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Comparative Study of The Challenges of International Education Cooperation Programmes in Nigeria and Tanzania

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ABSTRACT

International development partners provide support to African countries, but Africa has been the continent in which foreign education strategies implementation become a problem due to diverse cultural differences such as religion, population and languages. This study investigated challenges the encountered in the implementation of various international education cooperation programmes in Nigeria and Tanzania. Data is generated using E-questionnaires which was designed on 4-points Likert scale and sent to respondents in Nigeria and Tanzania. A total of 100 respondents from Nigeria and Tanzania constituted the sample for the study and Simple random sampling technique was employed in selecting the respondents. Descriptive statistics using and means was used to answer research questions and one-way t-test was also used for research hypothesis at 0.5 level of significant. The study revealed that the international education cooperation programmes are faced with various challenges in the implementation processes such as religious, cultural, environment, war, hunger and corruption. The study recommends that Relevant government departments in the recipient countries should be duly informed in the matters relating to international education cooperation programmes and should be involved in the designing of education programmes.

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Keywords:¹

Challenges, International, Education, Cooperation, Programmes

INTRODUCTION

The World Conference on Education for All which was held at Jomtien, Thailand in March 1990, brought together representatives of governments, international agencies, non-governmental organizations, professional associations and local government authorities in the field of education from around the world. More than 150 countries signed World Declaration and a Framework for Action, committing them to ensuring quality Basic Education for Children, Youth and Adults. The sponsors of the Conference (UNESCO, UNICEF, UNDP and the World Bank) formed an Inter-Agency Commission for the follow-up of the initiative. The Declaration adopted during this conference strongly advocated that developing countries and donor organizations must each initiate action toward improving basic education through the provision of infrastructure and human resources within their ability. Ibolya, (2011) categories international donors as multilateral organizations which can grant non-payable funds like UN or World Bank, Bilateral organizations (JICA, BC or USAID) and private organization (NGOs). These organizations consider the mission of the Millennium Development Goals (MDG-4s) to support Education For All (EFA).

However, according to UNESCO (2021), sub-Saharan Africa ranks as one of top- priority regions in the world because education constitutes one of the most important means by which the poorest society can improve their situation and guarantee a life of dignity for their citizens (UNESCO, 2005). Sub-Saharan Africa has made particularly impressive progress, with many countries increasing the priority attached to basic education in terms of school system and teacher development. However, still many countries are unable to achieve that since they have been struggling with poverty, war and many other social issues. About 35.2 million children of the various age-group in Sub-Saharan Africa are out of school (UNESCO, 2021). It has been reported that Nigeria, the largest black country in the region and one of the nine largest countries in the world in terms of population and one of the E-9 countries a group made in the context of EFA, has been declared by the UNICEF in 2021 that 10.5 million children are not in school even though basic education is officially free and compulsory (UNICEF, 2021).

China, Japan, UNICEF, UNESCO, British council and USAID have been providing vast transformation in the 46 sub-Sahara African countries in basic education since after Jomtien conference in 1990, and one notable aspect is that sub-Saharan Africa and basic education have come to occupy important roles in international education cooperation. Aid to sub-Sahara Africa for basic education focuses on provision of infrastructure and teacher development in order to achieve better learning outcomes in the region. The trends of international aid for basic education are faced by some challenges. Sub-Saharan Africa is thought to be facing numerous problems in the field of basic education such as lack of funding to implement the projects,

language barriers, poverty or conflicts. (Sifuna and Sawamura, 2009). African countries experienced a phase of economic difficulties due to covid-19 pandemic in the recent years. Other problems ranging from ambiguous or outdated curriculum contents which we found it very difficult to implement due to lack of E-learning facilities in our schools.

