

A Comparative Analysis of Secondary Education in Four Central African Countries (Burundi, Rwanda, Chad and Equatorial Guinea)

B.O. Lawal

Department of Teacher Education, Faculty of Education, University of Ibadan, Ibadan, Nigeria

Abstract: Secondary school education in Central African countries has been bedevilled by lot of problems such as low budgeting, incidence of military insurgence and armed struggle among political rivals or due to boundary disputes, political crisis, wide spread of HIV/AIDS, massive death of teachers, students and parents that have contracted diseases. These have increased government's expenditure on HIV/AIDS prevention and treatment. The above scenario has reduced the capacity of teachers in carrying out effective teaching in secondary schools by creating absenteeism of both teachers and students in schools. The huge expenditure on military insurgence, armed struggle coupled with prevention of HIV/AIDS and preventing political crisis has reduced government expenditure on secondary schools expansion, creation of more schools while the above situation has also created emotional and psychological insecurity to prompt the citizens (teachers, children and parents) in these countries to migrate to other countries to serve as refugee in those host countries. These have created new problems for neighbouring countries, African Union (AU) and the United Nation (UN). This study, therefore, looks into the problems that have militated against secondary school education these Central African countries (in terms of school management, teachers recruitment, students enrolment, financing and funding of school infrastructures, functional strategies, development and instructional measures to curb the situation are recommended.

Key words: Secondary school education, HIV/AIDS, AU, political crises, students, teachers

INTRODUCTION

Background to the study: Illiteracy and ignorance have characterised many African countries. This situation has been compounded by poverty and disease. This has had adverse effects on the educational programmes in that, many African countries have budgeted low for financing educational programmes at the lower levels of primary and secondary school systems. The incessant boundary dispute leading to military insurgence in countries like Rwanda and Burundi in the last ten years or more leading to mass migration of women and their children to neighbouring countries. This had led to the development of refuge and refugee camps and slow development of adolescent education during the period under study. Also, this has attracted international community's attention.

However, above incidence in Rwanda, Burundi, Equatorial Guinea and Chad have geared a lot of negative effects and insurgence of HIV/AIDS contraction amongst all classes and categories of people and ages from children to adulthood.

Educationally, slow development has been recorded. Thus, low records of enrolment of children in primary and

secondary schools has also been recorded while low records of teachers' recruitment and performance has been documented. Government of the two countries have low record of establishment of schools while over-budgeting on military expenditure in these countries has not really helped the situation to make education thrive in the last ten years and more in many of Central African countries (with special reference to Rwanda and Burundi).

Thus, the incidence of armed struggle among these countries has caused death of many people and has made some people to become disabled; many children have become orphans. Moreover, raping of women and children by men in uniform has been responsible, in no small measure, for the spread of Sexually Transmitted Diseases (STDs) and HIV/AIDS in the central African countries. The enrolment of primary and secondary school age adolescents as well as their capacity for training has been drastically reduced by 25% according to UNICEF records.

The incidence of natural disaster like the volcanic eruption in western and mid Cameroon has caused the submergence and destruction of lives infrastructures, buildings, villages and schools in the affected areas by magma eruption and lavaflow. These have hitherto

reduced the numbers of buildings and schools; pupils and students enrolment and have caused the government to evacuate people from the area and relocate them to other areas.

The HIV/AIDS vicious circle in many Central African countries had delved great blows on teachers, students, children, parents and government. Most especially HIV/AIDS scourge has reduced teachers' capacity for productive teaching, thus rendering counselling services to secondary school students inadequate; HIV/AIDS is adduced as a strong reason by Cuban Medical Personnel, (2004), Crouch and Lewin (2002) teachers' absenteeism from school.

The school authorities, local councils and the government has expended huge amount of money on sustaining teachers and children in schools and for funeral ceremony of teachers that died due to HIV/AIDS.

Summarily, the study discovered that there has been a decrease and trend in the number of secondary schools development;

- In recruitment rate of teachers,
- In teachers' capacity for teaching due to ailment borne out of HIV/AIDS infection,
- Decrease in secondary school enrolment,
- Decrease in government funding of secondary school education and education generally compared with other African countries.

The study therefore makes a critical review of secondary school educational system in Rwanda, Burundi, Equatorial Guinea and Chad. The study covers the following:

- Number of schools
- Rate of teachers recruitment
- School enrolment
- Funding of education

The study also looks into various problems facing the development of secondary school education in the four targeted countries.

Statement of the problem: Poverty and illiteracy has characterised African societies and nations. Many countries in Central Africa were under-funded or budgeted low for educational programmes. Countries such as Rwanda, Burundi, Equatorial Guinea and Chad have suffered low quality education and have regarded education as a second priority programme compared to military and political programmes. This instance has

made many citizens to migrate to other countries. Secondary education for the adolescents has not been duly addressed and properly planned.

