

# ARTIFICIAL INTELLIGENCE AND EDUCATION IN AFRICA: PHILOSOPHICAL REFLECTIONS ON FOUNDATIONAL CHALLENGES

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## ABSTRACT

*In ancient times, Africans were known to be very creative and productive; they never waited for Europeans to solve their problems for them. But, with the invasion of Europeans and their system of education, Africans immediately lost grips with its traditional functional education system. The values of Practicability or workability of traditional African education became overshadowed by Western curriculum and theoretically-based studies. This trend has thus facilitated under development, intellectual poverty, and instrumentalized or manipulative use of the adopted education curriculums in various African countries to forestall meaningful research and studies that otherwise would have been channeled towards genuine development. Against this backdrop therefore, one wonders if Africa currently has the education foundational force to drive an AI-driven educational and research culture to meet with global standards. Using Philosophical analysis and evaluative methods, therefore, we assess our educational heritage and the pedagogical methods prevalent in Africa, with focus on how they currently affect African apprenticeship models and school systems. The goal is to ascertain the degree of preparedness, functional credibility, and potential research prowess necessary to drive the desired development in Africa. The impact of artificial intelligence (AI) in African education is portrayed as to upgrade the status quo or the system of education in Africa.*

**Key words:** Artificial Intelligence, Education, Africa, and Philosophy.

## INTRODUCTION

Education is as old as humanity as Aristotle says that “all men by nature desire to know” and the nature of man is quest for knowledge<sup>1</sup>. Education helps to develop man and man's environment. In Africa today, there have been significant challenges towards overall productivity in education, ranging from outdated curricula, and lack of resources, insufficient teacher training, adequate instructional materials and others. However, some African countries have risen and are now making giant strides progress in educational sector towards quality education to many of their citizen. With particular reference to the context of this inquiry, functional education is the expectation of every parent towards his kids and wards. Africa is aiming at becoming a productive continent and no more a consumer society alone. Example can be seen in the giant strides Captain Ibrahim Traore of Burkina Faso is making in so many sectors of economy and education is not left out as builds top science schools. He is speedily turning the education of his country into quality

and productive education with hundred percent practical. African education should be aimed mostly on production. With this in mind, therefore one makes an evaluation of the adoption and application of AI in educational sector in Africa with reference to the need for practical and productive purposes, and not just for theoretical integrity, as it has been in post-colonial Africa.

Prior to the coming of white men on the coast of Africa, Africans had their traditional or indigenous education systems that were pragmatic, self-developing and geared unto productivity. African indigenous education had worked for the continent for many years before European invasion, accounting of course for the great historical civilizations, like that of Ancient Egypt which was very productive. Europe had a taste of this early education system as attested to by the likes of Pythagoras, Thales and some of the Early Greek thinkers. There also was the African apprenticeship education model which ensured that individuals acquired creative skills for life. On record about the achievements of Traditional African Apprenticeship are remarkable works of Arts demonstrated in the NOK cultures, Igbo-Ukwu and other notable African ancient centers of civilization. It was a complete system of education owing to its principles of preparedness, functionalism, communal approach to formation, perennialism (Craftsmanship was handed over from generation to generation), and holism.

Bringing the inquiry home, before the advent of colonial government and British missionaries into the area now known as Nigeria, traditional/indigenous education and the Islamic north- education have been in existence. Through the latter, children are drilled in the teachings of Qur'an and Arabic alphabets. Within the indigenous educational models, students were taught practical skills needed to function well in traditional society. Such skills included weaving, blacksmith, braiding, shoe-making, building, farming and other crafts that provided sustenance and commercial production and services for merchandise and commerce. This explains why African communities were able to engage in inter-border trades among themselves, and to a certain extent engage in trade with Europe as can be found in the time Joseph was made Governor in Egypt<sup>2</sup> and as found in the ancient trans-Atlantic trade which was to be later soiled by the cankerous slave trade.

With the advent of Europeans on the coast of Africa however and their imposed systems of education and pedagogy, African parents abandoned their original African way for Whiteman's system which was aided by Missionary activities forming a novel system of education that focused more in learning Western Literature and adopting Western curriculum as a way to facilitate smooth colonial administration. African youths tutored under this system became programmed to see education and the European school system as standard to get qualified for white collar jobs to be employed as clerks, assistants and administrators to various offices and with excellent payments or salaries and allowances. African youths rapidly embraced westernization, Europeanization or Americanization abandoning arts and skills acquisition for the less privileged or for those who could not afford to go school. Gradually, what used to be a communal systematic path to adulthood

and skills acquisition gave way for class discrepancies between the opported and the less-privileged and in the bid to fit in to the system, able-bodied men migrated to the white-men location within the country fostering migration and urbanization to the detriment of our foremost traditional educational and mentorship systems.

