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*Gender and Education for All: The Leap to Equality*

## Côte d'Ivoire

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## Introduction

Côte d'Ivoire, a country long reputed as being one of the most stable in West Africa, is currently confronted with the tough challenge of "finding a way out of civil war". Unless lasting peace is restored, Côte d'Ivoire will in all likelihood fail to bring its education policy back in line with the six goals geared to achieving Education for All (EFA) by 2015. The civil war situation has, since September 2002, barred access to schools for a good many actors (children in school or of school age, teachers and parents), caused mass movements of people towards the south and relegated education to second place within the realm of public debate. Faced with these immediate ramifications, not a single donor has sought to finance an emergency education plan concerning the areas occupied by rebel forces or being won back by the Government.

Within such a context, are the governments of the Second Republic of Côte d'Ivoire capable of ensuring the country's progress towards achieving the EFA goals? How can one measure exactly what effects the war has had on the management and advancement of the national education system? Although the rehabilitation of existing educational infrastructure in the west, north and even the south of the country should prelude a return to the pursuit of the EFA goals, how can confidence in school as an institution be restored among the many displaced teachers, pupils and parents directly or indirectly affected by the military violence? The educational challenges hinge on a political issue that is still far from being resolved: the identity of those responsible for the September 2002 *coup d'état* remains a mystery, creating a situation conducive to "policies of confrontation" (Le Pape, 2003) while making it an increasingly remote possibility for Ivorians to genuinely "emerge from war", and perpetuating a spirit of bellicosity.

And yet in the 1990s, Côte d'Ivoire had recorded albeit variable and insufficient progress in the field of Education for All (République de Côte-d'Ivoire, 1999). Following the *coup d'état* of 24 December 1999, the ministry of education, headed by Michel Amani N'Guessan (Ivorian Popular Front), took on the previous administration's educational goals. It also set itself new EFA-oriented challenges. But the war has changed the nature of the challenges in education: it is no longer a matter of progress towards the EFA goals but one of managing an emergency situation in the hope of later being able to (re)create conditions conducive to resuming that progress.

This study draws on available statistical data (Annex I). The most recent EFA national monitoring report dates back to 1999. War and political instability have prevented assessment of education policy procedures, and limited the latter's impact in parts of the country controlled by loyalist forces. None of Côte d'Ivoire's successive governments since 2000 has set up an EFA monitoring committee. A sequence of events established on the basis of newspaper reports covering a period from September 2000 to May 2003 (Annex III) shows the ways in which education policies have or have not been carried through. The selection of recent bibliographical references provides non-exhaustive "state of the art" insight into political and educational issues in Côte d'Ivoire and sub-Saharan Africa (Annex IV).

**I – SCALE AND NATURE OF THE CHALLENGE FACING THE COUNTRY IN ITS EFFORTS TO  
ACHIEVE THE SIX EFA GOALS**

A – Quantitative goals

*Goal 1: Achieving universal primary education*

Côte d'Ivoire currently ranks as a country that stands "little chance" of achieving this goal.

- The gross enrolment ratio (GER) remains low, short of the 90 per cent target set by the Government in 2000 within the framework of the EFA/NAP (1992). By 2001, it had risen to 81.28 per cent from the 69 per cent recorded in 1989-90. An improvement in the GER between 2000 and 2001 reflects the Government's active approach to education policy-making over that brief period of time.
- In 2001, the net enrolment ratio (NER) came to 64.19 per cent compared with 50 per cent in 1990. Although low, it had been climbing throughout the 1990s, with significant progress beginning to be made from 1999.

These figures offset the scale of regional enrolment disparities (see map in Annex I). In 1996, the average GER was 49 per cent in parts of the country where enrolment was low (the north and south-west) but over 80 per cent where enrolment was high (southern and central parts).

- In 2000, there was an estimated 41.8-point gap between the gross and net intake rates. Parents do not take the official school age into account when planning their children's education. More children are enrolled after the official age (16.6%) than before (7.5%).

In 1998, 76.99 per cent of six year-old children had yet to be enrolled in primary education. In 2000, 1.081 million school age children were out of school.

Repetition rates, which are always more significant in public than in private education, are high – averaging 20 per cent – in every year of primary school, soaring to 46 per cent in grade six (République de Côte-d'Ivoire, 1999). This reflects both the ultra-selective nature of secondary entrance examinations and, what is more, the determination of parents to keep their children in school, in that "bottleneck", in the hope of their eventual transition to secondary level (Proteau, 2002).

The outline act on the Côte d'Ivoire education system (law no. 95-696 of 7 September 1995) did not introduce compulsory schooling. Education minister, Pierre Kipré, had a proposal to do so turned down by the National Assembly for want of "the means to enforce it".<sup>1</sup> UNESCO claims that Côte d'Ivoire now has the legislative framework in place to make school compulsory from the ages of six to sixteen (UNESCO, 2002). But the challenge of ensuring universal primary education, in Côte d'Ivoire's case, does not appear confined to introducing compulsory education: how can the State seek to make education compulsory, set quotas on enrolment in its primary schools – because not enough have been built – and win over the families that have opted for other forms of education?

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<sup>1</sup> Personal interview with the education minister Pierre Kipré, Paris, 22 May 2003.

*Goal 2: Reduce gender disparities in primary and secondary gross enrolment ratios, and achieve gender equality*

In 2000, the primary school gender parity index (GPI) was 0.80, well short of the level at which a country is classed as having achieved this goal (between 0.97 and 1.03).

- The GPI, calculated on the basis of NERs, has been consistently low (0.75) over the past three years.
- Figures for school life expectancy by gender are unavailable for 1999-2000. According to the last simulated forecast produced in 1998 on the basis of a fictitious 1,000-pupil cohort, however, the survival rate would have been 69.9 per cent of boys versus 61.2 per cent of girls, putting the latter 6 points below the national average (République de Côte-d'Ivoire, 1999). In 1998, the coefficient of efficiency or internal efficiency for girls was just 55.1 per cent versus 62.9 per cent for boys.