In addition, poverty on the side of parents accounted for increased drop out rate of any many adolescents to become illiterates and semi-illiterates such as fishermen or peasant farmers or workers. In severe cases, female youths have gone into prostitution and have consequently contracted STDs and AIDS.

The study investigates the problems faced by secondary school educational system in Central African countries such as Rwanda, Burundi, Equatorial Guinea and Chad. This research seeks to know the level and degree of government funding of secondary education in order:

- To know government budget on secondary school education
- To know the quality and method of staff recruitment of teaching and non-teaching staff in secondary school education.
- To know the administration and method of secondary school management in each of the four nations mentioned above.
- To know the quality and quantity of classrooms, provision for learning and teaching in the secondary schools in each of these countries.
- To know the impact of secondary school education on the personal health and social development of adolescents of these countries.

Research questions: The following research questions were raised to inquire into the management of secondary school educational system in the following Central African countries that include Equatorial Guinea, Rwanda, Burundi and Chad. They are:

- What is the level of students' enrolment in these countries i.e., Rwanda, Burundi, Chad and Equatorial Guinea?
- What is the degree of government funding of secondary school education in Rwanda, Burundi, Chad and Equatorial Guinea?
- What is the age population of secondary school students admitted into the four countries under study?
- Is teachers' remuneration commensurate to motivate them for functional teaching?
- What is the contribution of parents and Non-Governmental Organisations (NGOS) to funding and providing supportive services to the development of secondary school education in the countries.

- What is the functional capacity of secondary school teachers in carrying out effective teaching in the four targeted central African countries?
- What are the qualification of secondary school teachers recruited for teaching in the four Central African countries?
- Mount supportive health programmes
- Control, treat and manage HIV/AIDS amongst the population
- Socialwelfareprogrammetoforesallfrequent regional migration.

LITERATURE REVIEW

Secondary schools education in Rwanda, Burundi and Chad: These three countries have common characteristics and history of regional struggles, military insurgence, boundary clashes, ethnic and political rivalry among the various diverse tribes. For instance, the amities and the semitic's rates living in Chad, each striving to have total control of the country's electoral institution, two factional leaders controlling both, the northern and southern parts leading to military insurgence in the country for over fifteen years. This has destroyed any meaningful educational practice in the country.

In Burundi, boundary disputes between Burundi and Rwanda has also disrupted educational practice of these countries. This, like in the case of Chad, has led to citizens of the two tribes picking up arms against each other. And this has culminated into recruitment of child soldiers (youths enlisted in the armed forces) to fight wars.

Secondary school education therefore, in most cases, was abandoned as many youths either join the army or migrate with their parents for safety and protections to other countries. The recent discovery of HIV/AIDS made it more difficult for victims especially youths and teachers to attend school.

Military insurgence in the three countries has drastically affected effective and smooth running of the secondary school system.

Operational, environmental and natural disaster has usually caused emergency situation especially in the Sahara desert in Chad and many Sahelian lands leading to mass destruction of schools/buildings. This makes schooling to be abandoned in the affected areas. The ravaging poverty and diversion of the limited resources to political wars has not really helped the situation in finding urgent solution in putting in place the dilapidated structures. This scenario has promoted wide spread illiteracy, drop-out syndrome, encouragement of youths to engage in illicit sexual activities or being coerced into premature sex by soldiers or experienced adults. This situation makes the youths to be prone to HIV/AIDS infection.

This poses serious challenges to member nations of African Union (AU) UNESCO, UNICEF and Religious organizations, hence the need to:

According to World Bank and UNICEF, 2002 a lot of intervention and strategies were made to give supportive services by these organizations to ameliorate the situation and instill normalcy by establishing functional secondary school education system.

The strategies include:

- Donation of funds
- Deployment of supportive staff
- AU establishing technical aid corps in recruitment of teachers from other countries. World Health Organization donated drugs while UNESCO offers educational services, religious organizations offer counseling education and financial support to these institutions.

SECONDARY SCHOOL EDUCATION IN EQUATORIAL GUINEA

Equatorial Guinea is a developing country undergoing industrial growth and societal transformation. There are radical changes, transformation that has made the government to set up constitutional committees and commissions on human rights of Equatorial Guinea; saddled with the responsibility of establishing human rights in the country, with all provisions as contained in international conventions such as African Union (AU) and United Nations (UN) charter. This is to:

- Guide and control human trafficking
- Equality between men and women (gender equality)
- Sustenance of everyday living of the citizen, especially among
- Rural dwellers and people with limited education.
- To eradicate the erroneous belief that regards women as subordinates to men and is thereby treated as second class citizens in the African society.
- Setting up advocacy programme, through the electronic media, to enhance education and awareness of citizens.

