



## **Building Bridges for Technology in Africa through Design Education in African Schools**

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### **Abstract**

World Bank Policies have been geared to eradicate poverty in developing countries as in the Development Policy-“Prospect for Developing Countries, 1978-85.” The UN's 1990 report revealed that the end to poverty was not in sight as over one billion or a third of the developing countries wallow in abject poverty. By 1996 the World Bank's assessment on the issue of poverty alleviation showed that it was no longer a nation, but of international and global concern in view of its implication for human development, growth and comfort. This prompted a United Nation's (UN) 1997 release, aimed at proffering a solution. Paradoxically, we are in an era where the Western world is dictating the pace of development in the world in which globalization and individualization are seen as the accepted norm. Presently in 2012, the Black people of the world are still grappling with how to cope with challenges in their environment. This paper discusses how Design Education will ennoble students at Basic Nine to be very creative as they move on to the senior secondary level and art schools at the tertiary level. The students will be able to embark on projects of modern dimensions in this machine age, in particular, in sculpture, graphics, ceramics, textiles, music as well as music technology and theatre art.