

*Right to AI and other Technologies in the Classroom: Enabling Access to Quality Education in Africa for Sustainable Development*

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**Kariuki Muigua**

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## **Right to AI and other Technologies in the Classroom: Enabling Access to Quality Education in Africa for Sustainable Development**

**Kariuki Muigua\***

### **Abstract**

*This paper critically examines how Artificial Intelligence (AI) and other technologies can be appropriately utilised to enable access to quality education in Africa. The paper observes that ensuring access to quality education in Africa is a fundamental human right whose attainment is necessary for Sustainable Development. However, the paper also notes that the ideal of quality education is yet to be attained in Africa due to underlying challenges. Consequently, the paper notes that the growth of AI and other technologies provides opportunities to ensure accessibility, inclusivity and quality of education in Africa in the pursuit of Sustainable Development. It examines how AI can be effectively integrated into education systems in Africa by harnessing opportunities while addressing challenges towards enabling access to quality education for Sustainable Development.*

Enabling access to quality education is key towards fostering Sustainable Development both globally and in Africa. Quality education and learning is linked to progress in the economic, social, cultural and political spheres of life<sup>1</sup>. For example, education enables individuals and societies to acquire knowledge, develop skills, cultivate personal growth and foster community cohesion towards human progress and development<sup>2</sup>. Quality education empowers individuals and societies towards Sustainable Development. It has been observed that by enhancing access to quality education for all, individuals and communities are empowered to reach their full potential towards building more inclusive and equitable societies, and paving the way for a sustainable and flourishing future for generations to come<sup>3</sup>. Quality education enables individuals to make informed decisions and take action, both individually and collectively, to change society and protect the planet towards Sustainable Development<sup>4</sup>.

Due to its importance, it has been observed that fostering inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles in the pursuit of Sustainable

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<sup>1</sup> The Role of Education in Human Growth and Development., Available at <https://aithor.com/essay-examples/the-role-of-education-in-human-growth-and-development> (Accessed on 21/04/2026)

<sup>2</sup> Deshmans. P.H., & Thombre. K., 'The Impact of Education on Human Development in the 21<sup>st</sup> Century: Needs, Challenges & Opportunities' Available at <https://ibrj.us/wp-content/uploads/010302.pdf> (Accessed on 21/04/2026)

<sup>3</sup> United Nations Educational, Scientific and Cultural Organization., 'Quality education and lifelong learning opportunities for all' Available at <https://www.unesco.org/en/fieldoffice/daressalaam/expertise/educationandlifelonglearning#:~:text=Embracing%20lifelong%20learning%2C%20empowers%20individuals,%2C%20innovative%2C%20and%20sustainable%20society> (Accessed on 21/03/2026)

<sup>4</sup> United Nations Educational, Scientific and Cultural Organization., 'What is Education for Sustainable Development?' Available at <https://www.unesco.org/en/sustainable-development/education/need-know> (Accessed on 21/04/2026)

Development<sup>5</sup>. This goal is enshrined under the United Nation's *2030 Agenda for Sustainable Development*<sup>6</sup> which acknowledges that education is an important tool towards unlocking the economic, social and environmental dimensions of sustainability<sup>7</sup>. Sustainable Development Goal (SDG) 4 seeks to ensure quality, inclusive and equitable education and promote lifelong learning opportunities for all towards sustainability<sup>8</sup>.

Achieving quality education however remains a challenge all over the world including in Africa. For example, it has been observed that there are challenges in education systems all over the world with many children and the youth lacking access to quality education<sup>9</sup>. In particular, existing legal, financial, gender, capacity, and technical among other barriers are undermining access to quality education with disproportionate impacts on vulnerable and marginalized individuals and populations including girls, the poor, indigenous and local communities, persons with disabilities and people of colour<sup>10</sup>. Tackling these challenges is crucial towards enabling access to quality education for all towards Sustainable Development.