However, this study will present possible measures to address some of the challenges of international education cooperation programs in Nigeria and Tanzania. The finding of the study is expected to guide donor countries or non-state actors to come up with policy guidelines that will help in the smooth implementation of international education cooperation programmes in Africa

Popular International Education Cooperation Programmes in Nigeria and Tanzania

United States Agency For International Development (USAID)

USAID supports over 5000 community-managed schools through its African education programmes in Benin, Ethiopia, Ghana, Guinea, Malawi, Mali, South Sudan, and Uganda. These schools represent the fruit of an effort begun in early nineties on the part of USAID, national governments and international and national NGOs seeking to empower parents and communities to improve education in Africa. Delivery could help countries educate all their children, reach Education for All goals, improve student achievement and reach out to remote, disadvantaged populations. (Yolande, 2004). The strategic challenge for ministries of education across Africa and for USAID as a donor may just be how to manage a multiplicity of models of education delivery within a unifying vision, in systemic collaboration with a multiplicity of actors and partners. (Yolande, 2004). USAID is working with key stakeholders on teacher guides, student materials, and the training of teachers, building coaching and mentoring support for teachers in Nigeria and Tanzania.

Japan International Cooperation Agency (JICA)

After Jomtien Conference on Education for All in 1990, the Japan International Cooperation Agency (JICA) strengthened the technical cooperation (TC) with sub-Sahara Africa to improve basic education in the region. JICA's intervention in basic education focused on access to quality education, management of education system in the recipient countries such as Nigeria, Ghana, Kenya, Tanzania, Zimbabwe. After one decade of JICA's intervention, In the 2000, JICA increased the number of Technical Cooperation projects to improve mathematics and science education (MSE) which aimed to address the issue of quality of education which focused on the improvement of teaching and learning approaches and establishment of a system of teacher education for teachers' continuous engagement in professional development.

JICA has implemented a popular technical cooperation project, titled Strengthening Mathematics and Science Education Project (SMASE) jointly with government of Nigeria. JICA successfully developed this project in Nigeria from 2006 to 2014. The project aimed at improving quality of teachers in order to draw positive interest and strength in mathematics and science from the students through its students-centered approach. The project cultivated 600 master teaching trainers in phase I and trained approximately 43,000 teachers in phase 2.

Similarly, Tanzanian government in collaboration with JICA had a joint venture programme of in-service Training for Secondary School Science and Mathematics Teachers aimed at improving capacity and strengthening science and mathematics teachers to deliver high quality competence-based lessons. After three years of implementation of INSET Programme, the system of teacher training has been established which includes implementation framework from National to the school levels. The National and Regional groups of facilitators as well as INSET Centers have been established (JICA 2016).

People Republic of China

China has been supporting the capacity building for basic education teachers from developing Africa through enlarging the scale of technical training and hosting training programmes for officials in China. These training programmes are categorized into two types, including short-term training course (about 2 to 3 weeks) and long-term course (between six months and a year) for training of teachers focusing on practical skills such as Chinese system of education, 21st century teaching approaches etc. About 1,443 education officials, university presidents, middle school headmasters, scholars, and teachers from over 40 African countries have taken part in the seminars (MOE, 2012; Niu, 2014a). China built schools for vocational training and basic education in Nigeria, Ethiopia, Uganda, Ghana, Somalia, etc. and established Nefendel campus of university of Liberia, a science and technology university for Malawi which was opened for operation in 2013 (King, 2013). China also constructed TVET and aid with teacher's curriculum development in Ethiopia since 2001. From 2001-2012 China dispatched over 400 teachers to Ethiopia to train the locals working in education,

agriculture, vocational and technology education (info of the state councils, China, 2014). Nigeria and Tanzania benefitted from China education cooperation programmes which was established and implemented within the education sectors.

United NESCO

In 2012 UNESCO in partnership with Chinese government Launched a programme called Enhancing Teacher Education' aimed to enhance teacher training in sub-Saharan Africa on the utilization of Information and Communication Technology (ICT) this initiative was meant to accelerate progress towards the Education for All and education-related Millennium Development Goals. Tanzania benefited from the phase 1 of the project which lasted for four years and ended in 2016. The Nigeria government in collaboration with UNESCO trained 28,000 teachers in Nigeria aimed at improving teachers' capacity. UNESCO education project supports a selected number of targeted national key teacher training institutions in the beneficiary countries.

