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МАРКАЗИЙ ВА ШАРҚИЙ АФРИКА ДАВЛАТЛАРИДАГИ ТАЪЛИМ ТИЗИМИ

СИСТЕМА ОБРАЗОВАНИЯ В СТРАНАХ ЦЕНТРАЛЬНОЙ И ВОСТОЧНОЙ АФРИКИ

EDUCATION SYSTEM IN CENTRAL AND EAST AFRICAN COUNTRIES

Аннотация: Марказий ва Шарқий Африка давлатларидаги таълим тизимини (Жибути, Чад, Камерун, Судан мисолида) ўрганиш албатта ушбу давлатлардаги ижтимоий-иқтисодий аҳвол паст даражада бўлишига қарамасдан ўрганиш муҳим ва долзарб мавзу ҳисобланади. Ушбу мақолада юқорида келтирилган давлатлардаги таълим тизимидаги ҳолат ёритиб берилган. Жибутида давлат томонидан таълим катта эътибор қаратилмоқда. Суданда саводхонлик даражаси шаҳарларда 80% бўлса, қишлоқ жойларда 50% бўлиб анча пастлиги таълим соҳасидаги инфратузилма яхши ривожлантирилмаганлиги билан тавсифланади.

Калим сўзлар: Жибути таълим тизими, Чад таълим тизими, Камерун таълим тизими, Судан таълим тизими.

Аннотация: Изучение системы образования в странах Центральной и Восточной Африки (на примере Джибути, Чада, Камеруна, Судана) является важной и актуальной темой, несмотря на то, что социально-экономическая ситуация в этих странах находится на низком уровне. В данной статье описывается ситуация в системе образования в упомянутых выше странах. В Джибути образованию уделяется большое внимание со стороны государства. Уровень грамотности в Судане составляет 80% в городах и 50% в сельской местности, что характеризуется отсутствием инфраструктуры образования.

Ключевые слова: Система образования Джибути, Система образования Чада, Система образования Камеруна, Система образования Судана.

Abstract: Studying the education system in the countries of Central and East Africa (for example, Djibouti, Chad, Cameroon, Sudan) is an important and urgent topic, despite the fact that the socio-economic situation in these countries is at a low level. This article describes the situation in the education system in the countries mentioned above. In Djibouti, education is given a lot of attention by the state. The literacy rate in Sudan is 80% in urban areas and 50% in rural areas, which is characterized by the lack of education infrastructure.

Keywords: Education system of Djibouti, Education system of Chad, Education system of Cameroon, Education system of Sudan.

Introduction

As in most African countries, Sudan, Chad, Cameroon and Djibouti have been found to have several factors that hinder young people's interest in science and their development as good professionals. These factors certainly create financial and infrastructural problems. We know very well that migration from African countries to European countries has been increasing recently. Such actions are definitely actions aimed at achieving good living conditions and developing children's education. This study focuses on the problems and solutions of the education system of these countries by highlighting the education system of the above countries.

Main part

Djibouti education system. The Government of Djibouti sees education as essential for growth and human development. As a result, the government promoted the policy of education development. In 2000, education reform was launched to improve access, quality and relevance. Despite progress in education and coverage, quality of education remains one of the country's major challenges. Other challenges include disparities in quality, availability of learning materials, gender, geographic regions, and socioeconomic status.

The Education Sector Plan (2010-2019) focuses on six main objectives:

- Developing preschool education with a focus on rural and underprivileged students in partnership with the private sector, community and government institutions;

- Achieving 100% youth enrollment in primary education and 79% in secondary school by 2019;

- Close the gender gap in primary and secondary education and achieve gender equality by 2019;

- Ensuring that all pupils learn at least 75% of the skills set out in the curriculum in language, mathematics, science and life skills;

- Ensuring the relevance of training in the labor market on the reform of secondary education, technical and vocational education and training (VET);

- Improving management practices at all levels to ensure effective management and use of services.

