

UC Berkeley

Undergraduate Research

Title

Good Governance: Effects on Enhancing Education Access and Equity in Sub-Saharan Africa

Permalink

<https://escholarship.org/uc/item/67v8w2hh>

Author

Arkorful, Nanaama Awotwe

Publication Date

2023-10-01



*2024 Honorable Mention for
Best Undergraduate Thesis
in African Studies*

**Good Governance:
Effects on Enhancing Education Access and
Equity in Sub-Saharan Africa**

Nanaama Awotwe Arkorful
University of California, Berkeley

Advisor:
Professor Amm Quamruzzaman

Fall 2023, ISF 195

TABLE OF CONTENTS

ABSTRACT.....3

Acknowledgements..... 3

1. INTRODUCTION..... 4

2. LITERATURE REVIEW.....5

 2.1 What is good governance?..... 5

 2.2 Educational Quality and Access in Sub-Saharan Africa.....7

 2.3 Improving Quality of Life & Education through Good Governance.....8

 2.4 Education for Sustainable Development.....9

3. THEORETICAL FRAMEWORK..... 13

Model 1. Conceptual Map..... 13

 3.1 Sustainable Development.....14

 3.2 Dependency Theory & Degrowth..... 15

 3.3 Embedded Autonomy..... 17

 3.3 Human Capabilities Approach..... 18

 3.4 Welfare State..... 20

 Model 2. Residual vs. Incremental Model..... 21

4. METHODS..... 21

 4.1.1 Overview of Data Source: Afrobarometer..... 22

 Table 1: Availability of Public School Services in the Primary Sampling Unit/Enumeration Area (PSU/EA) within Easy Walking Distance for Schools (Urban Areas).....26

 Results.....27

 Table 2: Availability of Public School Services in the Primary Sampling Unit/Enumeration Area (PSU/EA) within Easy Walking Distance for Schools (Rural Areas).....27

 Results.....28

 Table 3. Linear Regression chart with Governance and Education Indicators..... 29

 Results..... 30

5. DISCUSSION & POLICY IMPLICATIONS..... 32

 5.1 Good Governance in Practice: Rwanda..... 33

6. CONCLUSION..... 35

References..... 39

ABSTRACT

A lack of good governance— characterized by corruption, social inequity, lack of transparency and economic mismanagement— is widely experienced across Sub-Saharan Africa. This has been associated with inadequate provision of basic public services such as education. Existing research on the influence of governance on educational access and equity is limited in scope and focuses primarily on economic analysis of educational attainment which lacks consideration of citizen’s perspectives. This research explores the relationship between governance and educational access and equity in eighteen Sub-Saharan African states utilizing survey data from Afrobarometer Round 7 Data, collected between 2016 and 2018. Cross-tabulation was used between countries and respondent’s access to a public school within their enumerated area, controlling for both rural and urban areas. Fixed-effects regression model is used between good governance indicators and educational indicators, such as difficulty to obtain public school services, addressing educational needs, equal educational opportunity for girls and boys, access to school budget, and reporting teacher misconduct. The findings showed that there is a strong correlation between good governance and educational access and equity, but even within the presence of good governance, disparities exist between gender and urban populations.

Acknowledgements

Thank you to everyone who supported me in writing this paper. I am most grateful to Professor Amm Quamruzzman –for advising me in my data collection process– and Professor Erin Murphy- Graham for serving as the second reader of my paper, allowing me to pursue honors. I appreciate everyone who embarked on this journey with me as I completed my first thesis paper.

1. INTRODUCTION

In the landscape of education in Sub-Saharan Africa, the pursuit of equitable and accessible educational systems remains a pressing concern. The region's journey towards sustainable development and social progress is reliant on each state's ability to navigate governance challenges and harness opportunities to enhance educational outcomes. In this thesis, the effects of governance on equitable and accessible education in Sub-Saharan Africa will be explored.

With the understanding that the intersection of governance and education influences state development, this study seeks to explore the potential correlation between the implementation of good governance practices and the achievement of accessible and equitable education in Sub-Saharan Africa. The hypothesis guiding this research posits that proper implementation of good governance practices is positively correlated with equitable and accessible education in Sub-Saharan Africa. As governance principles improve, enhancement in access to education, equitable resource distribution, and an overall increase in inclusivity within educational systems is expected.

This research seeks to address a critical gap in the existing literature and contribute to ongoing conversations about governance and educational challenges faced by these nations. The study's significance lies in its potential to inform policies and practices that can enhance equitable and accessible education in Sub-Saharan Africa by taking into consideration the perspective of individuals directly affected by governance and educational equity. In the following sections, we will explore the relevant literature, delineate the scope and objectives of our research, outline our chosen methodology, and present a conclusion to the central argument of this paper.

2. LITERATURE REVIEW

This literature review covers several aspects related to understanding the linkages between good governance and accessible and equitable education in Sub-Saharan Africa. First, definitions and established measurements of good governance are explored, encompassing attributes like accountability, transparency, rule of law, and government effectiveness. A background is then provided on current education access and quality issues in Sub-Saharan Africa, highlighting significant disparities that persist across socioeconomic dimensions. Then, the review will link the implementation of good governance principles to the overall development of states, underlining the pivotal role it plays in advancing accessible and equitable education in the region. Lastly, I will be linking the importance of education in ensuring sustainable development, which will segue into the theoretical framework.

2.1 What is good governance?

Good governance relates to the establishment of effective governance systems that promote rule of law, protection of human rights, economic development, and societal well-being. It focuses on a state's capacity for autonomous governance. The rapid development of low-income East Asian nations has frequently been attributed to good governance, as emphasized by academic scholars Evans (1995) and Wade (2014). In practice, good governance aims to cultivate efficient, transparent, and equitable decision-making within governing bodies. Transparency and accountability are integral to good governance, requiring that individuals and institutions take responsibility for their actions. Responsiveness to public needs contribute to the accessible and participatory nature of good governance. Equity, efficiency, and ethical integrity are also vital components, engendering trust and probity in institutional operations. With strategic vision and prioritization of long-term objectives, good governance seeks to promote

stability, economic progress, and societal prosperity through the efficacious, ethical, and accessible administration of various entities across different sectors.

Good governance is also often linked to the democratic process. Democracy is a fundamental ideal in the concept of state governance that was missing in early conversations on development in African countries (White,2006; Mkandawire, 2001). White (2006) states “democracy, even in its procedural or minimalist form, is a massive developmental good in its own right.” States must be capable of addressing issues related to investments in society and the redistribution of wealth, democratically. In practice, this would look like a state holding free and fair elections and acknowledging human rights, while giving citizens the ability to participate in government (Edigheji, 2005; Botchway and Moudud, 2008). Numerous academics pointed out that the failure to effectively utilize natural resources in Sub-Saharan Africa can be attributed to the absence of democratic institutions. This has led to poorly managed extractive sectors and a decline in economic institutions (Besada and Martin, 2013). Despite colonialism ending, approximately six decades ago, many African countries are still feeling the legacies of colonialism which has led to failed attempts at democratizations. The World Bank (1989) reports, *Sub-Saharan Africa: from Crisis to Sustainable Growth*, observes:

Ultimately better governance requires political renewal. This means a concerted attack on corruption from the highest to the lowest level. This can be done by strengthening accountability, encouraging public debate, nurturing free press and empowering the women and the poor by fostering grassroots organizations (The World Bank, 1989).

