

1

Education and Human Resource Development in Africa

By

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As many African countries strive to achieve sustainable socio-economic development and peace following cessation of armed conflicts in many areas, education has been underscored as the gateway and cornerstone. Educational reforms have been highlighted as key component for post conflict development and youth marginalization especially if these reforms are focused on eliminating some of the causes of conflict. There has been a marriage between educational expansion and economic development geared toward creation of job opportunities. In this vein many African countries have in the last three decades defined and redefined their national goals of education, and many of them have done vigorous curricula review at all levels of their education systems.

This strive to give good education to the citizenry, and every citizen for that matter, have equal opportunities for employment is what human resource development is about. Education, no doubt is Human Resource Development (HRD). Education works as a self-contained system that strives to provide skills and knowledge that enable youths to engage in meaningful activities in society. This makes it apparent that the critical assets of a country are its human resources. The effective utilization of its human resources is the crucial factor in determining the growth and prosperity of the economy of the nation. Apparently, the transmission of sustained functional skills and talents in individuals makes education a cornerstone for national development and advancement.

For education to play these roles and produce the needed human resource capacity some fundamental alteration in national educational policies should be undertaken in some or all of the following areas:

1. The national allocation of resources to the field of education;
2. The allocation of resources within the existing educational system to other levels of the system;
3. The percentage of students completing different levels of the education system;

4. The percentage of students from different social strata;
5. The percentage of female students that complete different levels of the educational system;
6. The objectives and delivery of the curricula and content.

Educational reforms for appropriate Human Resource Development must effect favorable changes in these areas listed above. Other agencies like religious, political and economic organizations can in a formal or informal way educate varying proportions of a population to achieve appropriate education and become modern persons. According to Inteles and Smith, (1974: 19-25), a modern person is one who possesses the following traits:

1. Openness to new experience
2. Readiness for social change
3. Awareness of the diversity of surrounding attitudes and opinions
4. Being energetic in acquiring facts and information on which to base opinions
5. Time orientation toward the present and the future instead of the past
6. A sense of efficacy or the belief that one can exert influence over one's own environment
7. Placing high value on technical skill and accepting it as a basis for the distribution of rewards
8. Placing higher value on formal education and schooling and aspiring to high levels of educational and occupational attainments
9. Respect for the dignity of others;
10. Understanding the logic underlying production and industry. From the above, it is obvious that education is a lifelong process. What a student obtains from the school and college is only a small part of the education that needs for economic and social life of a person. Thus education in holistic terms is imperative to develop special skills in the populace and this has to come from constant and continuous programmes.

Human Resource Development (HRD) activities have helped increase GNP and overall productive activities in industrially development countries. According to Rena (2006) Human Resource Development in itself can be understood in different ways. Human Resource Development (HRD) in its broadest sense is an all-inclusive concept, referring to the process of increasing the knowledge, skills and capacities of all people in a society, in economic terms it refers to the accumulation of human capital, and in political terms it refers to preparing people for participation in democratic political processes, while in social and cultural terms, it is helping people to lead fuller lives, less bound by tradition (Tseggai, 1999). This means that a country's most valuable asset is its people. Education, therefore, plays the most critical role in developing the intellectual and creative capacities of the citizenry; Hence education is seen as a panacea for

development, which in increasing human capital will lead to other developmental gains (Muller, 2004).

Employers continually request for skilled and knowledgeable workers; however, because of the increasingly complex demands placed on our education systems daily we are not preparing the youths to enter the workforce. It is only in the last ten years that many African countries have focused on relevance in their curricula and many are addressing emerging global issues. The next section will address some of these emerging issues in the education systems of some African countries.

An Overview of Education in Africa

Africa's future really lies in its people. Indeed Africa must solve its current human capacity crisis if it is to show its head above water in this modern world. We need to Invest in people to become critical because Africa's future economic growth depends less on its national resources since these are being depleted and exploited by expatriate experts'. What we will need is labor skills to accelerate growth, based on a flexible educated workforce to take advantage of economic openness. We need to invest in people in order to promote their individual development to be free from poverty.

Poverty reduction is now the main focus of African countries' sustainable development efforts. This has also been the major discussion point of bilateral and multilateral donors. Many African governments, in this regard, have developed their own homegrown Poverty Reduction Strategy Papers (PRSPs).

But even as African countries strive to fight poverty, the issue of brain drain has remained problematic. Brain drain or human capital flight is not a new phenomenon in Africa and it has assumed a critical dimension. Current statistics estimate that Africa is losing an average of 20,000 African professionals annually through exodus. This number increased far above this during turbulent times when many African countries were faced with tribal and political wars with the attendant brutal rebel incursions. Others flee annually in their large numbers looking for "greener pastures" But it is worthy of note that in many post-conflict African countries, many professionals who fled their countries for fear of losing their lives in the war are now returning home in their large numbers. For example, in Sierra Leone and Liberia, a notable percentage of government officials and university staff consist of 'returnees' from the Diasporas. The human resource is being built up again gradually and this time with 'brain gain'.

