Reasons for the Backward Education in Africa

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Abstract: *This article cites data and case studies from the book "The Essence of Poverty", "Zhihu" platform, and Economic Weekly to elaborate on "African resources". Use historical evidence from "Baijia Hao" to lay the groundwork.*

Keywords: *educational inequality, people's livelihoods, Africa.*

I.   Introduction

There are multiple factors involved in educational inequality in Africa. Firstly, the two factors of insufficient education level and gender inequality are mutually constrained. Even if children can receive education, educators lack experience and skills, leading to intensified conflicts and frequent local conflicts and disasters.

I malaria

The development of education in Africa has always been affected by natural disasters, among which malaria is a huge natural disaster that has had a significant impact on the development of education in Africa. Firstly, the rampant malaria directly affects the attendance and health status of students, especially in areas with severe malaria. Many children drop out of school and miss classes, which disrupts the coherence of their learning and greatly affects their learning efficiency, reducing their learning outcomes. On the other hand, malaria ravages children's physical and mental health, causing them to lose focus in class and further reducing their learning quality. Furthermore, malaria has increased the burden on schools. Due to the severity of malaria, schools have had to spare a lot of time and spend a large amount of money to control the malaria epidemic. As a result, schools can no longer focus on teaching students, and many teachers may even leave schools due to the worsening of the malaria epidemic, causing the loss of teaching resources in schools. Last but not least, malaria has exacerbated inequality in Africa. Rich children can enjoy good healthcare while poor children cannot enjoy the same treatment, which greatly exacerbates their disadvantage in education. For Africa, it is urgent to address the pain caused by malaria. However, the trap of capital has trapped them in a mindset of poverty, and their unwillingness to purchase mosquito nets is also a solidified sadness.The lack of mosquito nets on children's beds is a direct cause of malaria erosion, which is also one of the reasons why education in Africa has been unable to develop. Aid agencies and African governments are highly concerned about the provision of mosquito nets, but why are mosquito nets still not widely used in Africa? There are two reasons. On the one hand, institutions hope to provide more assistance to the poor, but parents of African poor families, after being advised, believe that aid will make the government corrupt. If they do not want it, aid institutions will also force them endlessly. On the other hand, they believe that forcing children not to sleep under mosquito nets is useless, just like education. It is meaningless to force children no matter how much they do not want to go to school and receive education. According to the Children's Fund of the United Nations High Commissioner for Refugees (UNICEF), Due to the frequent occurrence of natural disasters such as drought, floods, locust infestations, and desertification, the

pursuit of development is too urgent, and coupled with the limited ability of African countries to resist disasters, the refugee problem in Africa is becoming increasingly severe. Africans who have become refugees under racism have no other choice but to survive the limitations of education.The ongoing cultural conflicts have led to a decline in the education culture in Africa.

Ⅱ Historical issues

Firstly, Africa suffered centuries of colonial rule, with Britain, France, and Portugal engaging in inhumane resource plunder and economic exploitation. Starting from the 15th century, European powers invaded Africa on a large scale, a large number of colonies were established in Africa.

Addiction and bad habits. In times of peace, transportation hubs such as Cape of Good Hope are often able to seize lucrative profits through prosperous trade exchanges. But in the era of colonialism, this place also became a catalyst for war and disaster. Since the Renaissance, Western European countries have entered a period of rapid development. The progress of science and technology has driven the development of various aspects of society, but it has also led to problems such as insufficient raw materials and insufficient markets. In order to search for more production materials and open up new markets, the Americas, Australia, and the hinterland of Africa have become coveted by capitalists.