Afro-centric scholar Mkandawire (2001) disagrees with the notion that 'neopatrimonialism' and 'clientelism' – characteristics of corruption used to define African state governance– is an attack on good governance and the reasons for stagnant socio-political development. Neopatrimonialism is a quid-pro-quo social hierarchy between the state and clients

and has been used as an umbrella term for various government policies. Mkandawire proves that traits of neopatrimonialism are traits present in every capitalistic society, even in democratic states. Instead of using these terms as indicators of why Sub-Saharan African countries fail to develop, good governance pushes scholars to focus on the positive experiences that demonstrate leadership-focused development.

The newly independent states grappled with the task of reshaping governance to better reflect the aspirations and needs of their diverse populations, addressing issues of inequality and the need for accessible institutions. African nations worked to expand educational access for the youth at this time, leading to a surge in school enrollments and improved literacy rates.

Nonetheless, due to the lack of sustainable, consistent socio-economic growth that aligns with the need for good governance, educational quality has declined.

2.2 Educational Quality and Access in Sub-Saharan Africa

In the 1980s, Sub-Saharan African states switched to neoliberal policies that emphasized deregulation and high privatization, reducing the role of the public sectors in public institutions. Also known as the Lost Decade, this era was defined by high levels of unemployment, debt, and national economic crisis resulting in reductions in educational spending. (Midgley, 1997).

Spearheaded by the International Monetary Fund and the World Bank (Bretton Woods Institutions), developing countries took on structural readjustment programs (SAPs). SAPs were implemented with the goal of addressing economic challenges and fostering development for countries facing economic hardships. Expected to bring stability to African nations, SAPs negatively impacted African states contributing to rising debt, a decrease in social services, infrastructural development, inflation and unequal distribution of wealth (Mkandawire, 2000 ; Edigheji, 2005; Routley, 2014). Key features of SAPs were macroeconomic reforms,

market-oriented reforms, currency devaluation, liberal foreign exchanges and reforms in the social sector.

SAPs led cuts to educational budgets negatively impacted educational attainment (UNESCO, 1993). With inflation decreasing minimum wage, child labor rose and consequently school enrollment fell. 54% of states saw reduced first grade access. *In Education, Adjustment and Reconstruction: Options for Change*, published by UNESCO, countries undergoing adjustment saw stark primary completion declines compared to those without SAPs. Women and other already disadvantaged groups suffered most under the imposed neoliberal model that was reminiscent of colonial-era resource extraction. (Nyango, 1978).

2.3 Improving Quality of Life & Education through Good Governance

Several studies, conducted by Pelizzo and Stapenhurst (2013), Anyanwu (2014), Jones et al. (2015), Stojanović et al. (2016), Diop et al. (2010), and Bonuedi et al. (2019), consistently show good governance positively correlates with improved quality of life. These research findings emphasize that effective governance plays a crucial role in enhancing the well-being of individuals in low and middle-income countries, which trickles down to improvements in the educational sector.

Akobeng (2016) states that alleviating poverty levels in Sub-Saharan Africa requires institutions to be free from corrupt practices, questionable deals, scandals, and ineffective bureaucracies. Anyanwu (2014) concurs - urbanization, governance, local investment and education alongside sound policies can significantly further African growth. The studies advocate for expanding Africa's production and export capacity over reliance on imports.

Pelizzo and Stapenhurst (2013) argue that poor governance's consequences include high child and maternal mortality, unemployment, stunted industrialization, increased urban crime and illiteracy. Alternatively, improved governance fosters socioeconomic growth and development.

Civil society can play a crucial role in promoting good governance and holding governments accountable in Africa (Mlambo, 2020). With an adequate educational background, civil society has the capability to advocate for new laws and policies, ensure government responsiveness to issues, and advocate for the rights of the poor and vulnerable. Without good governance, the perspectives of civil society tend to be ignored, making development stagnant. Civil society can face challenges like restrictive laws, attacks on the judiciary, and the perception of foreign influence in the absence of good governance. In the presence of good governance, governments and civil society have the capability to work in a checks and balances system.

2.4 Education for Sustainable Development

In the context of global governance, the overarching understanding of sustainable development is defined by the United Nations' Sustainable Development Goals (SDGs), a set of seventeen global objectives established in 2015 as part of the 2030 Agenda for Sustainable Development. These goals are designed to address pressing challenges and promote sustainable development across social, economic, and environmental dimensions. State governments are encouraged to work towards these goals by 2030. The SDGs provide a comprehensive framework to guide efforts aimed at improving the well-being of all people. Countries, organizations, and communities worldwide are encouraged to work collaboratively to implement policies, projects, and initiatives that contribute to the realization of these goals by 2030. The time frame emphasizes the urgency of addressing global challenges and underscores the commitment to creating a more sustainable, equitable, and resilient world within the next decade.

Although this paper focuses primarily on SDG 4: Quality Education, there are many intersections between the goals. In regards to SDG 1: No Poverty, education is a key tool for poverty reduction. Access to quality education can empower individuals to break the cycle of poverty by providing individuals with the skills and knowledge needed for better economic opportunities. SDG 2 focuses on eliminating hunger. Education can contribute to agricultural innovation and improved farming practices, which, in turn, can contribute to food security and sustainable agriculture. An example of this would be Waangari Mathai's Green Belt movement in Kenya. The Green Belt Movement, founded in 1977, is an environmental organization that focuses on tree planting, conservation, and women's rights. The movement encourages community-based tree planting as a means to address environmental degradation, promote sustainable development, and empower women. Maathai was involved in politics and democracy in Kenya, serving as an elected Member of Parliament and as Assistant Minister for Environment and Natural Resources in Kenya. (Mathai,2003) Her political activism and advocacy for democratic governance were integral to her vision of a sustainable and just society. Such instances show how the implementation of various sustainable development goals creates effective and visible changes. Improving education can have positive ripple effects across multiple dimensions of sustainable development, contributing to the overall achievement of the 2030 Agenda for Sustainable Development.

SDG 3 focuses on good health and well-being. Education plays a crucial role in promoting health awareness and preventive measures. Educated individuals are more likely to adopt healthy behaviors and access healthcare services. Despite the prominence of the HIV/AIDS epidemic in Botswana, through educating their population, they have paved a way for the epidemic to not define the population. Botswana has been proactive in its response to HIV/AIDS,

implementing comprehensive strategies that encompass healthcare, social support, education, and economic development. The government has invested in strengthening healthcare infrastructure to provide antiretroviral treatment (ART) and other medical services. Access to treatment has improved, leading to increased life expectancy and better health outcomes for people living with HIV/AIDS (Armah, 2015).

