

# THE GOOD EDUCATION AND AFRICA'S FUTURE

*Concepts, Issues and Options*

This book is a collection of essays by university lecturers and / or researchers from various African countries. The essays were originally written for a series of academic conferences that took place across Africa, in Accra, Arusha, Kampala, Harare, Addis Ababa, and Nairobi.

These conferences were organised to commemorate the 60th anniversary of the *Katholischer Akademischer Ausländer Dienst* (Catholic Academic Foreign Services), a scholarship programme of the Catholic Bishops Conference of Germany.

The essays present the status of education in several African countries, the problems encountered, and the way forward. The twelve chapters are specific to each individual country but many have a pan-African relevance. These are technical and academic papers, and are intended for a university post-graduate audience.

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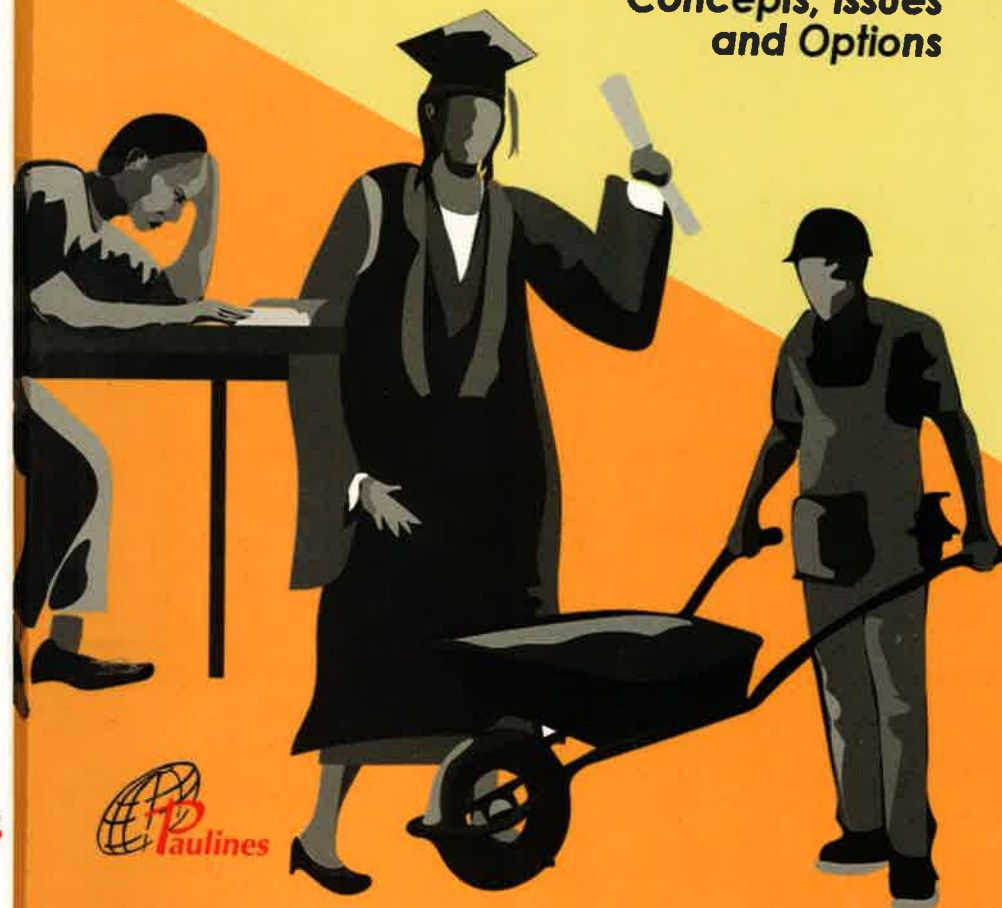
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John Kabutha Mugo,  
Proscovia Namubiru-Ssentamu  
& Mukirae Njihia (Eds)

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## Introduction

**K**AAD, the Catholic Academic Exchange Service (Katholischer Akademischer Ausländer Dienst) is a scholarship organisation of the German Catholics under the auspices of the Bishops Conference. Since its inception in 1968, KAAD has supported over 10,000 students to acquire postgraduate degrees in various science – and arts-based disciplines. The mission of KAAD is to build the next generation of leaders in developing economies and countries. Particularly for African societies and economies it is of the utmost importance to establish academic, social and political elites with a solid value base and it is obvious that for a Catholic organisation, Christian ethics and the social teaching of the Church are what this base is made of. When academic capacity building is the aim of the support, the question automatically comes in: How can values be conveyed to this next generation of leaders? Education, Pedagogy and Teaching come into focus – also but not only in the tertiary sector. Transmission of values is a holistic process that starts during the upbringing in the family, continues in Pre-Primary, Primary and Secondary Education and also in the various religious groups and movements. Once again we can observe that what is true in many parts of the globe is particularly striking in African countries: That Catholics have invested in education earlier, stronger and more determined than other players. It was the church community that established schools, education facilities, homes, colleges, universities and their impact was enormous for the societies and their elites. It is in that tradition that KAAD feels a particular closeness to the question of, what “good education” is.

This book was published to mark the 60<sup>th</sup> Anniversary of KAAD, celebrating education in Sub-Sahara Africa. Indeed, the intention of this book received specific impetus from the celebrations held in July 2018 in Nairobi. Save for the concluding section, the chapters published in this book were first presented as papers in conferences and seminars held around Africa between 2015 and 2018, in Tamale (Ghana), Nairobi (Kenya), Arusha (Tanzania), Kampala (Uganda), Mutare (Zimbabwe), Beira (Mozambique) and Haramaya (Ethiopia). The authors were invited to hand in and update their papers starting in late 2017, and the editorial work began in 2018. We are glad, that the chapters cover a wide spectrum of issues, and from a fairly representative section of African countries, including Ethiopia, Ghana, Kenya, Mozambique and Zimbabwe.

When we first suggested the title 'Good Education', one reviewer immediately protested: 'you cannot use the word 'the good' in such a serious book, it is too subjective. What exactly do you mean?' We knew then, that we had succeeded in getting the right title for the book. The last decade has witnessed unprecedented pressure towards measurability and objectivity in education. Yet, just like parenting, there is also something inherently subjective in the education enterprise. For this reason, we believe that the push for measured learning outcomes was critical, but also pretty unexhaustive in telling the whole story about education. At least, we are clear that despite the tones of assessments completed, many aspects of good education remain untouched. Pedagogical principles, empathy and love for the work as an educator and for the subjects of education need to be combined with modern pedagogical and psycho-social cognition so that 'holistic' turns out not to be a mere buzzword.

The book is organised in four sections, covering a range of questions on theory, policy and practice. One section is dedicated to Catholic Education, critically examining the effectiveness of the Catholic intervention in the past and now in 21<sup>st</sup> Century education. We hope that the 12 key chapters in this book have done justice to unpack some of the salient issues affecting education in

Africa today, in knowledge, policy and practice in this era of the Sustainable Development Goals.

We thank the publishers for their ardent work and the energy invested in this publication project, commend its quality and content to the judgement of the esteemed reader.

**Dr Marko Kuhn**  
**Head of Africa Department, KAAD**