In 1652, Dutch colonizers who had just ended the Thirty Years War in Europe and gained formal independence from the Habsburg dynasty in Spain began to invade South Africa. Among them, the Dutch East India Company, as the first group of European colonizers to come to South Africa, settled in the Cape of Good Hope. Afterwards, the Dutch began to operate a business of supplying goods to passing merchant and colonial ships through the supply stations established at Cape of Good Hope. Subsequently, with the acceleration of European colonizers' expansion in Asia and the increase in the number of wars, the importance of the Cape of Good Hope supply station, which happened to be located in the middle of the Asia Europe route, significantly increased. Given the dietary habits of Europeans, the Cape of Good Hope supply station urgently needs a large amount of high-quality protein, fruits and vegetables. But the local indigenous Koi people, relying on their long-term survival experience, cherish livestock very much and do not often slaughter them. But Dutch colonizers brought a large number of addictive products such as alcohol and tobacco, which ultimately led the Koi people to choose compromise. In this way, under the long-term fraud and plunder of Europeans, the livestock resources of the Koi people were depleted, and the socio-economic situation tended to collapse. At this time, those who had lost their value in utilization suffered a catastrophic disaster, being violently plundered and conquered by colonizers, and losing their homeland on which they relied for survival.

From then on, the Koi people became increasingly impoverished and could only seek refuge in white society, becoming mere laborers. Later, with the outbreak of the Anglo Dutch War, the Franco Dutch War, and the War of Spanish Succession, Dutch colonizers temporarily ceased their expansion in South Africa. In 1713, as the war in Europe gradually subsided, the Dutch refocused their efforts on colonialism and began sending more people to South Africa. Along with it came not only plunder and war, but also viruses such as smallpox, which together led to the extinction of the Koi people, an ancient indigenous people of South Africa. Their tribe chose to be controlled while struggling.As we mentioned earlier, viruses such as malaria and the lack of local resources are both reasons for the backwardness of education in Africa.

Therefore, the use of these high-risk substances has a devastating impact on local teenagers and children.This has destroyed the reserve army of African talents.

Especially from the end of the 19th century to the beginning of the 20th century, Europe had a strong interest in Africa. During this period, African resources were plundered and over 95% of African territory was partitioned by various powers.

During this process, the original social structure and cultural traditions in Africa were dissolved and education policies favorable to colonizers were forcibly implemented. These policies instill colonial ideas in the African people and cultivate a labor force that succumbs to the oppression of rulers. This is not a true program to improve the education level of African people, but a devastation to African education policies.

Ⅲ*The education system is backward*

Although policy debates in Africa have always been intense, their focus is not on the quality of education itself, but on the controversy over what kind of government intervention to take. However, pessimists and optimists who provide aid have obvious differences in the degree of policy looseness or elasticity. The policy management that creates the trap of poverty alleviation is not driven by poor motivation or corruption, but rather by the distorted ideological system of certain policy formulation. In addition, most governments have implemented their policies very poorly, to the point where ASER does not want to report on the effectiveness of the government's policy implementation.

According to a survey conducted by ASER, in Kenya, Africa, 27% of fifth grade children are unable to read a very simple English paragraph, over 30% of fifth grade children cannot understand the most basic division, and 23% of children cannot read Swahili, indicating that the performance of African governments in the field of education is very poor and unsatisfactory. Education policies in Africa often lack comprehensiveness and long-term planning, for example, governments are more willing to abandon long-term education plans and choose to focus more on short-term economic growth and social stability. This has led to uneven distribution of educational resources in Africa, slow development of basic education, and lagging higher education. On the other hand, there are also many problems and shortcomings in the practice and innovation of education in Africa, such as many policies that cannot be combined with actual situations, empty talk, and ineffective implementation.Africa is in a delicate state of education backwardness. Admittedly, they need external rescue,in the struggling atmosphere, they further deteriorate their precarious state under their own torment.

Even under the stigma of being the "worst place in the world to raise children", children suffer from the limitations of famine, and many cannot celebrate their fifth birthday. Even at the age of five, the facilities of preschool education institutions are in a rudimentary state, leaving children at a loss for their educational development.