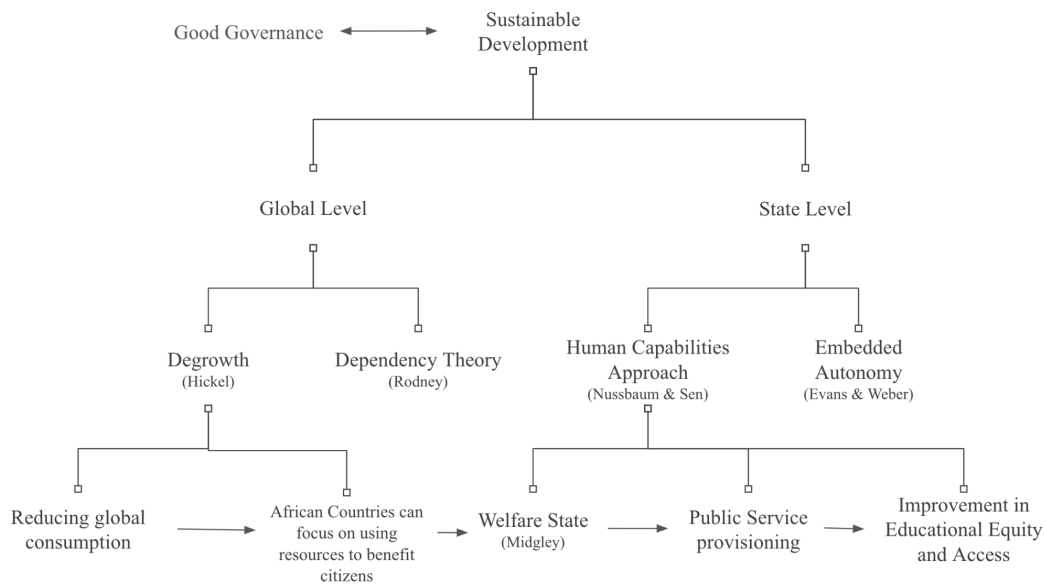
HIV/AIDS is often intertwined with issues of gender inequality. As SDG 10 deals with reducing inequality, education can help reduce inequalities by providing equal opportunities for all, regardless of socio-economic background, gender, or other factors. Efforts to address HIV/AIDS in Botswana include a focus on promoting gender equality and addressing social norms that contribute to the spread of the virus (Heald, 2006). This is possible through the support of the global community which through cooperation Botswana has engaged in partnerships with international organizations and donor agencies to enhance its response to HIV/AIDS. International cooperation is crucial for sharing best practices, accessing resources, and promoting a coordinated global response to the epidemic.

SDG 16 focuses on ensuring peace, justice, and strong institutions. Education is a fundamental tool for promoting peaceful and just societies by fostering tolerance, understanding, and respect for human rights. Due to the lack of equitable higher education in Sub-Saharan Africa, many individuals leave the continent for better higher education. This is a prominent recurrence between some of the most capable government officials in Sub-Saharan Africa. Ensuring equitable and accessible higher education allows individuals to make more informed choices and take part in public policies which ultimately affect institutions and the quality of public services.

According to the United Nations Development Program (UNDP), stronger partnership with international actors has paved the way for progress in various sectors. Yet amongst scholars, it is agreed upon that international agreements ‘constrain’ development (Sandbrook, 2005; Mkandawire, 2001). This has created the need to look for other means of state development to sustain a better future for Sub-Saharan Africa through a more regional and context-specific approach.

3. THEORETICAL FRAMEWORK

Model 1. Conceptual Map



In exploring the effects of good governance on accessible and equitable education in Sub-Saharan Africa, this theoretical framework draws upon Sustainable Development, Dependency Theory, Resource Curse perspectives of Dependency theory and Degrowth, and the Human Capabilities Approach. The importance of fostering accessible and equitable education within this region underscores the need for a robust theoretical foundation. Each of these theories contributes unique insights: Sustainable Development provides a holistic lens, Dependency

Theory reveals global power dynamics, Resource Curse perspectives illuminate challenges in resource-rich environments, and the Human Capabilities Approach emphasizes individual well-being. The synthesis of these theories will guide the analysis, offering understanding of how governance practices shape the landscape of education in Sub-Saharan Africa.

3.1 Sustainable Development

Good Governance happens within the theoretical framework of sustainable development. Sustainable Development emphasizes the interdependence of economic, social, and environmental dimensions of development. Outside of its global governance context, sustainable development refers to economic, social, and technological progress meeting the needs of the present without compromising future generations' ability to meet their needs. Rather than maximizing short-term gains in ways degrading the environment or intensifying inequality, sustainable development takes a more holistic, long-term view towards balanced prosperity.

The year 2023 is highlighted as a critical midpoint for the implementation of the 2030 Agenda for Sustainable Development and the evaluation of the first 10-year implementation plan of Agenda 2063 by the African Union. (undp.org, 2023) Agenda 2063 stresses accessible, equitable growth benefitting all societal segments through good governance, stability, and peace. Recognizing Africa's youth demographic significance, it specifically targets youth empowerment via education, skills-building, and boosted participation in decision-making.

The 2030 Africa Sustainable Development Report refers to the "one framework, two agendas" initiative, emphasizing the common framework shared by the global and multinational agendas in promoting sustainable development. Progress in achieving Sustainable Development Goals (SDGs) and Agenda 2063's goals and targets is noted to be uneven, with variations among subregions, countries, and rural and urban areas.

Scholars believe that governance plays a role in sustained development by transforming the socio-economic conditions (Johnson, 1982; Edigheji, 2005, Mkandiwire, 2004). In practice, good governance in relation to sustainable development would look like economic growth correlating to greater investment in the public sector, leading to an increase in the standard of living for citizens. The increase of capital alongside the proper execution of democratic practices allows for state development. Collaboration between different communities and local governments is non-negotiable, as well.

Good governance and sustainable development share an interdependent relationship, strengthening one another. Both concepts involve responsible, ethical administration and inclusive growth for holistic human progress. Good governance enables policies balancing economic, social, and environmental priorities essential for enduring development. Sustainable progress guided by foresight, in turn supplies resources and public trust consolidating participatory governance institutions.

3.2 Dependency Theory & Degrowth

Colonialism significantly influenced the development of many Sub-Saharan African countries, as European powers partitioned and controlled much of the continent in the 19th and early 20th centuries. The governance structures established during colonialism were inherently designed to serve the interests of the colonizers. In the 1960s, following independence from colonial rule, many nations in Africa embarked on a journey of self-determination, initiating state-driven efforts to enhance public sectors, including public education (Mkandawire, 200; Osei-Hwedie, 2000). However, the enduring legacy of colonial governance continues to present challenges in present-day Sub-Saharan Africa.

Dependency Theory argues that the underdevelopment of certain countries is not merely a result of internal factors such as lack of resources, education, or technological know-how, but is in large part a consequence of the way they are integrated into the global economic system (Rodney, 1972; Amin, 1976; Hickel, 2020).

How Europe Underdeveloped Africa, by Guyanese historian and political activist Walter Rodney, examines the impact of European colonialism on the African continent, arguing that it played a central role in underdeveloping Africa. The exploitation of Africa started with the slave trade in 1526 resulted in a massive loss of human resources that disrupted African societies. Rodney contends that colonial powers systematically plundered the continent's natural resources and established economic structures that primarily benefited Europe, highlighting how African economies were transformed to serve the interests of the colonial powers. This included the introduction of cash crops, which led to a skewed agricultural sector and the neglect of food production.