This paper critically examines how Artificial Intelligence (AI) and other technologies can be appropriately utilised to enable access to quality education in Africa. The paper observes that ensuring access to quality education in Africa is a fundamental human right whose attainment is necessary for Sustainable Development. However, the paper also notes that the ideal of quality education is yet to be attained in Africa due to underlying challenges. Consequently, the paper notes that the growth of AI and other technologies provides opportunities to ensure accessibility, inclusivity and quality of education in Africa in the pursuit of Sustainable Development. It examines how AI can be effectively integrated into education systems in Africa by harnessing opportunities while addressing challenges towards enabling access to quality education for Sustainable Development.

## **2.0 Access to Quality Education as a Human Right in Africa**

Fostering access to quality education in Africa is a vital agenda towards Sustainable Development. Quality education has been described as a beacon of hope and an engine of progress towards catalysing Africa's

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<sup>5</sup> United Nations Development Programme., 'Goal 4: Quality Education' Available at <https://www.undp.org/sustainable-development-goals/quality-education> (Accessed on 21/04/2026)

<sup>6</sup> United Nations General Assembly., 'Transforming Our World: the 2030 Agenda for Sustainable Development.' 21 October 2015, A/RES/70/1., Available at <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf> (Accessed on 21/04/2026)

<sup>7</sup> Ibid

<sup>8</sup> Ibid

<sup>9</sup> Kuppens. L., 'Quality Education Means Empowerment' Available at <https://www.globalpartnership.org/blog/quality-education-means-empowerment> (Accessed on 21/04/2026)

<sup>10</sup> United Nations., 'Goal 4: Quality Education' Available at <https://www.un.org/sustainabledevelopment/education/#:~:text=Education%20is%20the%20key%20that.and%20to%20reach%20gender%20equality> (Accessed on 21/04/2026)

development and prosperity<sup>11</sup>. It has been observed that quality education can catalyse socio-economic development in Africa by empowering individuals, societies and nations to realize their full potential thus unlocking Sustainable Development in the continent<sup>12</sup>. In order to improve economic growth and tackle poverty in Africa, investing in quality education is a fundamental priority<sup>13</sup>.

Access to quality education has been recognised as a fundamental human right in Africa. For instance, the *African Charter on Human and Peoples' Rights*<sup>14</sup> seeks to foster the right to education in Africa. The Charter stipulates that every individual in Africa has the right to quality education<sup>15</sup>. At a national level, the *Constitution of Kenya*<sup>16</sup> enshrines the human right to education<sup>17</sup>. The Constitution requires the state to foster the right to education for specific groups including children who have the right to free and compulsory basic education<sup>18</sup>; persons with disabilities who are entitled to access educational institutions and facilities that are integrated into society to the extent compatible with their interests<sup>19</sup>; the youth who the right to access relevant education and training for their development<sup>20</sup>; and minorities and marginalised groups who are entitled to special opportunities in educational and economic fields<sup>21</sup>.

African Union's *Agenda 2063*<sup>22</sup> acknowledges that a key driver of Africa's development agenda will be its world class human capital developed through *quality education* focused on achieving 100 per cent literacy and numeracy, and clear emphasis on science, technology and engineering<sup>23</sup>. It requires African countries to invest in quality education across all levels including early childhood education to primary, secondary, technical, vocational and higher education<sup>24</sup>. According to the African Union, achieving the dream of a prosperous Africa based on inclusive growth and Sustainable Development as envisaged under Agenda 2063 requires that Africa makes significant investments in education with the aim of developing human

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<sup>11</sup> African Union., 'Investing in Tomorrow: The African Union Year of Education Catalyzing Progress for Africa and the World: Commemorating the African Union's Year of Education' Available at <https://au.int/en/pressreleases/20240925/investing-tomorrow-african-union-year-education-catalyzing-progress-africa> (Accessed on 21/04/2026)

<sup>12</sup> Zhang, X., 'Sustainable Development in African countries: evidence from the impacts of education and poverty ratio' *Humanities and Social Sciences Communications*, Volume 11, No. 1386 (2024)