The country experiences high rate of rural-urban drift, drop out of adolescents from school, teenage pregnancy, illicit sexual activities and prostitution by young female adolescents.

Cedaw noted that young adolescents (particularly girls) drop out of school because of early marriage and pregnancies.

- Because many of them fail in school 'work and want to find unskilled labour to earn a means of livelihood as a way of escape from the rigours or academics
- Because of poor parenting whereby they enjoy little or no proper parental care

He noted that the drop-out rate at the secondary school and university levels is very high. To curb this menace, the Equatorial Guinea government set up establishment of experimental centre to provide evening classes for primary education of over age students and even high school for illiterate adults. By this experimental approach, Equatorial Guinea got a number of experimental schools established in the rural and sub-urban areas in order to reduce rural-urban migration, prostitution and child labour. These schools include:

- One hundred and 60 primary education centres in the rural area
- Sixty four high school diploma programmes in the districts and municipal capitals throughout the country

Between 2001 and 2004, 600 pre-school teachers, 1600 primary school teachers recruited 250 secondary school teachers were appointed by the government in order to boost quality of teaching in the century:

Equatorial Guinea, like many other African countries, adopted the Universal Basic Education (UBE) i.e., education for all with the basic aim and objective of ensuring basic literacy education for all segments of the society. Hence, large enrolment of young adolescents and adults was made in both rural and urban centres without age limit.

According to Cuban Medical Association's study of the country, revealed that 57% of mothers treated in maternity centres were young girls between 13 and 17 years of age. In other words, they are expected to be in school for they are not yet ripe for marriage or pregnancy. This implies that there is high range of teenage pregnancy in Equatorial Guinea. Consequent upon this, the government adopted UBE as a temporary approach to improve the situation.

Since 2002, re-education programmes have been instituted for young people who have dropped out of school. The programme has recorded 80 pupils per centre

on the average. Furthermore, religious associations in the country have been sensitized to organize re-education for drop out women with an average of 300 women per centre.

Due to social problems in the society, young people become exposed to unprotected sex without the use of condom. To enhance educational development, the country has carried out a series of harmonization and curriculum reform programmes and support such as book publication, compulsory education up till secondary school levels, curriculum reform for secondary schools to harmonize it with other African countries' and other part of the world.

However, a common societal problem, as well as the bane of education practices of many Central African countries is the presence of HIV/AIDS scourge to which youths and teachers are prone. This has ravaged and reduced their capacity for active educational life, teaching and productive ability of the teachers and/or performance and functionality of both the pupils and the teachers.

Effect of attrition and environmental hazard on secondary school enrolment and students performance: Many Central African countries have been faced with lots of emergency situation. This involved the following:

- Armed conflict/military insurgency
- Drought
- Disease

Erincksson (2002) commented that emergence situation has caused attrition of the teaching force through death, forced migration, disruption and non payment of salaries. According to Erincksson (2002), armed conflicts was noted to have imposed additional burden on children's development and educational system including provision of in-service teaching for teachers.

Sinclair who also lamented in her research on development and re-employment policies of returnee teachers, arrived at the following (Table 1):

Table 1: Active armed conflicts in Africa, 2001

Country	Year	Intensity level
Burundi	1990-1992	Minor
	1995-1996	Minor
	1997	Intermediate
	1998	War
	1999	Intermediate
	2000-2001	War
Chad	1997-2000	Minor
Rwanda	1998	War
	1999-2000	Intermediate
	2001	War
Equatorial Guinea	2000-2001	Minor

Source: Ericksson (2002), UNESCO (1998) Statistical Database

Table 2: Teachers' absenteeism rate in percentage

Sex	Rwanda	Burundi	Equatorial guinea	Chad
Female	6.1	3.4	12.6	4.3
Male	3.7	2.4	9.1	2.4

Source: Bennel *et al.* (2002) (World Bank Report, UNESCO Statistical Data)

Secondary school teachers' productivity: Goliber (2000) pointed out that illness has a damaging impact on productivity of teachers. In their course of affliction and HIV/AIDS infection, there may be 10-14 bouts of prolong illness, leading to long period of absenteeism from school.

Goliber (2000) also noted that a typical teacher loses 6 months of work due to illness before developing full blown AIDS. On this basis, each death is preceded by 18 months of disability.

The extent of productivity loss is illustrated in the Table 2.

In these countries a projected effect of teachers' illness has resulted in absenteeism, low capacity for long services or work. Absenteeism, according to Benell *et al.* (2002) is caused by:

- The need to attend funeral ceremony of family members killed by sicknesses or diseases such as HIV/AIDS.
- Sickness of self
- Work related problem (stress)
- Long distance or high cost of transport fare.

