AFRICA UNIVERSITY

(A United Methodist-Related Institution)

ASSESSMENT OF UNICEF INTERVENTION IN RESPECTING CHILDREN'S RIGHT TO EDUCATION IN ABIDJAN, COTE D'IVOIRE

BY

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER IN HUMN RIGHTS PEACE AND DEVELOPMENT IN THE SCHOOL OF LAW

2024

Abstract

This study assesses the involvement of UNICEF in children's education rights in Abidjan Cote d'Ivoire. The objective was to understand the level of UNICEF involvement in promoting and ensuring accessibility of education rights for every child in Abidjan. The study was guided by a human rights-based approach as a theoretical framework. The HRBA is grounded on the principles of non-discrimination and non-retrogression of rights. The non-discriminatory principle states that everyone regardless of race, gender, and ethnicity is entitled to human development. Discrimination is also defined based on restriction or exclusion based on social status especially on vulnerable groups. The convenient and purposeful sampling techniques were used to select key informants. Purposeful sampling techniques were chosen because they empowered the researcher to select respondents based on their understanding of the involvement of UNICEF in respecting children's education rights in Abidjan. The study was conducted in Abidjan, and 28 respondents participated. The researcher used interview guides and documentary reviews to collect data as research instruments. This study's findings indicated that despite the efforts made by UNICEF to promote children's education rights in Abidjan, the rate of children who attend education is low. This lower rate results from the lack of infrastructure in some schools in Abidjan and its areas, the lack of training materials for students and teachers in some schools that need to be renewed and equipped, financial constraints caused by economic upheaval, and transport problems for many children. There is also a lack of information about UNICEF's commitment and a lack of awareness of the importance of school for all females and males. The study recommends having more partnerships between government and NGOs, rehabilitation of schools and training for qualified teachers encouraging free education which is supported by the Ivorian government, and distributing stationery at all school elementary stages. The study discovered that marginalization, providing service, and other factors all contributed to the low level of children who had access to education in the area of Abidjan.

Keywords: Children; Human rights; education; UNICEF.

Declaration

I declare that this dissertation is my original work except where sources have been cited and acknowledged. The work has never been submitted, nor will it ever be submitted to another university for the award of a degree.

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Acknowledgements

This study would not have come to fruition without the invaluable support of my academic supervisor Dr. Kandiero with his patience, consistent guidance and critical constructive criticism. My fiancee, family and friends for the support, prayers and time put into this journey. Above all the Lord Almighty for providing the resources, minds good health and vision   that saw me undertake this accomplishment.

Dedication

I dedicate this study to myself for proving that I am capable, that I am resilient and worthy despite all the challenges and misfortunes I have faced in life. I also dedicate this to my adoptive father and to Reverend Dr. Masuka Maleka Jean Claude and his entire family as a reminder that the world is full of possibilities and that everyone deserves to succeed in every domain and everywhere.

Thank you so much.

List of Acronyms and Abbreviations

CRC: Convention on the Rights of Child

UNCRC: United Nations Convention on the Rights of Child

UNICEF: United Nations International Children's Emergency Fund

NGOs: Non- Governmental Organizations

TaRL: Teaching at the Right Level

UNESCO: United Nations Educational, Scientific and Cultural Organization

HRBA: Human Rights Based-Approach

UDHR: Universal Declaration of Human Rights

CEDAW: Convention on the Elimination of All Forms of Discrimination Against Women

ICESCR: International Covenant on Economic, Social, and Cultural Rights

ICCPR: International Covenant on Civil and Political Rights

ACHPR: The African Charter on Human and Peoples' Rights

ACRWC: African Charter on the Rights and Welfare of the Child

NGOs: Non-Governmental Organizations

CEPE: Certificat d'Etudes Primaire Elémentaires

UMC: United Methodist Church

EGENA : Etats Généraux de l'Education Nationale et de l'Alphabétisation

MENA : Ministère de l'Education Nationale et de l'Alphabétisation

UNDP: United Nation Development Program

CP1: Cours Preparatoire 1

CM2: Cours Moyen 2

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CHAPTER 1 INTRODUCTION

1.1 Introduction

Education is a widely discussed theme that has drawn much attention, especially with the international human rights norms. The right to education is a right for everyone. Ivory Coast ratified many instruments, and the constitution guarantees the right to education for everyone. This study therefore became inevitable and necessary after some gaps in UNICEF accountability, policies, and some gaps among scholars in as much as the right to education among children in Abidjan. Human rights based approach guided the study. This study assessed the intervention of UNICEF on children's educational rights. This chapter focused on the background of the study, the problem description, the research objectives, the research questions, and the study's importance. This chapter also discusses the study delimitation, limits, and organization.

1.2 Background of the study

Children's right to education is the right which is entitled to every child around the world it also ensures that every child has access to quality education regardless of his race, sex, and color, where he lives, and who his parents are or have (Tobin, 2019). The right to education means the right to acquire necessary educational skills (Gilchrist, 2018). Articles 28 and 29 of the United Nations Convention on the Rights of Child (UNCRC) focus on a child's right to an education and the quality and content of education. Kilkelly, 2011 notes that state Parties recognize the right of children to education and should take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity. Article 29 focuses on the aims of education and says that governments agree that "the education of the child shall be directed to the development of the child's personality, talents and mental and physical abilities to their fullest potential. The development of respect for human rights and fundamental freedoms and the principles enshrined in the Charter of the United Nations (Peters, 2010). The development of respect for the child's parents, his or her own cultural identity, language, and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or

her own (Zornado, 2021). The preparation of the child for a responsible life in a free society in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national, and religious groups, and persons of indigenous origin (Hui, 2013). Therefore, the study assessed the intervention of UNICEF in respecting children's educational rights in Abidjan.

However, children worldwide cannot attend school or develop basic reading skills, and about 250 million children are not accessing education as a right (UNESCO, 2022). Watkins (2016), indicates that some of the problems that children's education faces are lack of infrastructure, training materials for children and teachers, and other factors that make it difficult for all children to access their education right. Poverty remains one of the most obstinate barriers (McKinney, 2014). According to (Møkkelgjerd, 2011), Children living through political instability conflict, or natural disasters are also more likely to be cut off from schooling as are those with disabilities or from ethnic minorities. In some countries, education opportunities for girls remain severely limited. Africa, in general, and the Ivory Coast, in particular, are part of the challenges faced by children regarding their education rights (Oyeniran, 2017). UNICEF focuses on equality and inclusion for all children to access education without checking background status. It is in this circumstance that UNICEF came to Abidjan to promote education and provide facilities to ensure all children, especially vulnerable families, have their educational rights respected. This study therefore became inevitable and necessary after some gaps in UNICEF accountability, policies and some gaps among scholars in as much as the right to education among children in Abidjan.

According to the UNESCO report published on 2 September 2022, 98 million children have no access to education in sub-Saharan Africa. These children are aged between six and 18. This publication also showed that Sub-Saharan Africa remains the region in the world with the highest number of children who do not have access to education despite the large concentration and representation of international organizations (UNESCO, 2022). This phenomenon can be explained by a lack of political will to help children gain access to school infrastructure, and the fragility of our states due to political instability, armed crises, and coups d'état (Shizha, 2016).

Despite Ivory Coast ratifying international legal instruments and working with UNICEF, children are not accessing their education rights. The value of children out of school in Cote d'Ivoire was 148,341 as of 2020 (Statistics, 2020). Children out of school are the number of primary-school-age children not enrolled in primary and secondary school. Abidjan is home to the largest number of children who do not attend school, given the high concentration of the population there, i.e. a total of 48 percent of all children who do not have access to school are in Abidjan. There is poor accessibility of education among children in Abidjan.

1.3 Problem Statement

UNICEF works according to the Convention on the Rights of Child (CRC) to outcome its main goals everywhere. Its goals are to ensure that every child equally (girls and boys) get to school (Skelton, 2013). To reach this target, UNICEF builds schools or rehabilitation of the deteriorated ones. Providing the learning materials to equip schools, students, and teachers (Akpojotor, 2021). Organizing the training to improve or increase and update the teachers' knowledge (Akpojotor, 2021). UNICEF goes further to provide food and other necessities care to poor families or the families' victim of wars or other natural disasters (Seddighi, 2021). Despite government working with UNICEF to guarantee the right to education for all children, children are not accessing right to education because UNICEF faces difficulties in carrying out its work in Cote d'Ivoire. UNICEF provide guidelines to the government which government failed to implement and execute. There is also limited research and studies over the right to education among children in Abidjan and huge gap on prioritizing another right over others hence the need for a human rights-based approach to assess the measures spearheaded by the government of Ivory Coast. There is a gap on the theoretical framework used by early studies, this study used a Human Rights Based Approach which replaces rights as indivisible, interrelated, and interdependent. Despite instruments ratified by the Ivorian government such as UNCRC and ACRWC, several children are not in schools.

1.4 Research objectives

- To identify measures implemented by UNICEF in the promotion of quality education in Abidjan

- To identify challenges encountered by Children who access education through the involvement of UNICEF in Abidjan.

- To proffer recommendations that can enhance UNICEF children's education mission.

1.5 Research questions

- How successful are the measures implemented by UNICEF in promoting quality education to children in Abidjan?

- What are the challenges encountered by Children who access education through the involvement of UNICEF in Abidjan?

- What recommendations can be put in place by UNICEF to enhance access to education among children in Abidjan?

1.6 Assumption

The research was based on the assumptions that there was limited accessibility of education among children as a human right in Abidjan Ivory Coast: and limited justice of operationalisation of state measures, policies, and human rights obligations towards education for children. The research was based on the assumption that even with intervention by the government as the primary duty bearer of children's right to education in Cote d'Ivoire, there's limited access to education among children in Abidjan who are benefiting from UNICEF intervention.

1.7 Significance of the Study

Previous studies have shown that children are still facing challenges in terms of respecting their educational rights. This study would be of paramount importance to the challenges faced by children as mentioned in the background. As a result, the current research highlights the need to improve school infrastructures provide learning materials, and train teachers. It also contributed to the way UNICEF works to ensure to promote

every child's education right by building or rehabilitating infrastructures providing learning materials to children and teachers. The study was also useful in identifying and developing strategies to address social determinants and other factors that affect the promotion of children's education rights. Therefore, the value of children out of school in Cote d'Ivoire was 148,341 as of 2020 (Statistics, 2020).

