

Challenges issues in Value Education at Higher Education in Africa

Sinimbo Veronika Verna Mpingana^{1*} Dr. G. D. Singh²

¹ Namibian Politician & Private School Principal

² Research Guide, BBA Administration

Abstract – While Africa can guarantee an antiquated scholarly custom, the truth is that conventional focuses of higher learning in Africa have vanished. Worry about the nature of advanced education is on the ascent in Africa. It comes during an era of developing acknowledgment of the possibly incredible job of tertiary training for development, and it is a characteristic reaction to open observation that instructive quality is being undermined in the push to extend enrolment as of late; developing objections by managers that graduates are inadequately arranged for the working environment; and expanding rivalry in the advanced education commercial center as various private and transnational suppliers enter the scene. As African nations look to tertiary instruction to make a huge commitment to financial development and aggressiveness, upgrades in the nature of projects and foundations will be basic.

Keywords: Africa, Value Education, Higher Education, Challenges.

-----X-----

I. INTRODUCTION

The main reason for this is low-quality primary and secondary education. Working class communities are removed from the process of changing the curriculum of the state and how education policies continue to be structured on racial & class lines because of their precarious economic and cultural conditions. Therefore, despite the best efforts of the post-1994 educational reform process, there is evidence of development of social bifurcation through education. There is also growing competitive global element of higher education in addition to these regional (or domestic) higher education issues.

Wilson, Secretary-General of European Universities Association (EUA), observes: the divide between developed and developing countries will continue to grow as global pressure accelerates to create knowledge societies. Brain-drain, highly qualified human capital's large-scale emigration, is concern for society as a whole & for higher education & research sector. It will certainly remain a major issue in the coming decades, despite attempts to encourage 'brain circulation.' Defining their own roles & strategies in process of internationalization is challenges & opportunities for emerging & developing African countries.

In an attempt to achieve philosophical clarification on the nature of values, we begin by questioning whether it might be necessary to draw a distinction between

values' and 'virtues,' as it seems that these terms are widely assumed to be interchangeable in ordinary language. Williams disputes this theory and claims that there are no synonyms for values or virtues that can be utilized interchangeably. He distinguishes among values & virtues on grounds that values refer to the recognition of the characteristics of objects or people that make them attractive, whereas virtues refer to good habits & desire to be better. Williams admits that values & virtues may intersect at times, but argues that while values may refer to what is deemed desirable, they are not necessarily moral, while virtues by definition are moral.

What is the nature of values knowledge?

Aristotle provided a framework in which he distinguishes three different forms of knowledge: theory, technique and insight into morality. He also referred to the latter as situational awareness which, in his opinion, acted as a moral framework for the use of knowledge. Ryle developed an empirical method for classifying information existence which exhibits strong Aristotelian influence. Mason's adapted framework is particularly useful in understanding the knowledge categorization embedded in the curriculum of South Africa. Mason distinguishes between "knowing," "doing" and "being" propositional, procedural and dispositional knowledge, or in language of outcomes-based education: knowledge, skills &

values. We recognize that 'knowledge' is a complex phenomenon and maybe not so easily categorized, but we still consider these frameworks as useful analytical tools to understand the distinguish ability of value knowledge.

Kerr suggests that each of these knowledge categories translates into different approaches and theoretical content with implications for the conceptualization and transfer of citizenship education. According to Kerr, these types are:

- Citizenship training which includes recognizing civil society's governing structures and democratic processes.
- Citizenship through education that prepares for active engagement and community participation.
- Active citizenship education have all of above, but it also aims to equip learners with values to prepare them for compassionate citizenship, as Waghid pointed out.

Why Africa needs new solutions to its education challenges

During that Time Development Goals the worldwide network guaranteed all kids a quality instruction paying little respect to their sexual orientation, ethnicity and instructive needs. Without a doubt a lot of progress has been accomplished. For instance, quantity of understudies in school has expanded by a third crosswise over Africa since 1999, yet significant difficulties remain and will require consideration in the approaches and duties created for post 2015. Anyway moving from approach talk to down to earth the truth is frequently the hardest advance. For this we have to challenge a lot of existing intuition around frameworks and works on, saddling and joining the most recent reasoning and devices, for example, discoveries from intellectual science and portable advancements.

