

**2<sup>nd</sup> AFRICE INTERNATIONAL CONFERENCE**

**18-19 June 2015**

**UNIVERSITY OF NAIROBI**

**SCIENCE CAMPUS**

**THEME: EDUCATION IN AFRICA:**

**COMPARATIVE PERSPECTIVES ON REFLECTIONS BEYOND THE  
2015 MILLENIUM DEVELOPMENT GOALS**

**TOPIC: ADDRESSING EDUCATION AIM OVERLOOKING**

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# **ADDRESSING EDUCATION AIM OVERLOOKING**

## **INTRODUCTION**

Education is a process through which the adults of one generation transmit to the next oncoming generation the knowledge, skills, attitudes and opinions necessary to ensure the survival of the community or the Nation. It is the process by which people acquire knowledge, skills, habits, values or attitudes. By educating its members, the society deliberately transmits its accumulated knowledge, values, proper conduct and technical competency and skills from one generation to another through Institutions, where teaching and learning take place. Having a formative effect on the mind and the character, Education cultivates skills, mental, moral development for the survival of the tribe, clan, social class and the Nation. As it is well known worldwide, Education is the major contributor to social and economic development for a Nation; the major factor and precondition to increase labor productivity (Mbikyo, 2014).

All educational elements stated above are not mutually exclusive. To ensure genuine Education in our respective communities, all these educational tasks must be fulfilled. Knowledge without morality, skills without good habits, good opinions, observance of universal values, and in the worse knowledge and skills without civilized conscience is what destroys the World. Although each community has its own way of considering morality, there are universal values that must positively be shared globally since Globalization is the intensification of worldwide social relations which link distant localities in such a way that local happening are shaped by events occurring many miles away and vice-versa.

Touching the lives of all peoples, Globalization refers to the expansion of global linkages, the organization of social life on a global scale and the growth of a global consciousness to the consolidation of World society. In reconnecting human communities, Globalization favors cultural growth of cross- cultural contacts, the beginning of new categories of consciousness and identities which embodies cultural diffusion, the desire to enjoy foreign ideas, and participate to a World culture (Mbikyo, 2015).

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In my view, in a World where people are excluding each other, are developing economic and social differences, are cultivating conflicts between groups of different identities (fighting for interests), are dislocating societies and dissipate commitments to universal solidarity, I believe that only Education would be in better position to apply effective and lasting solution to any problems which affect the dignity and the survival of men and women. My observation is that the aim of Education is being overlooked in many countries.

Luis Gomez Gutierrez (2003) argues that Education saves lives in this humanity; that in its endeavor and agenda, Education does not teach destruction, injustice, inequalities, hatred or similar behaviors. Having both universal and individual aspects, and by letting people to observe universal values, Education helps people become useful members of society and live more satisfying lives. Education has made men and women capable of imagination, creative, qualified organizers, administrators and governors in accordance with the rules of modernized State.

Through Higher Learning Institutions, citizens are given the chance to educate themselves within the framework of lifelong learning and chance for the society to address its challenges and problems. Higher Education has the task to address needs for skill development at a higher level and contribute to the production of knowledge. Its main tasks are to produce the cadres of society, to address new demands generated by globalization; present arenas for debate, generate and assess innovative theories and analyze political and social problems with political neutrality and scientific rigor.

Higher Education leavers are expected to search for a balanced society in which all members have a fair share in production and consumption and where individuals are integrated, and moreover, contribute to the safeguard of human lives. Higher Education Institutions are expected to be the catalyst for the desire of peoples to live together in the same society and in the same global village by teaching them universal values such as tolerance, human rights, cultural diversity and respect for others (Mbikyo, 2015).

## **CONTROVERSIES AGAINST THE AIM OF EDUCATION**

The above statements recall what is expected from educated people in accordance with the aim of Education. But it is unfortunate to realize that many people who are educated and even highly educated use Science and Technology for destruction; those who make war plans and the war masters are not illiterate, they are highly educated; the human rights violators are highly educated, the malice practitioners are highly educated; the world super liar are highly educated, the maneuver experts are highly educated; the trafficking practitioners are highly educated, the criminal film producers are highly educated, etc.