For this study used the Human Rights Based Approach HRBA which ensures that both the standards and principles of human rights are integrated into policymaking. In this study, therefore, the qualitative methodology was used as a research design to conduct data. The field of this research was Abidjan precisely UNICEF and United Methodist of Cote d'Ivoire primary and secondary school in Abidjan Northern part.

This research has to contribute to the improvement of children's education conditions in Abidjan in terms of respecting their rights to education. The government, policymakers, and other stakeholders should also benefit from the recommendations of this study.

1.8 Delimitation of the Study

The research studied respecting children's education rights with regards to the assessment of UNICEF intervention in respecting children's education rights in Abidjan specifically and not in general. The study was limited to Abidjan as it was not feasible for the researcher to study the whole population of Ivory Coast as the project itself was confined to the timetable of the participants. This study was conducted in Abidjan precisely by UNICEF. Participants were drawn from UNICEF staff two participants, 02 from United Methodist primary and secondary school heads, 02 from United Methodist School Develop Committee SDC, 18 children who belong to United Methodist primary and secondary school, and 04 parents. The study established the factors that influence the performance of UNICEF measures to enhance the accessibility of education among children in Abidjan.

1.9 Limitation of the Study

Children's education rights are a critical topic in the Abidjan area, Ivory Coast, especially when there is restrictive action in terms of the education policies by the Ministry of Education of Cote d'Ivoire and implemented by the Abidjan Department of Education. This led to compromises on data collection as some of the participants were not comfortable divulging and exposing their private life experiences as far as duty-bearer confrontation is concerned. To circumvent this, the researcher disclosed the purpose of the research to the participants and ensured their confidentiality Many key informants in policy-making bodies shied away from giving responses on record for fear of losing their jobs as the locality of Abidjan finds it difficult to find jobs and has pointed persons on matters of children's education rights and governance participation. Time and travel also met the researcher who was not located in Abidjan. However, to cater for these limitations, the researcher used online interactions and documentaries with key stakeholders to thrive within the restrictions as well as used an introductory research letter from the university to help the respondents understand the aims and objectives of the study. This study was conducted in United Methodist primary and secondary schools.

CHAPTER 2 REVIEW OF RELATED LITERATURE

2.1 Introduction

This section of the paper invited and appreciated the existing literature on the matter under discussion, giving out what other scholars have researched and documented and most importantly showing how this study feeds into the gaps within the existing body and repository of literature and research. The chapter shall also bring out the theoretical framework the study founded upon, which was employed to fill a gap by giving supporting theories concerning the state of children's education rights.

2.2 Theoretical Framework

2.2.1 Human Rights-Based Approach HRBA

A human rights-based approach was used to assess UNICEF in respecting children's education rights in Abidjan. Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more (Griffin, 2009). The HRBA involves prioritizing the realization of rights while ensuring that all forms of discrimination are prohibited and eliminated. According to UNCRC, education should be compulsory and free for every child regardless of sex, color, or any other social considerations. The non-discriminatory principle states that everyone despite race, gender, and ethnicity is entitled to human development. Discrimination is also defined based on restriction or exclusion based on social status especially on vulnerable groups (Howarth & Andreouli, 2015). The principle of non-retrogression of rights, seeks to protect the vulnerable people in societies (Osmani, 2007). Therefore, children fall into this category.

2.2.2 Relevance of the frame of the theoretical framework of the Study

This theoretical framework was used in this study because of the following reasons. The principle of non-retrogression of rights and non-discrimination further states that no one should suffer an absolute decline in the enjoyment of any right at any time. These principles are embodied in the Universal Declaration of Human Rights 1948, the International Covenant on Civil and Political Rights (ICCPR), International Covenant on Economic, Social, and Cultural Rights (ICESCR) which led to the formation of various Conventions such as the Convention on the Rights of the Child which are core to the HRBA framework (UNICEF 2015). Therefore, there was a need to find out if the children were enjoying their rights after the intervention of UNICEF.

The HRBA asserts that human development is of paramount importance in addressing the challenges facing people, therefore it advocates for the provision of social, and political rights and freedom, civil and economic rights (UNICEF 2015). Education is one of the socio-economic rights that is enshrined in the UDHR (UDHR, 1948). Therefore, this theory is of relevance and guides the study that education is a right to be enjoyed by everyone without discrimination against all children both in rural and urban areas and vulnerable groups.

The HRBA was used in this study because it places the government as a primary duty bearer whose responsibility is to fulfil, protect, and respect the rights of children (UNICEF, 2015). For human development to be attainable rights holders and duty bearers have a significant role to play in holding human rights. The government should create conducive environment which allows Private and International partners such as UNICEF. The rights holders refer to groups or individuals, duty bearers are non-state entities, and the state is a principal duty bearer (UNICEF, 2019). This means the relationship created between duty bearers and rights holders translates needs into entitlements that can be claimed by right holders and met by the duty bearers (Kirkemann & Martin, 2007). In this study, primary and secondary children are right holders, the fact that their families and relatives have failed to fulfil the first line duty bearer according to the Conventions of the Rights of the Child, the government should intervene in mitigating their challenges.

2.3. Rights to education

2.3.1. Universal Declaration of Human Rights

The Universal Declaration of Human Rights (UDHR) was drafted by the United Nations in 1948 and sought to form the foundation for the international protection of rights. Its many ideals and provisions have been seen as both aspirational and a crucial guide for legal development (UDHR, 1948). The right to education outlined in Article 26 is defined as both a human right and a fundamental right. The right to education is the catalyst behind the development of various other rights. It enables the individual to realize their full potential and protect other rights; be the economic, social, or cultural (Sital, 2017). From a human rights perspective, education is both a right in itself and a means of realizing other human rights and so the right to education has been deemed as a complex, interdependent and evolving sort of right. The right to education is not only the right to access education but also the right to receive an education of good quality (McCowan, 2016).

 From the beginning, the UDHR was seen as an educational tool, and it was also quickly recognized as a campaigning tool to secure justice, freedom, and peace in the world. The UDHR confirms the universal right not only to education but also to human rights education (Kawachi, 2008). Human rights education is essentially about learning to live together in contexts of diversity at all scales from the local to the global. It is concerned with developing solidarities across differences to realize dignity, justice and recognition for all, and particularly for the oppressed. It recognizes diversity as a central feature of our humanity and demands political and educational frameworks that respect the equal dignity of all people (Kawachi, 2008).

The information in the background and the problem under study have shown that this provision guaranteed by the HRBA has limited results. Therefore, there was a need to assess measures by the government of Ivory Coast to enhance access to education as a basic human right. Education is a key special and cultural right and is important in reducing poverty and child labour. It also promote democracy, peace and tolerance, development and economic growth. Based on UNICEF guidelines state party and government are duty bearer to ensure education right practised positively. It indicates right to free education, respect human rights that

is primary education should be free and compulsory and education should promote respect for human rights, fundamental freedoms and principles enshrined in the charter respectively.

The study indicated that UNICEF set up guidelines which government failed to adhere to. The government as primary duty bearer failed to provide child participation and inclusive education that is children should be able to express their views and participate in the school life and education should be inclusive and accessible to all children regardless to their background, disability, or socioeconomic status. Therefore, Ivorian government should implement and follow UNICEF guidelines to ensure children access right to education in Abidjan.

2.3.2. United Nations Convention on the Rights of Child UNCRC 1989

The United Nations Convention on the Rights of Child (UNCRC) stipulates in its Article 28 that every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child (CRC, 1989). Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence. This Convention is the international legally binding document that protects and promotes children's rights and gives guidelines to the signing country to ensure the well-being of every child around the world (CRC, 1989).

The rights specifically pertinent to children include the right to life, to an identity, to be heard, to have access to education, to have access to healthcare, and to a standard of living which is adequate for the child's physical, mental, spiritual, moral, and social development (CRC, 1989).

The purpose of Article 28 of the United Nations Convention on the Rights of Child is to set the direction for the state parties and highlight the importance of education for the well-being of children (Jawoniyi, 2014). This is very clear from the opening statement of the article which emphasizes the recognition of the rights of the children and underlines the fact that this must be without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status (UGA, 1989). These reflect a clear

political will on a global basis to ensure respect for the right to education and the recognition of a child's right, not expectation, hope or welfare, to access such education for full growth and development (Andreotti, 2011).

2.4 Factors that influence UNICEF programs in Cote D'Ivoire

UNICEF, the United Nations Children's Immergence Fund, plays a significant role in promoting and protecting children's rights, including the right to education as outlined in the UNCRC. UNICEF works closely with governments, civil society organizations, and other stakeholders to ensure that children's education rights are upheld (Ehm, 2015).

UNICEF advocates for the implementation of the UNCRC and specifically highlights the importance of education for children. They work to raise awareness about the right to education and the need for inclusive and quality education for all children. UNICEF supports governments in developing policies and programs that align with the principles of the UNCRC and promote children's right to education. It also influenced by poor quality education systems, economic barriers and political stability and conflict. They provide technical assistance, expertise, and resources to help improve education systems and ensure access to quality education for all children (Ainscow, 2009). Education should be inclusive and accessible to all children regardless to their background, disability, or socioeconomic status. Therefore, there's gap between implementation UNICEF guidelines and execution hence the human rights-based approach will ensure right to education accessed to everyone.

UNICEF also monitors the progress of countries in fulfilling their obligations under the UNCRC, including the right to education. They collect data, conduct research, and produce reports to assess the status of children's education rights globally. This information helps identify gaps and challenges, guiding efforts to address them effectively (Edwards, 2018). UNICEF collaborates with various stakeholders, including governments, NGOs, and communities, to strengthen efforts in realizing children's education rights.

2.5. United Nations Educational, Scientific and Cultural Organisation (UNESCO)

The United Nations Educational, Scientific, and Cultural Organization, UNESCO, was established in 1945. The organization's work with education rights found under Article 26, entitled Education shall be directed to the full development of the human personality and subsidization of education should be prioritized by governments and NGOs and the strengthening of respect for human rights and fundamental freedoms (Elfert, 2023). The importance of education for all citizens and human rights and dignity is emphasized in various missions, such as Education for All that the organization leads. By promoting education rights, UNESCO has the potential to play a critical role in fostering a culture of respect and understanding, not just for human rights more generally, but for the underlying values of a peaceful, global society (Duke, 2011).