Hickel advocates for alternative economic models that prioritize sustainability over endless growth. Proposing the idea of *Degrowth*, Hickel suggests that in order to create a more equitable and sustainable world, we need to move away from the pursuit of constant economic expansion. Bringing in an ecological understanding of economic growth, he emphasizes that the planet's natural resources are finite, and unrestricted growth will lead to ecological crises, including climate change, biodiversity loss, and pollution— which in turn affect wellbeing and one's quality of life. Hickel supports the idea of prioritizing local economies and sustainable practices over globalized, profit-driven production and consumption patterns. Through this, as consumption decreases, resources can be distributed more equitably. Hickel's work emphasizes that development cannot happen without taking into account human and social development.

Rodney argues that African countries were left with economies that were heavily dependent on the export of raw materials, often controlled by foreign corporations. This economic structure left African nations vulnerable to global market fluctuations. Hickel's work shares some common ground with its critique of global economic inequalities, particularly in his emphasis on ecological sustainability and his advocacy for alternative economic models like degrowth. Hickel is critical of the global economic system, particularly how it perpetuates inequalities between developed and developing countries. Both theories analyze the relationship between developed and developing countries, arguing that the economic development of wealthy nations often relies on the exploitation of resources and labor from poorer nations.

Rodney stresses the need to enhance education that empowers Africans to participate actively in their own development. This includes formal education. Education can encourage a sense of unity and solidarity among African nations and peoples. It gives individuals the language to engage in politics and advocate for political systems that are transparent, accountable, and responsive to the needs of the people. Rodney encourages the rejection of authoritarianism and the promotion of participatory governance. He believes that collective action and cooperation are essential in overcoming the legacies of underdevelopment.

3.3 Embedded Autonomy

Evans (1987) references the term “embedded autonomy” as the nature of effective state bureaucracies. In relation to good governance, it refers to having a competent bureaucracy that has independence from particularistic interests and capacity for long term development strategy while at the same time being responsive and tied to society via close public-private collaborations and links with civic groups.

Evans' understanding of state autonomy is an extension of Weberian views, approaching it from different angles and historical contexts. In *Economy and State*, Weber (1968) emphasizes the interplay between state and economy, acknowledging how economic interest—often represented as powerful multinational corporations, influence political decisions and government action. Weber argues that a state is rational, capable of making decisions independently in order to exercise authority over its people and regulate economic activity. Evans' concept of embedded autonomy builds on Weber's views and focuses on how developing states can maintain a degree of autonomy while being connected to societal and economic actors. The central argument put forth by Evans is that successful industrial transformation requires a specific form of state intervention, making them better equipped to pursue long-term developmental goals, as they can balance the interests of different societal actors and resist short-term pressures (Evans 1987).

In this system of checks and balances, civil society plays a crucial role in promoting good governance and holding governments accountable in Africa (Mlambo, 2020).

3.3 Human Capabilities Approach

Human development is regulated by state development. The Human Capabilities Approach is a framework for evaluating well-being and development. Developed by economists and philosophers, Amartya Sen and Martha Nussbaum, this theory shifts focus away from neoliberal indicators of development and emphasizes the importance of individuals' capabilities and freedoms to lead lives they value. It considers what people are able to do and be, rather than just what they have (Sen, 1999). Nussbaum emphasizes the way in which development is measured by economic gain is toxic, not beneficial or a true reflection of 'human priority' (Nussbaum, 1993).

Nussbaum identifies the ten central human capabilities as being: life, bodily health, bodily integrity, senses, imagination and thought, emotions, practical reason, affiliation, compassion for other species, play and control over one's environment. Life pertains to the ability for one to live to the end of a normal human lifespan without dying prematurely. Bodily health deals with being able to live in good health through adequate nourishment and shelter. Bodily integrity is the ability to move freely and be secure from violent assaults. Senses, Imagination and thoughts are grouped into one category. They focus on being able to use the senses to think, imagine and reason in an informed way cultivated by proper education. Emotions pertain to the ability to have an attachment to things and people outside of ourselves. Practical Reasoning is being able to engage in critical thinking and reflections about one's life and one's relation to the social world. Affiliation deals with being able to live for and in relation with others. The dimension focused on other species entails being able to live with concern for animals, plants and other things found in nature. Play pertains to the ability to enjoy recreational activities, while control over one's environment focuses on the right to own property, political participation, and work.

Elaine Unterhalter and Melanie Walker (2017) extend the human capabilities approach with consideration of education systems. The Capability Approach defines the purpose of education as expanding fundamental freedoms and valuable beings/doings that all individuals have reason to value. This means assessing educational quality based on the capabilities it promotes and whether it enables students to pursue lives they have reason to value, rather than just enrollment, test scores or economic outcomes. Relevant educational capabilities could include: literacy, numeracy, critical thinking, social networks, employability, understanding global issues, ability to participate politically and the development of imagination/creativity.

Applying the Capability Approach requires paying attention to persistent inequalities based on gender, race, class, disability and how education systems can enable substantive freedoms for marginalized groups.

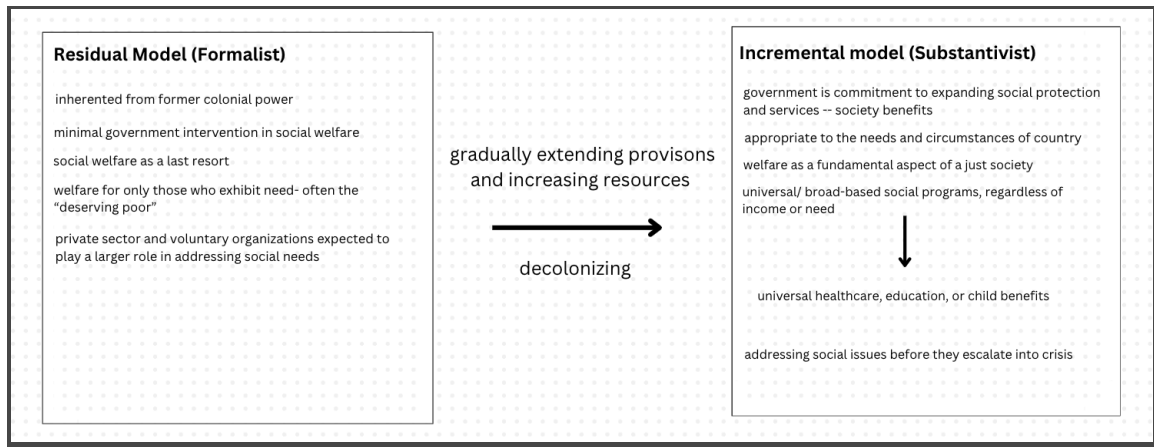
This framework offers a broader notion of education quality focused on cultivation of capabilities students have reason to value, aligning well with a social justice oriented vision of Sub-Saharan education explored in the thesis. The approach has implications for the design and assessment of social policies, suggesting that policies should aim not only at improving economic conditions but also at enhancing education, healthcare, political participation, and other capabilities— falling into the framework of sustainable development.

3.4 Welfare State

Midgley poses the idea of the residual vs. incremental model, which is a pragmatic response to the complexity and uncertainty inherent in social policy in developing countries. It acknowledges that policy change is often incremental due to various constraints and competing interests. Prior to decolonization, African countries operated under a residual model of social welfare where government intervention was minimal in providing social welfare. Critics of the residual model argue that it can stigmatize recipients and perpetuate inequality. It may also be less effective in addressing systemic issues that contribute to poverty and social exclusion.

