India's Engagement of Education in Ghana and Cote d'Ivoire: Its impact on Economy

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ABSTRACT

This article takes a closer look at the education system in Ghana and Cote d'Ivoire. Both the countries education-based inequalities intensified hindrances and more importantly created the space for violent political and social contestations. The inter-state and intra-state conflict not only damaged education system but also the economy of a state. The state failure and instability in almost all African countries so that, it's also impact on the African economy. Education always be a poverty reduction tool for a state.

Keywords (Cote d'Ivoire, Education, Economy, Ghana, West Africa)

1. INTRODUCTION

There are eighteen countries in West Africa. Ghana and Cote d'Ivoire are share boundary of 640- kilometer border between the two countries. Both the countries share the land and maritime boundary. Both the countries dispute over maritime boundary. This article takes a closer look at the education system in Ghana and Cote d'Ivoire. It is analyzed that how the civil war, inter and intra state conflict and political instability affect to an education system in Ghana and Cote d'Ivoire. This article examined the politicization of education is hamper to socio-economic conditions of a nation.

Ghana is located in West Africa with Accra as its capital. With a population of approximately 25 million, the country is divided into 10 administrative regions. Its neighbors are Togo to the East, Ivory Coast to the West, and Burkina Faso to the North. The southern part of Ghana is bordered by the Gulf of Guinea. In 1957, Ghana became the first country in sub-Saharan Africa to gain independence from colonial rule. The country has a large youthful population with the proportion of youth 15 years and younger constituting 38% of the population.

Political instability since from independence 1956, four-time military coup in Ghana that is 1966, 1969, 1972, 1980. Political instability affects the socio-political development of Ghana during the period of 1980's to 1990's. Same as education also severely affected since independence. The issue of state failure and instability is not only a great concern for Africa but also the fragile state of Ghana. There are problems of public policy making and implementation in Ghana. There are also inconsistencies in the selection and prosecution of policy priorities as government alternates between political parties of different ideologies and unstable political

environment. Policy ownership due to donor influences and the lack of political will to translate. This often results in a gap between policy intentions and actual practice. Therefore, wide gap can exist between the preferences that are domestically desired and the proposals that are externally imposed by the donor community to the detriment of the developmental aspirations of the developing country concerned. For example, the fears of Ghanaian policy makers that the privatization and commercialization prescriptions of the World Bank and the IMF would crowd out the provision of social welfare services such as free education and subsidized health care could not be allayed following the implementation of the SAP. This means that the ideological preferences of donors are prioritized over citizens' desires. Corruption is no doubt negatively impacting on Ghana's economic growth and increasing public spending on education and other sectors. The 2013 Global Corruption Report predicts that the standard of education is falling in Ghana because corruption has tainted schools and universities in the country.

Cote d'Ivoire (also known as Ivory Coast), a tropical country in southern West Africa on the Gulf of Guinea (North Atlantic Ocean), bordered in the north by Mali and Burkina Faso, in the West by Liberia and Guinea and in East Ghana. Cote d'Ivoire has a population of 22.7 million. The Capital city is Yamoussoukro. The largest city capital is Abidjan. French is the official language with five main spoken languages in Cote d'Ivoire. About 40% of the population are Muslims, 34% are Christians, and 25% practice traditional religions.

Cote d'Ivoire got independence from France in 1960. Cote d'Ivoire is one of the world's largest producers of cocoa and coffee. In December 1999, a military coup overthrew the government of Cote d'Ivoire. Junta leader Robert Guei blatantly rigged elections held in late 2000 and declared himself the winner. Popular protest forced him to step aside and brought Laurent Gbagbo into power. In 2002, civil war broke out in Cote d'Ivoire, dividing communities and destroying public institutions, including its education system. While the education sector in Cote d'Ivoire was clearly a victim of the civil war, which continued until late 2004. The primary causes of the conflict in Cote d'Ivoire are multiple and complex. In regard to the role played by education, the problem rested less with the curriculum, which was the same across the country, and more with access to and coordination and allocation of resources, which were unequally distributed by region. Such education-based inequalities aggravated frustrations and more importantly created the space for violent political and social context, which have opened the road to the politicization of education and fueled the conflict. The conflict seriously damaged an already struggling education system, relegating education to the bottom of the national priority list and preventing thousands of stakeholders both students and teachers from gaining access to it. It is important to think beyond previous interventions, which saw education as a strategy for poverty reduction and embrace those efforts that recognize the intricate relationship between education and conflict. Interventions in Cote d'Ivoire's education system should not only address those issues related to coordination, capacity building, resources, curriculum, and access, but also those issues related to peace and conflict. The government of Cote d'Ivoire should take the lead in such education-sector interventions and request technical and financial support from specialized international institutions, NGOs, and financial institutions. These kinds of small steps can be improving the standard of education in the Cote d'Ivoire.