II.   Main content

①Cruel malaria

According to a survey by the World Health Organization, the number of deaths from malaria in Africa reached 627000+in 2020. This accounts for 95% of the cases and 96% of the deaths. Children under the age of five who die from malaria account for approximately 80% of the total malaria deaths. Many international expatriates have been infected with malaria, and some have been stationed in Africa for four years and have been infected with malaria eight times. Some people settle in Africa around the age of 40 and are affected by the aftermath of malaria. Plasmodium parasites lurk in the body for up to 10 years, and even need to bring anti malarial drugs when returning home. Such mosquitoes and flies carrying malaria parasites in the wild would exceed our imagination.(Report from 'African Lion', 2023)

Most experts agree that household tap water and sanitation facilities can have a significant impact on health. A study that due to the promotion of tap water, excellent sanitation, and chlorination of water sources, the infant mortality rate decreased by about three-quarters between 1900 and 1946, resulting in an overall reduction of several to half in mortality rate during the same period. In addition, the recurrence of dysentery during childhood can permanently harm a child's physical and cognitive development. It is estimated that by delivering

pollution-free chlorinated water to households through pipelines, disease cases can be reduced by 95%. Poor quality and stagnant water are also a source of other major diseases, such as malaria, schistosomiasis, and trachoma. These diseases can all lead to the death of children or reduce their work efficiency as they grow up. Therefore, dealing with these diseases, esppecially malaria, has become an urgent task.

1、 Insufficient and delayed diagnosis and treatment

In a certain region of Africa, a patient experienced symptoms such as headache, chills, and fever after returning from working in Africa. The patient went to the local health clinic for treatment and was initially diagnosed with an upper respiratory tract infection. However, due to insufficient understanding of malaria by doctors, the possibility of malaria was not considered in a timely manner, resulting in delayed diagnosis. In the subsequent treatment process, although peripheral blood malaria parasite tests were conducted, the initial test result was negative, and the doctor failed to fulfill the special duty of repeated check ups, missing the best treatment opportunity. In the end, the patient unfortunately passed away due to malaria and multiple organ failure. (Extracted from The essence of poverty alleviation)This case fully exposes the serious problems of inadequate diagnosis and treatment, as well as delays in dealing with malaria in Africa.

2、 Improper drug supply and use

Due to backward economic conditions and scarce medical resources, the supply of malaria drugs in Africa is often insufficient. Even if the drug supply is sufficient, there are still cases of improper use. For example, some patients choose to purchase and use antimalarial drugs themselves because they cannot afford the high medical costs. However, due to the lack of professional medical guidance, patients often cannot choose and use drugs correctly, resulting in poor treatment outcomes and even drug side effects. In addition, there are also cases of abuse and misuse of antimalarial drugs in some regions, further exacerbating the difficulty of malaria treatment.

3、 Inadequate prevention and control measures

The key to preventing and controlling malaria lies in cutting off transmission routes and reducing infection rates. However, in some regions of Africa, prevention and control measures are often inadequate. For example, mosquito bites are one of the main routes of malaria transmission, but residents in some areas are unable or unwilling to take effective mosquito prevention measures due to economic reasons or cultural customs. In addition, some areas have poor sanitary environments and severe water pollution, which also provide conditions for the spread of malaria. Meanwhile, due to the high population mobility in Africa, the malaria epidemic is difficult to effectively control. These factors collectively led to the failure of malaria management in Africa.

In summary, the cases of malaria treatment failure in Africa are mainly manifested in three aspects: insufficient and delayed diagnosis and treatment, improper drug supply and use, and ineffective prevention and control measures. In order to effectively respond to the malaria epidemic, the African region needs to strengthen the training of medical personnel and improve the level of diagnosis and treatment; Strengthen drug supply and management to ensure that patients can receive correct and effective treatment; At the same time, strengthen prevention and control measures, cut off the transmission route of malaria, and reduce the infection rate. Only in this way can we effectively control the malaria epidemic and ensure the health and safety of the people.

When exploring the failed cases of malaria in Africa, we must face the serious challenges posed by poverty and economic conditions to disease control. The widespread spread of malaria in Africa is not only a medical issue, but also a complex socio-economic issue.