United Nations International Children Education Fund

Decades of partnership between UNICEF and Africa has yielded a positive result. UNICEF through its programmes such as Educate A Child (EAC), a global programme of the Education Above All Foundation, aims to trigger significant breakthroughs and a material difference in the lives of children who have no access to primary education. EAC has been helping millions of the hardest-to-reach out-of-school children worldwide realize their right to a quality education. (UNICEF, 2021). UNICEF is supporting quality education by Creating an enabling environment to access quality education, and helping plan and coordinate education delivery, improving education governance, improving teachers' competencies and supervision of teachers, Strengthening the effectiveness of primary schools. The UNESCO's support in Tanzania is limited to providing training for teachers to formulate, implement, and monitor sound, equitable policies and improve the quality of education at basic level. It also concentrates on innovation, refugee education and alternative ways to provide basic education accessible. Similar project was also initiated in Nigeria. Through this project UNICEF supports 3.2 million children to access quality pre-primary education and support integrated plans to improve early childhood development in target counties (UNICEF, 2020).

British Council

British Council has been in active collaboration with key institutions to improve the service that schools provide to children and young people. British Council recognize the role of strong school leadership and professional development for teachers in driving sustainable and effective change in the education system across the African communities, by promoting quality education, sharing international best practices, and facilitating dialogue between policy makers, practitioners and education leaders, British Council influence whole-system reform to improve learning outcomes in Africa. Through its projects such as Connecting classrooms and **Quality Education Strategic Support Programmes** partnered with the Government of Nigeria and Tanzania to improve the quality, access and equity of education. Connecting Classrooms is a global British Council Education programme for schools, funded in partnership by the UK's Department for International Development (DfID). The programme (Connecting Classrooms) enriches classroom life, broadens teachers' professional skills and expertise, and enables young people to become global citizens.

The aim of this study is to identify challenges of various international education cooperation programmes in Africa, with emphasis to Nigeria and Tanzania.

Within the framework of this general aim, answers to the following questions have been sought: (1) What are the challenges faced in the implementation of international education cooperation programmes in Nigeria? (2) What are the challenges faced in the implementation of international education cooperation programmes in Tanzania?

However, the following hypothesis is formulated and tested; **Ho1:** There is no significant difference in the challenges faced in the implementation of international education cooperation programmes between Nigeria and Tanzania. The study is limited to Federal Republic of Nigeria and United Republic of Tanzania.

METHOD

Research design

Descriptive survey research design was employed to obtain data using questionnaires. A total of one hundred respondents from Nigeria and Tanzania constituted the sample for the study. Simple random sampling technique was employed in selecting the respondents.

Study group

The target population of the study consisted of teachers and heard teachers from primary schools in Nigeria and Tanzania. A total of 100 teachers and heard teachers from Nigeria and Tanzania constituted the sample for the study. Simple random sampling technique was employed in selecting the respondents of the study.

Area of the Study

The study was carried out in Nigeria and Tanzania between 2021 and 2022. Specifically, head teachers of primary and junior secondary schools across the two political zones of Nigeria (Northwest, North Central). Tanzania eastern zone, southern highlands, central zone, northern zone and Zanzibar Viciwani zone. The choice of the areas was based on the researchers' familiarity and accessibility.

United republic Tanzania and federal republic of Nigeria have enjoyed cordial diplomatic relations since after the two countries attained independence in 1961 and 1960 respectively. Nigeria and Tanzania share similar education system, and both use English language as official language. Nigeria and Tanzania rank as top priority regions for Education For All project of the United Nation.

Questionnaires

Questionnaire titled "Questionnaire on international education programmes" served as an instrument to obtained head-teachers' and education officials' views and perceptions regarding the implementation of international education cooperation programmes in Africa. The e-questionnaire was developed by researchers on 4-points Likert and was sent to respondents on their emails addresses and google form links as text messages. A total of one hundred respondents (50 respondents each from Nigeria and Tanzania). The instrument was validated, and the overall coefficient value was 0.67 obtained.

Decision Rule

The decision rule as stated is that items with mean scores above 2.50 will be taken as indications of acceptance while items with mean scores below 2.50 will be taken as indications of rejection of specified question item.

ANALYSIS AND RESULTS

Table 1: Research Question One: What are the challenges faced in the implementation of international education cooperation programmes in Nigeria?