Secondary GERs, which have always remained below 30 per cent of boys and 20 per cent of girls, showed a consistent 13-point gap between 1999 and 2001 (UNESCO, UIS). In 1999, the secondary level GPI was 0.53 per cent, i.e. very close to that of 1990. Gender inequalities continue to prevail. In 1998, primary GERs for girls were 27.2, 29.1 and 29.4 per cent in the San Pedro, Odiénné and Korhogo districts versus 64.6, 55.2 and 53.9 per cent in Yamoussoukro, Bouaké and Man. Future studies could incorporate more pertinent indicators than those currently in use: religion, socio-professional background of parents, family structure (polygamous, monogamous, single-parent) and domestic workload (Lange, 2000).

It remains the case that the vast majority of teachers recruited are male: in 1998, just 16 per cent of women were working as teachers, and they were far less well represented in public than in private schools.

The chances of being able to reduce gender inequalities in access to primary education are relatively strong in Côte d'Ivoire given the progress made during the 1990s following the implementation of incentive measures in parts of the country with the lowest enrolment ratios (République de Côte-d'Ivoire, 1999). The outlook appears somewhat less optimistic when it comes to access to secondary education.

*Goal 3: Achieving a 50% improvement in levels of adult literacy*

In 1998, 49.7 per cent of Ivoirians aged 15 and over were literate versus 38.5 per cent in 1990. At country level, illiteracy was far more widespread among men (63.3%) than among women (36.8%). The overall illiteracy rate improved slightly in 2000 (48.6%), although there was an ever so slight increase among women (37.2%).

The illiteracy rate among young people aged 15-24 increased between 1990 and 2000. In 2000, however, it stood at more or less the same level among girls as that reached by boys in 1990 (52%).

The Côte d'Ivoire illiteracy rate is most probably going to rise from the current level of 50 per cent to between 50 and 70 per cent by 2015, meaning that the country will not even have

come close to achieving the goal of halving illiteracy by that time, pursuant to the commitments made in Dakar in 2000.

The Government of Côte d'Ivoire is banking on wider access to primary education eventually serving to eradicate illiteracy. For want of its own resources, it leaves the international donors and NGOs to carry out literacy campaigns on the ground, neither co-ordinating their actions nor standardizing their methods. Is literacy in Wobè an equally valuable asset for socio-professional integration as literacy in French or any other language?

Indeed, real progress in this field is hampered by the lack of a proper definition of "literacy" and the narrow economic interpretation tying it in with the goal of "generating income".

The rate of illiteracy relapse among new literates emerging from specific programmes and among children or adults who have spent some time in the education system, has yet to be assessed, even though this is a phenomenon that lessens the chances of being able to meet the challenge of eradicating adult illiteracy.

## B – Qualitative goals

*Goal 1: Expand early childhood care and education, especially for the most vulnerable and disadvantaged children*

- In 1998, 96.4 per cent of children aged 0-8 years (4,747,000 in absolute terms) were learning outside the formal pre-primary education system, within an informal or non-formal family setting.
- Only a fraction of children aged 0-8 are in pre-primary education (3.6%). This mainly serves to aggravate social disparities: the parents' level of education determines whether or not children are enrolled in pre-primary education as a stepping-stone to enrolment in primary education. Gender disparities are being reduced in pre-primary schools due to the active involvement of programmes geared to fostering gender parity.
- A comprehensive assessment of actions in aid of population groups classified as vulnerable according to the various types of handicap – physical, psychological and/or social – is impossible due to the diverse nature of those actions (République de Côte-d'Ivoire, 1999). They are mainly private initiatives. Their impact on the groups concerned is limited for want of co-ordination at national level. The successes achieved by the *Bureau International Catholique de l'Enfance* (BICE) and *Médecins Sans Frontières* (MSF) can be attributed to the training of competent and relatively self-sufficient support staff.
- With respect to early childhood care, one of the challenges to be met is to combat the exploitation of children, which is a very real part of the problems to do with working children (Schlemmer, 1997). It should be noted that children and youth in Abidjan are demanding the right to work in decent conditions. Their demands have yet to elicit an appropriate legal response.
- The Côte d'Ivoire government also faces the challenge of having to choose between, on the one hand, a policy of standard-setting and contractual arrangements with the early children care and education sector actors and, on the other, a laissez-faire approach conducive to the

expansion and increasing diversification of what private education has to offer in terms of educational structures and content.

*Goal 2: Meeting the basic learning needs of young people and adults*

- Progress towards this goal cannot be measured at present due to the difficulties involved in defining “basic learning needs”, and the fact it covers similar ground to other EFA goals, especially that of improving literacy.
- The informal sector offers far more “basic skills” training than the formal. The latter delivers very little because of the dispersed nature of State action in recent times (no fewer than eight ministries involved).

There appear to be two challenges:

- first, finding social and political solutions to address the dissatisfaction of in-school, out-of-school and unschooled Ivorian youth vis-à-vis their prospects in the city (Le Bris, 1992). Basic learning needs could be met by deploying agreed and acceptable strategies geared to retraining unemployed certificate holders and apprenticing dropouts and out-of-school children. But an overly strict focus on efforts to achieve universal primary education has served to minimize those goals, and to relegate them to second place on the education policy agenda.

- second, assessing the impact of existing programmes in what amounts to a heterogeneous sector involving a large number of different associations and NGOs. Are learners participating in endeavours to define “basic skills”? How committed are they to the courses they take?

*Goal 3: Improving the quality of education*

The education quality indicators adopted since the Dakar Framework for Action can be used to measure the quantitative efficiency of the *school* system, but not the qualitative performance of the *education* system.