The issue of globalization is the next thing that African countries are grappling with especially as they strive to sustain human resource. The world is changing and becoming more and more interconnected. The information revolution of the last two decades is best characterized by two seemingly conflicting forces, namely: 'Competition

and Cooperation'. In the global economy, successful firms engage in cooperative competition to capture the benefit of strategic research and development alliances and cooperative production networks. Through 'Cooperative Competition' firms that were once rivals now form flexible cooperative ventures to jointly compete in the global market. In this process, telecommunications and computer technologies facilitate the flow of ideas, capital and goods and services, information, and knowledge across national borders. This is what globalization is all about. Since 1995, the internet has revolutionized the way we engage in economic, political social and cultural transactions. Online shopping, libraries, medical information networks, investment, banking, books and virtual classrooms are providing alternative modes for engaging in leisure, work, investment, travel and Study activities. Obviously, computer telecommunications technologies are the drivers of global technological innovation.

It is thus pertinent that education and educational practices include delivery mat will promote acquisition of knowledge and skills to understand modern Information Communication Technology (ICT). Universities, the world over are now busy networking, cooperating and collaborating with each other in various activities. This is the spirit of globalization and ICT is a major facilitator. ITC empowers us to network, connect, collaborate, and cooperate, and learn at work and school and at the same time demands that we continue learning beyond the classroom, beyond the office, beyond the eight hour day, and thus is how quality in human resource development is pursued and obtained. Africa will get no where with its education industry until quality education is achieved.

Lack of quality education is a serious capacity gap in the education system of many African countries and more so in the post-conflict areas. Indeed, the importance of capacity building for sustained economic development and transformation in Africa is considered the 'missing link' in Africa's development. Capacity building for human resource development is a comprehensive process, which includes the ability to identify constraints and to plan and manage development. It involves both the development of human resources and institutions and a supportive policy environment.

UNDP defines capacity building, as the process by which individuals, groups, organizations, institutions, and societies develop their abilities individually and collectively, to perform functions, solve problems, set and achieve objectives (UNDP, 1994). In this vein, one would say that favourable working conditions and appropriate incentives together will first, encourage people to be more productive and Second, prevent all forms of brain drain. Poor salaries encourage staff to practice unprofessional behaviour such as corruption, bribery and misappropriation of public funds. There are serious capacity constraints in almost all sectors in most of the countries characterized by shortages of skilled staff, weak institutional environments which undermine the proper utilization of existing capacity, inadequate training facilities and

limited capacity to satisfy the need for skilled people. African countries need capacity for national and regional development as well as for effective participation in the economy. Capacity is needed to develop and sustain good governance, design and manage effective policies and programmes, manage the environment, address poverty, fight HIV/AIDS and apply science and technology to develop and solve problems.

In some post war countries like Sierra Leone and Liberia, the UNESCO is conducting several research activities geared towards addressing the capacity gaps in the education system at all levels. This will go a long way towards developing quality human resource base for these countries.

In listing down some critical areas in which capacity is required especially in post war African countries, Wangwe and Rweyemamu (2001) included:

1. Conflict resolution and management;
2. Improvement in national statistics;
3. Strengthening consultation among stakeholders in the development process;
4. Rehabilitation of educational institutions and systems;
5. Fostering of regional cooperation and integration;
6. Developing, implementing and monitoring poverty reduction initiatives;
7. Strengthening capacity for international negotiations.

Wangwe and Rweyemamu (2001) further observed that even though considerable promising signs of economic recovery and sustained growth as a result of economic and institutional reform programmes are going on, many African countries are still faced with formidable challenges which could be addressed through an institutional capacity. These according to them include:

1. African people are still among the poorest in the world.
2. HIV/AIDS is still a threat to growth.
3. Institutional and governance reforms are still far from being sufficiently effective to attract private investment.
4. The crisis in the education system remains unabated.
5. Brain drain remains a continuing threat to human capacity building and retention.
6. Political stability and peace still needed in some areas.
7. Globalization remains a challenge.

Human Resource Development Strategies in Post Conflict Areas

Many parts of Africa have experienced wars of various kinds in the last four decades. In West Africa, Sierra Leone and Liberia are believed to have recently fought 'senseless' wars in their countries. These wars destroyed most of the country's social, economic, and physical infrastructure. They left untold scars in the education sector. Schools, infrastructure and teaching materials and facilities were devastated. This

resulted to overcrowding in many classrooms, displacement of teachers and delay in paying their meager salaries, disorientation and psychological trauma among children, poor learning outcomes and complete disorientation of curricular content.