For me there are two general difficulties. Right off the bat access to training. All inclusive there are as yet 67 million youngsters out of school, 43% of whom live in Africa. A considerable lot of these youngsters live in strife zones or 'delicate' states and a lot progressively live in provincial territories. Consistently 10 million youngsters drop out of elementary school in Sub Saharan Africa. There numerous motivations to clarify why these youngsters are not in schools absence of offices, culture, the should be in work, etc, however once in a while basic measures can have a gigantic effect. A Save Children activity in South Sudan expanded school participation impressively by building perpetual homerooms with clean offices. Youngsters justifiably favored this condition to learning 'under the tree'. All the more such imaginative arrangements are required for the arrangement of tutoring to young ladies, the country poor and those with unique instructive needs. Minimal effort tuition based schools

are as often as possible referred to as one answer for address the requirements of the least fortunate kids however the exact proof of their viability is inadequate. Further examinations and analyses are required.

In any case, constrained access to instruction isn't confined to essential understudies. Conceivably an a lot more prominent test is the developing number of auxiliary understudies as the effect of Education For All feeds through – at present there are 400 million 12 – 17-year-olds not in school over the world. Auxiliary schools request authority instructors, suitable educational plan for all which must be cost proficient – numerous present frameworks of optional training are definitely not. Extension of current frameworks will be lacking to satisfy need and we need elective methods for offering quality cost productive optional arrangement at scale. Open Schooling, much upheld by the Commonwealth of Learning gives one potential model; in Namibia the NAMCOL suits more than 28,000 optional understudies the nation over.

What's more, pre-school. There is an expanding assemblage of proof showing the long haul effect of good quality early youth training on kids' future instructive accomplishments. Crosswise over Sub Saharan Africa this training part has started to accept more significance in government strategies. For instance Ghana means to give two years of free and necessary pre-essential training to all kids from the age of 4 and enrolment is expanding quickly. This requires suitably talented experts and instructor training projects are extending to offer this age-bunch as an alternative inside their arrangement. At the University of Education, Winneba instructors are adjusting materials for educators of this age gathering and recording instances of good practice to impart to the network. Anyway over the area most of kids remain barred from pre-essential training.

During that Time Development Goals the worldwide network guaranteed all kids a quality instruction paying little respect to their sexual orientation, ethnicity and instructive needs. Without a doubt a lot of progress has been accomplished. For instance school has expanded by a third crosswise over Africa since 1999, yet significant difficulties remain and will require consideration in the approaches and duties created for post 2015. Anyway moving from approach talk to down to earth the truth is frequently the hardest advance. For this we have to challenge a lot of existing intuition around frameworks and works on, saddling and joining the most recent reasoning and devices, for example, discoveries from intellectual science and portable advancements.

Challenges and prospects of Africa's higher education

This is the fifth blog entry in a progression of joint efforts between Global Partnership for Education (GPE) and the Association for the Development of Education in Africa (ADEA). Africa has an expected 1,650 advanced education establishments, confronting difficulties that require the intercession of different partners, national governments and improvement accomplices all together for the understudies to boost their learning results and contribute adequately to the workforce. Maybe except for South Africa and nations in Northern Africa, Africa's monetary downturn in the last piece of the 1970s and past, the auxiliary change programs (SAPs) and the cerebrum channel that pursued seriously influenced the presentation of African advanced education establishments and shortened their ability to convey quality advanced education. A significant number of these organizations went into decrease as far as the nature of instructing, research and research yield. All the while, they turned out to be less powerful with respect to their capacity to add to the financial advancement of their host nation.

The challenges facing higher education in Africa

Ladies are underrepresented in advanced education, specifically in the science and innovation fields. With respect to quality, not a solitary Western and Central African college includes in the rankings of the world's best 500 scholastic establishments. Further, an overabundance of changes has amassed in course of current decades. A key result of immature advanced education establishments is additionally high paces of relocation of ability out of Africa in quest for preparing and research openings abroad.

The contradiction of unemployed graduates and a lack of skilled workforce

As of now, most African nations face deficiencies of HR and limit inside science, innovation, building, and arithmetic just as farming and wellbeing disciplines. The present example of aptitudes creation in Africa doesn't match work market request or advancement needs. The ongoing pattern in African advanced education is the low level of graduates in zones of building, farming, wellbeing and science. While alumni of numerous African higher instructive organizations go jobless, considerable deficiencies of gifted work endure. The test is to increment both the amount and the nature of graduates through interests in labs and HR for these orders, improve the connection with managers to raise pertinence and encourage solid global joint effort to raise quality. Absence of speculation has implied that advanced education organizations of Africa are as of now not equipped for reacting to the quick expertise needs or supporting continued efficiency drove development in the medium term.