Also, the government has developed an action plan in the field of education for 2014-2016. The action plan for 2017-2019 is being finalized. This action plan focuses on specific strategies for pre-school, primary, secondary and vocational education. These strategies include:

- Development of state pre-school educational institutions and special education services in rural areas in order to increase the level of coverage based on the community model;

- Support schools at all levels in developing quality frameworks, monitoring and learning projects for student success;

- Ensure availability of textbooks and learning materials, produce digital educational content and programs to facilitate student learning;

- Revising and updating the curriculum from primary school to vocational schools;

- Creation of standardized assessment tools in accordance with national and international standards;

- Training of teachers, educational consultants, school management and staff;

- Improving the transition time between primary and secondary education;

- Increasing the number of students going to secondary school and those accepted for further education ;

- The action plan for 2017-2019 was developed by the state and approved in mid-2017.

Although Djibouti has expanded educational opportunities, it has been concluded that Djibouti's education system is not on track to meet the UN Millennium Development Goals. Illiteracy is a very serious problem. 70% of the general population and

85% of women are illiterate. There are also large inequalities in educational opportunities, gender and income levels across regions. In addition, the education system in Djibouti is very expensive due to the high costs of school construction, teaching materials, and teachers' salaries. It is not clear that the educational gains achieved by this high-cost structure will meet the Millennium Development Goals. In addition, due to steady demographic growth (population growth rate is estimated at 2.4%) and increased demand for the quality of education, the pressure on the education system is increasing.

Since the implementation of the Medium-Term Program 2000-2005 and the new Law on Education, Djibouti has made significant progress in all aspects of education as they have channeled internal and external resources into education for construction, procurement of equipment and recruitment of teachers.

The education system in Djibouti was originally designed mainly for elites to meet the limited demand for education, and heavily used the French system (administrative structure and pedagogical methods). This system was not adapted to the conditions in the country. Although government efforts led to an increase in enrollment in the 1990s, the education system still falls short of people's expectations and the needs of a developing country.

The reformed education system was defined as nine years (five years of primary education and four years of secondary education) according to the new Law on Education. This nine-year education has now become compulsory. A certificate of basic education was required to enter the three-year secondary education system. A new law on education introduced a secondary vocational education system and opened university institutions in Djibouti. Djibouti has 81 public primary schools, 24 registered private primary schools, 12 secondary schools and 2 vocational schools.

In 1999, the government revised its education policy and launched the National Education Forum, which included all stakeholders (administration, teachers, parents, national assembly and NGOs). In response to the challenges of very low enrollment, internal and external inefficiencies, gender and socioeconomic inequalities, high costs, and the cost structure of teacher salaries, a large-scale reform program was developed to

develop an effective education system. Based on consensus and recommendations, the government developed a ten-year perspective plan (2000-2010) that is financially sustainable and meets the country's development needs. In August 2000, the government adopted a new Law on Education and prepared a medium-term plan for 2000-2005.

The reforms were aimed at improving the quality of education, increasing the role of parents and communities, introducing competency-based approaches to student education, and strengthening the capacity of the private and informal system to enroll out-of-school youth, especially girls.

In 2007, state education expenditures were 8.6 percent of GDP, and state expenditures were 22.8 percent in 2007. The share of public expenditure on primary education was 19.0% of total education expenditure. In Djibouti, households play an important role in financing education services. Households contribute to education services in two ways: they pay for tuition in private schools and they spend money on certain household items, books and other teaching materials.

Preschool education. Preschool education is two years of education and the first stage of primary education. In 2008, 688 males and 613 females participated in pre-school educational institutions. In 2008, the overall enrollment rate in the preschool education system was 3.2%, 3.3% for males, and 3.0% for females. The gender parity index for total enrollment in preschool education was 0.91 in 2008.