This framework of understanding takes into consideration the effects of colonization in Africa's current socio-economic challenges. It is not normative as other social welfare typologies and views socio-economic development as a progressive.

Model 2. Residual vs. Incremental Model



(Midgley, 1997)

4. METHODS

This study employs a quantitative cross-national research design. Cross-tabulation combined with linear regression analysis is used to evaluate the connections between good governance conditions and education equity outcomes across Sub-Saharan African countries. The analysis encompasses governance indicators from Afrobarometer Round 7 survey data aggregated at the country level. These are examined in relation to key measures around equitable access to education and learning. The data is controlled for Black and African races. Controlling for race aims to reduce the influence of race as a confounding variable, ensuring that any observed effects are not solely due to racial differences. Using recent nationally representative data across eighteen countries in the region is used to assess correlations between governance and education access and equity.

4.1.1 Overview of Data Source: Afrobarometer

Afrobarometer is a pan-African, non-partisan research network that conducts individual-level public attitudes, surveying Africans regarding public opinion on the educational landscape, governance, and economic conditions. Afrobarometer Survey Round 7 conducted between 2016-2018. The organization conducts surveys in 34 African countries, most of which are in Sub-Saharan Africa. The Afrobarometer employs a national probability sampling methodology with the aim of obtaining a representative cross-section of voting-age citizens in a given country. What makes this data set significant is that it takes into account public perceptions, providing valuable insights into the views of ordinary citizens who benefit from public services.

4.1.2 Sampling Methodology

The key principles include random selection methods at every sampling stage and probability proportional to population size to ensure larger geographic units have a proportionally greater chance of being selected. The sampling comprises citizens aged 18 and older in samplings of either 1,200 or 2,400 cases for each country, allowing for inferences of national adult populations with a margin of sampling error ranging from +/-2.0 to +/-2.8 percentage points at a 95% confidence level. The sample design is clustered, stratified, multi-stage, and area-probability-based.

Stratification occurs based on subnational units and urban or rural locations to prevent the omission of distinct ethnic or language groups. Then, sampling occurs in the last two stages of data collection: sample survey unit selection (in rural areas), primary sampling unit (PSU) selection, sampling start point selection, household selection, and individual respondent selection. To manage fieldwork costs and logistics, eight interviews are clustered within each

selected PSU. Gender balance is maintained by alternating between interviewing a man and a woman within households. (Afrobarometer, 2023)

To help ensure that the sample is representative of the target population and meets the research objectives, only individuals who self-identify as Black or African are included in this study. Respondents who did not meet the inclusionary criteria of self-identifying as Black or African or resided within Sub-Saharan Africa were excluded from further analysis. In order to enhance the reliability of the data, rigorous data cleaning procedures were implemented where missing or incomplete responses for each variable were identified and removed. Eighteen Sub-Saharan African countries are represented. 18,668 urban residents and 14,112 rural respondents were accounted for, making for a total of 32,780 respondents.

4.2 Measures

Given survey questions related to governance, three indicators were created for good governance: rule of law, control of corruption, and government effectiveness. To capture a composite measure of rule of law, good control of corruption and government effectiveness, I employed the rowmean function in Stata. This function calculates the mean across specified variables for each observation in a row, generating a new variable representing the average value for each case. Educational access and equity variables were created based on survey questions related to education being: equal opportunity for girls and boys, schools within walking distance, likelihood in response when reporting teacher misconduct, governments effectiveness in addressing educational needs and how difficult it is to obtain public school services. Below are descriptions of the variables:

Rule of law

This variable is measured by respondents' perceptions about how often (a) The president or

prime minister ignores the law or constitution of the country, (b) people are treated unequally under law, (c) government officials who commit crime go unpunished, and (d) common people who commit crime go unpunished. 1 = never/rarely, 0 = often/always which higher scores corresponding to better rule of law.

Control of Corruption

Respondents were asked to give their perceptions about the extent of corruption in their country among (a) government officials, (b) police, and (c) judges and magistrates. 1 = none/some of them were corrupt, 0 = most/all of them were corrupt, and then are combined, higher scores corresponding to greater control corruption.

Government effectiveness

Respondents were asked to give their perception about how well or badly their current government was (a) managing the economy, (b) fighting corruption, (c) reducing crime, and (d) improving standards of living for the poor 1 = often/always effective higher scores corresponding to greater government effectiveness.

The questions asked regarding educational access and equity are as follows:

Equal Education opportunity for Girls and Boys

Respondents were asked, “For each of the following statements, please tell me whether you disagree or agree, or haven’t you heard enough to say? In our country today, girls and boys have equal opportunities to get education.” : 1=Strongly disagree, 2=Disagree, 0=Neither agree nor disagree, 4=Agree, 5=Strongly agree

School in the PSU/EA.

Respondents are asked, “Are the following services present in the primary sampling unit / enumeration area or in easy walking distance?” 0=No and 1= Yes

Likelihood of Response: Reporting Teacher Misconduct

How likely is it that you could get someone to take action if you went to a government office or other public institution to report the following problems, or haven't you heard enough to say? If you went to the local school to report teacher misbehavior such as absenteeism or mistreatment of students. : 0=Not at all likely, 1=Not very likely, 2=Somewhat likely, 3=Very likely.

Addressing Educational Needs.

How well or badly would you say the current government is handling the following matters, or haven't you heard enough to say: Addressing educational needs? : 1=Very badly, 2=Fairly badly, 3=Fairly well, 4=Very well.

Difficulty to obtain public school services.

Respondents were asked, “How easy or difficult was it to obtain the services you needed from teachers or school officials?” Responses were coded for 1=Very easy, 2=Easy, 3=Difficult, 4=Very difficult.

Table 1: Availability of Public School Services in the Primary Sampling Unit/Enumeration**Area (PSU/EA) within Easy Walking Distance for Schools (Urban Areas)**

Country	No	Yes	Total
Benin	16 (2.28%)	552 (97.18%)	568
Botswana	112 (13.63%)	711 (86.37%)	823
Burkina Faso	-	320 (100%)	320
Cabo Verde	96 (12.12%)	696 (87.88%)	792
Cameroon	17 (2.72%)	609 (97.28%)	626
Côte d'Ivoire	120 (20%)	480 (80%)	600
eSwatini	40 (19.23%)	168 (80.77%)	208
Gabon	80 (8.49%)	863 (91.51%)	943
Gambia	320 (43.01%)	424 (56.99%)	744
Ghana	32 (2.45%)	1272 (97.55%)	1,304
Guinea	24 (6.12%)	368 (93.88%)	392
Kenya	16 (2.81%)	553 (97.19%)	569
Lesotho	96 (20.69%)	368 (79.31%)	464
Liberia	-	568 (100%)	568
Madagascar	16 (6.06%)	248 (93.94%)	264
Malawi	8 (3.45%)	224 (96.55%)	232
Mali	8 (2.94%)	264 (97.06%)	272
Mauritius	40 (8.93%)	408 (91.07%)	448
TOTAL	8,766 (46.91%)	9,902 (53.09%)	18,668

The data illustrates the percentages and frequencies of respondents in the Afrobarometer's urban survey, concerning the presence of public schools within walking distance in various African countries. A total of 18,668 urban residents from 18 nations participated in the survey.