2.6 An International Perspective on children's education right

International treaties on human rights guarantee the right to exercise and enjoy undisputed freedom by everyone section 2 of the Declaration of Human Rights (UDHR, 1948); section 27 of the Covenant on Civil and Political Rights) (ICCPR, 1966). Each individual is acknowledged to have an equal right to education. International treaties on human rights guarantee the right to exercise and enjoy undisputed freedom by everyone. Each individual is acknowledged to have an equal right to education (UDHR, 1948). The United Nations Declaration on Human Rights proclaimed in section 26 (2) that Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms (UDHR, 1948). Therefore, the study indicated regarding the aims and objectives of the right to education, section 29 of the Convention on the Rights of the Child (1989), states that, primary education shall be free and compulsory, and discipline in schools should respect the child's dignity (UNCRC, 1989). Education should prepare the child for life in a spirit of understanding, peace, and tolerance.

Tyas,(2020) affirmed the right to education is regarded as one of the bases needed by a human being to develop his or her personality. Scholz, (2014) indicated that education also has links with the so-called solidarity rights of the third generation of human rights. States must recognize 'the benefits to be derived

from the encouragement and development of international contact and cooperation in the scientific and cultural fields' (Yotova, 2020). States should encourage international cooperation and facilitate access to the acquisition of education because both the right to education and the right to development are aimed at one ultimate goal, and that is the full respect for and protection of all human rights (Tibbitts, 2011).

2.7 The United Nations Convention on the Rights of Child

Various professionals expressed their thoughts about children's rights, focusing on different perspectives. They attached different values to children at particular historical moments (Archard, 2014)**.** To understand children's rights, the first prerequisite is to become familiar with the UNCRC. Minow, (2023) said that the United Nations Committee on the Rights of the Child 2005 highlights the importance of children's rights for young children and argues that governments should adopt a positive agenda for early childhood education and shift away from traditional beliefs viewing early childhood as a time for socialization, and urging recognition and respect for children as social actors.

According to Tong (2023), children's rights in early childhood education have provided a new and different lens for how we view and treat young children. Rights are entitlements that every human being has, that are considered essential for their optimal development under the United Nations Convention on the Rights of the Child (UNCRC, 1989). That children are human beings with rights has become recognized since the adoption of the United Nations Convention on the Rights of the Child UNCRC in 1989.

The discourse about children and their rights has progressed rapidly since the 1960s. The emphasis shifted from protection to autonomy, from nurturance to self-determination, and from welfare to justice (Puaschunder, 2023). These and other issues on the rights of the child led to the declaration that 1979 be the International Year of the Child. The aim of the 1979 International Year of the Child was to promote the application of Resolution 13 86 (XIV) of the Declaration of the Child adopted by the United Nations General Assembly on 20 November 1959. This event then led to the 1989 Convention on the Rights of the Child (Howe RB, 2010).

The Convention on the Rights of the Child was adopted in November 1989 and entered into force on 2 September 1990 after its twentieth ratification. According to (Howe RB, 2010), the Convention of 1989 and the World Summit of 1990 are watersheds in the history of children.

2.8 The African Charter on Human and Peoples' Rights'' Banjul Charter'' ACHPR

The Banjul Charter, is an international human rights instrument designed to promote and protect human rights and basic freedoms in the African continent. The Banjul Charter makes provision for extensive duties of the individual towards the family, society, the state and the international community, reaffirming that these rights are of international importance (Metz, 2013). The Banjul Charter on Human and People's Rights (1981), Article 18 concerned with the elimination of discrimination against women and also ensures the protection of the rights of the woman and the child. Equal access to higher education is guaranteed in Article 26 of the United Nations Declaration on Human Rights. According to Kvam, (2018) Primary education should be compulsory available, and free to all, Article 28 of the United Nations Declaration on Human Rights. It would appear that the right to education is the only right for which international law stipulates a corresponding duty, that is, compulsory education until the end of primary education (Article 26 (11), without restriction on this right (Temperman, 2010).

2.9. African Charter on the Rights and Welfare of the Child ACRWC

The African Children's Committee is a treaty-based body which serves a supervisory role similar to that of the United Nations Committee on the Rights of the Child (CRC). Article 11 says that every child shall have the right to an education (Churr, 2012). Education of the child shall be directed to the promotion and development of the child's personality, talents and mental and physical abilities to their fullest potential. Fostering respect for human rights and fundamental freedoms with particular reference to those set out in the provisions of various African instruments on human and peoples' rights and international human rights declarations and conventions (Union, 2022). The States Parties to the charter also shall take all appropriate

measures to ensure that the child who is subjected to school or parental discipline shall be treated with humanity and with respect for the inherent dignity of the child and in conformity with the present charter.

2.10 National perspective of children's education right in Cote D'Ivoire

In Côte d'Ivoire, ensuring the right to education for children is a critical endeavour. Look at the national perspective and efforts to achieve this vital goal. First all, Ivorian authorities in partnership with UNICEF have been implementing various strategies to ensure universal education in Côte d'Ivoire. These efforts involve public funding and partnerships to address the challenge of Education for All (EFA), with the target year for implementation being 2015 (Oyeniran, 2018). Despite immense sacrifices, persistent factors continue to limit the full realization of EFA. Bridging the gap in schooling remains a priority. The success of EFA hinges on investing more resources in education and creating favourable conditions for access across all regions of the country.

End then, a new challenge for the Ivorian education system is the implementation of compulsory education. To achieve 100% enrollment, the state must allocate additional resources to education and ensure equitable access throughout the nation. The National Dialogue on the Ivorian School led to reforms, including the Law of September 17th, 1995, which reaffirms the right to education and equal treatment for all citizens, including public education. In addition, Côte d'Ivoire has made significant strides in rebuilding its education system, especially since the stabilization of the political situation. Initiatives such as opening new schools, teacher recruitment drives, and legislation mandating compulsory education for all children aged six to sixteen demonstrate the commitment to improving education. Therefore, there is a need for coordination between NGOs such as UNICEF and the government to enhance access to education among children in Abidjan

2.11 Right to education in Cote d'Ivoire

According to the Ivorian National Constitution, the right to education is compulsory for children, boys, and girls. Article 9 indicates that everyone has the right to education and vocational training (Zsuszsanna, 2016). This constitutional provision emphasizes the importance of ensuring access to education for all citizens,

regardless of gender or background (Zsuszsanna, 2016). Education plays a pivotal role in the economic, social, and cultural development of any nation, and it is the responsibility of the state and government to provide effective and equitable education to its people (Marginson, 2010). In Ivory Coast (Côte d'Ivoire), efforts have been made to achieve universal education through reforms and strategies. Despite immense sacrifices, challenges persist in achieving Education for All. Factors such as disparities, equity, and marginalized groups (such as children with disadvantaged social backgrounds and girls) continue to impact educational outcomes. To bridge the gap and ensure 100% enrolment, the state must invest more resources in education and create favourable conditions for access across the country.

The Ivorian constitution underscores the fundamental right to education, aiming to provide quality education for all, regardless of socioeconomic status or gender. By prioritizing compulsory education, Ivory Coast seeks to address these challenges and promote educational equity and inclusivity. Article 10 of its national constitution stipulates that School is compulsory for children of both sexes, under the conditions determined by law (Zsuszsanna, 2016). The State and public authorities shall ensure the education of children. They create favourable conditions for this education.

2.12 Children education rights experience from Burkina Faso

In Burkina Faso, the right to education is a fundamental aspect of ensuring a brighter future for all children (FASO, 1991). The State of Burkina Faso recognizes the importance of education and has established free education for all children aged 6 to 16 through the Education Act. Article 27 of its constitution says that every citizen has the right to education. Private education is recognized. The law establishes the conditions of its exercise. This legislation, adopted on July 30, 2007, serves as the cornerstone of the Burkinabian education system (Legiburkina, 2007). By providing free education, Burkina Faso aims to ensure that every child has access to learning opportunities, regardless of their socioeconomic background.

Unfortunately, Burkina Faso faces an unprecedented humanitarian and security crisis that has severely impacted access to education (Seydou, 2023). The deteriorating security situation has led to the internal displacement of nearly 2 million people, with over 80% of them being women and children (Burkina, 2020).

2.13 Children's Education Right Experience from Liberia

Education in Liberia is a critical concern, and ensuring children's right to education is fundamental for the country's progress and prosperity (Constitution of the Republic of Liberia, 1986). Education is a right, not a privilege, for every child in Liberia. However, Liberia faces significant challenges in its education system. The 14-year civil war in Liberia had lasting effects on education (Isaac, 2014). During the conflict, many schools closed, especially in rural areas, leaving thousands of children out of school. Additionally, nearly 60% of school buildings were destroyed or damaged, affecting access to education (Isaac, 2014). Liberia has one of the world's highest levels of out-of-school children, estimated at 15-20% of 6–14-year-olds (Wehye, 2023). These children miss out on educational opportunities. Approximately 40% of primary school students are three years older than the appropriate age for their grade. Many students are older than expected due to late entry into grade one and lack of enforcement of appropriate age enrollment policies. UNICEF works with the Liberian government through its Ministry of National Education to enforce existing education policies, plans, and strategies. To collect real-time data to improve education programming. And to provide educational support to the most disadvantaged children (Schmidt).

2.14 Policies, Measures, and Programs set up in Ivory Coast to ensure children's education rights.

In Côte d'Ivoire, concerted efforts have been made to enhance the education system, particularly with the participation of UNICEF. Rebuilding the Education System: Since the stabilization of the political situation in the country, Côte d'Ivoire has made significant progress in rebuilding its education system. Initiatives include the establishment of new schools, recruitment drives for teachers, and legislation making school compulsory for children aged six to sixteen (Desmurger, 2021). This ensures that children have access to education and are not excluded from learning. As a result of these investments and reforms, primary school enrollment has steadily increased (Jasińska, 2023). However, the limited number of secondary schools and tertiary institutions remains a challenge for expanding enrollment (Jasińska, 2023). The government is currently relying on private institutions to meet the rising student demand. This indicate that the intervention of UNICEF in Abidjan should be prioritized and practiced to ensure children access education. In the long

term, they aim to expand capacity by implementing innovative solutions such as distance learning and promoting technical and vocational education and training (TVET) institutions (Moodie, 2019).