Firstly, poverty is one of the important factors leading to the spread of malaria. Many regions in Africa have backward economic levels and numerous impoverished populations, often living in environments with poor sanitation conditions and a lack of basic medical facilities. Residents in these areas often do not have sufficient funds to purchase mosquito repellent products, receive preventive treatment, or seek timely medical attention. Therefore, malaria is highly contagious in these areas and leads to a large number of infections and deaths.

Secondly, economic factors also affect the effectiveness of malaria prevention and control. Although the international community has invested a large amount of funds and resources to support malaria prevention and control in Africa, these resources are often difficult to fully utilize due to the weak economic foundation of the African region. Some regions lack necessary drugs, equipment, and personnel in their healthcare systems, resulting in ineffective implementation of prevention and control measures. In addition, economic activities in some regions may also exacerbate the spread of malaria, such as deforestation and land reclamation, which damage the ecological environment and make vector organisms such as mosquitoes more prone to breeding and spreading diseases.

In order to gain a deeper understanding of the current situation of malaria prevention and control in Africa and its relationship with poverty and economy, it is particularly important to organize research and data collection. Through research, we can learn about the hygiene habits, medical behavior, economic status, and awareness of malaria among local residents. These data can help us develop more precise prevention and control strategies, and improve prevention and control effectiveness. Meanwhile, we can also evaluate the effectiveness and cost-effectiveness of different prevention and control measures through data analysis, providing scientific basis for policy-making.

However, it is worth noting that the prevention and control of malaria in Africa still faces many challenges and difficulties. In addition to poverty and economic issues, there are also factors such as complex geographical environments, climate change, and population mobility. Therefore, we need to continue to strengthen international cooperation and jointly promote the deepening of malaria prevention and control in Africa, contributing to the health and well-being of the African people.

In summary, the failure cases of malaria in Africa are closely related to poverty and economic conditions. To effectively address this issue, we need to strengthen organizational research and data collection, gain a deeper understanding of the local situation, develop more precise prevention and control strategies, and strengthen international cooperation to jointly promote the deepening of malaria prevention and control in Africa.

(References Nat Med: Malaria increases the risk of iron deficiency in African children - MedSci. cn2 Malaria ravages Africa year-round, with 600000 deaths in a year. Children account for the majority of deaths. Last year, the World Health Organization's first two scientific studies showed that children are the main target of malaria in Africa - Zhihu)

(Reference: Two African children suffer from malaria, and their families start preparing for the aftermath until the Chinese military doctor takes it out

A small kindness that saved millions of lives for a 5-year-old girl!

A girl stationed in Africa died from malaria after being bitten by mosquitoes. Why is malaria so severe in Africa.)

(Reference: Medical disputes: Failure to diagnose malaria in a timely manner, missing the best treatment opportunity, and ultimately resulting in patient death)

(Reference: Malaria defeated the African Legion, improper toilet use, a large number of German soldiers suffering from diarrhea, Rommel

WHO: The African region remains a high-risk area for global malaria outbreaks
Entering the summer of Africa, disregarding malaria may cost you a life)

②**Historical issues**

Foreign colonization is a complex and far-reaching process, especially in terms of colonial rule over Africa. Take Portugal's colonial rule over Africa as an example. During Portugal's colonial rule in Africa, the local education system underwent large-scale transformation and control. Portuguese colonizers often implemented a "Padroado" colonial policy, which forced the education and culture of the colonies to be influenced and regulated by Catholicism. This mandatory religious and cultural assimilation not only deprives African people of the right to maintain and develop their traditional culture, but also limits their exposure and understanding of multiculturalism and knowledge. The values of African youth cultivated under this education system have shifted towards Portugal and are no longer purebred African youth.

Despite Africa's own bad habits, such as the circumcision of boys and girls, Portugal, as a colonialist country, placed more emphasis on resource plunder and labor exploitation during its rule over education. This has led to a shortage of educational resources, rudimentary school facilities, a shortage of teachers, and low teaching quality in Africa. Many African children are unable to even receive basic education and have the opportunity to change their destiny (of course, the colonization of Africa at that time was not to cultivate African talents, but to better plunder Africa's resources), which greatly limits the autonomy and discourse power of African people in the field of education.