Results

Analysis indicates that approximately 53% of the sampled urban population confirmed having a school facility within close proximity. While states like Burkina Faso and Liberia's urban areas seem to have total access to a public school within walking distance or their enumerated areas, disparities exist. This is seen in Gambia, where only 57% of the surveyors living in urban areas seem to have total access to a public school within walking distance or their enumerated areas.

Table 2: Availability of Public School Services in the Primary Sampling Unit/Enumeration Area (PSU/EA) within Easy Walking Distance for Schools (Rural Areas)

Country	No	Yes	Total
Benin	64 (10.10%)	568 (89.90%)	632
Botswana	95 (25.34%)	280 (74.66%)	375
Burkina Faso	96 (11.01%)	776 (88.99%)	872
Cabo Verde	32(7.84%)	376 (92.16%)	408
Cameroon	40 (7.04%)	528 (92.96%)	568
Côte d'Ivoire	136 (22.93%)	456 (77.07%)	592
eSwatini	192 (19.35%)	800 (80.65%)	992
Gabon	77 (30.45%)	176 (69.55%)	253
Gambia	724 (50%)	724 (50.0%)	1448
Ghana	192 (17.52%)	904 (82.48%)	1096
Guinea	116 (14.47%)	686 (85.53%)	802
Kenya	71 (6.95%)	951 (93.05%)	1022
Lesotho	112 (15.38%)	616 (84.621 %)	728
Liberia	152 (25.33%)	448 (74.67%)	600
Madagascar	32 (3.42%)	904 (96.58%)	936
Malawi	72 (7.56%)	880 (92.44%)	952

Country	No	Yes	Total
Benin	64 (10.10%)	568 (89.90%)	632
Botswana	95 (25.34%)	280 (74.66%)	375
Burkina Faso	96 (11.01%)	776 (88.99%)	872
Cabo Verde	32(7.84%)	376 (92.16%)	408
Mali	128 (13.79%)	800 (86.21%)	928
Mauritius	64 (8.51%)	688 (91.49%)	752
TOTAL	2665 (18.90%)	11447 (81.10%)	14,112

The data displays percentages and frequencies of the Afrobarometer's rural respondents, reporting the availability of public schools either in their enumeration area or within easy walking vicinity. In total 14,112 rural respondents across 18 African countries were surveyed on this basic education infrastructure measure. The aim is assessing disparities in fundamental rural access to schooling facilities across Sub-Saharan national contexts.

Results

Analysis of the access rates highlight that overall, 81.1% rural respondents reported having a school within easy walking distance indicating that most have proximity to a public school but still 1 in 5 do not. This is still a greater percentage of those with walkable access to public schools as compared to urban areas. When compartmentalizing by country reported in Madagascar (96.6%) and Kenya (93%) had the greatest percentage of surveyors in rural areas with a public school in their enumerated areas or in walking distance. The Gambia (50%), had the lowest percentage, with half of their surveyed respondents in rural areas indicating having a public school in walking distance. A sizable 45 percentage point divergence persists between the highest and lowest, pointing to uneven progress across Africa despite average rural access levels appearing reasonable.

Table 3. Linear Regression chart with Governance and Education Indicators

	Difficulty to obtain public school services	Addressing Educational Needs	Equal Education opportunity for Girls and Boys	Access to School Budget	Reporting Teacher Misconduct
Control of Corruption	-0.0272*** (0.00637)	0.0168** (0.00654)	0.00885 (0.00670)	0.0227*** (0.00878)	0.0366*** (0.00833)
Rule of Law	-0.0132 (0.0103)	0.0184* (0.0106)	-0.00263 (0.0112)	0.00991 (0.0146)	0.0492*** (0.0138)
Government Effectiveness	-0.0251** (0.0103)	0.296*** (0.0123)	0.0126 (0.0123)	0.0658*** (0.0161)	0.0872*** (0.0153)
Urban	0.0812*** (0.0221)	-0.0627*** (0.0224)	0.0375 (0.0229)	-0.209*** (0.0295)	-0.0934*** (0.0280)
Female	0.00928 (0.0219)	-0.0233 (0.0221)	0.0159 (0.0227)	-0.0329 (0.0292)	-0.0972*** (0.0277)
Age	-0.00378*** (0.000784)	8.21e-05 (0.000795)	-0.000301 (0.000805)	0.00498*** (0.00104)	0.00188* (0.000982)
Constant	2.355*** (0.0378)	2.349*** (0.0385)	4.364*** (0.0391)	1.142*** (0.0505)	1.646*** (0.0478)
Observations	7,438	7,346	6,493	6,338	6,338
R-Squared	0.013	0.095	0.001	0.021	0.024

Standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

In this regression analysis, we examine the relationship between governance indicators and key education variables. The data excludes missing/no answer responses, which represent approximately three-quarters of the observations for each dependent variable. Approximately, the varying number of observations is a result of removing respondents that chose not to answer or did not know how to answer. The model includes equal education opportunity for Girls and Boys, Difficulty to obtain public school services, Addressing Educational Needs, and Ability to Access School Budget and Ability to report teacher misconduct as dependent variables. The governance indicators, Control of Corruption, Rule of Law, and Government effectiveness are independent variables. The linear regression controls for Age, Urban settings and Female. These findings collectively suggest that perceptions of educational equity and access are influenced by factors such as control of corruption, government effectiveness, urban residence, and gender.

Results

For the difficulty to obtain public school services, the analysis reveals that higher levels of control of corruption are associated with a decrease in perceived difficulty of obtaining public school services (coefficient: -0.0272, $p < 0.01$). Government effectiveness also contributes to a reduction in difficulty in obtaining public school services. (coefficient: -0.0251, $p < 0.05$). Urban residence, however, is linked to an increase in difficulty (coefficient: 0.0812, $p < 0.01$).

The results also indicate that a higher level of control of corruption is associated with a positive perception of equal education opportunities, as reflected by the positive coefficient of 0.00885. Similarly, the effectiveness of the government also contributes positively to this perception, as indicated by the coefficient of 0.0126. Urban residence is another significant factor, with a coefficient of 0.0375, suggesting that individuals residing in urban areas tend to hold a more positive view of equal education opportunities. Notably, being female is positively

associated with perceiving equal opportunities for education between genders, as evidenced by the coefficient of 0.0159. The rule of law variable did not show a statistically significant association at conventional levels. Age, with a coefficient of -0.000301, has a negligible negative association with the perception of equal education opportunities.

Better perceptions of rule of law contribute to positive views on addressing educational needs, observed in the coefficient (0.0184*). Control of Corruption (0.0168**) and Government Effectiveness (0.296***) both exhibit positive coefficients, implying that as these governance indicators improve, respondents are more likely to hold favorable views on the government's handling of educational needs. Being Female is linked to a negative impact in addressing educational needs (-0.0233).

Control of Corruption (0.0366***), Rule of Law (0.0492***), and Government Effectiveness (0.0872***) all exhibit positive coefficients, suggesting that as respondents perceive higher levels of control of corruption, better rule of law, and more effective government, they are more likely to report teacher misconduct. Urban residence and being female, however, show negative coefficients, indicating that these factors are associated with a lower likelihood of reporting teacher misconduct.