The danger is that, the young people who make the majority of the peoples of the World are watching all these events and see them as normal, lacking examples of the goodness to defeat what preaches contradictions against Education. Since they rarely have reference of decency, they will, in turn, adopt what they currently live. Education is now serving as a human life and material destructor. I can predict that by the end of the coming century, the World will be empty of humanist people, to say that it will be destroyed because people will be destroying each other if education stakeholders, especially leaders still remain careless, confusing deliberately disorders and human rights. Highly educated war planners have formulated war supportive statements, as a result of Education aim overlooking.

Sharing views with other scholars, I believe that the aim of Education is to make it the catalyst for the desire of people to live together in the same society and in the same global village by teaching of universal values such as tolerance, human rights, cultural diversity and respect for others.

If we look around, we shall realize that most of highly educated people are the ones who do not have charity and are less patient towards fellows. Those who plan for wars to take revenge are highly educated people. They play the role of nuisance catalysts rather than giving people the chance of living together.

All human beings are born with equal and inalienable rights and fundamental freedom. Human rights are fundamental standards without which people cannot live in dignity as human beings. Promoting human dignity is the foundation of liberty, justice and peace. The observance and respect of Human rights enables an individual and the entire community to develop widely. It is said that Human rights are God's given to every person without exception.

According to Paulo Freire, Education should be a practice of freedom in order to affect change in the Society; that Educational activities stimulate tolerance, respect to each other, and encourage realizing one's own and other's rights.

Coming back to my feelings, most of those who violate the rights of their fellows are highly educated, while they should be the ones to teach Human rights to people. Some even misuse the concept of human rights. They mistreat others in the name of human rights; they do and allow disorders in the name of human rights, especially those highly African positioned politicians. Many facts that are not included in the Universal Declaration of human rights are being taken as being parts of human rights as a way of oppressing fellows. These educated people seem to ignore those rights but because they prefer to spoil one's dignity, they take any unauthorized conducts as human rights.

Everyone has the rights to life; but the highly positioned and highly educated people rush to send military forces to kill the unlawful ones rather than proceeding by other peaceful means. Once they have removed life from them, they mobilize all the media of the world as if it is a pride to kill a human being. Everyone has rights to property and land. But how many indigenous people are being chased from their native lands by highly educated people? Is this the aim of Education? To state these two cases among others, this means that everybody, even the highly educated ones are making themselves criminals. Then, who is educated, who is not educated? In the worse, literature from UNESCO (2007) lets know that indigenous people are being often victims of displacements, dispossession of their lands, lacking access to social basic services; that it has become difficult for indigenous people to transmit their distinctive knowledge, values, and ways of life from one generation to the next. This happens despite the existence of many UNESCO Declarations welcoming the concerned as a milestone for indigenous people in order to protect

and promote cultural diversity and intercultural dialogue. One may deduce that these atrocities are premeditated and intentionally executed, planned and monitored from a higher political level. Then, cheap declarations and speeches are raised to dream and blind those who are suffering and the misinformed ones. Doing malice whatever the level of Education has become normal for income generation; lose of people's lives is nothing". As observers, children are recording all these events which will define their future life.

Today, the big number of discriminators is found among those who are highly educated. They are the ones practicing racism, ethnic segregation and tribalism, xenophobia, nepotism, and chauvinism. If the intellectual person cannot preach to the public the practices and the benefit of living together, then who will save this World? Does this way of living meet the aim of Education? To be concrete, I can quote the following disappointing declarations from highly educated people:

In 1975, Charles Tilly wrote that war made the State and the State made war. In 1988, Paul Kennedy also asserted that it was in times of war that the early European State took on its obviously modern feature; that it was the consequences of war that provided a much more urgent and continuous pressure toward Nation building than philosophical considerations and slowly evolving social tendency.