Causes of the disconnect between supply and demand

The reasons are a distinction with the requirements and expertise requests of the economy, no minimum amount of value staff, lacking manageable financing, and deficiencies in administration and initiative. All the more extensively, there is deficient local specialization of the advanced education frameworks in Western and Central Africa, just as different districts of Africa. Advanced education in Africa faces serious requirements regarding achieving minimum amount of value workforce. The normal level of staff with PhD in open advanced education establishments in Africa is assessed to be under 20%.

Numerous divisions don't have multiple or 2 senior teachers; many near the retirement age. This keeps offices and colleges from having the option to give significant advanced education preparing and building up lively research situations. Besides, low compensations of workforce, absence of research subsidizing and gear, just as constrained self-rule give disincentives to educators to remain in African colleges. Scholarly interruptions because of strikes by staff as well as understudies emerging from various variables including poor regulatory initiative and absence of assets are different difficulties going up against African advanced education.

Miles to go before we sleep

This post ends with two posts. Next, there's no end to the job. Although we hope that successful initiatives in education can result in homeostasis, educational systems are complex and continuously changing. Although not all of them may be linear causal, changes in one set of conditions can often lead to unintended effects in another. Success in one educational area often triggers imbalance and demand in another.

Management issues in universities

Beneficial the officials and definitive systems are of focal significance to the productivity and reasonability of any endeavor; academic establishments are no unique case. Everything considered, regardless, African schools suffer from poor, inefficient, and significantly bureaucratic organization systems. Ineffectually arranged and insufficiently qualified work power; inefficient, unfit, and obsolete the administrators and administrative establishments; and inadequately remunerated staff are the standard all through the various systems. Records of authentic corruption claims and robbery of advantages in African universities are not ordinary. Some blame misappropriation for resources what's progressively, poor prioritization as one of factors for cash related inconveniences in the schools. For instance, the monetary crisis in Kenyan state supported universities, Charles Ngome watches, is intensified by the

misappropriation of the uncommon resources. As understudies continue living and looking at under unfortunate conditions, the top heads in the schools are reliably charged by the national commentator general's office of blundering resources and having lost needs. During the 1995–1996 cash related year, it was represented that Maseno University lost over US\$660,000, most of it through thievery and sham stipend portions. In spite of the way that the issues of fumble will when all is said in done be generally equivalent transversely over nations and systems, it is basic to observe that the manner by which the school is regulated and the activity is chosen normally adds to the degree and degree of the issues.

Language of instruction

The greater part twelve dialects are as of now being used in African advanced education. These incorporate Afrikaans, Arabic, English, French, Italian, Portuguese, and Spanish. Just Arabic and, seemingly, Afrikaans are dialects indigenous to Africa. In general, Arabic, English, French, and Portuguese remain the significant worldwide dialects of guidance at African higher learning organizations. When globalization has gotten such a ground-breaking power, the prevailing situation of European dialects has become significantly more complemented and apparent. English has become especially amazing, in any event, ruling over other significant European dialects. The prevalence of English is energized by, in addition to other things, the Internet and globalization. In some African nations, dialects battle for strength in the higher training division. There is an intriguing pattern toward a change with regards to the language utilized as the instructional medium in Rwanda, for example, where the center of the authority in government and power is evolving. This is likewise the case in Sudan, where the political preferences are moving, and in Equatorial Guinea and, somewhat, Somalia, where seen financial advantages give off an impression of being directing the decision of language for guidance. South Africa is talking about the eventual fate of Afrikaans as a language of advanced education in a setting of English mastery. Language stays an unstable social issue in numerous African nations.