- Between 2000 and 2002, CEPE (secondary entrance examination) and BEPC ( $\approx$  GCSEs, taken at 16 years) results were better than in previous years and in the baccalaureate streams. The improvements stem from a policy aimed at increasing the flow of pupils from primary to secondary and from lower to upper secondary, without going so far as to reduce the numbers dropping out midway. The price of its success has been a reform in the curriculum (removal of dictation tests). It has marked a recovery from the situation in 1994 when the worst examination results in the history of education in Côte d’Ivoire were recorded – 7.86% BEPC passes and 13.51% baccalaureate – much to the donors’ satisfaction and the great displeasure of the Ivorian people (Lanoue, 2002).
- In 1999, 81.77 per cent of public expenditure on primary education was used to pay teachers’ wages; 10.04 went into educational inputs.

The share of the budget devoted to the teachers' wage bill has increased considerably and looks set to continue to grow for the foreseeable future on account of the kept promise to "detach" teachers from the public service pay scale (Annex III).

- 2,000 teachers a year – at least 60 per cent of them BEPC holders – were to have been recruited through to 2001. This no longer seems feasible unless accompanied by a proper career and training plan, given how much of the budget is being devoted to "detaching" teachers "reattached" to the public service pay scale in 1991.<sup>2</sup>
- The pupil-teacher ratio grew from 39.7 to 43 pupils per teacher between 1989 and 1998, the norm in Côte d'Ivoire being 50. Double shifts, when enforced (i.e. mainly in public education), have led to an increase in the teachers' workload.
- Progress was made in terms of textbook loan and rental schemes in 1999 and 2001. The availability of textbooks presupposes their effective use within an educational framework. Universal provision of such schemes is not yet on the agenda due to their cost, a fact that has proved off-putting to the Gbagbo government (Annex III).
- The learning gaps observed among pupils in Côte d'Ivoire are two-thirds due to their social background and one-third to their schooling conditions (PASEC, 1998). The challenge for education policy-makers is not just to diminish inequalities stemming from the conditions of schooling but also to tackle the social inequalities affecting the learning process.

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<sup>2</sup> Félix Houphouët-Boigny, the first President of Côte d'Ivoire, had "detached" teachers' and researchers' wages from the public sector pay scale in order to make the teaching and research professions more appealing to young Ivorians. In 1991, under pressure from the international donors (IMF, WB), the government led by Alassane Ouattara decided to "reattach" the wages of all newly recruited teachers to the public sector pay scale. Since the adoption of that austerity measure, there have been two coexisting categories of teachers: the "detached" and the "reattached". The latter experienced a considerable wage cut (cf. Annex II). In 2003, the Gbagbo government made it a point of honour to overturn that measure, which the unions regarded as a social injustice going against one of the fundamental principles of employment law: "same work, same pay".

**II – EXISTING OR FORTHCOMING NATIONAL POLICIES AND STRATEGIES WITH THE GREATEST POTENTIAL FOR PROMOTING PROGRESS TOWARDS THE EFA AND MILLENNIUM DEVELOPMENT GOALS**

Under the Second Republic of Côte d’Ivoire, the Gbagbo government has launched a political process designed to “overhaul the nation”.

The main priority in the education sector is to “give every child in Côte d’Ivoire the chance to go to school” (Cabinet communiqué, 19 September 2001), i.e. to boost enrolment ratios.

In July 2001, the government of “overhauled” Côte d’Ivoire announced a series of measures designed both to help combat poverty and to further an overall policy geared to restoring school’s “social purpose”. Education policy, now reduced to *schools* policy, would take a “decisive” change of direction, with all of the challenges, empty promises and ideological connotations that that term might entail.

The measures in question concerned efforts to:

- enhance the status of the teaching profession, primarily by “detaching” teachers’ wages from the public sector pay scale to which they were “reattached” in 1991;
- provide free education through to fourth grade secondary, with free textbooks at primary level and, in some towns, uniforms;
- make the wearing of uniforms at public and private primary (but not secondary) schools non-compulsory;
- make school compulsory through to the end of lower secondary;
- gradually phase out state subsidies to private schools;
- promote participatory and democratic management of schools (not of the education system as a whole);
- develop a nationwide preschool education system, with curricula that include the learning of the various languages spoken in Côte d’Ivoire;
- build “bridges” between general education and technical and vocational education.

Those measures have formed the subject of intense wrangling between the Government, teachers and parents over the period 2001-2003. The various arguments and the way they developed are laid out in the sequence of events in Annex III. Three of the measures have actually been implemented: “detaching” teachers’ wages from the public sector pay scale, promoting free choice in the wearing of school uniforms, and phasing out subsidies to private schools. The government hails these as great successes.

After two years in power, the Gbagbo government appears to face challenges on three fronts:



- supporting a war effort against three rebel movements;
- reopening “negotiations” with international donors in response to pressure from other countries, both African and Western;
- maintaining the institutions of a “republic” said to be under siege, first and foremost school.

In the north of the country, educational infrastructure – much of it damaged or destroyed – has at best managed to cater for mere handfuls of pupils and teachers since the start of the war. In the south, countless school days have been lost due to marches and other “patriotic” events that have often emptied not only classrooms but also the offices at the ministry of education.

Wartime education policy under the education minister, Michel Amani N’Guessan, has concentrated on five main projects:

- harmonize the school calendar vis-à-vis the September 2002 and January 2003 starts to the school year;<sup>3</sup>
- re-employ thousands of displaced teachers
- “depoliticize” schools
- reduce subsidies to denominational and non-denominational private schools
- universalize the low-cost provision of primary school textbooks.

Now that Côte d’Ivoire has lost its territorial unity, efforts to carry these projects through are geographically confined to the south of the country. The scope of education ministry action no longer extends to northern, western and central parts.

The Linas-Marcoussis Consensus signed in France on 24 January 2003 calls for the restoring of public services, especially in health and education. In regard to the latter, the authorities in Abidjan (Gbagbo government) and Bouaké (stronghold of the MPCI, one of the three rebel movements) were soon at odds with one another over such crucial policy points as the dates at which the school year should begin in rebel-held, government-controlled and disputed areas. The presence of intervention forces deployed in western Côte d’Ivoire since 25 May 2003 has yet to restore the country’s territorial unity. For the time being, then, national education policy therefore remains an absolute impossibility.

