
Education and Development in Comoros

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Abstract

The theme of our study is the role of education in the socio-economic development of the Comoros. It shows that education is one of the determining factors in the economic growth of a country. This factor suggests that such a country can only have a great socio-economic wealth due to this diversity: this allows some to wonder if we should not rather talk about the role of education in the socio-economic developments of Comoros.

Keywords: education; development; poverty; Comoros

INTRODUCTION

Education comes in various forms such as family education, religious education, sports education and school education. Faced with all this, the personal benefits of education and its assets through the labor market, plays an important role on in the development of the nation.

Here, we have chosen to focus our research on education, because the latter creates a set of factors favorable to the growth process of a country for various reasons and thus we choose the theme: "the role of education in the socio-economic developments of Comoros". The inefficiency of the Comorian educational system has as major consequences, the increase in the number of unemployed graduates, the insufficiency of young people in the labor market and the increase in household poverty among others.

However, we will not try to insist on the inefficiency of the educational system at all, but we will try to show the socio-economic development of Comoros through education. This is what most motivated us to deal with such a subject. Therefore, we have conducted a preliminary study on the role played by education in the development process of Comoros.

I. PROBLEMATIC AND RESEARCH HYPOTHESES

In this article, we will focus mainly on the study of education as a means of fighting poverty and raising awareness of its impacts.

It is in this context that we draw up our problematic in order to discern the role of education in the socio-economic development of the Comoros.

What is the role of education in the development process of the Union of the Comoros?

Research Hypothesis

In order to facilitate the understanding of our study, it was essential for us to formulate the hypotheses that will help guide us throughout our work. This will allow us to draw conclusions about its scope.

- Education would participate in a strong attraction on the labor market policy and in the development of the country if the authorities put more resources on its development.
- The existence of a better education in Comoros would form a palisade against poverty if all the actors advocate for quality education for all and everywhere.
- The involvement of the public authority in the educational system would promote the economic, social and institutional development of the country.
- The religion, culture and tradition of Comorian society will not be neglected in the promotion of Comorian education if the state institutionalizes Koranic schools.

General Objective

The objective of this work is to present the context in which Comorian education is presented and the possibility of improving the situation. Such a description is essential insofar as the country has experienced a decline in the level of students and pupils throughout the islands.

Thus, education, being one of the driving forces contributing to the process of socio-economic development of Comoros, deserves deeper analysis.

Specific Objectives

It is through this general objective that we have drawn up our specific objectives:

- To assess the relevance of education in Comoros as a whole.
- Determine the different types and forms of education in Comoros.
- Assess the prevalence of educational attendance in the private and public sectors.
- Determine the responsibility and necessity of education in the development of Comoros.
- Demonstrate the importance of education as a means to fight poverty.
- Identify the problems and challenges of the Comorian education sector.
- Propose palliative recommendations with adequate measures to meet the expectations of education.

Justification For The Choice Of Theme

Despite all the efforts made by the state to improve the quality of education, the country's poverty poses a very delicate problem. Therefore, the role of education remains a better asset for development. The poverty of households, the illiteracy rate, the anti-Covid 19 barrier measures among others, make us wonder about the place of the education system in the development of Comoros.

II. MATERIALS AND METHODS

Our preliminary study was carried out in some regions of the Comorian islands between January 2020 and July 2021. The objective of this study is to provide some clues that will allow the actors of education to act in time in order to considerably improve the level of pupils and students especially in rural areas and to institutionalize the education of Koranic schools in the whole territory.

Our investigation concerns the issue of education as a factor of development in a country in general and in Comoros in particular.

Specifically, this study aims to demonstrate the importance of education as a lever for socio-economic development and to raise awareness among the population of the danger of illiteracy and school dropout, which is gaining ground. We interviewed 34 people working in the education system, 19 religious leaders and 25 parents of students.

Data Collection Tool

During the survey, interviews were conducted using a pre-established questionnaire with the people mentioned above. It allows us to identify all the constraints and assets in this area. An individual survey was conducted with the women most affected by this study and with education stakeholders from early childhood to higher education. We also consulted documents framing our research theme. All the women in our study were targeted according to age and place of residence. They ranged in age from 17 to 52. Nearly half of the people in our survey are women and live in rural areas.