The masters of wars and highly educated people have distinguished categories of wars such as just war, national liberation war, defensive war, saint war, and war for peace. They argue that war is important when we want to search for peace; that whoever wants peace should organize means for war. Others stress that war is a source of wealth. Once again, as observers, children are recording all these declarations, and events which will define their future life.

## **THE CONTRADICTIONS IN THE PROMISES OF THE UNITED NATIONS**

The Charter of the United Nations was conceived, designed, elaborated, published, issued and declared by highly educated people, but it never been observed and does not give a guarantee for worldwide peace until now. On the other hand, intellectuals and highly educated people at the

international level have taken initiatives to avoid conflict and wars. This was in the framework and the agenda of the United Nations for Educational, Scientific and Cultural Organization founded in 1945 in order to reconstruct what was damaged by the Second World War.

The purpose was therefore to contribute to peace and security by promoting collaboration among the Nations through Education, Science and Culture. Therefore, promoting mutual knowledge and understanding of peoples was needed; and it was stipulated that since wars begun in the minds of men, it is in the minds of men that the defenses of peace should be constructed. In this endeavor, a number of initiatives have been carried out by intellectuals and highly educated people such as the following:

1. The General Assembly of the United Nations, adopted, on 10<sup>th</sup> December 1948, the Universal Declaration of Human Rights in Paris, while in 1953, the Council of Europe signed the European Committee of human rights; all members agreed to promote a very significant program of Education for human rights.

2. In 1960, the Declaration on granting independence to colonial countries and people was stipulated to speed up with **unconditional ends** of colonialism in its **forms** and **manifestations**. Then, the African Charter, covering human rights and people's rights, responsibilities of individuals and Governments was adopted in 1963 in Nairobi, Kenya, by States and Governments of the Organization of African Union (OAU).

3. In 1978, UNESCO organized an international Congress in Vienna on the teaching of Human rights. This was the first time for both Governmental and Non-Governmental Education specialists to be gathered.

4. Following this agenda, some countries carried out this trial. In the activity of teaching, the 1986 Teheran International Conference on Human rights resolved to call upon all States to

ensure that all means of Education be used to provide youth with the opportunity **to grow up in a spirit of respect for human dignity** and equal rights. The Conference saw the basis of such Education as objective information and free discussion and urged the use of all appropriate measures to stimulate interest in the problems of the changing world, and to prepare youth **for social life.**

5. In 1987, a training course on the teaching Human rights for the Asian and Pacific Regions was held in Malta. This was followed by the one of Bangkok in October 1987.

6. Regretting on the continuation of flagrant violations, the Secretary of the United Nations, acknowledged, in 1980, a deep and common concern for human rights and need to stimulate and reinforce them through effective programs of teaching education and information.

7. With the participation of more than 40 countries, Inter-Governmental and Non- Governmental Organizations and concerned Media, an international seminar on the teaching of Human rights took place in 1988 in Geneva.

Despite all these initiatives, destructions of human lives and materials still continue. It may seem that these unfortunate events are beyond the control of the intellectuals or simply a way of blinding people. May be the right and genuine motivation of ending wars has not yet met the aspiration and satisfaction of the war planners.

The contradictions are translated in the fact that since 1945 almost all the continents of the World are experiencing wars. They have witnessed so many wars in the knowledge, watch, and undoubtedly in the active, indirect or direct participation and stake holding of highly educated people, especially politicians.

In short, most people in the African Great Lakes Region have lived and spent almost sixty years in conflicts and tensions. Other troubled African countries include Algeria, Angola, Ivory Coast, Cameroon, Central African Republic, Egypt, Liberia, Libya, Kenya, Mali, Morocco, Nigeria, Sierra Leone Somalia, Tunisia, etc.

All these wars broke in in the knowledge of highly educated people who consciously kept quiet, or if they had to intervene, it was a way of making investments (creation of Foundations, constructing business buildings out the blood of those miserable people, establishing farms where they maliciously chase the peasants, looting by deploying warrior officers, etc). And in this, they use lies in the name of rebellion. All these are made by highly educated people. It is even unfortunate that corrupted highly educated people support the killers by formulating theories that encourage wars. For example, conflicts are inevitable and war is part of life. But, when these situations reach them, they mobilize the all the media to sensitize what they call international community. The young people are recording all these declarations, and events which will define their future life.