S/N	Item	X	Remark
1	Donor countries/organizations do not understand the local socio-cultural conditions of Nigeria, they often go against the habit, customs of the people	3.16	Accepted
2	Imported resources and materials do not fit to local needs of Nigeria	3.02	Accepted
3	The foreign idea/knowledge and technology do not take existing local knowledge into account	3.17	Accepted
4	Relevant government departments of the Nigeria are not involved in the planning of educational programmes	3.08	Accepted
5	Social problems like Corruption affects smooth implementation of international education cooperation programmes in Nigeria	2.42	Accepted
6	Most of these programmes are not sustainable in Nigeria	2.96	Accepted
7	Nigeria do not have enough resources to implement the intervention programmes	3.06	Accepted
8	Donor countries do not follow up the programmes to ensure proper implementation	3.04	Accepted
9	The relevant government officials are not interested in the foreign education programmes	2.96	Accepted
10	The variety of languages creates communication barriers between the donor and Nigeria	3.25	Accepted
	Total mean	3.02	Accepted

Table 2: Research Question Two: What are the challenges faced in the implementation of international education cooperation programmes in Tanzania?

S/N	Item	X	Remark
1	Donor countries/organizations do not understand the local socio-cultural conditions they often go against the habit, customs of the people in Tanzania	3.49	Accepted
2	Imported resources and materials do not fit to local needs of Tanzania	2.97	Accepted
3	The foreign idea/knowledge and technology do not take existing local knowledge into account	3.16	Accepted
4	Relevant government departments of the Tanzania are not involved in the planning of educational programmes	3.10	Accepted
5	Social problems like Corruption affects smooth implementation of international education cooperation programmes	2.20	Accepted
6	Most of these programmes are not sustainable	2.92	Accepted
7	Recipient countries do not have enough resources to implement the intervention programmes	3.42	Accepted
8	Donor countries do not follow up the programmes to ensure proper implementation	3.06	Accepted
9	The relevant government officials in Tanzania are not interested in the foreign education programmes	3.02	Accepted
10	The variety of languages create communication barriers between the donor and Tanzania	3.82	Accepted
Total		3.03	Accepted

RESULT, DISCUSSION and SUGGESTIONS

The conclusions obtained in the research conducted for the purpose of accessing the challenges faced in the implementation of the international education cooperation programmes in Nigeria and Tanzania can be summarized as follows:

i. Challenges faced in the implementation of the international education cooperation programmes in Nigeria.

Table 1 showed mean scores of participants on various challenges of international education cooperation programmes. In all the statements assessed on the table above, the mean score of all items were above 2.5 (decision mean) which indicate participants high believe to the challenges of international education cooperation programmes in Nigeria. Item 10 which has the highest score of 3.25 indicates that the respondents strongly agreed that language creates gaps in the smooth implementation of international education cooperation programmes in Nigeria. This is in line with finding of Jalaludeen & Sadiya (2016) that language barriers create difficulties in the implementation of education programmes in Nigeria especially when teachers find it difficult to write in English language rather than their mother tongue. There is also high believe by the respondents that Donor countries/organizations do not understand the local socio-cultural conditions of people in Nigeria, they often go against the habit, customs of the people. This agreed with finding of Jan & Frank, (2007) that teacher development in Sub-Saharan Africa suggests changing pedagogic practices is difficult because of the strong cultural and social influences, for example international technical guidance on sexuality education which was introduced by UNESCO has been rejected by many Nigerians simply because it's against the culture and tradition of Nigerian people. Item 4 which stated that Relevant government departments of the recipient countries are not involved in the planning of educational intervention programmes with the mean of 3.08 and this indicates that respondent believed that policy makers in Nigeria are not involved in the planning of international education intervention programmes. Hence, the overall mean score of all the item statements is 3.02 and this indicates that the overall mean score is higher than the decision mean (2.5). Thus, it was concluded that international education cooperation programmes are faced with various challenges in Nigeria.

ii. Challenges faced in the implementation of the international education cooperation programmes in Tanzania

