\_Overview.pdf](http://www.enable.nu/publication/D_1_7_Kenya_Education_Policy_Overview.pdf)
- Tomlinson, J. 1991. *Cultural imperialism*. Washington: Pinter. CARE Nairobi - .

- Cummings, William K., and Leslye Rost van Tonningen . 2003. Somalia Education Sector Assessment: With special attention to Northwest Zone. Basic Education and Policy (BEPC) Activity US Agency for International Development, Creative Associates International, Inc, Prime Contractor
- UNDP. 2003. *Human Development Report*. New York: United Nations Development Programme.
- UNESCO. 2002. *Education for All: Is the World On Track?*. Paris: UNESCO Publishing, Paris.
- World Bank. 2003. *World Development Indicators 2003*. Washington, DC.:

\*\*\*\*\*