<sup>13</sup> Institute for Security Studies., 'Quality education delivers growth – but Africa's scorecard remains poor' Available at <https://issafrica.org/iss-today/quality-education-delivers-growth-but-africa-s-scorecard-remains-poor#:~:text=The%20quality%20of%20education%20in,education%20in%20sub%2DSaharan%20Africa.> (Accessed on 21/04/2026)

<sup>14</sup> Organization of African Unity (OAU), *African Charter on Human and Peoples' Rights* ("Banjul Charter"), CAB/LEG/67/3 rev. 5, 21 I.L.M. 58 (1982), 27 June 1981

<sup>15</sup> Ibid, article 17 (1)

<sup>16</sup> Constitution of Kenya., 2010., Government Printer, Nairobi

<sup>17</sup> Ibid, article 43 (1) (f)

<sup>18</sup> Ibid, article 53 (1) (b)

<sup>19</sup> Ibid, article 54 (1) (b)

<sup>20</sup> Ibid, article 55 (a)

<sup>21</sup> Ibid, article 56 (b)

<sup>22</sup> African Union., 'Agenda 2063: The Africa we Want' Available at [https://au.int/sites/default/files/documents/33126-doc-framework\\_document\\_book.pdf](https://au.int/sites/default/files/documents/33126-doc-framework_document_book.pdf) (Accessed on 21/04/2026)

<sup>23</sup> Ibid

<sup>24</sup> Ibid

and social capital through an education and skills revolution emphasizing innovation, science and technology<sup>25</sup>.

Enabling access to quality education is therefore a key continental priority towards Sustainable Development in Africa. Despite the role of quality education in fostering Sustainable Development, it has been observed that Africa, especially Sub-Saharan Africa, still struggles to improve educational outcomes undermining the continent's development efforts<sup>26</sup>. It is estimated that Sub-Saharan Africa has the highest rates of education exclusion among the six developing regions of the world with over one-fifth of primary-age children and almost 60 percent of youth between the ages of 15 and 17 being out of school<sup>27</sup>. Challenges such as poverty, gender inequalities and disparities, inadequate educational infrastructure and frequent and prolonged armed conflicts are undermining the pursuit of quality education in Africa with disproportionate impacts on vulnerable groups including the youth, girls, and indigenous and local communities<sup>28</sup>.

### **3.0 Artificial Intelligence, Technology and Access to Quality Education in Africa: Opportunities, Risks and Challenges**

In light of the foregoing challenges, fostering access to quality education is vital towards Sustainable Development in Africa. AI and other technologies provide vital solutions towards achieving this goal. For instance, it has been observed that AI and other technologies provide opportunities for increased access to education, personalized learning, and effective educational management<sup>29</sup>. In particular, AI can ensure personalized learning experiences and provide a platform for quick and immediate feedback between learners and educators<sup>30</sup>. Further, it has been observed that AI tools can enable educators to prepare quality and interactive learning models thus improving learning experiences<sup>31</sup>. In addition, AI has the capacity to empower students by providing access to otherwise unavailable learning materials and opportunities and presenting content in a manner that is more engaging and accessible<sup>32</sup>.

AI therefore offers numerous advantages including personalized learning, reduced teacher workload, quick student feedback, student engagement and improved accessibility which can be improve the quality of

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<sup>25</sup> African Union., 'Investing in Tomorrow: The African Union Year of Education Catalyzing Progress for Africa and the World: Commemorating the African Union's Year of Education' Op Cit

<sup>26</sup> Institute for Security Studies., 'Quality education delivers growth – but Africa's scorecard remains poor' Op Cit

<sup>27</sup> Klapper. L., & Panchamia. MV., 'The high price of education in Sub-Saharan Africa' Available at <https://blogs.worldbank.org/en/developmenttalk/high-price-education-sub-saharan-africa> (Accessed on 21/04/2026)

<sup>28</sup> United Nations Educational, Scientific and Cultural Organization., 'Q&A: What you need to know about the state of education in Africa' Available at <https://www.unesco.org/en/articles/qa-what-you-need-know-about-state-education-africa> (Accessed on 21/04/2026)