Let me at this point focus a bit on education strategies geared to develop human resource capacity in Sierra Leone as a case in point.

Since the end of the war in 2002, the country has made remarkable recovery in the education sector following series of aggressive reforms in the sector. All these reforms are strategies and action plans geared to sustainable development in the education sector and the national economy of Sierra Leone as a whole.

A factor, which among many others that needs to be addressed in striving for sustainable education is capacity in totality. As already mentioned in this paper, the UNESCO, is currently sponsoring various groups of local researchers to identify capacity gaps at all levels of the education system in Sierra Leone. When these are identified, efforts will be made to address them for better performance.

Several education reform strategies were also developed giving rise to various Education Acts and Policies in Sierra Leone. Below is a few of them:

1. The National Recovery Strategy Sierra Leone 2002-2003

The document consists of the achievements and constrains in the social sector including education. The policy of free Primary Education which was introduced in 2000 contains accelerated access to primary education as evidenced by the increase in enrolment. This also resulted into more increase in enrolment in Secondary and Tertiary education. However, the side effects were overcrowded classrooms and proliferation of sub standard primary and secondary schools.

2. Various Strategic Acts for Education Development

Between 2001 and 2005, various Acts leading to National Education Sector Development and Sustainability were promulgated. The following were the main Acts;

- (a) **The Education Act 2004:** This document overhauls the entire education system and dictates new segments and roles in the Ministry of Education and the Sector as a whole. New guidelines were also established for sector effectiveness.
- (b) **The Local Government Act:** This devolved the administration of the Primary and Junior Secondary Schools to the Local Councils in whose areas these schools existed. The Local Councils are also responsible for the supervision of these schools on behalf of the Ministry of Education the main service provider of the sector.
- (c) **The Tertiary Education Commission Act (TEC Act 2001):** This Act established an autonomous body called the Tertiary Education Commission

(TEC) set aside to advise Government on Tertiary education and to provide an institutional liaison with Government and other stakeholder organizations offering assistance in the tertiary education sector and to ensure parity of the products of tertiary instruction.

- (d) **The Polytechnic Act 2001:** In this Act, some Teacher Education Colleges were upgraded to a Polytechnic status with separate councils responsible for the administration of the Colleges. This was to develop and sustain skills for middle manpower especially in Vocational and Technical disciplines. Some of these have gained affiliation with various Universities and have become degree awarding institutions.
- (e) **The Universities Act 2005:** By this Act, the University of Sierra Leone was reconstituted, Njala University was established and the Act provided for the establishment of other public Universities and Private Universities and to provide for other related matters.

3. The Sierra Leone Education Sector Plan (ESP) 2007-2015

The is a strategic document which is based on the government's 2006 Country Status Report (the diagnostic and analytical formulation of the situation of Education in Sierra Leone) and the 2004 Poverty Reduction Strategic Paper. Together, they map out how Government of Sierra Leone will build on the education gains made since the war so that by the year 2015 all children will be going to school and receiving quality education. The plans highlight the major challenges of the sector, suggestions on how to mend these Challenges, and the need to produce qualified and relevant workforce to spearhead the Development of the country. The ESP prioritizes both institutional and individual capacity Building since the capacity needs of the education sector are great at each and every level and Implementing is ongoing.

4. National Policy on Teacher Training and Development is Sierra Leone (2010)

As already stated above, the Government of Sierra Leone has already established a Teaching Service Commission (TSC), which is in the process of being implemented by the Ministry of Education, Science and Technology? This is geared toward teacher development especially in the areas of recruitment, licensing, monitoring and disciplining where appropriate.

The National Policy on Teacher Training and Development in formulated to ensure equitable distribution of teachers among the various regions of the country; redress the comparatively poor salary and conditions of service for teachers and their support staff, the absence of incentive such as remote area and Science and Mathematics allowances; other incentives to encourage females to pursue teacher training ensures in Science, Mathematics and Technology in Colleges, the avoidance of late payment of

salaries; and generally, improving the working, health and living conditions as well as retirement conditions of teachers.

5. The Poverty Reduction Strategy Paper (PRSP II)

In his introduction to the Second Poverty Reduction Strategy Paper (PRSP II), the President of the Republic of Sierra Leone made reference to the significant problem in the health and education sector, "which have largely contributed to Sierra Leone's low ranking in the UN Human Development Index. Strategic responses to address this situation would include:

Improving access to education and missing the completion rate, especially the Primary and Junior Secondary Schools, improving the quality of education through extensive training programmes for teachers, providing adequate teaching and learning materials; improving the conditions of service for teachers especially in remote areas; providing early childhood and care for more children; and encouraging the girl child to attend and complete school (Dr. Ernest Bai Koroma).