Private higher education

In many African countries, provision of HE by private institutions is increasing phenomenon. However, most African countries have been slow to expand the private sector in higher education. The trend toward private HE has been enhanced by a number of factors: a burgeoning demand from students for access, that targets the local market, and the beginning of interest by foreign providers. In terms of numbers, there are now more private institutions than public ones in some countries, although the private schools are smaller and tend to specialize in specific fields, such as business administration. The following examples showcase the development of private higher education in Africa:

- Kenya has nineteen universities, of which thirteen are private.
- In Sudan, Mohamed Elamin El Tom observes, the number of private HE institutions increased from one in 1989 to sixteen in 1996 and to twenty-two in 2001. The number of students enrolled in private HE institutions increased nearly ninefold within four years – from under 3,000 in 1990–1991 to close to 24,000 in 1994–1995.
- In Democratic Republic of Congo, over 260 private institutions were operating in 1996, of which 28.9 percent were approved by the government, 32.3 percent were authorized to operate, and 38.8 percent were being considered for authorization. Many newly established institutions, unfortunately, do not meet the required higher education standards because of their organization and the conditions within which they operate.
- In Ghana, there has been an upsurge, especially among religious organizations, in the establishment of private higher education institutions. By August 2000, the National Accreditation Board had granted accreditation to eleven private tertiary institutions to offer degree programs. Ghana has five public universities and eight polytechnics whose status has been upgraded.
- In Uganda, more than ten private universities have been established or being established. Currently, Uganda has two public universities; and the founding of two more public universities was also recently announced by the government.
- Togo a country that has one major university and four other postsecondary institutions – has encouraged the creation of private institutions of higher education. Today, there are twenty-two private postsecondary institutions, of which eighteen were created between 1998 and 2000.
- Ethiopia, with a very small public academic sector, has seen the establishment of 20 private postsecondary institutions recently. It is significant to point out that most of these institutions are based in the major capital cities and in cities where the student pool is robust and the infrastructure is relatively good.

It should also be noted that while no. of private institutions on continent has grown dramatically & appears to be higher in absolute numbers than no. of public institutions, student enrollment in public

institutions outweighs private institution enrollment in almost all countries. For example, while enrollment was not more than 9,000 at six public universities in Madagascar, total enrollment of 16 private institutions was less than 2,000, & none of private institutions had more than 500 students.

Problems and tasks of African education

Since autonomy African states have confronted various issues in executing an instructive strategy that would energize monetary and social advancement, educational program and Pedagogical issues and financial and political issues intermixed. The troubles facing most governments, be that as it may, have been ascribed to be fundamentally political. (Scanlon and Moumouni 2012) Africa's issues have no single clarification and vary significantly from nation to nation Summers (2000). Most spectators quality the descending disparity of the landmass in the previous scarcely any decades to various factors, including: poor national financial approaches; the pervasiveness of dictatorial and degenerate governments; visit common and territorial clashes; and the difficulties presented by the earth, which leaves Africa powerless against irresistible malady and makes it increasingly hard to deliver sufficient nourishment or exchange with the worldwide economy. In 1968 a meeting held in Nairobi showed that there was a disturbing absence of progress in instruction and education with regards to developing populaces.

The test of social and scholastic coordination

A great part of the examination and writing identifying with advanced education understudies' encounters and maintenance has to a great extent ignored the impact of understudies' experiences and attributes. Tinto, who throughout the previous 35 years has been recognized as the main master on understudy maintenance, just notices in passing understudies' experiences and attributes, and places more noteworthy accentuation on understudies' social also, scholarly reconciliation inside the grounds atmosphere. A critical number of the investigations that utilization Tinto's model on understudy mix use understudies' pre-section qualities, for example, financial status, scholastic experience, and age as a control, instead of 'a variable whose impacts are significant to get'. Moreover, Wilcox Winn, and Fyvie-Gauld, note that numerous thinks about on first-year experience that utilize Tinto's idea of social and scholastic incorporation seldom talk about the idea of incorporation in detail and need examination of how social and scholastic mix happen. Harvey, Drew and Smith agree that there has been a lot of information gathered on understudies' first-year encounters at the institutional level, be that as it may, a generally limited quantity of which expressly investigates understudies' close to home encounters in their first year of study. Section scholastic and non-scholarly factors, and the extra-college condition, are of much more prominent noteworthiness in deciding and representing first-year

execution at advanced education level. There is a conspicuous absence of examination into this critical territory: the need to disconnect and perceive the pre-passage factors which fundamentally influence first-year combination.