<sup>29</sup> United Nations Educational, Scientific and Cultural Organization., 'AI and education: Protecting the rights of learners' Available at <https://www.unesco.org/en/articles/ai-and-education-protecting-rights-learners> (Accessed on 21/02/2026)

<sup>30</sup> AI's future for students is in our hands., Available at <https://www.brookings.edu/articles/ais-future-for-students-is-in-our-hands/> (Accessed on 21/04/2026)

<sup>31</sup> Guidelines on the ethical use of artificial intelligence and data in teaching and learning., Available at <https://education.ec.europa.eu/focus-topics/digital-education/action-plan/ethical-guidelines-for-educators-on-using-ai> (Accessed on 21/04/2026)

<sup>32</sup> AI's future for students is in our hands., Op Cit

education and learning outcomes<sup>33</sup>. It has been observed that from personalized learning tools and experiences to intelligent educational and tutoring systems that provide tailored guidance, support, and real-time feedback based on individual learning patterns and knowledge levels, AI can revamp education systems towards achieving quality education<sup>34</sup>. In addition to AI, it has been observed that the widespread availability and accessibility of other technologies including mobile devices and internet connectivity is enabling students in both urban and remote areas to access diverse educational content, engage in interactive learning experiences, and connect with educators and peers all over the world<sup>35</sup>. Modern technologies are providing new and innovative forms of support to teachers, students, institutions and the learning process more broadly<sup>36</sup>. For instance, technology can enhance remote learning, promote access to learning materials from all over the world, promote efficiency in the learning process including through quick interaction between teachers and students, and streamline education systems<sup>37</sup>.

Adopting AI and other technologies can foster the right to education by improving access and quality, implementing inclusive learning methodologies that take into account the specific needs of learners, augmenting students' learning experiences, developing virtual service-learning projects through which students from all over the world can interact, and promoting lifelong learning opportunities for all through both formal and non-formal education<sup>38</sup>. According to the United Nations, the power of technology and the digital revolution can ensure that quality education is provided as a public good and a human right especially for vulnerable and marginalised individuals and communities<sup>39</sup>. Due to their transformative potential, AI and other technologies can ensure that no one is left behind by narrowing the gap in quality education between developed and developing countries and urban and rural areas<sup>40</sup>.

Utilising AI and other technologies in the classroom is therefore important towards enabling access to quality education in Africa for Sustainable Development. It has been observed that with education systems in Africa facing numerous challenges including large student populations compared to the global average, understaffed schools and inadequate infrastructure, AI and other technologies can address these challenges by providing personalised, scalable and localised learning solutions that can enable access to quality education in resource-constrained environments<sup>41</sup>. Through AI and other technologies, it is possible to

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<sup>33</sup> The Pros and Cons of AI in Education: Benefits, Risks and Real Examples., Available at <https://www.discoveryeducation.com/blog/educational-leadership/ai-in-education/> (Accessed on 21/04/2026)

<sup>34</sup> Vieriu. A. M., Petrea. G., 'The Impact of Artificial Intelligence (AI) on Students' Academic Development' Available at <https://www.mdpi.com/2227-7102/15/3/343> (Accessed on 21/04/2026)

<sup>35</sup> United Nations Educational, Scientific and Cultural Organization., 'Empowering Education: The Transformative Role of Technology in Africa' Available at <https://www.iicba.unesco.org/en/empowering-education-transformative-role-technology-africa> (Accessed on 21/04/2026)

<sup>36</sup> World Bank Group., 'Digital Technologies in Education' Available at <https://www.worldbank.org/en/topic/edutech> (Accessed on 22/04/2026)

<sup>37</sup> Ibid

<sup>38</sup> Right to Education Initiative., 'Technology in Education' Available at <https://www.right-to-education.org/issue-page/technology-education> (Accessed on 21/04/2026)

<sup>39</sup> United Nations., 'Assuring and improving quality public digital learning for all' Available at <https://www.un.org/en/transforming-education-summit/digital-learning-all> (Accessed on 21/04/2026)

<sup>40</sup> United Nations., 'New Partnership for Digital Education' Available at <https://www.un.org/en/academic-impact/new-partnerships-digital-education> (Accessed on 21/04/2026)

<sup>41</sup> Artificial Intelligence in Sub-Saharan Africa - Education Report., Available at <https://aiinafricaresearch.alueducation.com/reports/education/> (Accessed on 22/04/2026)

harness adaptive learning systems, intelligent tutoring and multilingual education tools that can support both students and teachers in Africa<sup>42</sup>. The United Nations observes that AI and other technologies are breaking barriers of access, cost, and language to build inclusive and localized learning systems in the continent<sup>43</sup>.