III. RESULTS

The materials and methods we identified in the previous section will be used to conduct and reveal, in an explicit manner, the corresponding results. After interviewing the people mentioned in this study, we consulted documents necessary for our research. The study of these documentary sources, the field surveys and the internet research allowed us to establish and map the results of this preliminary study.

Table 1: Rural education actors

Year	Female	Male	Total/year
2020-2021	12	10	22

Source : Author's survey

Table 2: Urban Education Stakeholders

Year	Female	Male	Total/year
2020-2021	08	04	12

Source : Author's survey

These two tables allow us to draw many more lessons showing that more efforts must be made by women than by men. The rural

environment deserves more attention from the central and island authorities. Education actors at the island level are much more willing to answer our questions than their counterparts working within the union of the Comoros.

Table 3: Parents of students by gender

Respondents	Male	Female	Total
Parents of students	11	14	25

Source: Author's survey

We note that the female gender strongly forms an important part of our study. They are eager for government intervention to improve household incomes, especially during the Covid 19 pandemic. The improvement of a household is synonymous with the development of national education.

Table 4: Religious leaders by gender

Respondents	Male	Female	Total
Chefs religieux	19	00	19

Source: Author's survey

This table shows that female religious leaders are almost non-existent in a patrilineal society like the Comoros, where religion and tradition are almost inseparable. In this study, we have met only one female religious leader despite multiple searches throughout the territory.

IV. DISCUSSION

1. General information on the Comorian education system

The education system of any country has a symmetrical or dual relationship with the society in which it operates:

First, society is characterized by contextual elements that significantly influence the coverage of the education system and its functioning; these include external constraints that limit its development. In this respect, we are thinking first of all of the demographic dimension, which determines the number of young people in the country who are candidates for schooling, and secondly of the economic and public finance dimension, which determines the volume of budgetary resources likely to ensure its financing. It may also be a question of general cultural and social values and practices

that both affect the demand for education and contribute to the definition of educational content.

Second, the education system contributes to the economic and social development of the country. It does so through its many virtuous effects such as those on the development of public life in a democratic context, the increase of labor productivity at the individual level and economic growth and poverty reduction at the aggregate level, the strengthening of national capacities for policy design and implementation, and innovation, whether economic, financial or technological. There are also more direct influences on individual behavior and the achievement of important social objectives (birth planning and population growth, improving the health situation in the country, including reducing infant mortality, etc.).

2. Organization and structure of the education system

There are two educational systems where children can evolve in parallel and simultaneously: the Koranic school and the official school.

The Koranic school is a secular and democratic institution par excellence, very strongly established in the country, each village having several. The mission of this school is to provide religious education aimed at reinforcing the Islamic culture and religion. This entirely autonomous institution is an initiative of the teacher who welcomes the children in his home and who sets his own organization without any hierarchy. It escapes any control of the State. The child can stay there from the age of 3 until the age of his "spiritual" majority. The teaching languages are Shikomori and Arabic.

The adjective "Koranic" implies initiation into the dogmas of the Koran. Therefore, this teaching proceeds in stages. It is considered impossible to introduce the Comorians to the Arabic language without learning the alphabet of this language and other syntactic rules. It is in this process that the Comorian child gains access to the reading of the Koran, according to the modalities by which it responds to certain religious rites. Religious patriotism in the Archipelago is due to the cultural interbreeding between the Comorians and the Arabs coming from the Persian Gulf dating from the 12th century of the Christian era. The Comorian population continued to prefer the Koranic school for various reasons, especially because :

It is in the Koranic school that one learns the religious knowledge and a little bit of the Arabic language which remains essential to claim a better recognition of the Muslim religion.¹

This educational system is an opening for the Comorian child. The reform of this education allows the learning of the Arabic language to flourish. The latter facilitates the translation of the Koran and the Hadiths. Any Comorian can understand Arabic as well as English insofar as even the Comorian language is made up of 33% of Arabic vocabulary. The Koranic school has facilitated communication between the Comorian and foreigners who know how to express themselves in Arabic.