2. CAPACITY BUILDING IN EDUCATION SECTOR IN AFRICA IN GENERAL AND GHANA AND COTE D'IVOIRE IN PARTICULAR

One in three children's in Africa that is enrolled in school drop out of primary education. In most developing countries, the budgets allocated for education are too low to meet requirements and to achieve the goal of universal compulsory school attendance. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), developing countries spend an average of 4.4 per cent of their national income on education. The United States and countries in Western Europe invest 5.5 per cent on average; some countries even invest more than 8 per cent on education. Bad governance, high staff turnover, inefficient use of funding, corruption and lack of management and organizational skills are other obstacles to the universal provision of education.

There's increasing concern about the sky-high rates of graduate unemployment on the one hand and the shortage of specialist skills on the other. In fact, the skills shortage has been identified as one of the biggest obstacles for the government to reach its economic growth targets. Nearly two and a half million young South Africans are currently out of work and not in school – with staggering socio-economic implications. Therefore, it is important to emphasize the development in education sector in terms of entrepreneurship and skill development.

Between 2001 and 2010 there were six African countries that had the highest growth rates including Angola at number one, Nigeria at number four, and Ethiopia at number five. The Economist projects that between 2011 and 2015 there will be seven African countries in the top ten fastest growing economies in the world, with countries like Mozambique, Tanzania, Congo and Ghana entering the top ten. While a lot has been achieved in Africa, it is not universal, and indeed a number of challenges remain. Furthermore, new constraints have emerged on the horizon, many of which are reliant on or derived from academic capacity or the lack of it.

While there are many issues that impact on education capacities, four aspects standout-

1)   How to finance education?
2)   The policy reforms needed for an effective functioning of education systems;
3)   How to enhance research capacity? and
4)   How to support innovation in education?

India's ITEC Programme and its ICCR Scholarship Programme in the 1960's, Africa has emerged as one of them India's most important development partners. In the past 10 years, such partnership has significantly expanded in virtually every category. At the initiative of the then President of India, Dr. Abdul Kalam, India announced the very ambitious Pan-African E-Network project which would provide digital connectivity across Africa and also link Indian educational and medical institutions with counterpart institutions in Africa. In

recognition of the growing importance of India-Africa ties and prospects for much closer development cooperation, it was decided to convene regular India-Africa Forum Summits and the first such Summit was held in April 2008 in New Delhi, the second in May 2011 in Addis Ababa and third in October, 2015.

These Summits have "laid the foundation of a new architecture for a structured interaction and cooperation between India and our African partners in the 21st Century A number of specific actions were also spelt out to encourage ICT collaboration, including the quick and effective implementation of the flagship Pan-African E-Network project which India has contributed, towards overcoming the digital divide in Africa. A very broad-ranging collaborative effort is envisaged under the rubric 'Cooperation in Social Development and Capacity Building'. These are: Education, Health, Water and Sanitation, Culture and Sports and Poverty Eradication. Education is one of agenda for co-operation with African countries.

2.1.   India provide Scholarships and Fellowships for African Students

India also offers a number of scholarships and fellowships to students from Africa. These scholars and fellowships include travel expenses. Indian Council of Cultural Research (ICCR) scholarships at Indian Universities. There are scholarships being given including airfare to foreign students since 2009. In 2012-13, 900 seats are being allocated and the utilization completed.