Despite their potential in enabling access to quality education for Sustainable Development, Africa faces several challenges in harnessing AI and other technologies. For instance, it has been observed that Africa faces capacity challenges that undermine the effective use of AI and other technologies in education systems in the continent<sup>44</sup>. Limited internet connectivity especially in rural areas, poor infrastructure, high costs and inadequate training on AI and digital literacy are some of the capacity challenges that hinder the effective use of AI and other technologies in education systems in Africa<sup>45</sup>. Further, there is a risk of cultural and language biases when harnessing AI in education systems in Africa. It has been argued that since most AI models are designed and rely on data from the Global North, adopting them in Africa and the Global South without necessary modifications can raise language and cultural biases<sup>46</sup>. It has been correctly noted that most AI-models are Western-centric and can thus perpetuate biases and stereotypes against indigenous knowledge systems in the Global South<sup>47</sup>. Therefore without appropriate training on data sets that reflect the cultural and language requirements in Africa and the Global South, use of AI models in education can reinforce harmful biases and exclusion against indigenous languages and knowledge systems in the Global South<sup>48</sup>.

Tackling the foregoing challenges is key towards ensuring the right to AI and other technologies in the classroom in order to enable access to quality education in Africa for Sustainable Development.

#### **4.0 Conclusion**

AI and other modern technologies have the potential to enable access to quality education in Africa for Sustainable Development. It is therefore imperative to harness AI and other technologies in order to improve education outcomes for students, teachers, institutions, communities and nations in Africa. This involves enhancing investments in physical and digital infrastructure in order to ensure that AI-driven education tools and other technologies can be widely adopted in the continent<sup>49</sup>. Addressing the digital divide including through ensuring high-speed internet access and reliable electricity especially in rural areas can empower vulnerable students, communities and institutions to harness technology towards enabling access to quality education<sup>50</sup>. There is also need to improve AI and digital literacy skills for learners and teachers in order to enhance their capacity to utilise modern technologies towards quality education<sup>51</sup>. In

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<sup>42</sup> Ibid

<sup>43</sup> United Nations., 'AI and the Future of Learning' Available at <https://africarenewal.un.org/en/magazine/ai-and-future-learning> (Accessed on 22/04/2026)

<sup>44</sup> Artificial Intelligence in Sub-Saharan Africa - Education Report., Op Cit

<sup>45</sup> Ibid

<sup>46</sup> How AI can adapt to Indigenous knowledge., Available at <https://medium.com/blog/how-ai-can-adapt-to-indigenous-knowledge-2ae3cd442096> (Accessed on 22/04/2026)

<sup>47</sup> Ibid

<sup>48</sup> United Nations., 'Ensuring Indigenous Peoples' rights in the age of AI' Available at <https://www.un.org/en/desa/ensuring-indigenous-peoples%E2%80%99-rights-age-ai> (Accessed on 22/04/2026)

<sup>49</sup> Artificial Intelligence in Sub-Saharan Africa - Education Report., Op Cit

<sup>50</sup> Ibid

<sup>51</sup> How AI can adapt to Indigenous knowledge., Op Cit

addition, it is of utmost importance to tackle cultural and language biases by training AI models on local languages, customs and education goals for inclusive, responsive, appropriate and quality education outcomes<sup>52</sup>.

Fostering the right to AI and other technologies in the classroom is an ideal worth pursuing towards enabling access to quality education in Africa for Sustainable Development.

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<sup>52</sup> Ibid

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