In the far west of the country, neither Liberian and Sierra Leonian refugee children nor young Ivorians can get to school.

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<sup>3</sup> The ministry of education ordered a second start to the school year, in January 2003, for children formerly going to school in the north of the country but forced to take refuge in the south on account of the war. This second start to the school year causes problems in regard to the school calendar and the pace of learning: how can pupils starting the school year in January 2003 be at the same level as those starting, as usual, in September 2002? The government decided to address such problems by having the former sit their examinations in September instead of June 2003. School curricula, however, have yet to take into account how much ground needs to be made up by “second-start” pupils, whether sitting end-of-year examinations or not.

### **III – Past and future roles of international assistance in supporting the country’s progress towards the EFA goals**

While the government of Côte d’Ivoire may acknowledge the considerable assistance provided by development partners in the field of education, it has in the past, before the outbreak of the civil war, deplored being “overly dependent” upon them (République de Côte-d’Ivoire, 1999). Such dependency, in Ivorian eyes, only serves to make progress towards the EFA goals “weak” and prone to “uncertainties”. Furthermore, “an overly diverse range of funding sources” makes it more complicated to set up funds (Ibid.). Should this view of the nature and effects of international assistance be taken into account, it could help foster new cooperation practices and a greater commitment to the EFA goals on the part of the ministry of education.

International education assistance – mainly from the World Bank and the European Union – has had a critical influence over the thrust of education policy-making in Côte d’Ivoire since 1990. “Quantitative” goals, i.e. increased enrolment ratios, and aims to reduce public expenditure on education have been prioritized to the detriment of a qualitative approach focusing on the content of school curricula and of education as a whole. Bilateral and multilateral assistance, which is on the decline (UNESCO, 2002), has failed to adequately monitor EFA goals or to support the assessment of those goals and of the national project co-ordination units. The most likely scenario is that the time horizons for achieving the EFA goals in Côte d’Ivoire are going to have to be put back. This raises questions about the very nature of those goals: are they “necessary”; are they opportune?

The prevailing tendency over the past few years – on political more than moral grounds – has been to link the granting of assistance to a poverty eradication plan rather than to endeavours to promote the right to education (Lautier, 2001). Despite having pledged its commitment to an interim Poverty Reduction Strategy Paper in 2001 (PRSP, Annex III), and even though its net enrolment ratio remains very low, Côte d’Ivoire has still not been added to the list of Fast Track Initiative beneficiary countries. The latest criticisms to emerge since the Monterrey Consensus revolve around the lack of financial commitment on the part of donors, the vagueness of the criteria governing eligibility for the Fast Track Initiative, and the absence of a sense of partnership in education planning (Watt, 2003). These are especially prevalent features of the situation in Côte d’Ivoire.

Given how difficult it is proving to find a way out of the war, international assistance could be redirected into providing financial and psychological support for its victims – teachers, pupils, parents – and into rehabilitating the existing school system while a new EFA plan is being drafted, drawing on the National Education and Training Development Plan (NETDP). It could also help support the United Nations Mission in Côte d’Ivoire (MINUCI) despatched to Abidjan on 13 May 2003 (resolution 1479).

## Annex I Statistics

### Sources of data (available and processed)

Indicators (%)	Year	Source(s)
Enrolment ratios (pre-primary)	99-00-01	UIS
Gross enrolment ratios by gender (pre-primary)	99-00-01	2002 Global Monitoring Report
Net enrolment ratios by gender (pre-primary)	96-97	UIS
Gross enrolment ratios (primary)	89-96-97-98-99-00-01	UIS
Net enrolment ratios (primary)	90-97-98-99-00-01	1999 Global Monitoring Report
Gross enrolment ratios by gender (primary)	96-97-98-99-00-01	CI statistical yearbooks; UIS
Net enrolment ratios by gender (primary)	99-00-01	CI statistical yearbooks; UIS
Gross enrolment ratios (secondary)	99-00-01	CI statistical yearbooks; UIS
Gross enrolment ratios by gender (secondary)	data unavailable	UIS
Gross enrolment ratios per local education authority (primary)	95-96	UIS
Gross enrolment ratios by gender per local education authority (primary)	95-96	UIS
Children enrolling earlier than school age (1 <sup>st</sup> year primary)	99-00	CI statistical yearbooks
Children enrolling later than school age (1 <sup>st</sup> year primary)	99-00	CI statistical yearbooks
Children aged 6 years not enrolled in pre-primary education	97-98	2002 Global Monitoring Report
Out-of-school children	99-00	2002 Global Monitoring Report
Out-of-school children by gender	99-00	1999 Global Monitoring Report
Gross intake rates in primary education	91-2000	2002 Global Monitoring Report
Gross intake rates in primary education by gender	91-00	2002 Global Monitoring Report
Net intake rates in primary education	2000	2002 Global Monitoring Report
Net intake rates in primary education by gender	2000	2002 Global Monitoring Report
CEPE results	90-96-98-99-00-01-02	2002 Global Monitoring Report
BEPC results	90-94-96-97-98-00-01-02	CI statistical yearbooks and Côte d'Ivoire press