The PRSP II outlines the challenges with which the education sector is grappling.

These include:

- a. Weak management and delivery systems
- b. Overcrowded classrooms
- c. Shortage of teaching and learning materials
- d. Poor internal efficiency of the education system.

6. Education in Sierra Leone Present Challenges and Future Opportunities

The World Bank publication on education in Sierra Leone (The World Bank, 2007), presents detailed analysis of the challenges of education and proposals on the strategic priorities to address them. These challenges include:

- a. Lack of complete access to quality universal primary education
- b. Low retention of pupils
- c. High dropout rate
- d. Large out-of-school primary age population
- e. Poor pedagogy
- f. Poor learning achievement
- g. Inadequate resources (human, material and financial).

The existence of an enabling policy and legal framework and firm government commitment to education are sure to address these challenges.

7. The Gbamanja Commission Report 2010

Over the years, students performed poorly in examination especially in the Basic Education Certificate Examination (BECE) and the West African Senior School Examination (WASSCE). No research had been done to identify such reasons for poor

performance and the widespread indiscipline in our institutions of learning. Thus, when this poor performance surfaced again in 2008, the Government of President Ernest Bai Koroma got concerned and the President set up the Professor Gbamanja Commission to investigate the causes of poor performance and other related matters and to make appropriate recommendations.

Findings of this national survey were far-reaching and recommendations were categorized into Immediate, Short term and Long term. Government took these recommendations and transformed them into the Government White Paper (2010). The contents of this White Paper and its origin, the Gbamanja Report informed the review of the National Policy on Education (2007) that gave rise to the National Policy on Education (2010). The Teaching Service Commission was also developed as a result of this process.

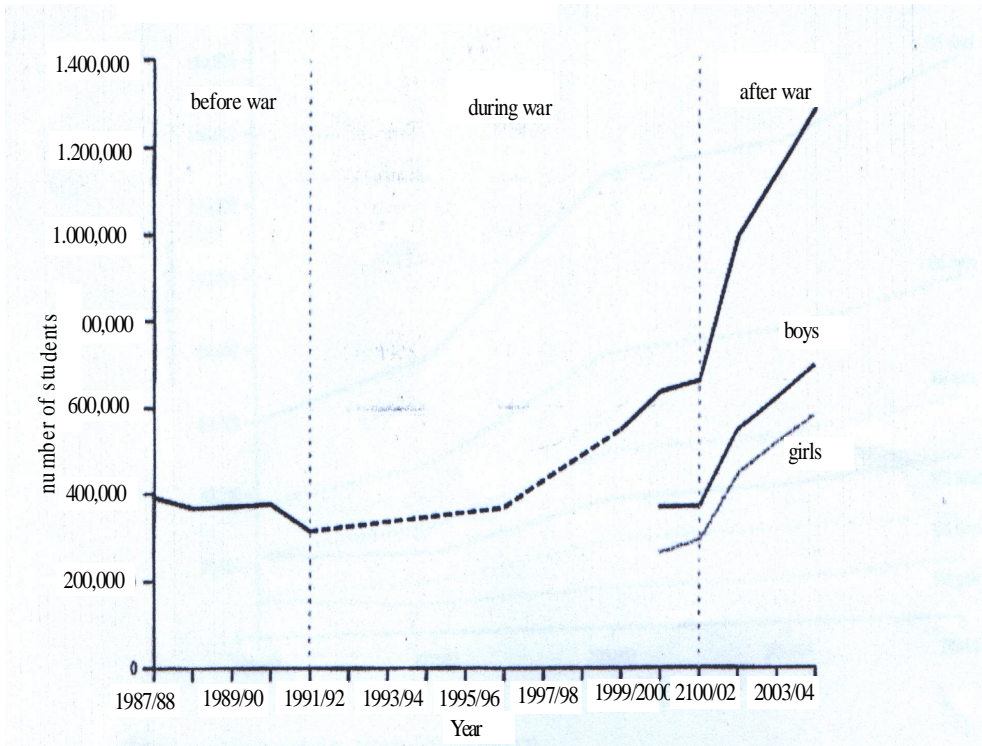
8. Teaching Service Commission (2010)

The development of this Commission was also as a result of the Gbamanja Commission being one of its recommendations. There had been a general view that the 6-3-3-4 education system was dysfunctional and thus the need for a teaching service commission that would be responsible for all aspects of teacher recruitment, development and management was critical to educational effectiveness in Sierra Leone. Thus, this Teaching Service Commission was developed to pursue excellence in teaching and education by registering, licensing, recruiting, developing and reviewing teachers' conditions and recommend to the Ministry of Education, Science and Technology for quality service and desirable learning outcomes. The establishment of this Commission has already gone through the legal system and Parliament also has already adopted it. Mechanisms are being put in place to make the commission functional.