Primary education. Primary education is five years of education and is the second stage of basic education. In 2008, 30,165 males and 26,230 females were enrolled in primary education. In 2008, the gross enrollment rate for primary education was 55.5%, 58.9% for males and 52.1% for females. The overall acceptance rate has improved significantly (gross acceptance rate in 2000 was 32.5%, 37.5% for men, 27.4% for women). By building new schools and classrooms and offering a «school kitchen» and «school supplies» program, it has become easier for children, especially from low-income rural families, to attend and study. In 2008, the gender equality index for overall enrollment in primary education was 0.88. In 2008, the enrollment rate in private schools in primary education was 13.6%.

Secondary education. Secondary education consists of four years. In 2008, 17,503 males

and 12,448 females were enrolled in secondary education. In 2008, the overall secondary school enrollment rate was 37.0%, 42.9% for males and 31.0% for females. The gender parity index for the total enrollment in secondary education was 0.72% in 2008. Coverage of general secondary education by private education was 9.7% in 2008.

General secondary education. General secondary education consists of three years. Secondary education included 6,905 males and 4,303 females in 2008. In 2008, the overall enrollment rate in general secondary education was 19.1%, 23.3% for males and 14.8% for females. The gender parity index for general enrollment in secondary education was 0.63% in 2008. Technical secondary education lasts three years, vocational education lasts two years. The share of technical and vocational education students in private schools was 10.7% in 2006.

Higher education. In 2007, 1,306 men and 886 women studied in higher education. The overall rate of admission to higher education institutions was 2.6%, 3.1% for men and 2.1% for women in 2007.

Chad education system. Educational and scientific institutions of Chad . In Chad, primary education is compulsory for children between the ages of 8 and 14. Education is conducted in French. Children are admitted to primary school from the age of 6. Primary school is 6 years old. Secondary school lasts 7 years , and education is carried out in schools and boarding schools on the basis of part-time secondary school. Higher education is provided by the University of Chad in N'Djamena. Chadian institutions: Cotton and Textile Institute, National Humanities Institute, Planetarium, Bureau of Agriculture, Bureau of Science and Technology, Geographical Research Center, etc.

Press. In Chad, a daily bulletin «InfoChad» («Chad Information») is published in French (since 1964). Chad News Agency was established in 1964. Chad National Radio is a government radio station, it was established in 1955.

Cameroon education system, scientific and cultural-educational institutions. Compulsory education was introduced for children aged 6-12. Education is conducted in French in East Cameroon and English in West Cameroon. 85% of children are engaged in learning. In addition to public schools, there are also private schools. Vocational education is organized on the basis of primary school. *Institutions of higher education*

include: University of Yaounde (1962), High Polytechnic School (1971), High School of Journalism (1970), National College of Agriculture, National School of Administration, National Sports Institute, High School of Communication, etc. *Scientific institutions:* Council for Scientific and Applied Research (1962), National Bureau of Scientific and Technical Research (1965), Association for the Advancement of Science (1972), Regional Research Center for the Study of African Languages, Agricultural Research Institute, Demographic Research Institute, National Geographic Institute, the Bureau of Mining and Geological Survey (1959) and the Cotton Institute. *Libraries:* Yaoundé National Archives (1952), Yaoundé University Library, Graduate School Library, Yaoundé National Library, Demographic Research Institute Library. *Museums:* There is a museum of art of the peoples of Central Cameroon in Ebolov, a museum of Bamilike art in Bafusam, and a museum of Bamum art in Fumban.

Cameroon is a Central African country on the Gulf of Guinea. After the First World War, the French occupied 80% of this territory, and the British occupied 20%. After the Second World War, Cameroon was granted self-government and in 1972 a unitary republic was established consisting of East and West Cameroon. Until 1976, there were two separate education systems, French and English, and the unification process was difficult. Now English is considered the language of primary education. Usually the education system is not taught in the local languages because there are so many of them and choosing between them can cause further problems.

Primary education in the country. In Cameroon, education is compulsory until the age of 14 after completing 6 years of primary school. Parents were responsible for paying for clothes and books themselves and providing them to their children. The literacy rate in this education is 67 percent.