For some teachers, attending funeral of colleagues or relations and caring for others who are sick lead to as much stress and lost of working hours and time as being sick themselves. AIDS-related illness in family or community also reduce productivity as teachers as involved in caring and support. The burden of caring feels more heavily in female teachers and as a result the head teachers and principals recorded that females productivity in school is low.

Jama lamented that in addition to teacher absenteeism and lost of teacher time, HIV/AIDS is re-shaping how school funds are used. For instance, school financial responsibilities to sick teachers infected with HIV/AIDS are diverting non-salary funds to non-educational purposes. The expectations in many Central African countries depict that many schools purchase coffins for death teachers. This depleted the instruction budget in many schools.

Teachers deployment: Lewin (2002) opined that the deployment and postings of teachers in the region is uneven with surpluses in certain areas, co-existing with shortage in others especially in the sub-urban and rural

areas. An observation of teachers' distribution in the secondary school revealed that, typically the pattern of distribution revealed that there are fewer teachers in the least attractive location/communities such as less city centres, slums, rural areas and the poor urban areas. He noted that teachers found in these areas are untrained and least qualified.

Therefore, the refusal of teachers to accept transfer and deployment to rural areas or least attractive urban areas are a major cause of students' poor performance in some rural communities and gross inefficiency in other areas in the educational system of these Central African countries. This accounts for the reason why rural and sub-urban cities recorded low number of deployment of qualified and experienced teachers. The above reason also accounts for the reason why there is high level of illiteracy, as well as semi-illiterate adolescents, youths and young adults in these nations under consideration.

He however observed the following in the educational recruitment and deployment of qualified teachers in secondary schools:

- Qualified teachers have refused transfer to rural areas
- Rural posting are rejected and are unpopular for a variety of reasons which include:
 - Problem of diseases
 - Problem of local languages
 - Unsuitable teachers accommodation as unattractive
 - Low and unattractive salaries and remuneration
 - Poor classroom
 - Poor school condition
 - Inadequate medical facilities
 - Transportation problem
 - Lack of leisure opportunities
 - The spread of HIV/AIDS
 - Alienation and fear of being denied of participation in further educational and vocational training abound in urban and city centers while they are lacking in the rural areas.
- Difficulty in collecting their dues such as salaries, entitlements, benefits and allowances
- Lack of opportunities for professional development like their counterparts in the urban centers and regional education often due to corrupt officials.

These reasons and factors have usually accounted for the reason why qualified teachers have always rejected postings and deployment to sub-urban areas, less city and slums coupled with a situation whereby the local language in the rural areas differs from the official language. Hence, the teachers find it difficult to blend, to teach, to achieve maximum, success. . Consequently, most

of these qualified teachers take the available job offer in the private school system where high academic performance has been recorded over the years. These scenarios have caused poor performance in the public secondary school system, which are located in rural areas.

In addition, the poor health conditions due to lack of health facilities in the rural areas, coupled with the fear of contracting the dreaded HIV/AIDS infection has usually instill fear in trained teachers to accept posting to rural areas.

Moreover, government inability to put up better housing and infrastructure policies in rural areas with supportive transport services to facilitate movement of teachers has made rural posting unattractive to many trained teachers.

Thus, teaching has been carried out using less qualified individuals as literacy tutors use at the community high level of literacy centers. These conditions have promoted high level of literacy, high number of drop out youths in these countries. Also, many of the drop out youths have been consecrated into armed forces where they have been used to fight wars. For examples, in the Rwanda-Burundi crisis and the Chadian military upheavals.

This has hitherto led to the killings and loss of many youths of school age or making many youths to become disabled or handicap as a result of the aftermath of the wars and political upheavals.

It is also recorded that youths, parents and mothers who could not participate in these wars migrated to other regions and countries to become destitutes of wars. For instance in Nigeria, many Chadian parents and their school age children cross over into Nigeria through the boarders to beg for alms on Nigerian major highways and city centers.

Another general reasons that hindered secondary school education development in the four targeted countries was a result of over concentration and budgeting of military expedition in these countries.

Educational policies over many years have been inconsistently being carried out. For instance, Equitorial Guinea, Rwanda, Burundi and Chad during their period of crisis treated education as a literacy programme meant to forestall the spread of diseases such as HIV/AIDS, Sexually Transmitted Diseases (STDs) and related social problems in their country.

The regional experience of brain-drain of trained personnel who migrate to other countries to seek a means of livelihood during the period of crisis has in no small way discouraged development of secondary school education.

Lewin, opined that many of these teachers go out of their countries for health security, social well-being and general welfare. The incidence of natural and environmental disaster ravaging countries like Chad, Rwanda, Burundi and Equitorial Guinea delved a lot destruction on many school buildings which have hindered continued secondary school operation. While poverty of many government and diversion of funds to HIV/AIDS scourge control and management has made funds insufficient to run secondary school education successfully. Secondary school system in these areas therefore has suffered immensely as far as the benefits of quality education are concerned.