The Policy of Free Primary Education has caused great increases in enrolments at all levels of the education system. According to the World Bank (2007), enrolments doubled in primary school between 2001/02 and 2004/05 just after the war. Enrolments in the Junior Secondary School and Senior Secondary School also experienced significant increases. An increase in enrolments has also been witnessed in Tertiary Education. The corresponding upward trends are reflected across different levels in education.

The following graphs explain the enrolment scenario before and after the war

Primary School Enrolment Trends, 1987/88 to 2004/05

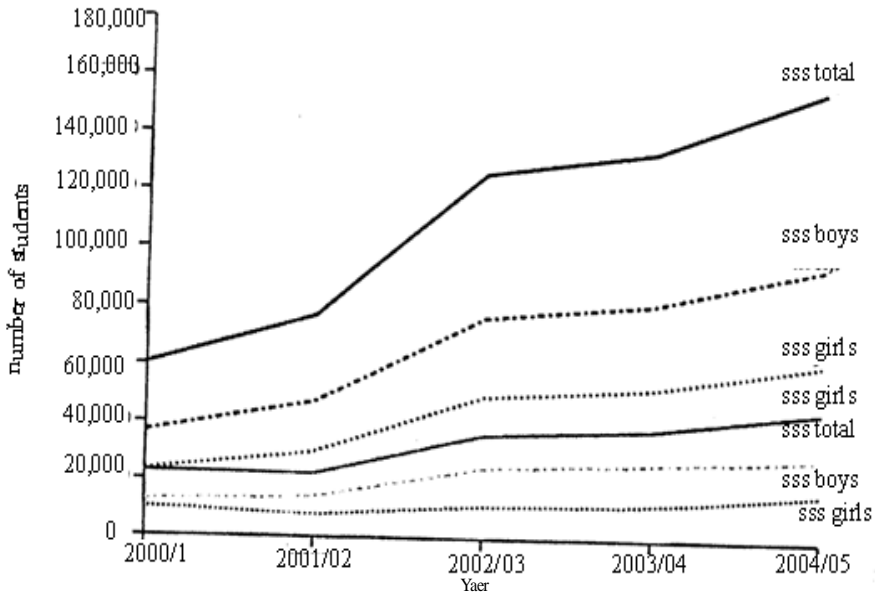


Source Appendix table D.S World Bank (2007)

Note: The dotted line means no data for the corresponding years.

Primary School enrolment was stable at close to 400,000 in the late 1980s. But the effect of the war was different across regions and increases in enrolment in one area may mask decreases in others. However, the end of the war and the government's decision to offer free primary education in 2001 led to a doubling in student enrolment between 2001/02 and 2004/05 reaching 1.3 million in 2004/05. This increase in enrolment has continued up to recent years.

Secondary School Enrollment Trends, 2000/01 to 2004/05



Source: Appendix table D.6. World Bank (2007)

The above graph explains the expansion of the education system as reflected in both JSS and SSS. It is reported that 95 percent of JSS students are enrolled in government or government assisted schools, and only 3 percent are enrolled in private schools (the remaining 2 percent are in schools administered by Non-Governmental Organizations (NGOs)). At the SSS level, about 92 percent of students are enrolled in government or government-assisted schools, 2 percent in private schools and 6 percent in Non-Governmental Organizations (NGOs) schools. But in recent years, more private schools have emerged changing these given percentages.

The above graph shows that total enrolment in Tertiary Institutions more than doubled over the years from about 6000 in 1998/99 to more than 16,000 in 2004/05 after the wars and after the announcement of Free Primary Education. These enrolment trends have continued in recent years especially with the establishment of one more University (a private Catholic University) and several private polytechnic type of institutions offering mostly disciplines in the Management Sciences.

These enrolment trends are also evident in the entries for the West African Senior School Examinations in Sierra Leone and other West African countries. These are illustrated in the tables below.

1. WASSCE (West African Senior School Certificate Examination SL)

REGION	2009	2010	2011
Eastern	4,466	5,458	6,607
Northern	5,376	6,354	7,970
Southern	4,670	5,234	6,423
Western	14,732	18,295	24,232
Total	29,244	35,341	45,323

2. BECE (Basic Education Certificate Examination SL)

REGION	2009	2010	2011
Eastern	14,626	15,568	16,884
Northern	19,152	21,168	24,710
Southern	10,588	10,779	12,089
Western	24,450	25,986	28,213
Total	68,816	73,501	81,896

**3. Entries for the Countries for WASSCE 2009 - 2011
Entries**

COUNTRY	2009	2010	2011
Sierra Leone	29,244	35,341	45,323
Ghana	158,001	No exams	149,178
Nigeria	1,372,979	1,351,118	1,538,672
The Gambia	8,052	7,907	7,878