Baccalaureate results	90-94-98-00-01-02	CI statistical yearbooks and Côte d'Ivoire press
Survival to grade 5 primary by gender	95-98 cohort	1999 Global Monitoring Report
School life expectancy by gender (primary)	95-99 cohort	1999 Global Monitoring Report
Percentage of qualified teachers by grade, gender and sector (public, private)	98	1999 Global Monitoring Report
Percentage of qualified teachers by grade and gender	2000-01	2002 Global Monitoring Report
Allocation of public expenditure by level of education	98-99-00	2002 Global Monitoring Report
Percentage of illiterates among 15-24 year olds	90-00	2002 Global Monitoring Report
Percentage of illiterates among 15-24 year olds by gender	90-00	2002 Global Monitoring Report
Compulsory schooling	97	UIS
Pupil/teacher ratios	90-98	1999 Global Monitoring Report
Gender parity index (primary)	2000	2002 Global Monitoring Report
Internal efficiency by gender (primary)	98	1999 Global Monitoring Report
Percentage of women teachers by gender and level (pre-primary, primary, secondary)	99-00-01	2002 Global Monitoring Report
Illiteracy rates	90-98-00	2002 Global Monitoring Report 1999 Global Monitoring Report
Illiteracy rates by gender	90-98-00	2002 Global Monitoring Report 1999 Global Monitoring Report
Percentage of children in formal pre-primary education (0-8 years)	98	1999 Global Monitoring Report
Percentage of children in informal and non-formal pre-primary education (0-8 years)	98	1999 Global Monitoring Report
Share of education budget allocated to teachers' wages	99	1999 Global Monitoring Report
Factors explaining learning gaps between pupils	98	PASEC, 1998
Repetition rates in primary education by sector (public, private)	98	1999 national EFA report

### Pre-primary, primary and secondary enrolment ratios

#### Gross pre-primary enrolment ratio by gender

Year	Female	Male	Total
1998/99	2.6	2.7	2.65
1999/2000	2.86	2.96	2.91
2000/01	3.05	3.12	3.09

#### Net pre-primary enrolment ratio by gender

Year	Female	Male	Total
1999/2000	2.86	2.96	2.91
2000/01	3.05	3.12	3.09

#### Gross primary enrolment ratio by gender

Year	Female	Male	Total
1989/90	-	-	69
1996/97	61.13	82.3	71.8
1997/98	62	82	72
1998/99	62.69	84.28	73.5
1999/2000	64.04	85.61	74.84
2000/01	70.31	92.2	81.28

#### Net primary enrolment ratio by gender with parity index

Year	Female	Male	Total	Parity
1989/90	-	-	50%	-
1996/97	-	-	51.3	-
1997/98			52.6	
1998/99	47.98	63.58	55.79	0.75
1999/2000	48.02	64.66	56.36	0.74
2000/01	55.2	73.15	64.19	0.75

#### Net female primary enrolment ratio per local education authority (DREN) 1995-96 (see map below for spatialized data)

DREN	Total	Female
Abengourou	44.7	41.3
Abidjan	53.4	49
Bondoukou	43.6	46.2
Bouaké	57.6	55.2
Daloa	47	40.4
Korhogo	33.5	29.1
Man	58.9	53.9
Odienné	35.2	29.4
San Pedro	36.9	27.2
Yamoussoukro	64.7	64.6

## Gross secondary enrolment ratio by gender

Year	Female	Male	Total
1998/99	15.05	28.32	21.7
1999/2000	19.61	24.86	22.24
2000/01	16.51	29.93	23.23

## Examination success rate

## Examination success rate

Year	CEPE (secondary entrance)	BEPC (≈ GCSEs)	Baccalauréa
89/90	20	42.5	52
93/94	-	7.86	13.51
95/96	39.5	29	-
96/97	-	24.77	-
97/98	50.37	35.61	35.96
98/99	35.87	-	-
99/2000	54.4	26.33	38.36
00/01	55.09	28.47	38.15
01/02	63.88	36.42	21.73

## Internal efficiency in primary education

Internal efficiency in primary  
education

Year	Female	Male
1997-98	55.1	62.9

## Repetition rates among primary school pupils by sector (public, private)

## Primary repetition rates by sector (public, private)

Years 1996-97 and 1997-98

Level	Public	Private
Level 1	22.8	12.1
Level 2	21.3	11.5
Level 3	24.1	17.3
Level 4	21	13.2
Level 5	26.3	19.2
Level 6	42.6	39.2

### Survival rates to grade 5 primary

Survival to grade 5 primary  
(theoretical cohort of 1,000 pupils)

Year	Female	Male
1997-98	61.2	69.9

### Pupil/teacher ratios

Pupil/teacher ratio

Year	Ratio
89-90	39.7
97-98	43

### Factors explaining learning gaps between pupils

Factors explaining learning gaps between pupils

year	Conditions of schooling	Social factors
1998	1/3	2/3

### Teachers

Percentage of women teachers

Year	pre-primary	primary	Secondary		
			Lower	Upper	total
98/99	96.14	20.01	n/a	13.13	n/a
99/00	83.23	20.18	14.44	13.07	14.05
2000/01	80.25	20.48	n/a	n/a	n/a

### Allocation of public expenditure per level of education

Public expenditure allocations per level of education

year	pre-primary	primary	Secondary			post-secondary	higher
			1 <sup>st</sup> cycle	2 <sup>nd</sup> cycle	total		
1998	0.06	43.17	0.77	32.48	33.25	0	23.51
1999	0.05	38.56	1.13	36.2	37.32	0	23.82
2000	0.01	42.41	0.89	31.62	32.51	0	25.07

### Illiteracy rates

Illiteracy rate trends among people aged 15-24 (forecast through to 2015)

year	Female		Male		Total	
	%	Av	%	av	%	av
1970	82.2	388	52.9	259	67.3	646
1980	71	530	43.2	338	52.9	870
1990	59.7	659	35.1	397	47.4	1059
1995	53.9	738	32.3	449	43	1187
2000	47.7	817	29.4	508	38.5	1325
2005	41.3	829	26	523	33.7	1353
2010	35.2	737	22.6	476	28.9	1214
2015	29.3	632	19.6	425	24.4	1057

Illiteracy rate trends among people aged 15 and over (forecast to 2015)