### **HISTORICAL FOUNDATIONS OF AFRICAN EDUCATION**

History of Education in Africa comprises both the pre colonial indigenous system and the introduction of formal schooling by European colonizers. Before formal schooling, Africana relied in oral traditions, apprenticeships and communal learning to transmit knowledge and skills.<sup>3</sup> In the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, Africa experienced colonization by European powers. Britain established control over many parts of Africa, including Sudan and much of the South. France began to rule a large territory in the west and North, Germany, Belgium, Italy and Portugal and Spain also rushed to gain territory. British and France colonized most nations in Africa and they came with their political ideologies and leadership, language, education, religion, trade etc. European education was more of theory than practical. With Nigerian experience, the British missionaries in the 1840s introduced formal western education in the country. The Methodist Church, and Anglican Church Missionary Society (CMS) started first and were supported by then government especially in building of elementary or primary and secondary schools.<sup>4</sup> Catholic missionaries later came in and in factual terms contributed to the establishment of schools and maintaining the standards of education and the introduced curriculum to this day.

However, it's worth noting that Western education with emphasis on the Nigerian experience did not entirely benefit Africans as it did not promote indigenous research, innovation and entrepreneurship. Seeing the catastrophic effects of Whiteman's system of education on the polity so far, post-colonial Nigeria re-adjusted its 1960 6-3-3-4 educational system to 9-3-4 but it remained unproductive, and unemployment increased as graduates went to school not just to equip themselves for life irrespective of the situation, but to become ministers of the state through Civil and Public Services, and with total reliance on the wages and salaries to be paid at the end of every month.

These days (2025), there is emphasis on a 12 – 4 educational system, which tries to lay emphasis on basic and practical education for children. Africans nowadays are clamoring for the decolonialization of the hitherto African colonialized education, which curriculum has not yielded much. In essence, this is a call to bring back that practical and functional education system that was original to the Africa, and which facilitated the progress of civilized Africa prior to European invasion. While this paper is not a call to jettison Western education which has come to be an essential part of the African academic culture and which has its fair share of positive impact on current civilization in Africa, the paper nonetheless argues that the current curriculum of studies and education system need to be reviewed, with reforms that align to the indigenous African education system to enable the present generation (children and youths) acquire genuine education and creative skills that are

inevitable for progress. While the efforts of the government to re-institute practical education and entrepreneurship in 2025, (eighty percent practical was recently announced for Nigerian education) must be commended, implementation of such noble decisions has remained a big challenge for the Nigerian leadership.

To attain creditable enforcement of the new Practical Education scheme for Nigeria in particular and Africa in general, there has to be Decoloniality. For sure the first step is to disabuse our minds that Western Education is superior to ours. We know that the process of reformation has to start from the mind/mentality and proceed to education and other human endeavors, through educational information, formation and re-formation. Finally, Africans first will have to believe in themselves and through science and technology like employment of AI with a catchment of the African educational system, improve their indigenous education. Having attained the first step, while denouncing Western aids (*The Trojan Gift*), Africa will certainly be productive as they harness and manage the rich human and natural resources available in Africa. However, employment of AI in African education portrays enormous challenges as one will see as we move forward. We now begin with explication of major terminologies and move into deep analysis as well.

### **CONCEPTUAL CLARIFICATIONS: AI AND INTELLIGENCE**

Artificial Intelligence refers to the development of computer system that can perform tasks that typically requires human intelligence, such as learning, problem solving, decision making among others. The intelligence in question is far from instinctual behaviors of some insects like wasps while storing its food or that of some birds and other animals. It is only human beings that are accorded or associated with intelligence. Intelligence is the simplest human behavior and it helps man to adapt to new circumstances. Intelligence is characterized by combination of many diverse abilities or traits as learning, reasoning, problem solving, perception, language, methods and goals. We move to artificial intelligence which is intelligence also in a real sense only.