Additionally, the analysis of access to the school budget (Q18A) highlights positive associations with Control of Corruption (0.0227***), Rule of Law (0.00991), and Government Effectiveness (0.0658***) all exhibit positive coefficients, suggesting that respondents who perceive higher levels of control of corruption, rule of law, and government effectiveness are more likely to believe in improved access to the school budget. Urban residence, however, shows a negative coefficient (-0.209***), indicating that residing in urban areas is associated with lower perceived access to the school budget.

5. DISCUSSION & POLICY IMPLICATIONS

Accessible and equitable education is achievable through good governance, as evidenced by the data. In reference to Table 1. and Table 2., urban areas reveal more pressing public school availability gaps compared to rural zones. A 40 percentage point urban-rural divide manifests between top and bottom cases signaling worrying intra-national disparities hidden by national aggregates. Rapid African urbanization strains already inadequate education infrastructures. Easing urban access by upgrading infrastructure and affordability is urgent as cities expand. Disaggregated data supports tailoring policies to the needs of marginalized urban subgroups.

National leadership must directly focus on historically neglected zones to enable inclusive, equitable education aligned with global goals. Ghana and Benin are a good example of this. Current education policy in Ghana provides two years of compulsory and free kindergarten. According to the Ministry of Education of Ghana's website, decentralization allows localized policy targeting rural/urban needs. (MoE.gov.gh, 2023) Recognizing youth vulnerability, Benin developed a national health care and education program for youth ages 3-5 in collaboration with the International Children's Center. Benin and Ghana serve as examples of effective governments with transparency and accountability, giving citizens more opportunities to participate and oversee educational services and needs, while aligning their goals with the global agenda. The public is given the opportunity to better communicate what is lacking or needed to improve schools in their communities.

The results from Table 3. shows that improving governance correlates with favorable public perception of educational provision. Enhanced control of corruption facilitates accessing public school services, suggesting that when there is less corruption, funding and resources

allocated for public education may be more likely to actually reach schools and students, rather than being spent illicitly.

Urban residents and female gender negatively correlate with reporting teacher misconduct, despite governance gains. Social or cultural norms in urban areas may discourage questioning authority figures like teachers. Traditional gender roles may also make women less likely to raise misconduct concerns. There may be more cases of true misconduct occurring in rural schools as well yet fewer oversight mechanisms and accountability standards in place. More research would be needed to analyze the underlying causes but these data point to a potential accountability gap when it comes to educational authority figures' actions in urban public schools and between gender identities. Outreach and transparent reporting standards for misconduct could help address the discrepancy as well as creating the proper infrastructures that support women and girls in their educational journey.

Policy implications include the need for targeted interventions to enhance governance practices which will trickle down to educational access and equity. Recognizing the disparities in educational access between rural and urban areas and women, governments and partners need to work effectively to focus on uplifting these groups. As nations in the region strive for sustainable development, prioritizing good governance in the education sector is imperative for fostering accessible and equitable societies.

5.1 Good Governance in Practice: Rwanda

Although not represented in this data set, Rwanda is often cited as a leader in good governance and sustainable development in Africa. The country has implemented various initiatives to promote environmental conservation, renewable energy, and green growth. Women

have played a prominent role in Rwanda's governance and development strategies. (Prunier, 2021).

The 1994 genocide in Rwanda had profound and long-lasting impacts on the country, claiming the lives of an estimated 800,000 people and left the nation in a state of trauma. In the aftermath of this tragedy, Rwanda has made remarkable progress. Reconciliation efforts under the political leadership of President Paul Kagame has been central to Rwanda's post-genocide recovery. In 2000, Vision 2020 was created as a development strategy and long-term planning initiative in Rwanda that aimed to guide the country's economic, social, and governance transformation over a 20-year period, with the goal of turning Rwanda into a middle-income country. These efforts included empowering women to take on leadership roles across government, business and civil society. Women now comprise over 60% of Rwanda's legislature, the highest rate globally (UNWomen.org, 2018).

The government and civil society have worked to promote unity and healing among different ethnic and social groups. This has contributed to a more cohesive society, which is essential for sustainable development. Efforts to increase access to quality education have led to improvements in literacy rates and educational attainment, aiding in social development of the state alongside initiatives to move into public health sectors. Discarding the ideals of a mono-crop economy, Rwanda's government has prioritized sectors like tourism, technology, agriculture, and public services. This economic growth is essential for sustainable development. Rwanda's efforts to diversify its economy highlights the country's pursuit of a knowledge-based economy and its focus on entrepreneurship and innovation. Rwanda's commitment to environmental sustainability is seen through efforts to combat deforestation, promote conservation, and develop renewable energy sources.

Rwanda's government practiced good governance by analyzing the state-specific needs with an understanding of the historical and cultural context and creating attainable goals and benchmarks. This would not have been possible without adequate rule of law, decrease in corruption, and ensuring the well-being of citizens as a whole. As the 2020 Vision concluded, Rwanda continues to implement subsequent visions, such as the National Strategy for Transformation (NST), which outlines the country's development goals and strategies for the next decade as a part of Vision 2050. Rwanda's case proves that good governance is possible in Sub-Saharan Africa.

Rwanda's achievements were not done alone. Collaboration with international organizations focused on educational access such as the Global Partnership in Education (GPE) helped mobilize resources and coordinate efforts to support education in developing countries. The GPE collaborates with national governments, local communities, and other stakeholders to implement its programs within relevant institutions to achieve the country's education goals. In partnership with organizations like this, countries with limited access and equitability in education can work to strengthen this sector.

6. CONCLUSION

This research explored linkages between governance practices and progress towards equitable, accessible education across Sub-Saharan Africa. Quantitative analysis of survey data from 18 countries provided evidence that perceptions of corruption control, rule of law, and government effectiveness shape public views on equal opportunities, availability, and responsiveness of school systems. The region has been plagued by persistent challenges for nations striving to establish autonomous, inclusive, and effective governance systems. The literature review highlighted the concept of good governance and its role in fostering economic

development, protecting human rights, and promoting the well-being of citizens. The theoretical framework draws upon Sustainable Development, Dependency Theory, Resource Curse perspectives, the Human Capabilities Approach, Embedded Autonomy, and the Welfare State. Each of these theories offers perspective to the relationship between governance practices and educational outcomes. Good governance bridges these theories and offers a pathway to change. As nations in the region continue their journey of self-determination, the integration of these theoretical frameworks into policy and practice can pave the way for a more sustainable, accessible, and equitable educational landscape.

Findings suggest governance reforms should be integral for regional education policy agendas. Anti-corruption and effective governance mechanisms appear pivotal—when corruption is perceived as lower, public services may improve. However, urban and female respondents were less likely to report misconduct, signaling a transparency gap. Targeted outreach could address this.

Uneven access persists nationally, with rural zones fairing better overall. Rapid African urbanization strains education infrastructure, demanding customized supports for disadvantaged city subgroups. Good governance enables policies tailored to localized contexts while aligning with global sustainable development targets. Yet, quality education remains impacted by resource curses and foreign interference. For example, cobalt mining in Congo for global technology products has raised ethical concerns over child labor and environmental harm - coinciding with dependency theory's critique of resource extraction (Lawson, 2021). Still, collective action through entities like the African Union and ECOWAS is essential to exert autonomy and lift human capabilities.