Analysis of the Products of the 2010/2011 Academic Year Undergraduates and Postgraduates of the University of Sierra Leone

The University of Sierra Leone held its most recent Congregation for the conferment of degrees and award of Diplomas and Certificates in March 2012. This is presented below to indicate that in a small country of about six million people, one

institution graduating about 1,500 youths in one congregation is an appreciable human development capacity. Below is the table:

Fourah Bay College

No	Degree	Male	Female	Total
1	Bachelor of Arts (Hons)	28	15	43
2	Bachelor of Arts (GenO	183	87	270
3	Bachelor of Arts in Mass Communication (Hons)	28	14	40
4	Bachelor of Arts in Library Archive & Information Studies (Hons)	6	7	13
5	Engineering (Hons)	24	0	24
6	Engineering (Gen)	91	11	102
7	Pure & Applied Sciences (Hons)	25	6	31
8	Pure & Applied Sciences (Gen)	46	8	54
9	Bachelor of Science with Engineering Options (Gen)	1	0	1

No	Degree	Male	Female	Total
1	Bachelor of Arts (Hons)	28	15	43
2	Bachelor of Arts (Gen)	183	87	270
3	Bachelor of Arts in Mass Communication (Hons)	28	14	40
4	Bachelor of Arts in Library Archive & Information Studies (Hons)	6	7	13
5	Engineering (Hons)	24	0	24
6	Engineering (Gen)	91	11	102
7	Pure & Applied Sciences (Hons)	25	6	31
8	Pure & Applied Sciences (Gen)	46	8	54

International Journal of Research Development

9	Bachelor of Science with Engineering Options (Gen)	1	0	1
10	Bachelor of Law (Hons)	39	10	49
n	Bachelor of Social Science (Hons)	43	13	56
12	Bachelor of Social Sciences (Gen)	71	12	83
13	Bachelor of Social Science in Peace & Conflict Studies	11	6	17
14	Bachelor of Social Sciences in Peace & Conflict Studies (Gen)	31	14	45
15	Doctor of Philosophy in Accounting & Finance	1	0	1
16	Doctor of Philosophy in African Studies	1	0	1
17	Doctor of Philosophy in Education	1	0	1.
18	Doctor of Philosophy in Electrical Engineering	1	0	1
19	Doctor of Philosophy in Geography	0	1	1
20	Doctor of Philosophy in Political Science	1	0	1
21	Master of Philosophy in Library Archives & Information Studies	3	0	3
22	Master of Philosophy in Mass Communication	3	0	3
23	Master of Philosophy in Sociology	1	0	1
24	Master of Philosophy in Political Science	1	0	1
25	Master of Philosophy in Theology	1	0	1
	Sub Total			842

COMAHS

No	Degree	Male	Female	Total
1	Bachelor of Medicine and Bachelor of Surgery	16	9	25
2	Bachelor of Science (Hons) in Nursing	1	6	7
3	Bachelor of Pharmacy with (Hons)	6	5	11
	Sub Total			43

IPAM

No	Degree	Male	Female	Total
1	B.Sc. (Hons) Applied Accounting	121	28	149
2	B.Sc (Gen) Applied Accounting	35	9	44
3	B.Sc (Hons) Financial Services	54	23	77
4	B.Sc (Gen) Financial Services	17	9	26
5	B.Sc (Hons) Business Administration	36	53	89
6	B.Sc (Gen) Business Administration	6	7	13
7	B.Sc (Hons) Information Systems	22	3	25
8	B.Sc (Gen Information Systems	4	0	4
9	B.Sc (Hons) Public Sector Management	15	16	51
10	B.Sc. (Gen) Public Sector Management	6	1	7
11	Masters in Business Administration	48	21	69
12	Masters in Public Administration	4	2	6
13	Masters in Development Management	13	1	14
14	Masters in Finance & Accounting	34	3	37
15	Masters in Governance & Leadership	0	1	1
16	Postgraduate Diploma in Procurement Management	7	2	9
	Sub Total			601

Source: List of Graduate (University of Sierra Leone, 2011)

At the time of the World Bank Report under review, Sierra Leone had two Universities with their constituent colleges; three Polytechnic institutions and constituent campuses and two teacher training colleges. All these were public institutions. Distance Education was offered by one of Universities and the Teaching Training Colleges. The graph shows all these efforts are geared toward developing adequately qualified human resource capacity for the workforce. But obviously, all these efforts could be fruitless without quality assurance and quality control in the system. Thus, the next section will discuss quality in the education system.