Artificial Intelligence is the ability of a digital computer robot or computer controlled robot to perform tasks commonly associated with intelligent beings.<sup>5</sup> it's gotten through computation of data and procession of symbols in robotic digital computers and through artificial neural network connectivity, in imitation of human brain structure. It is a field of research in computer science that develops and studies methods and software that enable machines to perceive their environment and use learning and intelligence to take actions that maximize their chances of achieving defined goals.<sup>6</sup> AI robots are bound and we have them even in Africa, some examples of AI robots includes, Chatbot Eliza which gives stock responses, ChatGPT which was trained on 45 terabytes of text, we have Alex which one sees in *Meta* on WhatsApp and this can respond to more than one million messages at a time. All these AI robots are already in use in Africa. Again, we have a new one, (Chukwueke's ingenuity and creation) *Omeife*, which is an African human robot created to give Africa a voice, a space in AI robotics, a space in global ecosystem.

### **Advantages and Disadvantages of Artificial Intelligence (AI)**

The merits of AI stretches through various human endeavors: In medical diagnosis, AI computers are employed nowadays for patient diagnoses, patient care and in other medical researches. This is really an enormous development in health care services. In education sector, AI robots are co opted for children and adult online lessons, language tutorials, for students' evaluation among other things. In financial institutions like banks, one sees AI high powered computers deployed as chat bots for customer services. It helps in mobile banking and in fraud dictation among others. In agricultural sector, AI computers are used in live stock management, and even in crop cultivation and planting. In social media, AI is used in replying messages. Other virtual assistance of AI robot includes management of schedules by sending reminders.

Looking at the use of robots nowadays in human life, one may ask: Of what use are human beings now? As we see that robot now go to farm, drive taxi, drive buses, work at restaurants, robot do cooking, and can do many jobs better and of course this will make things to be cheaper. For instance, Amazon cuts over 400 jobs following the acquisition of Tesla's Optimum robots, thus, increased productivity or efficiency is assured, and human elements in work are removed. These advanced robots enhance productivity and faster turnaround times.<sup>7</sup> when human beings are replaced with robots, human elements at work like paying salaries, allowances, pensions and gratuity, granting work leave, among others are automatically gone. AI reduces labour cost.

In the demerit of AI, it's to be noted that development of AI is never an easy task not only in terms of the symbolic data connections and connectivity also; it's really financially tasking. AI robots are very exorbitant; they are costly as their development is not cheap work. Again, the maintenance of AI is not an easy task. Some African companies that have them knew the amount of dollars they spent for its maintenance annually. The first disadvantage of employment of AI in any country or company is the decimation or displacement of the working class. It reduces the number of employed workers and there by creates unemployment. Unemployment, we know will come up with other vices, like, theft, armed robbery, kidnapping etc. However, many of these vices are already in existence in many African countries like Nigeria, Sudan, Mali, Niger, Cameroon and others, for AI is not yet the cause of these, as these menaces were the end product of bad economy, caused by bad leadership in Africa. The task of the studying the workings and mechanisms of AI is also an enormous challenge. We now elucidate extensively on education.

### **PHILOSOPHICAL ASSESSMENT OF EDUCATION**

**Philosophy:** Philosophers are not in agreement on the meaning of philosophy. Philosophy is a critical reflection on the realities in the universe; this includes the human person himself or herself. For C. B. Okolo, philosophy is a “critical enterprise, something dynamic, a quest, a search ..., a spirit of evaluative inquiry into all area of human experience, of the world in which we live, of man himself and his place in the universe.”<sup>8</sup>

He further contends that it is the duty of philosophy to give a “coherent and systematic account of the multifaceted universe of being and knowledge of what is, and how man knows it.”<sup>9</sup> This implies that philosophy covers every aspect of human endeavors. In other words, it studies the whole of reality. Thus, it is most ambitious. In other words, a philosophical assessment is to apply the tools of critique and objective scrutiny in its assessment of its subject matter. The focus here is on AI and education in Africa, reason behind the state of underdevelopment in education sector in Africa, lack of quality education and how to get practical or quality education. Again, if employment of AI technologies will improve education in Africa, what then are the foundational challenges to encounter?