Many of the students who attended schools have been taught by untrained teachers and have recorded low and poor performance compared to their counterparts in the private and missionary schools in the urban centres.

This incidence have also caused many young female students, who are not so fortunate to enjoy the service of qualified teachers, to drop out of schools to go into early marriages or be lured into prostitution all because schooling was no longer attractive.

Lack of effective teaching in schools has made many male students to engage in menial jobs on private farmlands to earn a living.

Reasons for low educational development: The recruitment and deployment of teachers to secondary schools according to Lewin was done through two main systems which include:

- Deployment by market system
- Deployment by a central authority

Market system is through school advertisement on papers/media for recruitment of qualified teachers.

It is through application and formal contract that is submitted to education ministries and authorities for selection. By this method, the school advertises for the need of teachers with specific qualification in specialized teaching subjects such as sciences, social sciences, arts or commercial subjects with attached salaries and condition of service.

Mostly, the private secondary schools adopt this method for attracting experienced and brilliant teachers to their sectors mostly in urban centres.

The second method is the use of central authority deployment. This is a situation in which government through education authorities place advertisement in the market for the recruitment of specialized and trained categories of teachers. Such teachers are posted to rural areas. This situation has led many trained teachers to

dump rural area posting for private secondary schools in the urban centres because of their condition of service, which is far better than those of the public, schools.

The poor social condition made many trained teachers to reject their posting to rural areas. The deployment of teachers to rural areas have made many teachers to reject rural postings, coupled with language difficulty. That is, when the local language spoken in the rural areas differ from official language. The teachers find it difficult to blend to teach in order to achieve maximum success. Hence, they reject most rural postings. Thus, most of these qualified teachers took employment opportunities in the private school system where high academic performance have been recorded over the years. These scenarios have caused poor performance in government-controlled secondary schools in rural areas.

Juma also commented that teachers who are being ill-affected with HIV/AIDS may not wish to reveal this to the education authority for fear of loosing their job or stigmatization.

As a result, he may continue to teach while ill-health may impair his effective functioning and capacity for work. In some cases, such teachers are covered by the school management and colleagues to avoid informing the central authority. Hence, the subjects he/she teaches are distributed to other colleagues and as a result many of the teachers will not be replaced.

HIV/AIDS and stress resulting from the incidence has caused many infected teachers a lot of harm and has given much concern to their colleagues.

Many women and infected teachers with HIV/AIDS status are usually unwilling to discuss their HIV/AIDS infection to avoid stigmatization has- been reported as cogent cases of low productivity of secondary school teachers.

There is high cases and reports of the above situation in the countries under review thereby causing low productivity of teachers in their secondary schools.

UNICEF (1995) reported that teachers' colleagues have spoken about the problems about families and the survivors and their problems often felt to do so.

MATERIALS AND METHODS

The study adopts descriptive and historical methods in studying the secondary school educational system of the four targeted countries under consideration, which include Rwanda, Burundi, Equitorial Guinea and Chad. The researcher used historical methods to be able to relate and compare the historical, political, cultural, social and economic life with antecedents, migratory history existing within these countries to be able to compare with educational development.

The data collected were analyzed using the description research method because the comparative method allows a researcher to correlate information and data of the four countries to know the differences, similarities and correlation existing among the variables within the study, that is whether they have created positive or negative impacts on the recipients, teachers and society. Descriptive survey also allows the researcher to pass validated categorical judgement in the end, thus giving useful suggestions.

Population of the study: The researcher made use of the population of secondary schools enrolment for each of these countries, which was downloaded from the Internet, to serve as reference for study and comparison for data collection for this study. The information collected from this source serves as primary and secondary source of data for this study.

Sampling technique: The researcher use random sampling method to select the four nations from within the Central African countries for sampling correlation of secondary school education programmes, staffing, enrolment, placement and service delivery.

Instrumentation: The information collected on the Internet is used for data collection for analysis and comparison. This was complemented by self-designed questions by the researcher on secondary school education programme relating to staff, students enrolment, placement, service delivery and government funding as well as infrastructural provisions in these Central African countries.

Method of data analysis: The data collected are presented and analyzed with simple percentage and collected for easy comparison to unveil the similarities and differences in their educational services delivery programmes in the secondary school system by comparing enrolment and recruitment of teachers, students, funding and infrastructural provisions such as classrooms, laboratories, administrative offices of the four Central African countries. The study will therefore use simple percentage and frequency count for analysis and comparison.

PRESENTATION OF DATA

Research question 1: What is the level of students' enrolment in the four Central African countries of Rwanda, Burundi, Chad and Equitorial Guinea?