Quality Education for Better Human Resource Development

It has been explained in this paper that education is human resource development. Thus, for education to develop functional useful human capacity, it must be of a good quality. Quality education, according to Ranga, Gupta and LaI (2010) means that the majority of the students, if not all, are able to meet the expectation of the 'minimum level of learning'. It means stimulating creative thinking, developing problem-solving skills and laying emphasis on application of knowledge. Quality education thus includes:

1. Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communications.
2. Environments that are healthy, safe, protective and gender sensitive and provide adequate resources and facilities.
3. Content that is reflected in relevant materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such emerging issues as gender, health, nutrition, HIV/AIDS prevention and peace.
4. Possesses through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities.
5. Outcomes that encompasses knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

Quality education thus is akin to quality teachers and quality teaching. What then is quality teaching?

Teaching is an attempt to help people acquire some skill, attitudes, knowledge, ideas or appreciation. In other words, the 'teacher' task is to create or influence desirable changes in behaviour in his or her learners. Other authors define teaching as the guidance of pupils through planned activities so that they (pupils) may acquire the richest learning possible to form their experiences. While yet some authors see teaching as the interaction

between a teacher and student under the teacher's responsibility in order to bring about the expected change in the student's behaviour.

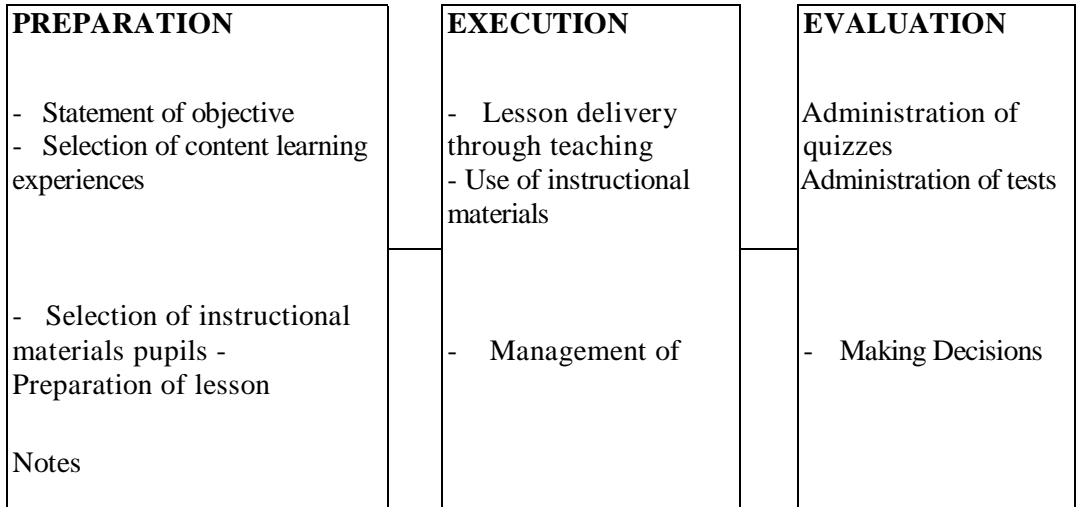
We shall examine more closely, the idea suggested by Dewry (1933) that teaching can be likened to selling. No trader can boast that he or she has sold so many goods when nobody bought anything from him or her. Consequently, effective teaching is one that results in the pupils learning maximally what is taught them. To be able to do this the teacher must identify the needs of his learners and then prepare the materials or learning experiences that best match their needs. Therefore, the preparation, the strategies and the medium through which the learning experiences are communicated must also be compatible with the needs of the learners. It is only when this is done that one can say that teaching is effective. How do we then know that teaching is effective even after proper preparation and delivering of the lessons have been done? We know this through the process of assessment and evaluation. Every effective teaching process must result in assessment. This is the method of knowing whether or not the learners have learnt what they were expected to learn from the lesson and the extent they have learnt. If for instance, after a particular lesson, only 30% of the class is shown to have mastered the objectives of the lesson taught, this lesson cannot be said to be effective. On the other hand, if about 70% or more mastered the objectives, then the lesson could be said to be effective. Thus, one can say that, all things being equal an effective lesson preparation leads to an effective lesson delivery, and an effective lesson delivery leads to an effective mastery of lesson objectives. From the backdrop, we see that teaching is a human undertaking whose purpose is to help people learn. It is an interaction between a teacher and a student under the teacher's responsibility in order to bring about the expected change in the student's behaviour. The purpose of teaching thus, is to help learners to:

1. Acquire, retain and be able to use knowledge
2. Understand, analysis, synthesize and evaluate skills
3. Establish habits and
4. Develop acceptable attitude or behaviour patterns.

The Components of Effective Teaching

The classification of related set of activities that the teacher engages informs the components of teaching.

According to Awotua-Efebo (1999) three major components of teaching that have been identified are preparation, execution and evaluation of teaching events. These are schematized below:



Components of Effective Teaching

At the preparation stage, every teacher must plan the lesson that is intended to be taught. This includes all the activities of the teaching that lead to putting the lesson together, i.e formulating appropriate objectives, relevant subject matter, teaching aids and the resultant lesson notes.