The official school is an institution inspired by the French model, under the supervision of the Ministry of National Education, with four levels, including pre-elementary education, which is now entirely community-based and private, and elementary, secondary and higher education.

The official school is an institution inspired by the French model, under the supervision of the Ministry of National Education, with four levels, including pre-elementary education, which is currently entirely community and private, and elementary, secondary and higher education. The reform of the education system currently being prepared proposes to integrate these two types of educational institutions.

The languages of instruction are French and Arabic. Until the end of the 1980s, education in Comoros was mainly provided in public schools. Since the beginning of the 1990s, private education has developed rapidly, partly as a result of the disruptions that have affected the functioning of public schools.

3. The different stages of formal education

Normally, the school curriculum begins in kindergarten and ends at the university level. This curriculum is structured as follows: pre-primary, primary, secondary and higher education.

In this document, we will see successively these different stages and their role in education.

¹ MISBAHOUDINE Ben Ahmed, Contribution to the study of religious history, from the origins to our days, Master's thesis, history, University of ...2004, p.6

Pre-school education takes the form of crèches, nurseries, kindergartens, pre-schools and introductory classes. In general, children are admitted to kindergarten from the age of 2, because according to researchers, it is from this age that the child has the ability to understand what is being taught, and thus form himself. The general objective of pre-primary education is to develop all the possibilities of the child, in order to allow him to form his personality and to give him the best chances to reach his ambitions. However, pre-primary education is not compulsory, as it is also possible to start school in primary school.

In most of the world's contemporary educational systems, secondary education includes the formal education that occurs during adolescence. Depending on the system, the schools for this period, or part of it, may be called secondary or high schools, gymnasiums, high schools, colleges or vocational schools. The exact meaning of any of these terms varies from system to system. The exact boundary between primary and secondary education also varies from country to country and even within them, but it is generally around the seventh to tenth grade. Secondary education occurs primarily during adolescence. The purpose of secondary education can be to give common knowledge, to prepare for higher education or to form directly into a profession.

The fundamental function of the Comorian Edict

According to Darwin's studies, "man is in perpetual evolution, and our history reveals to us that this evolution does not occur by chance, but by the fruit of education".thus, as G.MIALARET (1987) said, education plays an important social role, it served to transmit values, in a certain way to ensure the social promotion of children of modest origin.

To this end, according to F. HARBISON: education aims at inculcating general knowledge and developing basic intellectual capacities, because the development of human resources would increase the sum of knowledge, skills, work abilities and natural gifts of all members of a society that are essential for both social and economic development.

In a more economic sense, the role of education is to provide skilled labor and techniques without which physical capital would be wasted, since a country needs well-trained political leaders, lawyers,

artists, writers, and journalists to stimulate its development. It is created a climate of expansion by giving the masses the possibility to think further than their immediate needs and difficulties. But it also teaches the farmers simple and elementary agricultural techniques which provide a slight increase in consumer goods in addition to those necessary for subsistence and which can be the basis for physical accumulation.

The educational system is then the set of all the elements playing a role in the achievement of education. Educational systems vary greatly in space and time. The education of a person is sometimes more adapted to the socio-economic requirements of adults (the need for child labor, adult work, especially for women, etc.) than to the needs of the child. However, there are some more or less generalized formulas:

- Education focuses on children and is only marginally concerned with adults.

- During early childhood, education is provided by the family, where the oral language and the rudiments of social life are learned.

- During childhood (from about 7 years old until puberty), education is taken care of in a collective way (at least partially), for the learning of legal, religious and cultural rudiments (including, eventually, the written language).

- During adolescence, specialization, through apprenticeship with a master or his disciple. Generally speaking, the role of education is to provide citizens with skills that are useful for individual and collective needs, in order to be able to live normally. It is an instrument of discovery of all that is beyond reality, to satisfy the needs of research.

CONCLUSION

The role of education is to improve the qualitative aspects of the individual or the community. Among these aspects, we can remember: attitude, behavior, value and motivation. Each of these terms will be explained in turn, as they determine, respectively, the role that education plays in development.

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