Table 1: Profile of ICCR scholarships including airfare

Year	Seats Allocated	Seats Utilized
2009-10	532	238
2010- 11	532	207
2011-12	532	207
2012-13	900	

Source: Ministry of External Affairs (India) see the details:

https://www.researchgate.net/publication/277572565_Capacity_Building_in_Education_Sector_An_Exploratory_Study_on_Indian_and_African_Relations

- Special agricultural scholarships (75 per year): 71 and 85 utilized in 2010-11 and 2011-12 respectively. 102 applications under process for 2012-13.
- C.V. Raman Scientific Fellowships (104 per year): 85 and 79 utilized in 2010-11 and 2011-12 respectively.
- Special training courses (500 per year): 449 and 929 utilized in 2010-11 and 2011-12 respectively.

2.2. India's Capacity Building Institutions in Africa

As per decisions taken at the India-Africa Forum Summits, India has committed to establishing about 100 capacity building institutions to build and strengthen capacities at the pan-African, regional and bilateral levels. Some of the key institutions in the process of implementation are listed below:

· India-Africa Institute of Information Technology, Ghana

· India-Africa Institute of Foreign Trade, Ghana, Uganda

· India-Africa Institute of Education Planning and Administration, Burundi

· India-Africa Diamond Institute, Botswana

· India-Africa Civil Aviation Academy (location to be decided)

· India-Africa Institute of Agriculture and Rural Development (location to be decided)

· India-Africa University for Life and Earth Sciences – Ibadan University, Nigeria

Another major contribution to capacity building in Africa is India's commitment to set up 10 vocational training centres in Burkina Faso, Burundi, Egypt, Ethiopia, Gabon, Gambia, Libya, Mozambique, Rwanda and Zimbabwe. An Apex Planning Organization for Coal is being established in Mozambique, which will also provide training in mining technology. Another unique area of cooperation between India and Africa relates to the setting up of Human Settlement Institutes in Kenya, Mauritania, Togo and Zambia to deal in a multi-disciplinary manner with the challenge of rapid urbanization.

2.3. Ghana-India Kofi Annan Centre of Excellence in ICT in Africa

Ghana-India Kofi Annan Centre of Excellence in ICT, Ghana's first Advanced Information Technology Institute works to stimulate growth of ICT Sector in ECOWAS. Established in 2003 through a partnership between the Govt. of Ghana and Govt. of India, the State of the art facility provides a dynamic environment for innovation, teaching and learning as well as practical research.

2.4. Pan-Africa e-Network Project in Africa

The Pan-Africa e-Network is one of the best examples of the growing partnership between India and Africa. It began as a visionary initiative of the former President of India, Dr. Kalam. It is one of the most ambitious projects for distance education and tele-medicine undertaken in Africa. In addition, the network is also equipped to support e-governance, e-commerce, and infotainment, resource mapping metrological and other services in African

3. POLITICIZATION OF EDUCATION: A CASE STUDY OF GHANA AND COTE D'IVOIRE

Gold Coast gained independence from Great Britain and rose as Ghana in 1957, under the leadership of Dr. Kwame Nkruma. Ivory Coast gained independence from France in 1960. Henceforth, the educational history of the two countries has less characteristic of being distinct under a certain colonial power but has more of having similar qualities due to the common denominator of being independent nations to make the national education policy independently.

In Ghana, nationalists believed that in order to restore the dignity of the general population of their countries, people had to digest knowledge, which could only and most effectively be aided by education. Thus, from a nationalist point of view, education served as an 'instrument for producing the skills that would permit them to take over the running of government. Nationalists' raising their voices for the expansion of education was a common phenomenon in both Ghana and Ivory Coast. The education in Ghana after independence shaped to hold a distinctly autonomous characteristic. The University College of Ghana established in 1948, changed to the University of Ghana in October, 1961, 4 years after the nation's independence, and decidedly became entirely independent of foreign universities. Such transitions portrayed the state's desire to educate its own people with its own education. Soon after Ghana gained independence from Colonial British on 6 March 1957, the first president lead by, Dr. Kwame Nkrumah reflected as education topped the priority list of the government as it worked to guarantee free compulsory basic education, free textbooks for all students.