The execution stage is where the teacher communicates the lesson to the learners. His strategies and appropriate methodologies are laid out in the lesson notes. Classroom management, which is a part of execution and evaluation, entails classroom controls, hygiene, and general classroom discipline.

Evaluation deals with ascertaining that the lesson is effective. It is a feedback to tell the teacher whether the student has learnt and whether the teacher's strategies and specific objectives of the lesson taught were achieved. All these must involve quality teachers who are well trained.

A trained teacher, therefore is an educationist, who underwent pedagogical training including a good knowledge of the principles and practice of education, in addition to his or her teaching subjects or discipline. A good teacher must be trained in the basic elements of what to teach, how to teach it, and when to teach it. He must be familiar with contemporary content of education, methodology and techniques or strategies, personality of the teacher, and the characteristics or qualities of the learner (Gbamanja, 1991,2002).

Thus, effective teaching involves a fusion between sound academic knowledge and profound knowledge of pedagogical principles which are complex and many. It is vital, therefore, that the teacher be involved in the decision-making process of curriculum planning. Specifically, he will be involved in planning instruction within and outside the classroom, counseling learners, managing the classroom, providing and organizing a healthy relationship between the community and the school. The teacher's role is of vital importance. He is the promoter of the school curriculum, the interpreter of societal dreams and aspirations into practical realities, and he is a vital intermediary between the society and the learner.

Thus, quality teacher is one who has:

1. Good knowledge of subject matter
2. Good personality
3. Professionalism
4. Ability to understand child psychology
5. Ability to inspire learners
6. Ability to be resourceful and he possesses skills to improvise
7. Ability to observe and evaluate Gbamanja (1999-2002)

Challenges of Teachers in a Globalized Ict World

As teachers concerned with human resource development in this globalized world your knowledge and use of ICT in your classroom is apparent. As you continually develop your pedagogical use of ICTs to support learning, and curriculum development including assessment of learners and the evaluation of teaching you will:

- i. Demonstrate understanding of the opportunities and implications of the uses of ICTs for learning and teaching in the curriculum content.
- ii. Plan, implement, and manage learning and teaching in open flexible learning environments
- iii. Assess and evaluate learning and teaching in open and flexible learning environments

ICTs provide powerful new tools to support communication between learning groups and beyond classrooms. The teacher's role expands to that of a facilitator of collaboration and networking with local and global communities. The expansion of the learning community beyond the classroom also requires respect for diversity, including inter-cultural education, and equitable access to electronic learning resources. Through collaboration and networking, professional teachers promote democratic learning within the classroom and draw upon expertise both locally and globally. In doing so teachers will:

- i. Demonstrate a critical understanding of the added value of learning nationals and collaboration within and between countries and other countries.
- ii. Participate effectively in open and flexible learning environments as learning and as a teacher.

- iii. Create or develop learning networks that bring value to the education profession and to society.
- iv. Widen access and promote learning opportunities to all diverse members of the community, including those with special needs.

The most obvious challenge for professional development of teachers in present day Africa is to provide courses in basic ICTs knowledge and skills. These types of courses, taught at training centers and universities with a syllabus set by regional or national agencies, have been a common practice in many countries. We must note however, that the development of ICT does not necessarily improve education if the focus is on ICTs. The vision must focus on what ICTs can do to improve education.

For education to reap the full benefit of ICTs in learning, it is essential that pre-service and in-service teachers have basic skills and competencies. Teacher education institutions and programmes must provide the leadership for pre-service and in-service teachers and model the new pedagogies and tools for learning.

Importantly, they must also provide leadership in determining how the new technologies can best be used in the content of the culture, needs and economic conditions within Africa.

Conclusion

In national development, human resource development should be made in priority. Thus, capacity building (both human and institutional development) must be a central goal for any donor agency wishing to give assistance to Sub-Saharan Africa.

Periodically, we need to review all a country's priority human resource needs, all the ways those needs might be met, and address what might be done to improve the situation on both the demand and the supply sides. In this process, we need to do periodic appraisal, supervision, monitoring and evaluation of education for better quality assurance.

The quality teacher who will have to produce a quality graduate or school learner from a quality education set-up is faced with numerous challenges especially in present day Africa, like many other 'struggling' nations is the world. The teacher is operating in an unhappy work environment with little or no instructional materials, inadequate laboratory space and equipment, unfriendly office accommodation and the poor salaries, incentives and other benefits that make a teacher happy. But will these, make us stop teaching? Not at all. We are faced with a great task and our motto should be 'our reward is in heaven', but if we work well, our reward actually begins to flow right from here on earth.

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