Education Policy and Priorities: The government's Vision 2030 development program and the current five-year National Development Plan (PND) 2021-25 prioritize expanding access to education and improving teaching quality (Moodie, 2019).

The Education and Training Sector Plan (PSE) 2016-25 complements the PND, with significant investment directed toward primary, general secondary, technical, and higher education (Moodie, 2019). Côte d'Ivoire has a 10-year education sector plan (PSE) spanning from 2016 to 2025. This plan aligns with the National Development Plan (PND) 2021-25 and emphasizes sustainable and inclusive growth. It allocates funding to primary, general secondary, technical, and higher education1.

UNICEF collaborates with the Ministry of Education and Literacy in Côte d'Ivoire to ensure that children's learning is not interrupted, even during challenging times like the COVID-19 pandemic. UNICEF collaborates with the Ministry of Education to strengthen the curriculum for primary, pre-primary, and secondary education. Teacher training focuses on early childhood development and play-based learning, benefiting over 26 million children by 2030.

 UNICEF and the Ivory Coast National Education Ministry made efforts to safeguard children's education rights in Côte d'Ivoire.

Training primary teachers bring in community oversight through school management committees. These initiatives have yielded promising results, prompting the government to expand them nationwide. Education is a fundamental right that must be enjoyed by every child regardless of their social status. Despite, having international, regional, and national frameworks to guide access to education among children there is a gap between policies, measures, and implementation. This chapter focused on the literature review and theoretical framework. The chapter highlighted that to ensure education rights for every child, the Ivorian education ministry implemented international and regional child education rights mechanisms.

CHAPTER 3 METHODOLOGY

3.1 Introduction

A research methodology is a plan according to which the researcher obtained research participants and collected information from them. This chapter provides details on procedures undertaken by the researcher in collecting data for the study. It also focuses on the essential components of the research notably the research design, population, sample size, sampling method, research instruments, data analysis procedures, and ethical considerations.

3.2 The Research Design

The qualitative approach was used in the research. According to Leedy (2001), the qualitative research approach is the general approach the researcher takes in carrying out the research project. The study used qualitative research because this research approach allowed the researcher to obtain in-depth data from the personal narratives and statements of the respondents about children's education rights (Gray, 2009).

The qualitative approach involves the purposeful use of describing, explaining, and interpreting collected data. Choy (2014) notes that the qualitative approach puts more emphasis on people's views and definitions of their lives. It also provides clarity and understanding of measures that have been put in place to enhance access to education among children. The study indicates close interaction between the government and NGOs such as UNICEF, however, there's a gap between measures implemented by UNICEF and the government of Ivory Coast to ensure education is enjoyed by everyone,

3.3 Population and Sampling

A population is a group of individuals, objects, or items from which samples are taken for measurement, (Babbie, 2001). The target population refers to the specific pool of cases the researcher intends to study. Best and Khan (1993), refer to population as the target group of individuals with common characteristics that are

of interest to the researcher**.** The study population was children of school-going age in Abidjan with a population of 245,223 students (Institut National de la Statistique, 2021).

3.3.1 Sampling technique

The sampling technique is the strategy that allows researchers to gain knowledge about a population based on data collected from a subset of the population rather than researching each individual in the community. For this research, the researcher used convenient and purposeful sampling techniques.

To recruit informants and students from Abidjan in the study, the researcher employed the sampling approach. Convenience sampling involves choosing members of the population who can participate in the research study and are available in the study's geographic location (Etikan, 2016)**.** The researcher selected students and informants who were willing and able to take part in the study by employing this sampling approach. This sampling method has the benefits of being affordable, effective, and easy to use; yet, it has a serious fault its lacks of evident generalization (Jagar, 2017).

Purposeful sampling was also used to select informants. The sampling is used to select participants who are knowledgeable about the phenomenon under study (Robinson R, 2014). The researcher, therefore, used this sampling technique to select key informants that consisted of two UNICEF staff members in Cote d'Ivoire, 02 United Methodist primary and secondary school heads and 02 teachers from the same school with over seven 7 age of working experience.

Sampling size is as the number of data sources selected from the total population. Given that in qualitative research it is often difficult to calculate the actual sampling size before fieldwork, the principle of data saturation was used as a gauge in determining the sampling size as a gauge (McCombes, 2019). The principle of data saturation was used in this study to gauge the sampling size that adequately presented a range of opinions of the study population. In applying the principle of saturation, a sample size of 28 participants which includes 18 children was found to be adequate for in-depth interviews. The study also included 02

teachers, 04 parents, 02 from the School development community, and 02 members of UNICEF staff in Abidjan who served as informants.

3.4 Data Collection Instruments

Data Collection refers to the process of gathering and measuring information and variables of interest in an established and systematic fashion that enables one to answer research questions, test hypotheses and evaluate outcomes (Abawi, 2023). The research made use of semi-structured interviews, focus group discussions and questionnaires to collect primary data.

To investigate social phenomena as that which the study tackled, the research needed to use semi-structured interview guides, focus group discussions, and document analysis. This was to enable the youth and the duty bearers to fully explain their experiences and views and gather enough data while staying in context and relevant to all objectives of the study.

3.4.1 Interviews

Interviews were used to collect data. The researcher used an interview guide. The interview guide enabled the researcher to obtain the required data concerning the objectives of the research. The researcher conducted face-to-face and group interviews. Interviews which was used to explore in-depth information about the intervention of UNICEF in Abijan.

The researcher employed a semi-structured interview to explore the impact of children's education rights on children's attitudes on selected participants and informants available for the study who have experience and ideas on the topic. In-depth interviews are techniques used for qualitative research that include intensive interviews with a small group of individuals to explore and understand their perspectives on the research study (Boyce, 2006). Teachers and UNICEF staff members in Abidjan with over 7 years of working experience, are the ones the researcher interviewed.

The researcher selected and interviewed these teachers and staff members of UNICEF because they have been working in the domain of children's rights specifically their children's rights long enough to share important information about the phenomenon under study.

The researcher conducted semi-structured interviews in which the interviewer also made use of an interview guide with a set of questions and the respondents were to respond to these questions in their own words (Cresswell, 2014). The interview guide enabled the researcher to obtain the required data concerning the objectives of the research as well as save time for both the researcher and respondents given that the interviews were scheduled during their free hours.

However, it is important to note that an interview guide was self-developed and not rigidly followed to enable the collection of critical information regarding personal experiences (Miller, 2003). In some instances, the researcher had to rephrase questions in a language that was more relatable to the participants especially those who did not understand what social accountability is.

3.4.2 Focus Group Discussions

Focus group discussion is a form of qualitative research that involves gathering people from similar backgrounds or experiences together to discuss a specific topic of interest (Cresswell, 2014) . Focus group discussions were applied in dividing respondents into groups to discuss some specific questions. Students were the only ones who participated in the focus group discussion. Like other qualitative methods, focus groups can help analyze data acquired using qualitative methods (Barrett, 2018).   This technique was critical to the study's environment as it saved time and gathered many views.

3.4.3 Documentary Research

This technique was employed in the study whereby it encompassed the use of documents to extract or derive data. In particular, documents ranging from UNICEF Cote d'Ivoire and the National Education Ministry were consulted. Documentary research has been a staple of social research since its earliest inception.

Documentary products are especially important for the researcher, providing a rich vein for analysis (Hammersley and Atkinson, 1995). In this study, the use of documents in both public and private domains helped the researcher obtain information about the children's education rights and their effective access to education facilities in Abidjan.

3.5 Data Collection Procedure

First, the researcher obtained an approval letter from the Africa University Research Ethics Committee AUREC and obtained approval from UNICEF Cote d'Ivoire. Above the receipts of these approvals, the researcher proceeded to distribute questionnaires and conduct interviews among selected students and informants. Before conducting interviews and administering questionnaires, the researcher instructed the participants on the purpose of the research and the content of the informed consent and assent forms before allowing them to sign. Participants below 18 years who indicated interest in participating in the study received assent forms for their parents/guardians to sign, while students above 18 years, teachers, and UNICEF staff members received consent to sign.

3.6 Analysis and Presentation

The data from the interviews, focus group discussions, and documentary research was in the form of handwritten notes and documents. Before the transcription process, the available recordings were transferred from the voice recorder and stored in a password-protected computer accessible only to the researcher and the co-investigators (Earl, 1998).

Thematic analysis is a qualitative data analysis method that involves reading through a data set and identifying patterns in meaning across the data (Clarke, 2006) . The researcher used thematic analysis to identify the key pillars of the study and how they relate to and impact the respect of children education's rights.

The thematic analysis was used to analyze the collected data in the study. The act of methodically discovering, grouping and presenting insight into the data collected as well as the patterns of meaning of the subsets is known as thematic data analysis (Braun, 2022). While employing thematic data analysis, the researcher was able to familiarize himself with the data, code the data to explain the content and cross-check for patterns in the several interview transcripts. Study the patterns, characterize them, and report the findings accordingly. The thematic analysis is a good approach that aims at trying to find out about people's experiences, knowledge, and views. Content analysis also used by the researcher. The collected data from reports and newspapers was examined to find patterns and draw conclusions responding to research questions. Using content analysis helps the researcher to analyze the meanings and relationships of certain themes and concepts. Therefore, the analysed data was presented in the research as narratives.

3.7 Ethical Considerations

Confidentiality and anonymity were pivotal in this study as it involved government officials, the community, and certain education partners in Cote d'Ivoire like UNICEF. The researcher strived to adhere to ethical guidelines as much as possible. There are several ethical principles researchers need to be aware of when conducting research, adhering to and do no harm strategy. These considerations are based on the general ethics of Social Work practice. It was critical to observe the participants' best interests, by applying the guiding principles of safety, confidentiality, respect, fairness, and non-discrimination to make them free to discuss the challenges they face in holding leadership accountable which was part of the research objectives.

3.7.1 Avoidance of Plagiarism

As a matter of academic importance and also with legal and known ethical implications, the researcher will endeavour in the conduct of this study and academic submissions to credit the work of other authors and implementers of children's education cause and civic engagement.