In Cote d'Ivoire, a similar movement in policies toward an independent education system that suited an independent nation ensued. By late 1980's, the government was 'producing its own text books, previously purchased in France, to reflect local rather than foreign cultural values'. As Ghana worked to establish an education system independent of the existent British influence, so did Cote d'Ivoire in regards to the French. Historical aspects also served a purpose in explaining the stances and philosophies of Great Britain and France. The French colonial philosophy of assimilation had its historical roots in the French Revolution, the abolition of slavery, and the values that arose from the events such as social equality in Cote d'Ivoire.

The development of education in the Ghana and Cote d'Ivoire countries was similar in that it followed the path that could be identified as common for most newly independent West African countries. Nationalism and interest in education fueled the education sector of both the countries. People in Ghana and Cote d'Ivoire, as those in other West African countries and perhaps in other colonized nations, desired to regain their dignity and to rise to obtain respect through education. Parents in these nations were willing to make sacrifices so that their children would receive education and become political or administrative elite. With such enthusiasm from the people, the governments of Ghana and Cote d'Ivoire increased state activity in the education sector and invested

heavily in education, spending a significant portion of their national budget on it. Both countries worked to guarantee free compulsory education for all school-aged students, with free textbooks, etc.

However, assessment of the development of education quickly illustrates that the education systems in Ghana and Cote d'Ivoire have been far from satisfactory. Each country suffered from a number of factors. For instance, Cote d'Ivoire struggled against high drop-out rate, regional inequality, and the quality and quantity of teachers. Ghana underwent political instability which hindered education from growing on a steady political and economic setting. Despite its efforts such as Free Compulsory Universal Basic Education (FCUBE) of later national representatives, its yet high illiteracy rate lean-to light on the problems of its education system.

Since gaining its independence in 1960, Ivorian society has placed a high value on education. Under the leadership of President Laurent Gbagbo in 2000, Education was at the center to renovate the nation. Under this new directive from President Gbagbo, education became a key symbol of Ivorian identity and status. The inability to resolve the Ivorian conflict has been a cause for great concern regionally and internationally. On the regional level, conflicts, weapons, combatants, and violence flow easily across borders in West Africa. A destabilized, ethnically divided, and fragile Côte d'Ivoire poses the great risk to regional stability; the issues driving the conflict must be resolved to avert further death and displacement within the country and the region. On the international level, in the connections between conflicts in the education sector impact the political arena. Indeed, one could argue that this is a common feature among undemocratic governments or promising democracies.

In 2002, civil war broke out in Cote d'Ivoire, dividing communities and destroying already fragile public institutions. Although most of the fighting ended by late 2004, the violence left behind a legacy of contentious issues that have yet to be sufficiently resolved. The latest of numerous peace deals the Ouagadougou Peace Accords (OPA) of March 2007 promised to address many of these issues, but tensions remained high and several thousand French and United Nations troops (United Nations Operations in Côte d'Ivoire, or UNOCI) are still in Côte d'Ivoire to maintain the peace. This case study will review the relationship between conflict and education in Côte d'Ivoire and illustrate several points of particular concern for analysts of Côte d'Ivoire and for those engaged in peace building and development. While the education sector was clearly a victim of the civil war that so raged the conflict in the state.
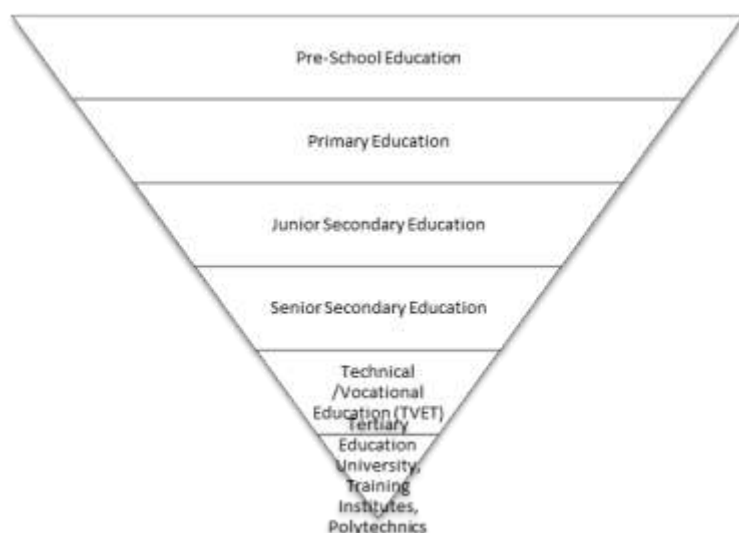
4. STRUCTURE AND REFORM OF GHANA EDUCATION SYSTEM

Ghana presently has a 6-3-3-4 structure of education system. Pre-school education is not compulsory. Children are expected to enter the first year of primary school at age 6. The first nine years that make up basic education consists of primary education of 6 years and 3 years of junior secondary education. Basic education is supposed to be compulsory for all children of the relevant age group. An official selection process occurs at the end of the ninth year of basic education when all students take the Basic Education Certificate Examination (BECE).