Year	Female		Male		Total	
	%	absolute value (av)	%	av	%	av
1970	90.7	1316	68	1051	79	2367
1980	83.4	1808	58.7	1415	70.5	3230
1990	74.3	2365	49.5	1756	61.5	4141
1995	68.7	2604	44.9	1871	56.4	4487
2000	62.8	2795	40.5	1953	51.4	4761
2005	56.8	2918	36.3	2000	46.3	4931
2010	51.2	2960	32.7	2004	41.8	4979
2015	46	2971	29.4	1996	37.6	4983

Illiteracy rates among people aged 15 and over

Year	Female	Male	Total
1990	25.7	50.5	38.5
1998	36.8	63.3	49.7
2000	37.2	59.5	48.6



### Children in formal, informal and non-formal pre-primary education

Percentage of children in formal, informal and non-formal pre-primary education

year	pre-primary	
	formal	informal and non-formal
1997-98	3.6	96.4

### Annex II

Monthly wages of teachers and researchers before and after “reattachment” to the public sector pay scale in 11 December 1991

Post	Before (CFAF)	After (CFAF)
1- university professor/research director	648,893	390,000
2- senior lecturer/senior researcher	534,382	250,000
3- junior lecturer/junior researcher	371,523	170,000
4- university-qualified secondary teacher	274,825	153,953
5- non-university-qualified secondary teacher/primary school inspector	264,600	137,413
6- graduate teacher/assistant lecturer/research assistant	231,566	114,511
7- secondary school teacher	217,570	108,149
8- primary school teacher	156,498	101,787
9- assistant primary school teacher	85,247	64,887

Source: Syndicat National de la Recherche et de l'Enseignement Supérieur (Synares) - *Le plan d'austérité: un complot contre les travailleurs. Le Synares et les syndicats autonomes rejettent le plan d'austérité.* Abidjan, June 1992 (p.36).

### Annex III

**Sequence of events in Côte d'Ivoire education policy-making  
September 2000 – May 2003**

Sources: Ivorian press: *Notre Voie, Fraternité-Matin, Le Nouveau Réveil, Le Jour, Soir-infos.*

This sequence of events has been attuned to the “*Crise en Côte d'Ivoire*” timeline, which can be found on the Documentation Française website:

[http://ladocumentationfrancaise.fr/dossier\\_actualite/crise\\_cote\\_divoire/chronologie.shtml](http://ladocumentationfrancaise.fr/dossier_actualite/crise_cote_divoire/chronologie.shtml)

## 2000

### September

01/09

The minister of education, Michel Amani N'Guessan, opposes a request to postpone the start of the new academic year put to the Head of State, General Gueï, on 28 August by Ivorian youth representatives, Martial Ahipeaud and Jean Djaha. In an interview with *Fraternité-Matin*, the minister says that he is acting as an “educational technician” concerned with distinguishing the technical from the political side of education.

08/09

First level primary enrolment begins. Priority is given to children aged 8-9 in rural areas and children aged 6-7 in urban areas, preferably those having undergone pre-primary education.

19/09

Start of the new school year, but classrooms remain relatively empty. Numerous rumours of a *coup d'état* prompt parents to withdraw their children from school, especially in Bouaké.

### November

29/11

The Government declares all unauthorized non-religious private schools – 135 out of the 329 private secondary schools in Côte d'Ivoire – illegal. Non-religious private school teachers begin a hunger strike in protest.

## 2001

### February

14/02

Keynote speech by the Prime Minister, Affi N'Guessan. On the subject of education in Côte d'Ivoire, he points out that: “our country’s human development index (HDI) ranked Côte d'Ivoire 154<sup>th</sup> out of 174 countries in 1998. [Just] 56 per cent of school-age children are actually enrolled; we see an increasing deterioration in the quality of education coupled with a lack of adequate infrastructure and teaching staff. The teacher shortage currently runs to around 3,000 in primary education and to nearly 800 in technical and vocational education. Teachers’ working conditions and the introduction of differentiated pay scales are undermining levels of motivation and endeavours to improve the quality of the education system. The higher education system is in no better shape: run-down research and teaching structures, the marginalization of research, low productivity at national level and the precarious situation in which students find themselves”.

23/02

Press conference held by Amoa Urbain, a teacher and vice-president of the *Fédération Internationale des Professeurs de Français*. He is alarmed at the removal of dictation tests and the analysis side of précis writing exercises from the CEPE and BEPC examinations. And he recalls the “danger” of declining levels of education caused by television-based teaching in the 1970s. These changes are, in his view, a “foretaste” of the examination reforms due to come into effect in June 2001.

**April**

23/04

“Bilateral” meeting between the government of Côte d’Ivoire and UNESCO.

27/04

The Côte d’Ivoire public primary teachers union gives advance notice of a 72-hour strike to take place on 7, 8 and 9 May. 32,000 of the country’s 38,000 working teachers belong to the union. Their main demand concerns the payment of head teacher allowances, suspended since 1995.

**May**

08/05

The Côte d’Ivoire minister of education and representatives of the United Nations High Commissioner for Refugees (UNHCR) meet in Yamoussoukro to discuss plans to integrate Liberian refugee children into the Ivorian education system.

10/05

Meeting between UNESCO and the Côte d’Ivoire government in Abidjan. UNESCO has closed its Abidjan office pursuant to resolution 30C/83. The Organization recalls that Education for All is the primary goal of education policy-making and expresses concern over its public image in Côte d’Ivoire: some of its evening classes are being run for commercial gain.

The Ivorian Government, meanwhile, is concerned about the UNESCO office’s closure and asks for “compensation” in the event of the decision remaining final, e.g. that the Côte d’Ivoire delegation be better represented in UNESCO bodies.

11/05

First national Education for All event opens at the Palais de la Culture in Treichville. From the point of view of the results for 1990-2000, there is still a long way to go given that the female enrolment ratio is low (62% of girls versus 83.5% of boys); the rate of illiteracy is high (50.3% among boys and girls alike; 63.3% among women); and regional disparities in terms of enrolment are strong.