**Education:** Education is the act of teaching knowledge to others and the act of receiving knowledge from someone else. Oxford dictionary defines it as a process of learning, training and learning, especially in school, colleges or universities, to improve knowledge and develop skills<sup>10</sup> The famous definition of education is from Socrates who sees education as bringing out ideas of universal validity that are latent in the minds of every individual<sup>11</sup>

Etymologically education is derived from the Latin word “educare” which means to lead or bring forth, drag out or to pull out ideas which are believed to be innate from childhood.<sup>12</sup> Education implies to lead out of darkness, a bringing forth into light. It is enlightenment. Education helps in socialisation, social placement, social and cultural innovation, creating a workforce, creating social solidarity and producing ideologies. Education is characterized by being a conscious effort, leading to behavioural changes in cognition, affective and psychomotor aspects. It involves planned, implemented, and evaluated teaching processes for effective learning outcomes<sup>13</sup>

John Dewey sees education as the process of the reconstruction of experience, giving it a more socialized value through the medium of increased individual efficiency<sup>14</sup> John Locke believes the purpose of education was to produce and they sought to educate one for the society in which he would live<sup>15</sup>

Rousseau in his educational philosophy holds that people are not objects but subjects of society and education. Rousseau was strongly critical of artificial forms of society created by human reason for education, for this has corrupted the deepest nature of people<sup>16</sup>

### **Types of Education and Methods**

Informal education refers to the one that can occur outside a structured curriculum, it can occur through conversation and exploration and enlargement of experience can occur unnoticed. It includes home schooling, auto-didacticism (self-teaching) and youth work. Formal education is the one normally delivered by trained teachers in a systematic intentional way, within a school, higher education or school or university. It's on regular basis, formally recognized, program is rigid and credential is gotten. Non formal education

includes various structured situations which do not either have the level of curriculum, syllabus, accreditation and certification associated with formal learning, but, have more structure than that associated with informal which typically take place naturally and spontaneously as part of other activities. Examples, swimming session for toddlers, community based sports programs, boys scouts and girls guilds programs, community or non credit adult education courses, professional conference style seminars and continuing professional development. Educational methods include storytelling, discussion, teaching, training and directed research. Education is the primary vehicle through which children and even adults use to learn the norms, values and skills they needed to function in society

### **AFRICAN INDIGENOUS EDUCATIONAL MODELS**

Whenever one mentions African indigenous education what comes to mind is apprenticeship education, It's "a system for training a new generation of practitioners of trade or a profession with on- the- job training and often some accompanying study" But African apprenticeship is a holistic education as it is applied not only in business sector but in various spheres of life and discipline (Igbos apprenticeship system as an example). African apprenticeship is a sort of vocational training where young people learn trades and crafts through hand -on- experience under skilled artisans. This system even in this 21<sup>st</sup> century is still gaining recognition for their potentials to address skills gap and contribute to economic development. it is an informal education and the core of it is practical on the job training, here, the apprentice learn skills by working alongside experience master craftsman or artisan. African indigenous educational system, apprenticeship method, is combination of theory and praxis, where praxis or practical takes precedence.

We have four types of apprenticeship, namely: Intermediate: which is entry level apprenticeship, as it allows the learner to get to their foot in the door and start working towards their future careers. The second is Advance apprenticeship which can last up to two years depending on the program and it is equivalent to two A level passes and in some cases, might require some previous qualification to enroll on the program. This can be completed by both school or college leavers and are a stepping stone to higher apprenticeships. Higher apprenticeship is equivalent to first year of undergraduate degree or a foundation degree. Here, learners continue their education while expanding their skills and gaining more work experience. Finally, Degree apprenticeship is the highest level and is equivalent to bachelors and masters degree. On apprenticeship, learners work towards a degree that is fully paid for, they will earn salary, build special skill set and build and gain industry experience over the three to six years it takes to complete the apprenticeship, depending on the course level.<sup>17</sup> Thus, education in Africa was judged by the end product as pragmatism is the key principle and the outcome was seen in the emergence of experts as blacksmiths, engineers, tailors and seamstress, carpenters etc. Thus, indigenous education in Africa was a progressive experience as it's geared towards productivity and not just consumerism. A good example could be seen in Igbo Nigerian apprenticeship system.