Individuals who want to continue their formal education have the option of attending senior secondary schools, technical schools or vocational schools (Figure 1).

Figure-1. Structure of the Education System in Ghana

Source: Ghana Ministry of Education, Retrieved from http://www.moe.gov.gh

The reforms began in Ghana education system from 1987 with the intake of the first set of Junior Secondary School entrants. The senior secondary school system began in 1990. The middle school system was phased out in 1989 when the last set took the middle school leaving certificate. The 'O' and 'A' level systems were phased out in 1994 and 1996 respectively. Prior to the reforms, some teacher training took place at the secondary level. Graduates from the middle schools were able to enter teacher training colleges and obtain a Certificate A. Specialist courses were available at the post-secondary level for secondary school graduates. The technical institutes also had placements for middle school certificate holders. The secondary education system has changed with the reforms. It has two components. The first is the senior secondary education that provides 3 years of general academic education after which an external examination is taken. Passing this examination with the necessary grades qualifies entry into the tertiary level institutions. The second component is made up of the vocational and technical education. Graduates of the technical and vocational institutions usually terminate their formal education at this level and enter the world of work or can continue at the polytechnics. The tertiary level education comprises of the training colleges, polytechnics, universities and specialised institutes of journalism and of professional studies. The National Council for Tertiary Education was established in 1993 to be responsible for the tertiary level education.

Table-3: The Number of Education Institute in Ghana (Private, Govt.)

Management of education	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Pre-schools Crèches and Nurseries	8,935	8,995	9,334	4,035	3,261	3,636	3,604	4,155	4,535	4,969	4,487	5,352	5,744	6,218
Pre-schools Kindergartens		6,021	6,182	7,009	11,931	13,750	15,449	16,439	17,471	18,801	18,915	19,277	20,100	20,960
Primary Schools	14,576	13,971	14,619	16,028	15,307	16,410	17,315	17,881	18,579	19,723	19,833	19,854	20,502	21,309
Junior High Schools	7,339	7,281	7,626	8,423	8,749	9,054	9,742	10,213	10,768	11,709	11,567	12,436	13,082	13,840
Senior High Schools				585	506	539	646	670	697	718	757	828	840	863
Vocational Education and Training (TVET) Institutions				486	128	258	273	296	284	306	301	181	186	185

Source: Ghana Ministry of Education, Retrieved from http://www.moe.gov.gh/emis/index.htm on 10-01-2018

In above table discuss the total number of education institute in Ghana. Pre-school education in Ghana was very less marginal. The Number of Primary and Junior High Schools ware very large in number in Ghana.

Table-4: The Number of Enrolment of Students in Ghana (Private, Govt.)

Management of education	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Pre-schools Crèches and Nurseries	702,304	768,818	817,672	217,960	182,801	184,574	184,911	212,635	238,376	238,670	260,618	302,215	337,794	334,399
Pre-schools		597,665	637,115	732,969	998,819	1,104,779	1,258,483	1,338,454	1,440,732	1,491,450	1,543,314	1,604,505	1,645,550	1,766,715

Kindergartens														
Primary Schools	2,586,434	2,524,538	2,686,133	2,935,611	3,122,903	3,365,762	3,616,023	3,710,647	3,809,258	3,962,779	4,062,026	4,105,913	4,117,152	4,342,315
Junior High Schools	865,636	865,208	919,334	1,012,258	1,041,002	1,132,318	1,224,010	1,285,577	1,301,940	1,335,400	1,385,367	1,452,585	1,473,921	1,591,279
Senior High Schools				338,519	338,519	414,491	437,771	490,334	537,332	728,076	758,468	842,587	750,706	804,974
Technical and Vocational Education and Training (TVET) Institutions				31,466	31,466	31,466	68,892	67,360	64,155	71,848	62,303	61,496	41,065	42,513