Table 3 reveals the percentage projections of the four targeted countries (Chad, Burundi, Rwanda and

Table 3: Percentage representation of students enrolment in selected African countries

Country	Enrolment in percentage		
	1985-1994	1995-1999	2000-2001
Burundi	47%	13%	10%
Chad	6%	NA	11%
Rwanda	6%	20%	14%
Equatorial Guinea	NA	20%	31%

*NA: Not Available, Source: World Education Report and UNESCO Statistical Year Book

Table 4: Percentage representation of government's funding of secondary school education

Country	Total education expenditure as % GNI	
	1985-1999	1998-2001
Burundi	2.5%	3.5%
Chad	2.1%	2.0%
Equatorial Guinea	-	1.9%
Rwanda	3.2%	2.8%

Source: UNESCO Statistical Data (1995)

Equatorial Guinea). Burundi: had 47% enrolment between 1985 and 1994, 13% between 1995 and 1999 and 10% between 2000 and 2001. Chad had no record of enrolment. This marks years of military insurgence, armed struggle, environmental crisis, desert encroachment and storm attack on schools. But from 2000-2001, a percentage enrolment of 11% was recorded. *Rwanda*: Rwanda had a record of 6% enrolment from 1986-1994, 20% from 1995-1999 and 14% from 2000-2001. Equatorial Guinea: this country had 20% enrolment between 1994 and 1999 and 31% between 2000 and 2001.

The dwindling record of enrolment of students in the four countries is due to:

- High incidence of migration of children with their parents in the wake of military revolt
- HIV/AIDS has reduced the population of students enrolled in schools
- Poverty of the HIV/AIDS Infected parents who incapacitated financially to sponsor the secondary school education of their children.

Research question 2: What is the degree of government funding of secondary school education in Rwanda, Equatorial Guinea, Burundi and Chad republic?

The Table 4 shows percentage of budgetary allocation granted to education in each of the four countries. This revealed that *Burundi*: allocated 2.1% from 1985-1997 and 3.5% from 1998-2001 to education.

Chad: Budgeted 2.1% between 1985 and 1997 and 2.6% between 1998 and 2001 for her education sector.

Equatorial Guinea: Budgeted 1.9% in 1998 - 2001 and no records were available for the remaining year.

Rwanda: Allocated 3.2% in 1985-1997 and 2.8% between 1998 and 2001.

The above data shows that Burundi and Rwanda earmarked the highest percentage of her budgetary allocation to education and counselling programmes so as to control and promote mass education and awareness programme for combating HIV/AIDS.

Chad has utilized more fund for military control to curb insurgence of rebels and political wars in the country and control of environmental hazards such as desert encroachment, famine and drought that has ravaged the country.

Equatorial Guinea, with the support of international communities, has used substantial part of her resources on HIV/AIDS control and mass/adult education to curb the spread of the disease and to encourage her citizens in diaspora to come back home in order to develop their fatherland.

However, the budgetary allocation to education by these four countries is rather too low compared with the 26% recommended by the UN for education programmes in developing countries. This implies that the countries could not showcase and plan successful good junior/senior secondary school education in terms of materials, provision, infrastructural development with recruitment of qualified teachers to match the expectation of teaching all subjects and purchase of all necessary books, tools and instructional materials for teaching in all the schools.

Summarily, low funding of education in these countries coupled with the scourge of HIV/AIDS, has lowered teachers' capacity for efficiency and students' effective learning. This accounted for high level of illiteracy and poverty in the region.

Research question 3: What is the age population of secondary school students admitted into four underlisted countries?

These data are based on the structure of the educational system in 1996.

Table 5 above showed the total population of school age Children admitted in the four targeted countries between 1995 and 2005.

Burundi recorded 1,104 students between 1995 and 2000 and 1,271 from 2001-2005. Rwanda had 1,112 students from 1995-2001 and 1,270 between 2001 and 2005, while Equatorial Guinea recorded 1,094 students between 1995-2000 and 1,188 between 2001 and 2005. Chad recorded 72 students from 1995-2000 and 84 students from 2001-2005.

Available information and data collected revealed that armed struggle, coupled with the insurgence of HIV/AIDS and famine in the region have caused the migration of mothers and their children to other

Table 5: Age population of secondary school students

Countries	1995-2000	2000-2005
Burundi	1,104	1,271
Rwanda	1,112	1,270
Chad	72	84
Equatorial Guinea	1,094	1,188

Source: ADEA (1999)

Table 6: Percentage of teachers remuneration

Country	1980-1985	1985-1990	1990-1995
Burundi	22.9%	12.0%	11.1%
Rwanda	9.4%	-	5.5%
Chad	-	-	8.9%
Equatorial Guinea	11.9%	*	3.4%

Source: World Education Report: 1995/UNESCO Statistical Yearbook 1995

neighbouring countries to become refugees in UN and AU established camps in order to enhance their survival. Many students who enroll for school die of HIV/AIDS infection. All these have reduced the population of school age children in many secondary schools.