3.7.2 Informed Consent

The researcher attempted to obtain informed consent from respondents before their participation. The researcher made sure that the participants were well informed about the purpose of the research so as to eliminate any misconceptions with local authorities. As a result, the researcher obtained a letter of consent, allowing him to conduct research with the key informants (Brewer, 2003).

3.7.3 Voluntarily Nature of Participation

Participation in the study was strictly voluntary and no participants were forced, coerced, or tricked into participation. Participants were advised at the start of the interview that it is within their rights to withdraw at any stage of the research if they no longer felt comfortable to continue (Earl, 1998).

3.7.4 Physical and Psychological Harm

The researcher ensured that those taking part in the research were not subjected to distress. They were protected from physical and mental harm (Brewer, 2003). This means the researcher was not supposed to embarrass, frighten, offend, or harm participants. At all times the researcher respected the safety, and dignity of the participants no matter how important its completion was. The researcher at all times had the foresight of things and reduced the incident and risk of harm.

3.8 Summary

This chapter has outlined and justified the research methodology that was used in the study. It also outlined the research design, research strategies, target population, and research instrument. The next chapter (chapter 4) is going to present and analyse the data collected. The study used the qualitative research design and adopted the purposive sampling method. Interview guides and thematic analysis version tool was being used to analyses data in this study.

CHAPTER 4 DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction

This chapter deals with data analysis, presentation, and interpretation of the findings on the assessment of UNICEF intervention in respecting children's education rights in Abidjan, Cote D'Ivoire. Data gathered through questionnaires, secondary data from UNICEF reports and in-depth interviews with students and key informants was analyzed using thematic tools. The study findings are presented under the three research objectives as indicated in Chapter One above. The data was collected from UNICEF Cote d'Ivoire, UMC primary and secondary school teachers, UMC primary and secondary students, and student parents.

4.2 Data Presentation and Analysis

The study highlighted the assessment of UNICEF intervention in respecting children's right to education in Abidjan, Cote d'Ivoire. The study identifies the following, quality Education and assessment, Distribution of stationery, poor infrastructure, financial constraints, and strong Partnership between government and NGOs. During analysis, the following subheadings were generated from what was found by the study.

4.2.1   To evaluate the success of measures implemented by UNICEF in the promotion of quality education in Abidjan, Ivory Coast

Early Intervention by UNICEF in Abidjan Ivory Coast and Continuous Assessment is another measure that proved to the successful and effective. The findings concluded the early intervention by UNICEF was a good contribution as it helped to ensure every child's access to education without discrimination and was supported by the human rights-based theory. The study revealed that assessment and intervention by UNICEF was to determine and progress and familiarise with the right to education as indicated in the international, regional, and national legal framework. The findings from the interviews showed that the measure works through the realization of progress from the early stage to the expected stage. These measures are also successful from the international, regional, and national obligations of human rights jurisdictions for the accessibility of primary and secondary education as a basic right for everyone.

The school has made an effective measure as concluded by the findings, the introduction of practical subjects impacts the lives and development of everyone without discrimination. The students acquire life-transforming skills and the study indicated the majority have acquired the skills to the best that they produce marketable products. The efforts of the school are still affected by the issues to be settled and to be looked upon. Attention is needed to review the curriculum so that it will be friendly to everyone and allow UNICEF to operate freely without political and government constraints

The respondent from Teacher 1 indicated that,

The government is trying to assist we received 15 laptops, toys, and books for our learners…UNICEF provides 500 laptops and 200 desktops with several stationary equipment, however, we need more assistance from different institutions to enhance the learning of our learners…as you can see we don't have a computer or a desktop in this office, more enablers are needed to our learners, more assistance and more modern technologies.

UNICEF intervention clearly indicate that the infrastructure was deteriorated which supported by the lack of adequate school facilities, both in urban and rural areas, influences UNICEF's interventions. Efforts to build and improve school infrastructure, sanitation, and water access are key to creating a conducive learning environment.

It can be deduced that the role of the state in assisting children towards their right to education is limited. 15 Laptops with a total population of 7000 more are needed (Bergmann & Maria , 2022). It can be noted that the objective has a clawback clause, within the limits of resources available to them. It must be a mandate of the state to source those resources, if the resources are not available within the limits it means that children may not access their education. UNICEF plays a crucial role in ensuring every child has the right to education however, other clauses from the government need to be taken care of as nothing much is done on this provision a lot is needed.

The education sector in Côte d'Ivoire faces many challenges, including retention, primary and secondary transition, and teaching quality which influence UNICEF intervention. In 2020, it was estimated that 24.5

percent of students who attended the first year of primary school (CP1) would not remain in school until the final year (CM2) (Darkar, Programme for the Analysis of Education Systems, 2020). In addition, the rate of progression from primary to secondary school, which had improved rapidly between 2008 and 2019 (from 46.1 to 85.2 percent), is currently declining. This regression is linked to the drop in the end-of-primary school exam (CEPE) pass rate observed since 2021 (52.3 percent in 2021 versus 84.5 percent in 2019) (Darkar, Programme for the Analysis of Education Systems, 2020).

The state as a signatory must provide necessary information technologies like computer with modern software, modern interactive boards to ensure that learners access education. The Convention also made it clear with the prioritisation of access to internet which was also identified as a challenge from the study. Therefore, UNICEF Involvement in Abidjan clearly indicates that everyone should access to education without discrimination. Hence the involvement of UNICEF clearly indicates that education is the key and everyone should receive quality education.

It is indicated that all children must not be excluded from free primary and secondary education. CRC article is a solution to the findings that parents are struggling to pay school fees for their children, it was also added that examination fees were a challenge. The government of Ivory Coast has to fulfil the provisions of this jurisdiction and it is a signatory to the convention. Therefore, UNICEF plays a crucial role in providing education assistance as indicated by parent 2 respondent

UNICEF yes but it is for those who are already in schools. Children in the street face the challenge of identifying them and no one knows more about them. UNICEF provides stationary and other necessities so It can happen that they are left out…there are a lot of connections these days such that School development community paying school fees for teachers' children.

The above narrative shows that UNICEF has limited success in enhancing access to education among vulnerable children. The findings of the study indicated that children are left behind. The study pointed out that identifying them is another challenge in addition to corruption towards the beneficiaries. The above narrative points the selection criterion is full of nepotism and corruption, leaving the vulnerable helpless.

The people in Abidjan regarded Primary education as the key to producing a more equitable education service and the white paper recognizes the importance of primary education. In Abidjan, more children are being enrolled in primary education than in either secondary or third-level education by UNICEF (Department of Education, 2023). Primary education has more students from disadvantaged backgrounds and the lack of investment in primary education is reproducing this inequality. The quality of primary education influences individuals' ability to complete secondary and third level education. Teacher 1 respondents indicate that

Primary education provides the foundation for all subsequent advancements in the education system. The most formative years in a young person's development are spent at primary school. UNICEF plays a crucial role in prioritizing educational funds for primary education which indicates the involvement of NGOs in the educational sector. I am impressed with what UNICEF did to the community at large.

The Social Welfare Assistance program was implemented by UNICEF to enhance access to education among children in Abidjan. The aim of the Act was to provide granting of social welfare assistance to vulnerable groups and their dependents; and to provide for matters incidental thereto or connected with 1990 (Mtapuri, 2023). The Act provides educational assistance to those in need through the Ministry of Primary and Secondary Education.

Rossiter (2021) notes that, since there is currently an average of 7 books per student in the public sector if every student in public schools nationwide had two books, the promotion rate would increase by 0.5 percentage points and nearly 5,000 additional students would pass the CEPE. One additional latrine per 100 students is associated with a 0.4 percentage point higher promotion rate. Currently, almost half of public schools do not have latrines (46 percent). Equipping all public schools in Côte d'Ivoire with at least one latrine would require approximately 7,300 latrines to be constructed. This would increase the number of latrines per 100 students from 1 to 1.2 in the public sector, with a greater increase in rural areas (from 1 to 1.3) (Rossiter, 2021)

Education is the process of teaching and learning where an individual acquires or imparts basic knowledge to another it involves the development of basic skills essential to daily living (Musendekwa, Chipika, and

Podzo (2022). It also involves knowledge on social behavior and reasoning (Chibbantula, 2011). Education is a basic right of everyone (UDHR, 1948). According to UDHR 1948 Article 26, Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. UNICEF in Abidjan trying to provide free education by providing feeding schemes, provision of stationary, and other necessity for children.

4.2.2 Challenges encountered by children who accessing education through UNICEF involvement in Abidjan Ivory coast.

4.2.2.1 Dilapidated Infrastructure

Duke (2011) notes that In the Old West area, not even a single educational facility is provided in the area only make-shift buildings turned into schools yet the majority of children live in that area, Besides the dilapidated building infrastructures in the area, the road network system is terrible making it difficult for children to move about as they might face the risks of falling into old mine dumps in the area. The study also indicated

As R1 (children) succinctly explained

The Abidjan school educational system is obsolete and inefficient. It has received few improvements since it was first put into service. The educational delivery system's equipment is outdated due to aging. Most of the Building infrastructures have outlived the effectiveness of its design, and as a result, the municipal government and UNICEF are too reluctant on maintenance to keep it operational.

Ehm F (2015) notes that access to education in the Ivory Coast is impacted by numerous socioeconomic and equality factors. In 2002 and 2010, Ivory Coast's civil conflict shattered the nation's economy and the results have rippled to the present. Most of the infrastructure was destroyed through war which led to most children not attending primary and secondary school (Moodie, 2019).

As R2 (UNICEF) succinctly put it:

one of the major cause of lack of proper educational delivery within Abidjan by UNICEF is due to the poor networking challenge, the area faces lack of proper road networking through the illegal mining in the area as a result children are limited to moving around as they face the challenge of falling into old mine dumps. This

meant that residents of the Abidjan region were no longer able to exercise their fundamental right to access to proper and adequate education

4.2.2.2 Economic Constraints

Economic hardships were discovered by the study as some of the factors affecting the success of government and UNICEF Measures toward enhancing access to education among children. The study yielded that the government and UNICEF have good measures in place, but resource mobilization is a great challenge to assist children. Respondents from Children pointed out that economic hardships are affecting their efforts.