Lack of value educators

Notwithstanding the nation's national worry over the nature of school training, contributory concerns identify with the high educator wearing down rate and the approaching lack of instructors in the nation. On the off chance that educator instruction organizations wish to tackle the issue of instructor supply, it is basic that they comprehend the idea of the understudy entering the educating calling. Wolhuter declare that numerous understudies entering educator instruction decide on the calling if all else fails. Pitsoe concurs, including that educating has become a 'stopgap' calling or a calling 'after all other options have run out'. This instruction understudy attitude has brought about numerous forthcoming instructors not being naturally enlivened for the calling (Wolhuter et al, 2012), which negatively affects the nature of instructor who ways out preparing foundations and consequently enters the showing calling as a deadened educator. It isn't sudden, given the authentic and quick monetary, social, and instructive impediment, that there is such a low degree of definite graduation at tertiary level and an even lower level of postgraduate understudies; just as a modest number who are capable, or wish, to become scholastics. Change has united races; schools, colleges and universities are currently blended and much of the time working admirably. Society all in all is comparably multi-racial and turning out to be multi-social, since people are not constrained into autochthonous ghettos yet permitted to meet on equivalent terms, learn from one another, and figure out how to regard one another.

CONCLUSION

This essay, at the beginning of the twenty-first century, provided a discussion of some of the key issues evident across the continent. The problems are difficult and may even get worse as there is a conflict between the pressure for academic and institutional expansion and limited resources.

Continuing political instability exacerbates most African countries' economic decline, yet there are still signs of progress. Positive is the development of democratic political structures and a civil society. The revival of academic freedom and the commitment of many to build successful institutions despite difficult circumstances in the higher education community shows the viability of academic systems. Also positive is a recent recognition by the international community, especially the leading donor agencies and major lending institutions, that African higher education is

a vital area for development. There is a turning point in African higher education.

Recognition of the above-mentioned problems with careful preparation and effective leadership can lead to positive solutions.

The final issue we raise concerns the silences, gaps, challenges and unresolved issues between the expectations set out in the Constitution for values education and the lived reality of values education in the context of the schools of South Africa. If the assumption is that values education will prepare learners and students for active citizenship, then this requirement should be matched with the curriculum. To order to acquire the theoretical tools needed for effective citizenship in a democratic society, it should be directed towards training them consciously and appropriately.

Future Educational Challenges

Roy a futurist and chairman of Institute for Future warned that "anything you predict is by definition uncertain," so our planning to shape better lifestyles must be based on a mixture of projection interpretations and aspirations. The question we require to ask ourselves is whether we have the requisite foresight to give us reasonably accurate pictures of the world of tomorrow. According to Harold, some of challenges likely to complicate educational planning in next decade are as follows:

- Population trends and job market shrinking. In view of increasing job opportunities, the rising youth population has a particular challenge for educators in providing self-sustaining skills.
- Problems with the environment. Dangers such as deforestation, acid rain, energy resource abuse, pollution, and climate change in particular. Learners need to recognize that nations' protection often depends on environmental policies. Therefore, education systems need to be actively and intelligently involved in these issues.
- The challenges facing the family. Change in families like single parents, endemic homelessness, and working mothers. Schools may be left with responsibilities that the family had previously assumed, such as providing day care and teaching important values and behaviors.
- Teenage pregnancy, drug abuse and alcohol usage
- Technological developments. These developments create other educational and social challenges. These include the potential to flood data with awareness that is expected to increase fourfold and improvements in

human culture and what we believe. Training should learn to deal with increasingly growing technologies of artificial intelligence, such as laptop computers, interactive video technology and robots.

- In the future, schooling at home can find a place. Creatively well-designed distance learning can play an important role in educating people. Therefore, Herold (1990) warns that we must be vigilant in coping with tomorrow's changes and not be immobilized by trying to polish the old mosaics of past practices.