Research question 4: Is the teachers' remuneration commensurate to motivate them for functional teaching?

Table 6 indicated that teachers enrolment/recruitment is low. This is evident in the percentage recorded. There was a dwindling trend with Burundi recording 22.9% from 1980-1985, 12% from 1985-1990 and 11.1% in 1990. Chad had only 8.9% record of teachers' recruitment, while Rwanda had 9.4% between 1980-1985 and 5.5% in 1990 - 1995. Equatorial Guinea has a record of 11.9% enrolment in 1985, none between 1985-1990 and 3.4% in 1990. The comparison of these shows that the recruitment has been dwindling from year to year.

The recruited teachers have been in most cases, been ill-motivated by government due to low salary or attractive income while many teachers that died due to HIV/AIDS infection have not been replaced.

The existing teachers have been over-tasked with work and those who could not cope have migrated to neighbouring countries where their services are better appreciated and enumerated.

Research question 5: What is the contribution of parents and NGO's to funding and providing supportive services to the development of secondary school education in the four African countries under review?

Table 7 revealed that parents have not contributed significantly to the education of their children in the countries. Poverty, HIV/AIDS and regional conflicts have incapacitated them thereby making them to fled their homes. Hence, international non-governmental organizations (INGOs) and donor agencies such as USAID, ADEA, UNESCO, UN, Canada and UNICEF have shown great concern in providing funds, materials, aids, health and medical assistance to HIV/AIDS victims including students, teachers and other members of the community.

Table 7: Presentation of NGO's and Agencies that provide supportive services to secondary school education development

Country	Agencies and NGO's
Burundi	UNICEF, USAID, UNESCO, ADEA
Chad	World Bank, ADEA
Equatorial Guinea	AU, UN and Canada
Rwanda	UNICEF, UNSCO

Source: World Bank Report (2002) Statistical Data

Table 8: Causative factors for teachers' absenteeism in school

	Sickness of self	Funerals	Sickness of others	Work related	Sex Others
Female	40	38	7	13	13
Male	42	27	17	4	0

Source: Bennell *et al.* (2002)

Also, these organizations have contributed to the reconstruction of blow-off classrooms that were damaged by storms. They also build new structures through the funding of UBE programmes in these countries.

Furthermore, they provided supportive expert services in all areas to boost educational programmes at the community level for adults in form of mass and adult education programme for junior and senior secondary education.

This is with a bid to reduce ignorance, illiteracy, poverty, regional migration and creating enlightenment on causative factors and control of HIV/AIDS.

Question 6: What is the functional capacity of secondary school teachers in carrying out effective teaching in the four African countries under study-Equatorial Guinea, Chad, Burundi and Rwanda?

Table 8 showed a record of low capacity of teachers for productive teaching in these schools. This was due to natural causes, which have caused incidences of absenteeism of teachers' from their teaching posts. For instance, reasons for absenteeism of male teachers and their poor productivity include:

Sickness due to HIV/AIDS	42%
Attending funeral of close relations	27%
Sickness of close relations	17%
Work related	4%
Other factors	Nil

While the female absenteeism and low performance has been attributed to the following factors in the following order:

Sickness due to HIV/AIDS	40%
Attending funeral of close relations	38%
Sickness of close relations	7%
Work related	13%
Other factors	13%

The incidence of personal infection of HIV/AIDS on infected teachers' has grossly incapacitated the ability and strength of teachers in carrying on productive teaching services. While rampant incidence of sporadic

Table 9: Percentage of teachers' qualification

Qualification	Male teachers	Female teachers	% of Total secondary teaching force
Grade III	64%	4%	0.4%
Grade IV	57%	17%	0.5%
Grade V	7,249	1,839	56%
Graduate	3,444	1,092	28%
Untrained	2,255	185	15%
Total	13,069	3,137	16,206
% of Total	81%	19%	100%

Source: Liang (2001)

death of fellow teachers or close relations by HIV/AIDS has attracted low morale and psychological disturbances in the teachers. Consequently the enthusiasm of many teachers towards their work has been badly affected.

Research question 7: What are the qualifications of secondary school teachers recruited for teaching in the four countries under observation?

Table 9 revealed a general overview of the qualification of teachers that have been recruited on their specific qualifications. The study revealed that they have used teachers with the grades III, VI and V in large numbers in the junior schools. Few numbers of graduates available in the country have been recruited for teaching in these countries. Evidence revealed that most graduate individuals have fled and/or migrated from these Central African countries to the Eastern and Southern Africa to seek jobs so as to earn a living.