R1 (children) had this to say

There are a lot of programs that need to be financed for children in order to access education …. Again, for children including disadvantaged groups to go to school it takes more than fees. So, if resources permit, we are well geared to …. We have limited resources.

Respondents from the teachers from Abidjan UMC primary and secondary schools also pointed to economic challenges as the most affecting factor. Inadequate resources were highlighted as one of the striking factor. Similarly, R1 (parent and Children) illustrated that:

…it is also the concern of the organization to pay school fees but we are short of resources…even the government is also trying the pay school fees through its Ministry of Social Welfare and civil society organizations through the social welfare department not all those who are in need are receiving this fund. The social welfare department gain has the mandate to provide all necessities for education you will note that at times only fees are paid no stationary is given to every child. There are also limited buildings.

The constitution in articles 11 and 35 has a clawback clause, the state must take reasonable legal and other measures, within limits of the resources available to progressively realize the right to education (Cote d'Ivoire Constitution, 2023). This clause can affect government efforts such that it may not be accountable. There is a need to fulfil the duty as the primary duty. The HRBA guided the study and it places the government as the primary duty bearer to enhance access to education for everyone. The challenge comes if resources do not

permit the result will be a denial of rights to children who are supposed to enjoy their rights. The legal provisions from the national level are failing to hold some ministries accountable for their duties.

The reviewed literature also concurred with the study findings that the country's economic status is also a long-standing factor affecting government and UNICEF measures toward enhancing access to education among children in the Abidjan Ivory Coast. The Social Protection sector and UNICEF are facing significant challenges, ranging from limited fiscal space to fund programs, fragmentation, and weak coordination capacity by the UNICEF and Abidjan government, weak delivery systems, poor monitoring and accountability systems for resources allocated towards social protection, and inadequate capacities to fully implement the existing programs (UNICEF, 2021) In Ivory Coast the social, economic and political environment has brought a lot of challenges to school children.

4.2.2.3 Lack of well-trained personnel

In Ivory Coast, It is also possible that trainee teachers' inexperience means they are less strict about the requirements for progressing to the next grade (Adjah, 2009). Most of the teachers are not experienced and a massive migration of qualified teachers and led to a poor education system. The results show that in public schools, the presence of regular teachers is correlated with a better CEPE pass rate than contract teachers. This indicates that there's a need   Time to Teach report's analysis of teacher absenteeism (Alban, 2021) and provides a good entry point for sector-level discussions on teacher issues and job choice.

R 18 (children) had this to say

Many trained workers (teachers) left the city of Abidjan in search of "greener pastures." The main reason for the loss of experienced personnel in the area was the difficult economic climate that existed in Ivory Coast from the late 2000s until the time this study was conducted. According to a participant from the Ministry of primary and Secondary Education Teacher, "the majority of the expert teachers quit because they believed their pay did not match their qualifications. Even semi-skilled and unskilled teachers just stopped showing up for work as they looked for alternative means of making money, which made the situation worse. Most of this occurred in 2010 and 2012. The participant went on to further say, "some of the teachers themselves are quitting their jobs and venturing into mining sector as an alternative means to earn a more stable income

4.2.2.4 Transport

Interviews with parents and teachers showed that transport to bring their children with them to school is a challenge affecting their accessibility to primary and secondary education. This forces learners to travel long distances. It was also discovered that transport is also expensive, especially for children and vulnerable groups. R16and 17 (student) had this to say

Transport is the main challenge… there is a shortage of transport and very expensive because this school is far from the location, there are no other schools like Abidjan that provide primary and secondary around this area. Transport fees my child is dropped two times before reaching the school… I pay about five USD per day and some conductors would say pay with the wheelchair space.

…a boy with a hearing challenge paying for transport was a challenge. The child is 10 years and the mother kept him at home after she requested a transfer to transfer the child to another school. Our driver who used to pick up the child from that area always sees the child daily. He came to report. We made an arrangement and the driver volunteered to pay transport and fees for the boy….Children 10 and 11 responded.

The above views were also supported by many teachers who appeared openly that transport is the major challenge for day scholars to access their secondary education. Learners came from far, the distance is too much. It was also discovered that the girl child is at risk they are vulnerable to rape and sexual abuse in public transport. UNICEF is working with government, but the challenges still increase. The transportation service of the students is a very important aspect in the education of our boarders, hence most of the schools failed to have transport to assist vulnerable groups and those travelling long distance in most the school in Abidjan (Davis, 2011)

4.2.2.5 School fees

The study found that paying school fees is a challenge to many guardians. The economic hardships of the poor family background expose challenges in paying school fees. This is a challenge affecting many children resulting in absenteeism at school. Three guardians revealed that the real parents of the children passed on they are trying from the little they get from the other working siblings. R1 (parent) illustrated that

This is not my child; she is the daughter of my first son. I am not working, we share what I receive from my daughter... School fees, uniforms, and food are a challenge. I don't know how God has made it vulnerable are always suffering… parent respondent 1

The research also found that most students who are vulnerable come from poor backgrounds. The school fees are also worsened by the boarding fees and sometimes UNICEF fails to provide necessary stationary and school fees resulting high rate of turnover of students attending school. The education sector in Côte d'Ivoire faces many challenges, including retention, primary-to-secondary transition, and poor payment of school fees by parents (Robertson, 1982).

4.2.3 To proffer recommendations that can enhance education through UNICEF involvement

4.2.3.1 Inclusive education

The study also unearthed that more support is needed, implementation part was lacking. The interview with teacher respondent pointed out that it takes more than what the school has done,

Ivory Coast as a nation needs clear policies and frameworks when it comes to inclusive education… this is why it is difficult to implement and is attached with certain challenges, we lack how best we can implement it nationally. More teachers should be trained.

This was also cemented by resent studies which premised the study on limited involvement of the government of Ivory Coast support, lack of political will, unavailability of inclusive education sustainability models, lack of conscious and agreement among stakeholders on children to enjoy right to education (Darkar, 2003). The study indicated that inclusive education is bringing change and success to all children and those without material. It was found out that the measure has some challenges in the class situation.

Some vulnerable children feel excluded because they cannot do like others for example in class and sports in class they end up using their self-esteem and confidence because they mock them…I think it is good to learn all of us   but more aid and more assistants to ensure everyone is equal. Student respondents 7 and 8.

There is a need to develop comprehensive strategies and approaches to inclusive education (Mantey, 2017) UNICEF implements many programs to support children however sometimes government sabotages the

programs. This led to poor education for children both in primary and secondary education. The compulsory schooling policy was adopted in 2015, requiring parents to enroll all of their children aged 6 to 16 years, both boys and girls. This policy responds to the demand for education in Côte d'Ivoire in the context of school for all (Education and Training Sector Plan, 2017) (Akpojotor, 2021). Therefore, children are dropping out due to different problems such as school fees and stationery, especially vulnerable groups. The Education and Training Sector Plan 2016–2025 was developed shortly after, in 2017 (Duke, 2011).

When the infrastructure issue has been dealt with or resolved another typical issue occurs, the selected areas still face the challenge of well-trained professionals within the educational sector. As the parent stated,

The government or the Ministry of Primary and Secondary Education should consider deploying a large number of well-trained teachers within the area so as to improve the teaching approach, smart teaching approaches are always provided by good teachers to their students or pupils.

4.2.3.2 Coordinated Efforts among Government Institutions and CSOs

Government and Civil Society must work collaboratively to ensure that all children realise their right to education. The study unearthed that there is division of interest between the two. The two have to work in line with education regulations and the national laws to avoid persuasion of diverging interests. The study indicated there are diverging goals between the government and CSOs. As R2 (UNICEF) stated

We should continue with good links and engaging platforms to ensure that focal goals are maintained…it will be very easy even on our policy implantation and evaluation because the government is our mother stakeholder. The government should ensure that all policies and measures concerning about all children are inaction

The study unearthed that government institutions and ministries must work together and maintain accountability. The study indicated the Department of Social Welfare must work with the Ministry of Social Welfare and civil society organizations to ensure that vulnerable groups like orphans and street children have access to education. The government can only retire if the child resists the guidance. Currently the study indicated there were no measures to assist UNICEF to ensure children's access to education.

Improving school governance, addressing gender and inclusion issues, and improving primary-school learning (literacy and arithmetic) through different partners to reduce the burden on UNICEF efforts. The Ivorian education system is at a key point in its history, marked by rapid progress in access to education. However, achieving the goal of education for all remains a long way off, and major challenges still need to be met to enable students to acquire basic knowledge.

The study indicated that the government of Ivory Coast has limited success in line with its policies and international obligations on the accessibility of primary and secondary education to many children. . Although the state ratified the CRC and other international and regional instruments the findings indicated that there is very limited success. Policy implementation, assessment and evaluation, lack of political will and state accountability were identified as the major challenges affecting Ivory Coast to have a milestone on the success and adherence to International Human rights obligations.

4.2.3.3 Rehabilitation of Schools

Poor infrastructure is devastating to health and the economy. A document review had shown that it wastes resources, adds costs, diminishes the quality of life, and allows preventable water-borne diseases to spread among vulnerable populations, especially children. The problem is not confined to the developing area of Ivory Coast. Children indicated stated that,

Poor and old infrastructures failed to capacitate children to get proper education. Outdated and poor constructed classroom in Abidjan. Some of these schools in the area are structured make shift with no proper facilities   which are prone to natural elements like rain water, also there is insufficient furniture, chair and desks to cater for the children. The government should coordinate with NGOs such UNICEF to strengthening internet connectivity.

Hence the need to build new infrastructure which is proper for learning environment is deem a necessity for a proper educational delivery within the area. The government of Ivory Coast together with the ministry of primary and secondary education should focus on providing digital infrastructure and internet connectivity so as to enhance educational delivery system in the area. Hence digital education can enhance the quality of

education by providing students with access to online resources, multimedia content and interactive learning tools.

4.2.3.4 Infrastructure for feeding schemes and Capacitation of Schools

The study indicated that a lot of schools were aware that there are a lot of children who are not going to school because of hunger but are shot of resources. The study recommended for the feeding module that school children must be given food to alleviate hunger. Partners and government must provide necessary aid in schools.

Children 2 and 3 indicated that, Schools must be capacitated so that they can cheap in to assist the vulnerable…income generating projects for schools can assist children to access education. Community partnerships also assist on assisting schools to enhance access to education. It ismtherefore, a matter of prioritisation.