14/05

The minister of education, at a meeting with primary education inspectors and consultants at Abidjan technical college, reaffirms that first grade primary enrolment at the start of the 2001-2002 school year will be free of charge. He announces a CFAF 7 billion World Bank loan for bolstering the textbook rental scheme.

30/05

The European Union announces a gradual resumption of cooperation with Côte d’Ivoire after having ended it in 1998 on the grounds of “bad governance”.

**July**

11/07

Baccalaureate results: 38.36% pass rate versus 35% in 2000-2001.

Secondary entrance examination results: 55.09% pass rate versus 50.37% in 1998, 35.87% in 1999 and 54.4% in 2000. It should be noted that passing the final-year primary examinations

does not necessarily guarantee access to secondary school, for which an entrance exam must be taken. Even then, access depends on how many places are available.  
BEPC results: 28.47% passes versus 26.33% in 2000.

28/07

Parents' associations (UNAPEECI, APEECI, OPEECI and FENAPEC) mobilize in reaction to the easing of rules in regard to the wearing of school uniforms. The unanimous view of parents is that uniforms should be worn in schools because, *inter alia*, they eliminate social differentiation and render pupils instantly identifiable inside and outside school (especially around town and in drinking establishments). Doing away with uniforms, they argue, would put Côte d'Ivoire back fifty years, to the times when pupils went to school in "traditional straw clothes and overalls". Basically, making them non-compulsory is seen as signalling the end of a status symbol for Ivorian pupils.

The associations mount a co-ordinated campaign for the withdrawal of the ministerial order, pursuant to the 1977 Usher Assouan law, which stipulates that school uniforms be retained and which led to the organizing of the national debate in 1993 and the education forum in 1999.

30/07

The education minister announces an end to free education for upper secondary school pupils moved to private schools.

## **August**

31/08

Agreement signed between the Côte d'Ivoire government and UNHCR for the enrolment of 20,000 Liberian and Sierra Leonian children.

## **September**

05/09

The education minister announces a "considerable and progressive" reduction in subsidies allocated to subsidized private schools. This will support the government in its efforts to achieve a number of its goals: free schooling through to grade four, enhancing the status of the teaching profession (removing the wage gap between public and private school teachers) and building schools. Pupils "oriented" towards private secondary education at the start of the 2001-2002 school year will be "reassigned" to state schools.

10/09

Start of the primary school year, with free schooling limited to first-year classes. School uniforms are non-compulsory. The education minister stresses that "freedom of choice" in regard to wearing uniforms does not imply their "abolition". This special measure forms part of the government's policy for combating poverty.

12/09

Unable to distribute textbooks free of charge, the education minister, Michel Amani N'Guessan, commissions a cost reduction study. One hundred and twenty towns regarded by the World Bank as "deprived" benefit from access to a loan and rental scheme. The government requires another CFAF 8 billion to bring the scheme into widespread use. Mr Amani N'Guessan explains that a choice has had to be made between generalizing the loan and rental scheme and "detaching" teachers' wages from the public sector pay scale. The

government has decided to opt for the latter, which will cost CFAF 11 billion (the equivalent of seven months' wages according to the "detachment" decree of 3 January 1976).

13/09

*Fraternité-Matin* organizes a special meeting with the minister of education. The minister begins by responding to the parents' associations' joint demands regarding the school uniforms issue: giving pupils the freedom to choose whether or not to wear a uniform, which must not be taken to mean its "abolition", is a "social" measure: teachers will never again be able to send a child home because they are not properly dressed.

Moving on to the issue of the Liberian refugee children in the west of Côte d'Ivoire, he points out that some 125,000 Liberian families are living in that part of the country, and that UNHCR has promised to build 90 classrooms with \$ 20 million worth of aid provided by the United States. The government foresees a total of 400 new equipped classrooms being built to cater both to Liberian and Ivorian children. Liberian children, however, will only benefit from primary enrolment, after which it will be up to them whether or not to move on to secondary studies at a private school.

It has been hard to identify teachers whose wages were "reattached" to the public sector pay scale in 1991, he says, because several lists have been submitted, each containing different names. Some "detached" teachers have, in his view, benefited from the "wage adjustment" meant for their "reattached" colleagues. They will be compelled to repay any sums unduly received.

To bolster the appeal of the teaching profession, he is planning to review career profiles (an end to arbitrary promotions and the upgrading of pay scales).

He then returns to the matter of the choice made between the issues of "detaching" teachers and free textbooks.

On what is deemed to be the thorny issue of subsidizing private schools – denominational and non-denominational<sup>4</sup> – the minister recalls two points: the state had not carried out any school building work since 1980, even though international cooperation had made such efforts possible; although private schools thus offered a chance of additional enrolment, there will be a gradual decline in subsidies, which cannot be maintained at the present levels. To put it plainly, the state will cease covering the tuition of upper secondary pupils moved to subsidized denominational and non-denominational secondary schools. Drawing a distinction between "covered" and "reassigned" pupils, the minister raises the problem of financing the latter's schooling: the European Union is providing CFAF 5 billion to pay for a share of the government's policy with respect to those pupils, but he fears that "Ivorian people's lack of good sense risks undermining this positive measure".

The founders of private schools will each contribute a sum of CFAF 1 million to a government-managed fund with a view to resolving the problem of paying their teachers' wages. This measure will come into force within the framework of wider-ranging and stricter control of private education (observance of the school calendar, increasing recruitment of

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<sup>4</sup> During the *Fraternité-Matin* interview, the minister talked at length on the problems regarding the State's relationship with the private education sector, especially the churches. The European Union was financing the tuition of pupils moved to subsidized private schools.

teachers – with testing by SAPEP, the independent body promoting private education – ensuring that contracts are in keeping with employment law). So the state's withdrawal from the education sector is going hand-in-hand with firmer control of private schools.

17/09

The committee of “ex-reattached” teachers officially thanks the head of state, Laurent Gbagbo, for having done away with the “wage-related apartheid” in force since 1991.