REFERENCES

1. Kas, M., Magret, A & Czeslaw, M.(2000). Education in A Global Society. Boston: Allyn and. Bacon.
2. Kay, C., Nickie, F. & Chris, H. (1992). Growing an innovative workforce: a new approach to education and training. Education + Training, 40(6/7), pp. 267-275.
3. Kwapong, A. K. (1988). The challenge of education in Africa; Discussions of the Inaugural Programme of the Africa Leadership Forum, Nigeria 24 October to 1 November 1988
4. MacGregor, K. (October 2009) Africa: Higher education and development. University world news. Issue No: 96
5. Peter Materu (2007). Higher education quality assurance in sub- sahara Africa Status, challenges, opportunities and promising practices. Washington, D.C.: The World Bank.
6. Roy, A. (1990). The second Decade .Menlo park,CA: Institute for the future
7. Sawyerr, H. (2012). Issues of educational development in Africa towards the 21st century <http://home.hiroshima-u.ac.jp/cice/sawyerr2-2.pdf> RETRIEVED March
8. Scanlon, D.G. & Moumouni, A. (2012). Problems and tasks of African education in the late 20th century. Retrieved from www.britannica.com/EBchecked/topic/179408/education/47722/Problems-and-tasks-of-African-education-in-the-late-20th-century.March
9. Summers, L (2000). Education will help to solve African's problems retrieved from www.independent.co.uk/opinion/commentators/education Teferra, D. & Altbach, P.

- (2004). African Higher Education: Challenges for the 21st Century. Higher Education. 47(1) 23
- Thapisa, A. (1999) Training for the real working world in an information economy. Library management, 20(2) pp. 84-90
10. Sethi, M. (2000). 'Return and reintegration of qualified African nationals', in Tapsoba, S., Kassoum, S., Houenou, P.V., Oni, B., Sethi, M. and Ngu, J. (eds.), Brain Drain and Capacity Building in Africa. Dakar, Senegal: ECA/IRDC/IOM, pp. 38–48.
 11. Seyon, P. (2003). 'Liberia', in Teferra, D. and Altbach, P.G. (eds.), African Higher Education: An International Reference Handbook. Bloomington: Indiana University Press, pp. 381– 390.
 12. Subotzky, G. (2003). 'South Africa', in Teferra, D. and Altbach, P.G. (eds.), African Higher Education: An International Reference Handbook. Bloomington: Indiana University Press, pp. 545–562.
 13. Sylla, S. with Ez-zaïm, H. and Teferra, D. (2003). 'Guinea', in Teferra, D. and Altbach, P.G. (eds.), African Higher Education: An International Reference Handbook. Bloomington: Indiana University Press, pp. 350–354.
 14. Task Force on Higher Education and Society (2000). Higher Education in Developing Countries: Peril and Promise. Washington, D.C.: World Bank.
 15. Teferra, D. (2000). 'Revisiting the doctrine of human capital mobility in the information age', in Tapsoba, S., Kassoum, S., Houenou, P.V., Oni, B., Sethi, M. and Ngu, J. (eds.), Brain Drain and Capacity Building in Africa. Dakar, Senegal: ECA/IRDC/IOM, pp. 62–77.
 16. Teferra, D. (2002). Scientific Communication in African Universities: External Agencies and National Needs. Ph.D. dissertation, Boston College.
 17. Teferra, D. and Altbach, P.G. (eds.) (2003). African Higher Education: An International Reference Handbook. Bloomington: Indiana University Press.
 18. Toffler, A. (1990) Toffler's next shock. World Monitor, pp.34-44 <http://www.iftf.org/roy-amara-fund>.
 19. Twinomugisha, A. (2009). Technology, Education and Development-why Africa is being left behind. Retrieved from [http://www.africabusinesssource.com/articles/technology-education-and-development-why-](http://www.africabusinesssource.com/articles/technology-education-and-development-why-africa-is-being-left-behind/)
 - africa-is-being-left-behind/. December UNESCO-UNEVOC (2004) International Centre for Technical and Vocational Education and Training. UNSECO. (April 1999). Second International Congress on Technical and Vocational Education Final Report. Seoul, Republic of Korea, 26-30.
 20. UNESCO (1992) United Nations Conference on Environment and Development: Agenda 21. UNESCO, Switzerland. World Bank (2002). Constructing Knowledge Societies: New Challenges for Tertiary Education. Washington, D.C.
 21. Wondimu, H. (2003). 'Ethiopia', in Teferra, D. and Altbach, P.G. (eds.), African Higher Education: An International Reference Handbook. Bloomington: Indiana University Press, pp. 316–325. World Bank. (1991). The African Capacity Building Initiative: Toward Improved Policy Analysis and Development Management. Washington, D.C.: World Bank.
 22. Zuma, J. (2011). Africa's future education. Retrieved from www.africanidea.org/education.pdf.

Corresponding Author

Sinimbo Veronika Verna Mpingana*

Namibian Politician & Private School Principal