Source: Ghana Ministry of Education, Retrieved from http://www.moe.gov.gh/emis/index.htm on 10-01-2018

Above table is analyzing on the enrolment of the student in different management school in Ghana. In 2001the number of enrolment in Preschool in Ghana was 702,304. From the year of 2001 to 2004 the enrolment of student in Pre-schools Crèches and Nurseries are decreased. But in Pre-schools Kindergartens enrolment of the student are increased. From 2001 to 2015 the numbers of primary schools, Junior High Schools and Senior High Schools in Ghana are increased in nature. But Technical and Vocational Education and Training (TVET) Institutions are increased from 2004 to 2011 but decreasing in 2012 to 2015.

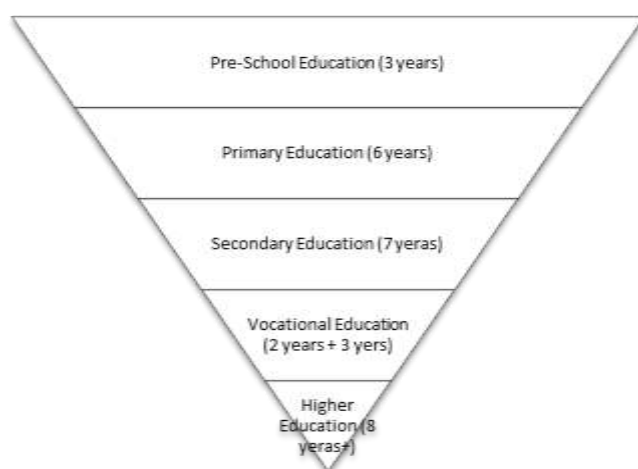## 5. STRUCTURE AND REFORMS OF COTE D'IVOIRE EDUCATION SYSTEM

Côte d'Ivoire follows the French education system. Six years of primary education sanctioned by the certificat d'étude primaires elementaires (CEPE) are followed by seven years of secondary education, which finish with the baccalaureate degree in the final year. Higher education comprises universities and technical and vocational education. The system is centralized, with the government playing a key role in the planning of curriculum, coordination, and allocation of resources, and organization of national exams through three ministries (Education, Vocational Education, and Higher Education). There are also private and religious schools and universities, which previously received some subsidies from the government. Growing under the shadow of the formal education system is the informal pre-school system preponderant in the northern and south-western regions of Côte d'Ivoire, these areas near the border with Liberia.

Education System in Ivory Coast is based on the model inherited from the colonial era (a former French colony); it covers preschool (3 years), primary (6 years), general secondary (7 years), vocational (2 years + 3

years: engineer), higher (8 years +) education; literacy and adult education. Primary education, theoretically for children aged 6 to 11 years. It leads to the Certificate of Elementary Primary Education (CEPE). The second level allows access to higher education (University and Schools) after getting the degree of secondary high school. The private sector receives about 35% of enrolment in general secondary education. The figure is given below:

Figure-2: Structure of the Education System in Cote d'Ivoire

Source: Rassidy Oyeniran 'Basic Education in Ivory Coast: From Education for All to Compulsory Education, Challenges and Perspectives', Canadian Center for Science and Education, Journal of Education and Learning; Vol. 6, No. 2; 2017, p-284

In 2001, the Ministry of Education (MoE) revealed 8,050 public primary schools. And there were 43,562 teachers for 1,872,856 students. In 2005, there were 6,519 primary schools, 86.8% were public, with 38,116 teachers and 1,661,901 students. In March 1993, in collaboration with the Ministry of Education, the African Development Bank implemented a project called "Project Education BAD IV" to improve the quality of education and increase enrolment rates, especially for girls. The number of pupils in primary schools (public, and private) was about 3,176,874 including 2,696,450 in the public (46.1%); 425,772 in the private (48.0%) and 254,652 in community schools (43.0). The Gross Enrolment Ratio (GER) in primary school continues to grow and reached 94.7% in 2013-2014. Although high, this rate hides regional disparities. Moreover, it is not sufficient to achieve universal education and reach the purposed rate which is 100%. The main financial and technical support and partners are UNESCO, UNICEF, the African Development Bank (AFDB), the United Nations Development Programme (UNDP) and some regional organizations like Conference of Ministers of Education (CONFENMEN). This structuring of the education system has been accompanied by numerous political reforms implemented by national plans and strategies to meet educational increasing demand.