### **Igbo Apprenticeship system**

This is also known as Igbo trade apprentice system and commonly referred to as *Igba odibo*, *Igbaboi/Igba boyi*, *Imu ahia/Imu oru*. It is a frame work of formal and informal indentured agreements between parties that ultimately facilitate burgeoning entrepreneurial communities within the Igbos.<sup>18</sup> It's an economic model practiced widely by Igbo and originated in south eastern Nigeria, its purpose were and still remain to spur economic growth and stability and sustainable livelihood by financing and investing in human resources through vocational training

**Principles of African apprenticeship:** African apprenticeship model has some principles: 1. Preparedness, as it's ever ready to prepare one for life. 2. Functionalism, such that it's a functional education that has been productive up till this our contemporary 21<sup>st</sup> century era. 3. Communalism, as it's life and training that is community oriented. 4. Perennialism, as it's perennial and has lasted for centuries and will continue to exist. 5. Holisticism, as it's a training or a discipline for the whole person, it molds ones character. Under African indigenous education one sees also skill acquisition education and other non formal education models with enormous emphasis on productive or practical learning that will guarantee sustainable development in Africa, that is, “the development that meets the need of the present generation without compromising the ability of future generation to meet their own needs”<sup>19</sup> It is the idea that human societies must live and meet their needs without compromising the ability of the future generation to meet their own needs<sup>20</sup>. It is a way of organizing society so that it can exist in the long term, taking into account both the imperatives present and those of the future, such as the preservation of the environment and natural resources or social and economic equity. And this sustainable development is possible through Sustainable development goals which is a global goals or a collection of 17 interlinked global goals designed to be a blueprint to achieve a better and more sustainable future for all<sup>21</sup>(by 2030).

### **CHALLENGES OF ARTIFICIAL INTELLIGENCE IN AFRICAN EDUCATION**

**.Practical Education:** In this 21<sup>st</sup> century, practical education is education in itself as only theoretical education hasn't much to offer. For instance, in Nigeria, many university graduates are roaming in the streets without jobs and of course without skills. Acquisition of skills is very necessary in education. The ultimate question now is: will the employment of AI in education make the pupils or the students to learn or acquire the meaningful skills needed for quality education? AI we know too well will help out most in theoretical education which entails memorization and repetition, and it will equally help out in demonstration of practical skills needed but may not make the pupils and students to be faster as far as skill acquisition is concerned as the AI robot is not inserted inside the students, the students are the ones learning the skills themselves. The AI robot will be more beneficial on the part of the employers as they will not be paying monthly salaries as in the case of teachers, but the students will still be learning at their own pace

**Quality Education:** Introduction of certain technological advancements (AI inclusive) in

the field of education is simply geared towards quality education and it's linked towards sustainable development as it's number four among the 17 SDGs that were adapted by all United Nations member states in 2015 general assembly, with 169 targets to reach or to be achieved by 2030. Among the targeted goals, "Quality Education" ranks as the fourth<sup>22</sup>, indicating the importance attached to it, and as of today, it's still a big challenge to both AI and Africans.

**Limited or Zero Internet Connectivity:** Before one start to think about the performance or evaluating AI in Africa, we have to recall that electricity has not reached so many rural areas in Africa and even most places with electricity are not even sure of steady light. For example, in Nigeria, power outage and challenges are much and it's really an enormous night mare for the citizens. The lack of internet connectivity leads to restriction or access to AI based educational tools and resources.

**Lack of Electricity:** Lack of electricity will result to zero internet connectivity and this is big challenge to AI as there is no functional electricity to assure access to AI services. AI needs electricity for its operation. Electricity is still a major challenge to African countries. In Nigeria, owing to corruption, the issue of rural electrification by the government has not yield much fruit and many communities are still without electricity and even those with electricity hardly see light

**Cost of AI Technologies:** AI technologies are very exorbitant owing to its production and especially its maintenance. So, the procurement of AI technologies is not all that an exercise for a nation that has not passed zero hunger and zero poverty. However, some AI technologies are already in Africa, but are not yet available to a common man, schools, company and the likes. It's still a very big venture.

**Digital Literacy:** This is on the part of teachers and students. Before an AI technology will be operative in the school, teachers and students need to be aware of its operation or technical knowhow and this call for training on both teachers and students. In some Nigerian federal and private schools, one finds instructional materials like projectors, digital micro scopes and other audio and audio-visual aids, but these equipments are usually left at school and university stores for years and they become dilapidated or outdated and are no more even functional owing to digital illiteracy or lack of technical knowhow.