However, gross migration of elites and trained personnel to neighbouring countries has reduced the capacity for government enrolment of qualified teachers to teach in these four countries. Findings showed that the age of secondary school enrolment varies from country to country with in these Central African countries. This was however caused by

- Incidence of poor health or HIV/AIDS infection
- Socio-economic status of the family
- Peace and stability of the region/country causing people to migrate.
- HIV/AIDS infection and so on
- Reduction by death of already enlisted students
- Withdrawal of students from school

Thus, the age of secondary school enrolment range between 12 - 24 years as documented by UNESCO (1998), Stastical Database.

CONCLUSION

A close study of the four Central African countries (Rwanda Burundi, Chad and Equitorial Guinea) shared comm characteristics, problems, development and social

upheavals such as poverty and illiteracy syndrome and diseases such as HIV/AIDS STD's, regional and armed conflicts and military insurgence the have usually resulted to:

- Regional migration
- Refugee and increase in the rate of destitution
- Child labour
- Commercial sex networking and prostitution among your females and
- Child labour of female youths

This has prompted many to drop out of school and has made many youths to abandon secondary school education, or so it as a non-lucrative adventure. The widespread of HIV/AIDS scourge among all age classes in the region has also drastically reduced enrolment of school age citizens in the available secondary schools in these African countries:

- Capacity of many secondary school teachers in carrying out effective and functional teaching, thus encouraging absenteeism in schools.
- Reduce teachers' productivity
- Huge expenditure made by government in controlling, managing and treatment
- Huge expenditure made on health and disease control especially HIV/AIDS, child pregnancy or teenage mothering has reduced government capacity for investing in primary and secondary school education in the last 10 years especially since 1970s till date

Thus, low level enrolment in junior secondary school education in these countries has drastically culminated in low rate of development.

Therefore, because of the above instances these countries have recorded experience, low level of school enrolment, low teachers productivity, poverty vicious circle, low awareness among young adults and parents of children of school age.

In-service professional development serves to train, motivate and retain teachers in the profession. Opportunities for in-service professional development should be increased including the use of distance learning mechanisms that are seen as desirable by all stakeholders.

Summarily, a study of the four countries revealed that they have consistently budgeted low fund for education. This has caused slow development of educational programmes in the establishment of schools and recruitment of teachers in the four Central African countries.

In-service professional development serves to train, motivate and retain teachers in the profession. Opportunities for in-service professional development should be increased including the use of distance learning mechanisms that are seen as desirable by all stakeholders.

SUGGESTIONS AND RECOMMENDATIONS

- Adoption of basic compulsory mass education for all and sundry for the first 15 years of life.
- To promote high level of awareness and public enlightenment and acquisition of basic functional skills.
- These countries should henceforth allocate the 26% of their annual budget to funding of education as stipulated by the UN charter.
- That, about 18% of their budgetary allocation be earmarked for health care development to reduce incidence of HIV/AIDS in the region.
- That these countries should adopt functional literacy and mass education programme that will make parents to be empowered to shoulder their responsibilities towards their Children
- African Union (AU) should, through the Head of States and Ministerial Conferences, sensitize and create awareness on the plights or special needs of youths and adolescents in secondary schools in these Central African countries for the attention of the international donor agencies like the United Nations (UN), UNIDO, UNICEF, UNFPA, UNESCO and so on, that could offer expertise support and financial assistance to all age classes in these nations.

REFERENCES

- Bennel *et al.*, 2002. Financing secondary education in developing countries. Journal of International Institute of Educational Planning. <http://www.unnecessaw/iiep>.
- Crouch and Lewin, 2000. Financing secondary education in developing countries. Journal of International Institute of Educational Planning. <http://w\vw.unnecessaw/iiep>.
- Cuban Medical Personnel, 2004. CEDAW/PSG/2004/II/CRP. 2/Add.
- Ericksson, 2002. Teachers Attrition Issues of Countries Facing Emergencies. In the Status of Secondary Schooling in Developing Countries by Keith M. Lewin.
- Goliber, 2000. The Status of Secondary Schooling in Developing Countries by Keith M. Lewin. Journal of Humanitarian Assistance, <http://www.reliefweb.int/library/nordic/book4>.
- Lewin, 2002. African Development Indicators 2004. Drawn from the World Bank African Database. Profile of schooling performance in African. African Development Bank (ADB), 2004. Selected statistics on African countries.
- UNICEF, 1995. Rwanda Emergency Programme. Progress Report.
- UNICEF and World Bank, 2002. Chapter six, Rehabilitating the Education Sector. In the J. Humanitarian Assistance <http://www.relierwcb.int/library/nordic/book4>.
- World Education Report, 1995. UNESCO Statistical Year Book UNESCO (1998). World Education Report.