When we talk about immorality, this is a fashion; morality, civility and justice are now out of fashion. Misconduct is no longer prohibited to highly educated people. In some countries, one may steal or divert public funds or assert and will not be condemned. Today, whoever says the truth and practices justice in the World of some highly educated and highly positioned politicians is blamed and condemned. Once a highly educated person becomes a politician, he/she is forced to become a liar and forced to deny his/her qualification, his/her level of Education and his/her education rank. Is this what we expect from educated people in accordance with its aim?

## **CONCLUSION**

The African negative fate is that, educated elites to whom the ordinary peoples entrusted with power at independence have betrayed them throughout oppressive dictatorships, militarism, abuse of ethnicity, use of force, intolerance of diverse views and lack of proper vision for development and liberation.

As a consequence, since more than fifty years after independence, poverty, ignorance, illiteracy, diseases and backwardness are still rampant in most African States. The modern educational system has not taken much care of instilling the values of African heritage among the youth. War and insecurity, poverty, ignorance of one's human rights, bad governance, and abuse of public office are the most serious causes of human rights violations.

Ekeus (2003) claims that Education should promote integration in multi-ethnic societies; it should be designed to promote the interests of the individual and the broader community. Educators should be committed to foster positive relations between the different ethnic communities to undertake an initiative in the area of Education for conflict prevention in the area of inter-ethnic relations. In so doing, different individuals and groups can talk about their hopes and aspirations for the desire of living together by reconstructing a better future of the country. This way of doing constructs a common home to a wide variety of different ethnic groups to come together in peace and understanding. Education is to promote identity of individuals, and for the transmission of identity within cultural groups; this is a core element of successful policies of social integration. In this aspect, Education policies and practice in multi-ethnic societies provide the means by which persons belonging to minorities have the possibility to transmit their culture to future generations and to preserve, promote and develop their minority characteristics.

Education can be a means to promote the diversity of cultural and linguistic experiences that make our societies such rewarding places in which to live. It directs attitudes and experiences, teaches to learn, understand and enjoy different cultures, languages and traditions. Fostering the values of tolerance and mutual understanding has now become more important as so many of our societies face a struggle with scourge (curse) of xenophobia and racism. Education, as a means to build the common society, must function to bring individuals together, on seeing human beings in terms of one dimension, regarding them just as members of one group. In this matter, Education has to intensify and foster the promotion of greater integration among people of different cultures. The promotion of harmonious inter-ethnic relations is an issue that requires careful attention from all sides. The basic integration is the twin principles of equality and non-discrimination. Integration is a powerful means to overcome inter-ethnic tensions.

It should therefore be viewed as a set of concrete measures that are designed to promote full freedom and dignity for all.

Persons belonging to minorities have a responsibility to integrate into the wider national society and this should be facilitated by educated people. As stipulated above, educated people should preach kindness, search for a right balanced society where all members have a fair share in production and consumption and in which individuals are integrated.

The 2015 Comparative and International Education Society conference has brought such considerations to the fore by focusing on the concept of **Ubuntu** and its relationship to “an imagined future where education is a moral enterprise that develops and shapes minds to embrace humanism that is inseparable from socio-economic equality, defining the world as a complex whole, an interconnected and interdependent ecosystem of diverse humans, nature, and planet.

We should make Education be a way of restoring the dignity and the survival of our citizens by practicing justice; equality and solidarity so as to enable them become useful members of society and live more satisfying lives.

This is an appeal to African intellectuals, to think about what should practically be done so that we can achieve our targets for the millennium development goals. In my view, we need to focus

on the general aim of Education wherever we are and whatever the circumstances. Being educated is to meet the entire requirements that lead to the safeguard of human dignity and life; not only acquiring scientific and technological knowledge, or be capable of speaking international languages. Science without conscience is a ruin of one's soul, said Rabelais.

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