**Lack of Technical Experts/ Engineer:** This is a big challenge as non availability of appropriate experts for AI technologies, they are bound to damage. In every school/university, there should be employed technicians/experts/engineers to be handling and looking after different digital teaching equipments in different instructional laboratories in schools and universities. *Contemporary and Update Education Policy:* Aggiornamento (updating) is regularly needed in education policy as obsolete ones will not accommodate AI computer as it's a new innovation. Many times when one attends state

teachers meeting in Nigeria references are always made to 1980, 1986, 1996, national policy on education and the likes.. It's really painful that some of these policies were made when it is hard to find a single computer in the whole schools in the country. These polices on education needs to be updated or aligned each year to accommodate new technological development in the country.

**Cultural relevant AI Tools needed:** Owing to diversity of cultures, functional AI for African education has to be in tune with African communalism which is life and culture that is original and common to Africans, both to this contemporary Africans and Africans of yesteryears.

**African Communalism, an enormous Challenge to AI:** African communalism earmarks certain important elements that need to be considered for effective adaptation of AI. Thus, Ike Odimegwu in his article: *African Communalism*; commented on certain fundamental principles or characteristics of African Communalism that is discoverable from the distilling reading of the writings of the scholars and from the evidence of lived experience as Africans living in the African world holds that they includes: unity of being, community of existence, family hood, openness of mind, spirit and attitude, co-operation, commitment, justice, solidarity and good name.<sup>23</sup> indeed, all of the above principles or characteristics are enough challenges for effective operation of AI in Africa and education in African. For better operation of AI technology in Africa, it's reasonable for developers to see that these African communal elements are embedded in such AI.

## PHILOSOPHICAL EVALUATION AND CONCLUSION

Having discussed at length AI and African education system, we see that advancement in the area of technology is quite commendable as efficiency is assured, and proficiency and efficiency make science progressive. Similarly, contemporary education makes enormous emphasis on mastery of the practical aspects as it assures productivity and .improvement of African education sector through science and technology. AI also enhances learning through teaching equipments as projectors, computers, and other visual and audio visual instructional materials.

Instructional materials help pupils and students to learn faster and better, so quality education implies quality instructional materials. For example, in teaching concepts or names of animals or fruits among others, the learner will surely learn and retain the knowledge faster and better if the concept or the picture of the concept in question is alive there at the spot. We know too well that when one learns with combination of senses (that of sight, touch, sound, taste and smell) he or she learns faster and better. Lack of Instructional materials is the basic woe to African education. For instance, in some universities in Nigeria, students go through four year course in computer science, electronic and mechanical engineering without adequate practical lessons owing to lack of equipments and the worst is that these students are graduated and awarded certificates while in reality they cannot do simple practical works pertaining to that course. This is a colossal failure on

Nigerian education. To avoid this tragedy, six months or one year industrial training (IT) are accorded to students in these areas that needs constant practical but what some students do within this period of industrial training may not be fully described here as only few serious students do attach themselves to companies, pay them and learn the skills needed while others just only pay for the certificate they will submit to the university, indicating that they attended such training while in actual fact they did not go for such.

In the sphere of AI and instructional materials, nowadays, we see online lessons being taught by AI robots, AI robots, we know have intelligence or reason like human beings, though in artificial form, however, whether in human form or in artificial form, intelligence is intelligence and both do the same work of rationalization. AI robot can teach and teach very well as we see them teaching European, Chinese, Japan kids and children in televisions, they will equally teach well in Africa as they will be consistent and keep to the work of teaching and demonstration in some practical lessons. But the problem here is the kids, children and students to be taught are human beings and as human beings, they cannot be equated to machines or robots. They have their learning capacities and more especially, the social aspect of man has to be considered and AI may not adapt fully to this and even if it tries, it can't meet them all as Africans are known much with African communalism which embedded much into many sectors of African lives and living.

African educational system needs serious improvement so as to be productive like their western and especially Asian counter parts. Chinese and Japanese basic education is seen in some visual and audio – visual instructional materials in Facebook and other media; there, kids and children are practicing and perfecting skills that will be very difficult for university graduates in Africa and to attempt. In these countries, the curricula of their basic education systems are equipped with skills acquisition programmes and the children learn and perfect these skills as they begin to learn from tender ages and are guided through time in acquiring advanced skills for production while still in their teens. The case is different in Africa. In Nigeria, basic education is robbed of skills acquisition, and when funds are pushed by the government to cushion this idea, embezzlement of funds and corrupt attitudes of education ministers and politicians entrusted with it mars the whole idea. Finally, intensive practical and acquisition of skills is recommended to assure quality education that will move African children and youths to be productive and likewise move the nation to sustainable development and improvements through sustainable development goals.

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