Table 2 showed mean scores of participants on various challenges of international education cooperation programmes. In all the statements assessed on the table above, the mean score of all items were above 2.5 (decision mean) which indicate participants' high response to the challenges of international education cooperation programmes. Question 10 which has the highest mean score of 3.82 indicates that the respondents strongly agreed that language creates gaps in the smooth implementation of international education cooperation programmes. This corresponds to the finding of Lazaro & Yusuph, (2020) that due to poor mastery of the English language by most of the teachers in Tanzania, the use of Kiswahili in secondary school would help to create a labor force with critical abilities and creative qualifications. International education cooperation programmes are mainly designed in English language rather than Kiswahili language which is considered language of instruction in the basic education level. There is also high believe by the respondents with mean of 3.42 which stated that Recipient countries do not have enough resources to implement the intervention programmes, this is in line with USAID's perception that lack of available resources for teachers and students Complicates the implementation of education programmes in Tanzania (USAID, 2021).

Item 7 which stated that Recipient countries do not have enough resources to implement the intervention programmes scored 3.42, this indicate respondents high believe that Tanzania has limited resources in the education sector to implement international education programmes. Item 5 on table 2 which stated that social problems like Corruption affects smooth implementation of international education cooperation programmes scored the lowest mean with 2.20 and this indicates that corruption doesn't affect the implementation of international education cooperation programme. In **Tanzania**, the education sector is less corruption-prone, whereby favoritism and bribery are rather the exception than the norm (UNESCO, 2021).

Hence, the overall mean score of all the item statements is 3.01 standard deviation and this indicates that the overall mean score is higher than the decision mean (2.5). Thus, it was concluded that international education cooperation programmes are faced with various challenges in Tanzania.

Hypothesis

Ho1: There is no significant difference in the challenges faced in the implementation of international education cooperation programmes between Nigeria and Tanzania.

Gender	N	\bar{x}	St d	St f	D	t-stat	t-crit.	Sig . (p)	Decision
Nigeria	5	3.0	0.2	98	0.3	1.8	0.3	ACCEPTED	
	0	2	6	3	6	1	D		
Tanzani	5	3.0	0.2						
a	0	3	9						

From table above, it is evident that the calculated t-stat value 0.33 which is less than the t-crit. value of 1.86, while the calculated p value of 0.31 is less than 0.05 level of significance at the degree of freedom (df) of 98 for 0.05 level of significance, and calculated mean scores were 3.02 and 3.03. Hence, the null hypothesis is accepted. This indicates that Nigeria had not differ with Tanzania in the challenges faced in the implementation of international education cooperation programmes.

Conclusion

Based on the findings of the study, it was discovered that the trends of international education cooperation programmes are critical, it is required that all stakeholders should work together address the challenges in the implementation of international education cooperation programmes for proper implementation of various programmes in Africa. Nigeria and Tanzania are thought to be facing numerous problems in the field of education such as lack of funding to implement education projects, language barriers, poverty or conflicts, and these countries experienced a phase of economic difficulties due to covid-19 pandemic in the recent years. Thus, the study concluded that the international education cooperation programmes encountered some challenges such as ambiguous or difficult contents which we found it very difficult to implement due to lack of E-learning facilities in our schools, language barrier, traditions, inadequate supervision and follow up by donor organizations and there is no doubt these challenges hindered the implementation processes of the international education cooperation programmes in Nigeria and Tanzania.

Suggestions

According to the results of the study, there are various challenges in the implementation of international education cooperation programmes in Nigeria and Tanzania. Thus, the study suggests the following measures to address some challenges for the implantation of international education cooperation programmes in Nigeria and Tanzania;

1. Relevant government departments in the recipient countries should be duly informed in the matters relating to international education cooperation programmes
2. Curriculum planners from the recipient's countries should be involved in the designing and planning of international education cooperation programmes in order to accommodate our culture and tradition in the programmes
3. Religion and culture should be strictly considered in the designing of international education cooperation programme
4. Donor countries and NGO's should follow-up and monitor the implementation of these programmes to avoid corruption and diversion of fund by government officials
5. Local languages should be considered in the designing of international education cooperation
6. Existing local knowledge should be put into account in the designing of international education cooperation programme

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