In response, MENA called for the États généraux de education nationale et de alphabetization (EGENA) [Assembly on National Education and Literacy] to be established in 2021, with the aim of building a sustainable social pact to ensure that Ivorian schools are dedicated to students' success and transmit national values. Therefore, educational sector should be supported by different initiative such as feeding schemes and generating projects.

4.2.3.5 Life transforming Skill

The study found out that the school introduced many practical subjects essential for life-transforming skills. The research indicated that all children should be involved in education without discrimination or indicating educational background. The school introduced the practical subjects which are food Technology, Agriculture Woodwork, Art, Hair Dressing, and Barber and Textile Technology and Design. All children, both boys and girls must be enabled to learn life and social development skills to facilitate their full and equal participation in education and as members of the community (NDP, 2021). This is positive as it complies with the human rights obligation towards accessing secondary education for everyone. Unicef played a

crucial role but they need more organization to help UNICEF to have strong educational frameworks and capabilities. Unicef respondent 2

The school introduced HEXICO practical subjects so that those who are academically gifted can still follow the Ivory organization examination… even those who are good at practical's are also required to write final exams other than their practical subjects …

The school also carries function day especially Fridays to enhance and show these life-transforming skills. During the study, the researcher witnessed one of the functions where each department displayed the final products like artwork, carpentry items, saloon items, and others. These were sold and raised funds for vulnerable groups. The study revealed that the function a fundraising for the OVCs and other children.

4.4 Discussion and Interpretation

From the first part of the study, the study aims to assess the UNICEF intervention in respecting of children's education right in Abidjan, Cote d'ivore and ensure everyone access the right to education. The study revealed that UNICEF provide quality education, providing stationary to all children in Abidjan and Feeding schemes. Education for All targets are premature and the withdrawal of children from school at any stage before the completion of primary education is too high in Abidjan, Cote d'ivore (UNICEF, 2021). Providing stationary to all children in Abidjan and Feeding schemes. Were the only measures which have succeeded largely in enhancing access to education among children.

The study discovered that education in Abidjan is not free as enriched in the constitution. Education for All targets are premature and withdrawal of children from school at any stage before the completion of primary education are too high in Abidjan Ivory coast. UNICEF play crucial role although some setbacks such as poor infrastructure, financial constraints and lack of well trained personnel. Ivory Coast also declared free basic education for all, and this measure is lagging. The findings also reinforce some of views of early research, Education for is not yet achieved and poor infrastructure affect development (Oyeniran, 2018). The study indicated that the measures in place are affected by several factors on enhancing access to education mong children in Ivory Coast and previous researcher illustrated the cause as identified by the researcher.

Therefore, a huge gap concerning context relevance and coherence to the global demands was identified by study some of measures were classified as too old and children failed to access education.

The study also developed content for the second research objective through research interviews and document studies. The study yielded that financial constrains affect the development of UNICEF programmes because some of parents failed to pay schools even the UNICEF subsides fees. The interviews yielded that there dilapidated infrastructure which affect learners to be inside buildings and leaning under the tree. Therefore, education should be prioritised by both government and NGOs. However, government is the primary duty bearer should ensure every right should be promoted and protected. Lack of well trained personnel was also forwarded that some researchers who pointed that it is difficult to skilled personnel due to poor tertiary education (Jasińska, 2023). A huge gap concerning context relevance and coherence to the global demands was identified by the study some of the measures were classifies as relevant and not meet international standards.

The study also developed content for the last theme through interviews and document studies. The respondents responded to the research questions and the following suggestions were generated for the study. . The study suggested more partnership between government and non-governmental organisations such UNICEF and UNDP, rehabilitation of schools, education training for teachers. The study findings recommended the holistic approach and equal enjoyment of rights for all children to realise their right to education. Elfert (2023) notes that, subsidisation of education was another recommendation which was forwarded to ensure that children can realise their right to education. Government and Civil Society were highly recommended to work collaboratively to ensure that children realise their right to education. The study unearthed that there is division of interest between the two. The study findings recommend holistic approach and equal enjoyment of rights for every child and realise their right to education. (Jasińska, 2023) The study also concluded that the focus start at family level, there is need to adjust and create better environments to avoid an influx in the dropouts' students. Formal and non-formal schools to adjust their educational system

to cater to children with irregular schedules and learning capacities, and facilities need to be closer to where disadvantaged children reside and work (Desmurger, 2021)

Ivory Coast as nation as indicated by the study is mostly affected policy vs implementation. The policies are good and are domesticated, the implementation part as is a challenge (Watkins, 2016). State accountability is another factor that the government has to take into consideration that children have no one to go to but the government to try and accommodate their needs when NGOs play crucial role.

4.5 Summary

59The Chapter presented the main findings of the study in which the findings were grouped into themes. Demographic information of respondent was also recorded. The themes were in line with the research objectives. Interpretation of the findings were also discussed. Thematic and content analysis were used to analyse the research findings.

CHAPTER 5 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focused on the discussion, conclusion, implication, recommendation and suggestions for further research. Conclusions for the study were derived from the major findings of this study. Recommendations will follow an overview of the research findings. Implications of this study will be discussed, and this will influence suggestions for farther research. Recommendations made from this study can help to influence the success UNICEF intervention on the right to education among children in Cote D'Ivoire.

5.2 Discussion

The aim of the study was to assess the involvement of in respecting of children's education right in Abidjan, Cote d'Ivoire. A qualitative research design was used for the study. The problem statement of this study states, the number of the children who are not going to school around the globe is increasing. Besides UNICEF Intervention children are not attending school in most places in Abidjan (Darkar, 2020). Hermes (2023) indicate that, risk factors for dropout that apply to communities in SSA, such as involvement in child labour, while other research has been found to apply more broadly, such as low SES and poor school quality. Measures launched by the UNICEF have much attention on shelter and food (Puaschunder, 2023), therefore leaving a huge gap between UNICEF agenda to provide education to all and what is on the ground. There is a huge gap on prioritizing other right over others hence the need for human rights-based approach to assess the measures spearheaded by UNICEF to enhance access to education. Previous studies inadequately capture the need to consider education as a basic right, perhaps due to their magnitude, scope and methodologies.

Literature was revived from documentaries and civil society writings. The Literature identified gaps based on the context, methodology, theoretical gap and time, there was need to carry out a study using one specific city in Ivory Coast. Qualitative research design was used for this study. Data for the study was collected through primary and secondary data. Content and thematic analysis were used to analyse the research findings. Data was presented in themes and topics summarised above.

5.3 Conclusions

The aim of the study was to assess the involvement of in respecting of children's education right in Abidjan, Cote d'Ivoire. The study reviewed literature related to the government laws and provisions, regional and international human rights instruments. A human rights-based approach guided the study. Purposive sampling techniques were used for the study. Thematic and content analysis were used to analyse the research findings.

The study found out that UNICEF provide quality education through education camping's, Distribution of stationary to children, Free education, development of infrastructure for feeding schemes. The study revealed that all the measures implemented by UNICEF except Distribution of stationery and infrastructure development for feeding scheme have positive impact on enhancing access to education among children. The rest of the measures are silent on children education rights. The findings pointed out that UNICEF targets children already in school or those who have never been to school but under household conditions. It can be noted that already being children who are not attending school is a disqualifying factor. Hence measures implemented by UNICEF and government was not effective on enhancing access to education among children. The study also concluded that there is no free education in Ivory Coast and the government needs time and engagements to work on it. Children Act and other measures should create conducive environment for children to access education.

The study noted the influence of various factors affecting the success of UNICEF's involvement of in respecting of children's education right in Abidjan, Cote d'Ivoire. The study identified the following factors, Financial constrains lack of well trained personnel, poor infrastructure. The study pointed out All these factors affect the performance of UNICEF measures towards enhancing access to education among children. Economic constraints was identified as the most striking factor. The study indicated that it takes more than just school fees and UNICEF departments face the challenge of resource mobilisation due to political difference.

The study tabled some recommendations that can be put in place to make sure that street children realise their right to education. The study yielded the following recommendations strong collaboration between government and NGOs, training for qualified teachers and rehabilitation of school.

5.4 Implications

The study implicates that children face a number of challenges on primary and secondary accessing secondary education which are grouped into social, economic and school related challenges. This impacts various stakeholders to be aware of what is affecting children in order to access education. The study revealed that UNICEF is behind on enhancing access to education among children in Abidjan. The measures in place had very limited success towards children especially at early secondary stages. This calls for a proper inquiry and the need to use a human right based approach. The study showed that the measures in place infringe other rights hence the need for a consideration of a human rights-based approach. The study implicates the government and other stakeholders to develop policy frameworks and implementation mechanisms on the issues affecting children on their right to education as identifies by the study. The study findings also mark a roadmap to many stakeholders on issues to be addressed as informed by the findings

5.5 Recommendations

This section aims to provide recommendations to the government of Ivory Coast, the Ministry of Primary and Secondary Education, UNICEF, schools, and parents. The study identified these as the major stakeholders of the study.

5.5.1 Government level

- The study recommends the Government of Ivory Coast and MoPSE to come up with clear implantation frameworks for inclusive education and to train teachers on inclusive education awareness.
- The study recommends the Government of Ivory Coast have trained teachers to facilitate all courses in schools to assist UNICEF and other NGOs.

- The Government is recommended to be accountable and to fulfil its mandate in the national and international jurisdictions on accessibility of secondary education to all children with special attention to suitable stationary for new curriculum and AI global impact.

- The study recommends the Government of Ivory Coast to engage its workers on motivation issues and create conducive environment to ensure children access education

- The study also recommends the Government of Zimbabwe to build more school which cater for primary and secondary education.

5.5.2 NGOs

Coordinated efforts between government Non-governmental Organizations (NGOs). A multi sectoral approach needs to be adopted if many children are not attending education as a right. Though awareness campaigns and education by various partner agencies, communities and government will be encouraged to shun child abuse and domestic violence. Programs should be specifically targeting children who are not accessing education to ensure that they have access to education. These CSOs and the public, through increased consultations will be encouraged to adopt children who are vulnerable where possible. Society needs behavioral and perception change when it comes to dealing with the children who are not going to school. Government should create room for NGOs to execute its duties freely without intimidation or drawbacks.