Secondary education. In Cameroon, French or British colonial models are used and two separate secondary school systems have been established. In a broad sense, this system is two-level and includes lower and upper levels. For most young people, education at this stage remains a dream, as their parents have been seen to face some difficulties in paying secondary school fees.

Vocational education. Vocational training is the responsibility of the Ministry of Employment

and Vocational Education. Reaching out to unemployed youth and securing any formal employment is a challenge.

Higher education. Only one of the 7 universities is in English The University of Buea, on the British model, teaches and all others teach in French. State control is tight and the Minister of Education is the chairman of 7 universities. Unfortunately, it is observed that many students go abroad in search of a better life after graduation. The University of Buea was established in 1985 following comprehensive educational reforms. Its departments include engineering, technology, arts, education, natural and social sciences, and agricultural medicine.

Cultural and educational conditions in Sudan. Sudanese culture embodies approximately 578 ethnic groups and beliefs, speaks 145 different languages, and is characterized by its geographically extreme location, varying from sandy deserts to tropical rainforests, in a microcosm of the African region. Modern Sudanese culture is diverse. Each major ethnic group and historical region has its own forms of cultural expression. Due to the great cultural diversity of Sudan, it is difficult to classify the traditional cultures of the various peoples. The traditional societies of Sudan have different linguistic, ethnic, social, cultural and religious characteristics. Improved communications, increased social and economic mobility, and the spread of the money economy have led to a decline in social ties, customs, relationships, and organizational procedures in traditional cultures. The three cultures are the Fur, Muslim Africans in the far west of the country, the Humr tribe of the Baqarah Arabs, the Otoro tribe of west-central Sudan, and the Nuba in east-central Sudan.

Sudan is one of the richest African countries in terms of archaeological sites. The remains of the ancient king of Kush were found at the junction of Gebel Borkal and the Nile Valley. They were included in the UNESCO World Heritage List in 2003. The archaeological sites of the ancient Cushitic city of Meroe were named a World Heritage Site in 2011. The National Museum of Sudan in Khartoum, the Museum of Ethnography, as well as the museum in Shaikon, with archaeological and ethnographic collections, and several museums located in Al-Ubayyid are among the largest museums in the country. The Sudan Museum of Natural History is located in Khartoum. The National Drama Theater

and other places in Khartoum have similar cultural entertainment venues.

Sudan education system . In the 1970s, the Sudanese government reshaped schools inherited from the British colonial government to create a modern education system. In Muslim areas of the north, boys have long been educated in religious subjects in traditional ways. Primary education in Sudan was established after 1898 and secondary education from 1913. The University of Khartoum was re-formed in 1956 to replace the University College of Khartoum, formed in 1951 by the amalgamation of two smaller colleges.

In addition to the University of Khartoum, there are several higher education institutions such as Hermes University and Sudan University of Science and Technology, as well as Omdurman Islamic University, which trains Muslim religious scholars and scholars in Omdurman. Between 1990 and 1995, the number of Sudanese universities doubled as a result of government reforms aimed at expanding access to higher education . English used to be the language of instruction in the country's universities and secondary schools, but nowadays, it has mostly been replaced by Arabic. Sudan's literacy rate, although showing progress since independence, is relatively low compared to the rest of the world, with only about 60 percent of Sudanese adults being literate. There is a disparity in literacy between urban and rural areas: almost 80 percent of adults living in urban areas are literate, and only half the population in rural areas.

Conclusion

Studying the education system in Central and East African countries (for example, Djibouti, Chad, Cameroon, Sudan) is an important and urgent topic, despite the fact that the socio-economic situation in these countries is at a low level. This article describes the situation in the education system in the countries mentioned above. In Djibouti, education is given a lot of attention by the state. The literacy rate in Sudan is 80% in urban areas and 50% in rural areas, which is characterized by the lack of education infrastructure.

The use of the British and French education system in Cameroon is widespread in the country, but the lack of financing of the education system and insufficient development of the infrastructure have created shortcomings in this system. For

example, secondary education remains a dream for most young people as their parents face some difficulties in paying secondary school fees.

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