In addition, Portuguese colonizers also reformed the teaching content in Africa. They focus on imparting scientific knowledge to Europe, while neglecting the traditional culture and knowledge system of Africa, which directly leads to the marginalization of African culture.

(Reference: Portugal's Policy and Colonialism in Africa.
What impact did the colonial expansion of Portugal and Spain have on the history and culture of the Americas and Africa.)

(Reference: The development process of education in Africa: Baidu Wenku; Africa's Education Strategy (2016-2025); A survey report on African children's awareness of educational opportunities.)

③**Systematic *backwardness in education***

① Lack of systematic education in Africa

Firstly, there are significant differences in the historical background and political systems of African countries, which have led to inconsistencies in the formulation and implementation of education policies. Due to long-term colonial rule and division in Africa, there are significant differences in politics, economy, and culture among different countries. This difference makes it difficult for countries to form a unified standard and system when formulating education policies based on their own actual situation and needs.

Secondly, the economic development level and social conditions of African countries are also unbearable, which also affects the systematic nature of education policies. Some impoverished countries face enormous challenges in terms of educational resources, teaching staff, and infrastructure, making it difficult for them to implement comprehensive and systematic education policies. However, some relatively affluent countries may place greater emphasis on the quality and innovation of education, but may also experience policy implementation inconsistencies due to a lack of unified education planning.

In addition, Africa also faces some other problems, such as political turmoil, social instability, disease outbreaks, etc., all of which have an impact on the formulation and implementation of education policies. Political turmoil may lead to unstable implementation of policies, social instability may affect the security of the

education environment, and disease outbreaks may lead to shortages and uneven distribution of educational resources.

Finally, the lack of international cooperation and assistance is also a leading factor in the lack of systematic education policies in Africa. Although African countries have made some progress in the field of education, there are still many challenges and difficulties. If the international community can provide more support and assistance to help African countries strengthen the construction and reform of their education systems, the systematic nature of African education policies may be better enhanced.

In summary, the lack of systematic education policies in Africa is the result of multiple factors working together. To solve this problem, African governments, the international community, and various stakeholders need to work together to strengthen cooperation and coordination, promote the development of education in Africa, and drive the economic and industrial chain in Africa.

② African education lacks innovation

There are various reasons for the lack of innovation in education in Africa, including resource allocation, policy formulation, teacher training, and socio-economic and cultural backgrounds. Firstly, it must be mentioned that there is an uneven distribution of educational resources among African countries. Some schools in poverty-stricken areas lack infrastructure, textbooks, and teaching staff, which makes it difficult for children in these areas to access high-quality educational resources, or even access them. On the other hand, with the rapid growth of Africa's population, the current population growth rate in Africa is 2.3% (information from the Economic and Commercial Office of the Embassy of the People's Republic of China in the Republic of Kenya). The problem of insufficient educational resources is becoming increasingly prominent, and many children are unable to receive sufficient education. Secondly, teacher training and educational quality are also important factors affecting the innovation of education in Africa. In some African countries, such as Kenya, the quality of teaching is often unsatisfactory due to the lack of effective training for teachers (reference can be made to the overall teaching level and quality of public schools in Kenya). On the other hand, classroom resources and teacher training are closely related to the quality of bilingual education. If there is a lack of relevant textbooks and training, children's language and reading abilities may be affected. Furthermore, policy formulation and implementation are also key factors affecting the innovation of education in Africa. Although African countries have taken some measures to improve the education situation, there are still many challenges in policy formulation and implementation. For example, some policies may not fully consider the local cultural and social background, resulting in poor implementation effects, and some education policies may be terminated due to short-term lack of effectiveness. In addition, the socio-economic and cultural background also has a profound impact on the innovation of education in Africa. In some African countries, due to low economic levels and backward social attitudes, education is often seen as a secondary matter, which leads to insufficient investment in education and a lack of innovation awareness. At the same time, the views of parents and the community on education also influence the innovative development of education.