Cross-sectional survey data shows correlations between governance and education variables at one point in time, but cannot definitively establish causal relationships or patterns over time. In the future, longitudinal data to assess how changes in governance quality over decades might precipitate changes in educational access and equity. The data is only representative of 18 out of 46 Sub-Saharan African countries. Although I worked with the data available, increasing the number of Sub-Saharan countries represented in the Afrobarometer data surveys would help strengthen this analysis as well as mixed methods approaches combining large-scale surveys with more in-depth case studies of how governance institutions intersect with education provision locally through policy implementation chains would also be beneficial to future studies.

This research provides valuable insights into the relationship between governance indicators and key education variables. The findings underscore the importance of good governance in shaping education equity outcomes. Ultimately, multi-level efforts addressing decision-making structures, social marginalization, ecological strains and foreign interference are imperative for lasting, widespread improvement. But political will and public accountability are crucial first steps. The data and cases suggest good governance provides the foundation for transformative education ecosystems serving all African citizens.

References

Afrobarometer (R7 2016/2018)

Amin, Samir. 1974. "Accumulation on a World Scale." New York : Monthly Review Press.

Anand, Sudhir, and Amartya Sen. 1994. "Human Development Index: Methodology and Measurement."

Anyanwu, J. C., & Erhijakpor, A. E. O. (2010). Do international remittances affect poverty in Africa?. *African Development Review*, 22(1), 51–91.

Armah, Richard. 2015. "Botswana and Mauritius: A comparative analysis of an economic and political success story in the most unlikely region (Master's alternative plan paper, Minnesota State University, Mankato)." *Cornerstone: A Collection of Scholarly and Creative Works for Minnesota State University, Mankato*.
<https://cornerstone.lib.mnsu.edu/etds/416/>.

Moudud, Jamee K., and Karl Botchway. "The search for a new developmental state." *International Journal of Political Economy* 37, no. 3 (2008): 5-26.

Bonuedi, Isaac, Kofi Kamasa, and Elliot Boateng. 2019. "The Growth Effects of the Bulging Economically Active Population in Sub-Saharan Africa: Do Institutions Matter?" *African Development Review*. Wiley. doi:10.1111/1467-8268.12364.

Diop, Abdoulaye, Gilles Dufrenot, and Gilles Sanon. 2010. "Is Per Capita Growth in Africa Hampered by Poor Governance and Weak Institutions? An Empirical Study on the ECOWAS Countries." *African Development Review*. Wiley.
doi:10.1111/j.1467-8268.2010.00236.x.

- Edigheji, Omano. "A democratic developmental state in Africa." A concept paper. Johannesburg: Centre for Policy Studies (2005).
- Evans, Peter B. *Embedded autonomy: States and industrial transformation*. Princeton University Press, 1995..
- Heald, Suzette. 2006. "Abstain or die: the development of HIV/AIDS policy in Botswana." *Journal of biosocial science* 38 (no. 1): 29-41.
- Hickel, Jason. 2021. *Less Is More*. London, England: Windmill Books.
- Hossain, Naomi, and Sam Hickey. 2019. "The Problem of Education Quality in Developing Countries." *The Politics of Education in Developing Countries*. Oxford Uni
- Jones, Sam, John Page, Abebe Shimeles, and Finn Tarp. 2015. "Aid, Growth and Employment in Africa." *African Development Review*. Wiley. doi:10.1111/1467-8268.12134.
- Karaoğuz, Hüseyin Emrah. 2020. "Developmental States in Sub-Saharan Africa: Reflections on State, Development, and Foreign Policy." *İstanbul Üniversitesi Sosyoloji Dergisi*. Istanbul University. doi:10.26650/sj.2020.40.2.0061.
- Lawson, Michele Fabiola. "The DRC Mining Industry: Child Labor and Formalization of Small-Scale Mining." Wilson Center, 2021.
<https://www.wilsoncenter.org/blog-post/drc-mining-industry-child-labor-and-formalization-small-scale-mining>.
- Maathai, Wangari. 2004. *The Green Belt Movement : sharing the approach and the experience*. N.p.: Lantern Books.
- Midgley, James.(1998) "Colonialism and welfare: A post-colonial commentary." *Journal of Progressive Human Services* 9, no. 2 : 31-50.

Ministry of Education Ghana. Ministry of Education Ghana - Changing Ghana Through Education. Accessed December 10, 2023. <https://moe.gov.gh/>.

Mkandawire, Thandika. n.d. "Thinking About Development States in Africa." *Cambridge Journal of Economics*, no. 25, 289-313. 10.1093/cje/25.3.289.

Mlambo, Victor H., Sphephelo P. Zubane, and Daniel N. Mlambo. 2019. "Promoting Good Governance in Africa: The Role of the Civil Society as a Watchdog." *Journal of Public Affairs*. Wiley. doi:10.1002/pa.1989.

Moudud, Jamee, and Karl Botchway. "Challenging the orthodoxy: African development in the age of openness." *African and Asian studies* 6, no. 4 (2007): 457-493.

Nussbaum, Martha Craven, and Amartya Sen. "The Quality of Life / Edited by Martha Nussbaum and Amartya Sen." Oxford: Clarendon, 1993.

Osei-Hwedie, Bertha Z. "SUCCESSFUL DEVELOPMENT AND DEMOCRACY IN AFRICA: THE CASE OF BOTSWANA AND MAURITIUS." *Il Politico* 65, no. 1 (192) (2000): 73–90. <http://www.jstor.org/stable/24005439>.

Pelizzo, Riccardo, and Frederick Stapenhurst. 2013. "The Dividends of Good Governance." *Poverty & Public Policy*. Wiley. doi:10.1002/pop4.49.

Prunier, Gérard. 1995. *The Rwanda Crisis: History of a Genocide*. N.p.: Columbia University Press.

Rodney, W. (1972) *How Europe Underdeveloped Africa*. London: Bogle L'Ouverture

Routley, Laura. "Developmental states in Africa? A review of ongoing debates and buzzwords." *Development Policy Review* 32, no. 2 (2014): 159-177.

Sabry, Mohamed I. 2022. "The Institutional Origins of State–Society Relations." *Fulbright*

Review of Economics and Policy Vol 2 (No. 2): 161-183.

<https://doi.org/10.1108/FREP-05-2022-0032>.

Stojanovic, Ilija & Ateljevic, Jovo & Stević, Stevan. (2016). Good Governance as a Tool of Sustainable Development. *European Journal of Sustainable Development*. 5. 558-573.

10.14207/ejsd.2016.v5n4p558.

UN Women. 2018. "Revisiting Rwanda five years after record-breaking parliamentary elections." *UN Women*, August 13, 2018.

<https://www.unwomen.org/en/news/stories/2018/8/feature-rwanda-women-in-parliament>.

Walker, Melanie, and Elaine Unterhalter,. 2007. *Amartya Sen's Capability Approach and Social Justice in Education*. 10.1057/9780230604810.

World Bank Group, 1989. From crisis to sustainable growth - sub Saharan Africa : a long-term perspective study (English). Washington, D.C. :

<http://documents.worldbank.org/curated/en/498241468742846138/From-crisis-to-sustainable-growth-sub-Saharan-Africa-a-long-term-perspective-stu>