To Parents or Guardians

Parents, guardians, family members and actors facilitating access to education need to prioritize the best interest of the child whenever they are having conflicts. Conflicts shifts the attention of the parents or guardian from the children to the conflict and in the event that the child would not been access education it creates a difficult situation. In cases where families are having conflicts, the best interest of the child needs to be a primary consideration by all actors facilitating access to education among street children. Safety nets at home should be practiced at family level to ensure the best interest of the child recognized.

5.6 Suggestions for Further Research

➢ The impact of PVO Amendment Bill on education and children in Ivory Coast

➢ Investigation the role of technology in improving access to quality education for disadvantaged children in Cote d'Ivoire.

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Appendix 1 Informed Consent Guide

My name is AKA GOUTE JULES-ALAIN DJOMAN. I am Ivorian by nationality and I am a student at Africa University in Zimbabwe. I am in my final year for Masters in Human Rights Peace and Development. I am conducting research on Assessment of UNICEF intervention in respecting children's education right in Abidjan, Ivory Coast. I am kindly asking you to participate in this study by answering my interview questions. The purpose of the study is to make an objective and rational analysis of the UNICEF mission of children education right in Abidjan. You were selected for the study because you play a crucial role in the domain of children's education. If you decide to participate, it is important to note that the interview will take approximately 45 minutes and will involve me asking a series of questions. If you feel any discomfort or unable to go on with the interview, please feel free to stop. This will not be held against you in any way. However if you do continue with the interview and this causes trauma, after the interview debriefing and counselling services will be made available to you. Kindly note, there are no benefits to your participation in this study. Participation is voluntary and you are free to withdraw at any time. All information collected during this process will be kept confidential to protect your identity. Before you sign this form, please ask any questions on any aspect of this study that is unclear to you. You may take as much time as necessary to think it over. Authorization If you have decided to participate in 50 this study please sign this form in the space provide below as an indication that you have read and understood the information provided above and have agreed to participate. -- Name of Research Participant (please print) Date -- ------------------------- Signature of Research Participant or legally authorized representative If you have any questions concerning this study or consent form beyond those answered by the researcher including questions about the research, your rights as a research participant, or if you feel that you have been treated unfairly and would like to talk to someone other than the researcher, please feel free to contact the Africa University Research Ethics Committee on telephone (020) 60075 or 60026 extension 1156 email aurec@africau.edu

 Yours Faithfully AKA GOUTE JULES ALAIN DJOMAN.

Appendix 2 Interview Guide for UNICEF staff

Resp No	
Code	

Interview guide for UNICEF Abidjan

My name is Goute Jules- Alain Djoman AKA Masters student in Human Rights, Peace and Development at Africa University. I am carrying out a study and my research topic is assessment of UNICEF intervention in respecting of children's education right in Abidjan (Cote d'Ivoire / Ivory Coast).

May you kindly complete this questionnaire? Anonymity will be maintained

Age 18-25 -40-65 years old

Sex

Male	
Female	

1- How effective do you think UNICEF has been in addressing the challenges faced by children in accessing quality education in Abidjan?

2- What do you think are the biggest obstacles to children's education in Abidjan?

3- How do you think UNICEF can better address those obstacles?

4- How do you think UNICEF can strengthen its partnership with local communities, government and other stakeholders to promote children's education in Abidjan?

5- Have you noticed any improvements in the education sector in Abidjan since UNICEF's involvement? (yes/ no)
- If yes, please specify.

Appendix 3 Interview Guide for parents

Resp No	
Code	

Interview guide for student's parents

My name is Goute Jules- Alain Djoman AKA Masters student in Human Rights, Peace and Development at Africa University. I am carrying out a study and my research topic is assessment of UNICEF intervention in respecting of children's education right in Abidjan (Cote d'Ivoire / Ivory Coast).

May you kindly complete this questionnaire? Anonymity will be maintained

Age 18-25 -40-65 years old

Sex

Male	
Female	

1- Are you aware of UNICEF's initiatives to promote children's education in Abidjan? (Yes/ No)
- If yes, please describe the initiatives you are aware of
2- Have you noticed any changes in your child's education since UNICEF's involvement? (Yes/ No)
- If yes, please describe the challenges.
3- How important is education to you for your child's future?
(Scale 1-5, where 1 is '' not important at all'' and 5 is '' very important'').

4- Have you faced any challenges in ensuring your child's right to education? (Yes/ No)
- If yes, please describe the challenges.
5-How would you rate the impact of UNICEF's involvement in promoting children's right to education in Abidjan?
(Scale 1-5, where 1 is ''very little'' and 5 is ''significant impact'')..

Appendix 4 Interview Guide for UMC primary and secondary school teachers

Resp No	
Code	

Interview guide for UMC Abidjan School teachers

My name is Goute Jules- Alain Djoman AKA Masters student in Human Rights, Peace and Development at Africa University. I am carrying out a study and my research topic is assessment of UNICEF intervention in respecting of children's education right in Abidjan (Cote d'Ivoire / Ivory Coast).

May you kindly complete this questionnaire? Anonymity will be maintained

Age 18-25 -40-65 years old

Sex

Male	
Female	

1- Have you received any training or support from UNICEF in the past 2 years? (Yes/ No)
- If yes, please describe the type of training or support.
2- Have you noticed any changes in the education sector in Abidjan since UNICEF's involvement? (Yes/ No)
- If yes, please describe the changes.
3- In your opinion, how important is education in promoting children's rights?
(Scale 1-5, where 1 is '' not important at all'' and 5 is '' very important'').
4- Have you observed any challenges or barriers to children's right to education in Abidjan? (Yes/ No)

- If yes, please describe the challenges.
5- How would you rate the impact of UNICEF's involvement in promoting children's right to education in Abidjan? (Scale 1-5, where 1 is '' very little impact'' and 5 is '' significant impact'').

Appendix 5 Interview Guide for children

Resp No	
Code	

Guide d'entretien avec les étudiants de l'école UMC d'Abidjan

Je m'appelle Goute Jules-Alain Djoman AKA, étudiant en Master en Droits de l'Homme, Paix et Développement à l'Université d'Afrique. Je réalise une étude et mon sujet de recherche est l'évaluation de l'intervention de l'UNICEF dans le respect du droit à l'éducation des enfants à Abidjan (Côte d'Ivoire).

Auriez-vous l'amabilité de remplir ce questionnaire ? L'anonymat sera préservé

Age 7- 8-18 ans

Sexe de l'enfant

Male	Female

1- Avez-vous entendu parler des initiatives de l'UNICEF pour promouvoir l'éducation des enfants à Abidjan (oui/non) ?

- Si oui, veuillez décrire ce que vous savez de ces initiatives.

2- Avez-vous bénéficié d'un programme ou d'un projet éducatif soutenu par l'UNICEF ? (oui/non)

- Si oui, veuillez décrire le programme ou le projet.

3- Quelle est l'importance de l'éducation pour vous ? (Échelle de 1 à 5, où 1 signifie "pas du tout important" et 5 "très important").

4- Avez-vous rencontré des difficultés pour accéder à une éducation de qualité ? (oui/non)

- Si oui, veuillez décrire les difficultés rencontrées

5- Comment évaluez-vous l'impact de l'implication de l'UNICEF dans la promotion du droit à l'éducation des enfants à Abidjan ? (Echelle 1-5, où 1 correspond à "très peu d'impact" et 5 à "impact significatif").

Appendix 6 AUREC Approval

Investing in Africa's future

AFRICA UNIVERSITY RESEARCH ETHICS COMMITTEE (AUREC)

P.O. Box 1320 Mutare, Zimbabwe, Off Nyanga Road, Old Mutare-Tel (+263-20) 60075/60026/61611 Fax: (+263 20) 61785 website: www.africau.edu

Ref: AU2917/23   6 July 2023

)UTE JULES-ALAIN DJOMAN AKA

C/O Africa University
Box 1320
MUTARE

RE: ASSESSMENT OF UNICEF INTERVENTION IN RESPECTING OF CHILDREN'S EDUCATION RIGHT IN ABIDJAN (COTE D'IVOIRE/ IVORY COAST)

Thank you for the above-titled proposal that you submitted to the Africa University Research Ethics Committee for review. Please be advised that AUREC has reviewed and approved your application to conduct the above research.

The approval is based on the following.
a) Research proposal
- **APPROVAL NUMBER**   AUREC 2917/23
This number should be used on all correspondences, consent forms, and appropriate documents.
- **AUREC MEETING DATE**   NA
- **APPROVAL DATE**   July 6, 2023
- **EXPIRATION DATE**   July 6, 2024
- **TYPE OF MEETING**   Expedited
After the expiration date, this research may only continue upon renewal. A progress report on a standard AUREC form should be submitted a month before the expiration date for renewal purposes.
- **SERIOUS ADVERSE EVENTS** All serious problems having to do with subject safety must be reported to AUREC within 3 working days on standard AUREC form.
- **MODIFICATIONS** Prior AUREC approval is required before implementing any changes in the proposal (including changes in the consent documents)

- **TERMINATION OF STUDY** Upon termination of the study a report has to be submitted to AUREC.

AFRICA UNIVERSITY
RESEARCH ETHICS COMMITTEE (AUREC)

APPROVED
P.O. BOX 1320, MUTARE, ZIMBABWE

Yours Faithfully

MARY CHINZOU
ASSISTANT RESEARCH OFFICER: FOR CHAIRPERSON
AFRICA UNIVERSITY RESEARCH ETHICS COMMITTEE

Appendix 7 Letter from UNICEF

Cell 27 22 47 99 20

04 BP 443 Abidjan 04, Abidjan Cocody, face à la direction des services techniques de la Mairie, Riviera Golf

Dear AKA GOUTE JULES- ALAIN DJOMAN, we come by this note to answer your request within the framework of the validation of your master's in human rights, peace, and development on the topic of the **assessment of UNICEF intervention in respecting of children's education right in Abidjan (Cote d'Ivoire/ Ivory Coast)**

we permit you to carry out this research in strict compliance with the laws in force in the field of scientific research and we also emphasize that all information made available to you may only be used for academic purposes and may not be published in any medium whatsoever.

We remain at your disposal for any information you may require.

Yours Faithfully

Coulibaly Issa assistant of education at UNICEF Cote d'Ivoire.