In this world, every detail of education affects the big things of children. As mentioned earlier, Stephen Levitt of the book "The Essence of Poverty" passionately states that "fifth grade students in public schools cannot reach the reading level of second grade, while the proportion of students of the same level in private schools is only 32%. In the Pakistan School Learning and Teaching Achievement (LEAPS) survey, compared to children in public schools, children in private schools have already advanced their English level by 1.5 years and math level by 2.5 years in third grade. Indeed, families who decide to send their children to private schools may be due to economic reasons, but this does not fully explain why private schools are also attractive to wealthy families: the gap in academic performance between private school students and public school students is close to the gap in academic performance." 10 times the average gap between the wealthiest and poorest children. Within

the same family, this gap may not be as significant (this may overestimate the return on education, as parents may send their most talented children to private schools or help them in other ways) There is still a significant gap between children attending public schools and those attending private schools. Therefore, children in private schools learn more than those in public schools.

The painful situation of school-age children in the previous text reflects the serious lag in education and social development in Africa, rooted in complex historical and practical factors such as long-term poverty, conflicts, and unequal distribution of resources. More than 30% of fifth grade students are unable to master the most basic division operations, indicating a very low quality of basic education in Africa. This not only reflects the issue of teaching quality, but also represents that many students are unable to acquire good mathematical basic knowledge and ability development. This will impose a heavy burden on their future learning and development.

The tragic situation where some African children are unable to even celebrate their 5th birthday highlights the severe poverty and health conditions in the African region. This is not only an education issue, but also a humanitarian crisis related to basic survival rights. This indicates that Africa still faces serious deficiencies in economic development, healthcare, and other areas, and urgently needs comprehensive support and assistance from both domestic and international sources.

To truly solve these problems, it is necessary for African governments and the international community to work together and implement systematic policies from multiple levels such as education, healthcare, and economy to help Africa achieve sustainable development. Only in this way can African children have a better growth environment and future prospects.

III.   Conclusion

To alleviate educational inequality in Africa and achieve equity and quality improvement in education, comprehensive measures need to be taken from multiple aspects:

Government policy implementation: African governments need to conscientiously implement existing education development policies to avoid empty talk without substance. Policies should be combined with actual needs to ensure targeting and operability. At the same time, strengthen the supervision and evaluation of policy implementation, and improve accountability. Because people need to avoid the recurrence of historical flaws.

Investment: The government and international organizations should significantly increase their investment in the field of education, giving priority to supporting the construction of basic education in remote rural and impoverished areas. Improve the transfer payment mechanism for education finance and narrow the gap in the distribution of education resources in different regions. If resources are unequal, the gap between public and private campuses will also intensify.

Improving teacher quality: Increase investment in teacher training, training, and salary improvement, enhance the attractiveness of the teaching profession, and ensure that teachers in remote areas are adequately equipped and have professional abilities. A high-quality teacher, being in an unsatisfactory environment, can also make it full of heart.

Innovative teaching mode: Based on the actual situation in Africa, develop innovative teaching methods that are suitable for the local situation, and use information technology to improve teaching efficiency. Emphasize individualized teaching and cater to the personalized needs of different students. In terms of teaching mode, no matter how diverse the forms of education and teaching are, the limitations of barren venues will stifle the original planning. So this conclusion is mutually constrained with other conclusions.

Strengthen community participation: Mobilize schools, families, and community forces to jointly participate in and support the education cause, and enhance the overall social attention to education. These

community stations can be coordinated without taking a stance. As a third-party organization, they should avoid being stationed at the same destination and avoid bribery channels within the community within the unit.

International cooperation and exchange: Actively absorbing excellent international educational concepts and experiences, while proposing reforms for educational practices in African countries, promoting mutual learning and cooperation between different countries, and maintaining exchanges.

Only through the joint efforts of the government, various sectors of society, and the international community, and the adoption of multi-dimensional and sustainable measures, can we help Africa's education industry achieve greater development and progress, reduce educational inequality, and enable every child to enjoy fair and high-quality educational opportunities.