Prior to the outbreak of the rebellion in 2002, the education system in Côte d'Ivoire was already struggling to meet the goals set by the government under the international framework established by the Education for All (EFA) movement, which aims to meet the learning needs of all children, youth, and adults by 2015. In 1997, the United Nations Education, Scientific and Cultural Organization (UNESCO), which leads the movement, reported a net enrollment rate (number of children enrolled as a percentage of the total school-age population) in primary education of 58.3 percent; in 2001, that ratio improved to 64.19 percent.

In the year of 2000, there were conflicting reports on the illiteracy rate; however, by all accounts, the illiteracy rate was above 50 percent and illiteracy were far more widespread among men than women. Since 2000 the illiteracy rate among young people aged 15 to 24 has increased. Some experts estimate that the illiteracy rate will increase to 70 percent by 2015, due to several factors. According to a Joint United Nations Programme on HIV and AIDS (UNAIDS) report, 70 percent of teachers' deaths in 1997 and 1998 were due to HIV/AIDS, exacerbating the existing shortage of teachers and increasing the already high pupil-to-teacher ratio, which went from 39.6 in 1998 to 40 in 1999 and is expected to go well above 50 pupils per teacher due to the crisis. These figures are far from a detailed account of the performance of the education sector in Côte d'Ivoire; however, they reflect the insufficient progress of the education sector toward the goals set by the government within international frameworks such as the Education for All (EFA). It was therefore to address these insufficiencies that the Gbagbo government announced in July 2001 a bold agenda for education.

6. THE CIVIL WAR IN COTE D'IVOIRE

After the 1995 presidential elections that brought President Bedie to power, the political system in Côte d'Ivoire headed toward collapse. In a bloodless coup in December 1999, a division of Ivorian troops deposed Bédié and installed retired general Robert Guei. Bedie was accused of mismanagement and discrimination against Ivorians from the North. Guei promised free, fair, and inclusive elections. Unfortunately, Guei did not fulfill the promises he made, which resulted in the exclusion of the opposition leader, Ouattara, from the October 2000 presidential election. In that election, the Ivorians voted Guei out and Laurent Gbagbo gains the power. Capturing nearly 60 percent of the votes, Gbagbo took office after street protests and pressure from the international community forced Guei to surrender power.

After the unsuccessful coup attempt in September 2002 against Gbagbo's regime, a group of largely northern former army officers led by Guillaume Soro (a civilian) seized control of the North. Fighting ensued between northern-based rebels and elements of the national army loyal to President Gbagbo. France rushed several thousand troops in to protect its citizens from the massacres, and the African Union, the United Nations, and the Economic Community of West African States sent in an additional 6,000 troops. In January 2003, the French government brokered a power-sharing agreement between the principal actors the Linas-Marcoussis Accords but the day after the accords were signed, Gbagbo's militias rioted in Abidjan in protest against what they saw

as the former colonial government undermining Gbagbo's regime. Fighting broke out around the country and killings and fighting continued through 2003 and 2004. The government used comparatively sophisticated tactics against the rebel groups, including bombing the North with warplanes. In addition to stressing the redeployment of the state authority and administration to ensure the provision of all public services, including basic services related to education, health, and water, the Ouagadougou Peace Accords opened up new opportunities for international support, as illustrated by the $120 million aid package provided by the World Bank to support the implementation of the accords.

7. THE IMPACT OF THE CONFLICT ON EDUCATION IN COTE D'IVOIRE

In the conflicting nation has relegated education to the bottom of the national priority list. Thousands of stakeholders including students and teachers were banned access to the education system, and the education sector itself was seriously damaged. Due to the massive displacements caused by the civil war, the education system in the rebel-controlled zones in the northern and south-western regions Cote d'Ivoire of has experienced severe problems. It was estimated in 2004 that as many as 700,000 children had been out of school since the beginning of the crisis. Even university students were not exempt from this mass migration. In November 2004, riots against the French force in Abidjan after the French bombing of Ivorian military aircraft destroyed numerous schools, which have had long-term repercussion for the education-sector infrastructure. Education in the Northern Cote d'Ivoire has been affected more severely than education in the Southern Cote d'Ivoire. While the numbers of children deprived of schooling during the crisis are high nationwide, the Ministry of Education in 2004 estimated that 50 percent of the children in the Northern Cote d'Ivoire had been deprived of education. Clearly, this acute education crisis parallels the political crisis of the country. Since then, the return of teachers has been stymied by the lack of security and the occupation and destruction of education infrastructure.

There is concern that because the voluntary return of teachers has been so slow, the government's redeployment of school staff will also be slow. In the meantime, schools in the Northern Cote d'Ivoire will continue to suffer from teacher shortages as they struggle to get the education system back on track. Some students who have missed these crucial exams may have slipped between the cracks of this educational system and the futures of hundreds of thousands of children may be forever altered. Nongovernmental organizations (NGOs) have stepped in to try to fill the education gap in the Northern Cote d'Ivoire. It was estimated in 2004 that 286,000 children were attending NGO-run primary schools and 55,000 were attending NGO-run secondary schools. The success of the NGOs in organizing education in the North suggests that the bottleneck in getting the education to the North had more to do with the political agendas of the parties in the conflict and their capacity to deliver education than to the lack of security and fear of violence.

8. CONCLUSION AND RECOMMENDATIONS

As far as education is concerned, it is important to think beyond previous interventions that viewed education as a strategy for poverty reduction and embrace those efforts that recognize the intricate relationship between education and the conflict, as highlighted in this article. Such interventions in Cote d'Ivoire should not only address those issues related to co-ordination, capacity building, resources, curriculum, and access, but also those related to peace and conflict. This approach means that the government of Cote d'Ivoire should take the lead and that technical and financial support should come from specialized international institutions, NGOs, and financial institutions to develop the education sector.

1)   Both the countries approach need to be ensure the coordination of education policy and funding. This coordination will require a two-level strategic approach. First, within the government, there will need to be a re-strengthening of inter-ministerial collaboration, particularly between the three main ministries (Education, Vocational Education, and Higher Education) in charge of different segments of education and training.

2)   Both the countries approach need to be the involvement of other stakeholders, particularly parents, teachers, and the business sector. Prior to the conflict, initiatives had been taken to better engage parents through parent-teacher associations.

3)   Both the countries should be developing a comprehensive policy for promoting and the special focus on girls' education.

4)   Both the countries should be enriching the curriculum all section of educations. Add content the curriculum that promotes peace and tolerance and engages students in activities that recognize and strengthen the multiethnic fabric of Ivorian society. The resumption of civic education in primary and secondary schools, the introduction of peace education into the curriculum, and other extracurricular activities that promote cultural understanding and a sense of national identity could be ways of enriching the curriculum and promoting peace and national reconciliation.

5)   Both the countries should be special emphasis on addressing the issue of student violence. This effort requires a series of programs to engage students in dialogues that help them frame in their own terms the issues they are facing, possible solutions, and how they can be involved in the implementation of those solutions. In particular, Cote d'Ivoire needs to begin reconciliation processes at the university level, where major abuses have been committed and terror has prospered as a result of actions taken by some pro-government student groups.

6)   Both the countries should be set up alternative forms of education for war-affected youth. Children and young people have been particularly affected by the conflict. Thousands of children have been separated from

their families, physically and sexually abused, and abducted and forced to join combat operations. Others have dropped out of school due to constant displacement. These children have specific needs that can only be met through an education system that teaches life skills and addresses health issues, including HIV/AIDS, alongside literacy and numeracy and that provides psychological counseling where needed.

7)   Both the countries should be set up learn from Liberia and Sierra Leone by adopting aspects of their Accelerated Learning Programs, which enable children who have missed two to three years of school to complete primary education in three instead of six years and to graduate to high schools, vocational schools, or the workplace. It is also imperative to focus on retraining unemployed certificate holders and apprenticing dropouts in occupations that need workers to help their reintegration into the work life.

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