18/09

A workshop is held at one of the most luxurious hotels in Abidjan to prepare the UNICEF Côte d'Ivoire programme for 2003-2007. A strategy paper is submitted and adopted, prioritising the education of young girls, integrated early childhood development, efforts to combat HIV/AIDS, the protection of children from violence. Workshop participants tackle the problem of identifying the most vulnerable target groups.

27/09

Albert François Alicia, mayor of Treichville, approves a CFAF 50 million budget to cover the schooling of children from disadvantaged backgrounds.

29/09

Lazar Coffin, the youth and employment minister, rounds on the managers of private schools, accusing them of enjoying too much freedom in setting up schools and courses. Mr Coffin presents a picture of unpaid teachers, absent supervisors and partially implemented curricula. He announces forthcoming legislation on vocational training: pupils will be advised on the courses available at vocational training colleges, and will have to sit an entrance examination to enrol.

## **October**

03/10

The Cabinet decides to pay teachers in charge of sixth year primary classes – which culminate in the secondary school entrance examination – a sum of CFAF 550 million in allowance arrears. The commitment to do so dates back to an agreement was signed in May 2001 with the national public primary school teachers union (SYNEPPCI).

11/10

111 graduates from the Côte d'Ivoire distance-learning centre are awarded leaving certificates. The World Bank and UNDP are helping to finance the centre. The graduates, mainly training for posts in the country's civil service, have been on 6 to 12-week courses in a wide variety of subjects put forward the donors – ranging from good governance and poverty eradication to macroeconomics and finance.

The national union of secondary Methodist teachers (SYNESEM) calls a 72-hour strike demanding that its members be effectively removed from the public sector pay scale, and that new fixed-term contracts be introduced.

20/10

General meeting of teachers at the Treichville trades union centre. Private-sector teachers call on the Gbagbo government to pay CFAF 254 billion in compensation for wages lost since the 1990 academic year was declared invalid. Governments may change, they argue, but the state remains constant.

26/10

Celebrations marking Year One of the Overhaul.

27/10

40,000 free textbooks are handed out to 20,000 state primary school pupils in the city of Bouaké, following a similar operation in Yopougon. The long-term plan is to deliver a total of 600,000 textbooks. In a speech delivered in Bouaké – later to become the stronghold of the MPCFI rebel movement – the minister of education links the free supply of textbooks to policies to eradicate poverty, increase enrolment ratios and combat illiteracy.

## **November**

06/11

The first international festival of drawing and cartoon strips opens at the Musée des Costumes in Grand-Bassam. The head of the Office of Culture and French Language declares the cartoon strip to be “a cultural genre that can help bridge the literacy gap in Côte-d’Ivoire”.

08/11

Assessment of the World Bank and IMF’s interim PRSP Côte d’Ivoire.

09/11

The head of the student administration unit at Cocody University estimates that 10,000 baccalaureate holders have not made the transition to higher education.

29/11

Three-day workshop organized by the *Bureau International Catholique pour l’Enfance* and the ministry of justice to train judges in charge of juvenile justice (juvenile magistrates, guardianship judges, members of the public prosecutor’s office in charge of cases involving a minor, educators). The associations taking part are campaigning for:

- better conditions of detention for minors, and holding them separately from adults
- support for food and health security
- legal aid

The ministry of justice, while reasserting the Chancery’s adherence to the principles of the Convention on the Rights of the Child, points out that the means of implementation in Côte d’Ivoire have not always been up to the mark.

30/11

The minister of education visits two pilot nursery schools (in the Plateau and Abobo Baoulé districts of Abidjan). He declares his intention to “enhance” and “extend” public preschool education, to incorporate it into the normal primary cycle and to make it part of the educational “grid”. Nursery school enrolment, in his view, must be made compulsory for 2<sup>1</sup>/<sub>2</sub> to 5 year-olds.

## **December**

Month in which the Côte d’Ivoire EFA National Action Plan was due to be finalized in the wake of the Dakar conference (2000). It never came to be.

01/12

The World Bank and the IMF announce a further CFAF 380 billion investment in Côte d'Ivoire, especially for education. The World Bank is considering adding Côte d'Ivoire to the list of countries benefiting from the Heavily Indebted Poor Country Initiative. The first instalments are due to be paid in February 2002. Côte d'Ivoire has not received aid since 1998.

04/12

Closure of subsidized private denominational and non-denominational schools throughout the land. This decision comes on the heels of the state's failure to pay the third instalment of 2000-2001 tuition fees and grants, due in September 2001.

05/12

Several parents' associations voice their approval of the temporary closure of subsidized private schools.

06/12

Reopening of subsidized private schools. The government makes an immediate payment of CFAF 675 million of the sum owing to those schools (CFAF 1.675 billion). The deadline for the it to clear an outstanding back payment of CFAF 5.5 billion is considered by the private schools' representative, pastor Jean Agbassi Djoman, to be 20 December.

13/12

The Gbagbo government pays another billion of the CFAF 5.5 billion owing to private schools. The European Union has not supplied the sum earmarked for clearing the Côte d'Ivoire state's debt.

## **2002**

### **January**

03/01

Regional education and health ministry workshop on the Fresh (Focusing Resources on Effective School Health) programmes designed in Dakar in 2000. The school canteens programme involves some 3,100 schools in 2000-2001 versus 277 in 1989.

09/01

UNICEF-financed workshop to train education managers and decision-makers on the gender concept in educational projects. The workshop recommends campaigns to promote adult literacy, the prevention of early pregnancies and marriages, a reduction in women's domestic workload, an increase in the number of city district and village early childhood care and education centres, and the creation of "gender clubs".

16/01

Opening of new fully equipped classrooms for Liberian refugee children in Guiglo in the presence of representatives of UNHCR, the World Food Programme (PAM) and UNICEF, together with the Côte d'Ivoire minister of education. This event stems from agreements signed in August 2001 between the government of Côte d'Ivoire and international donors. The Liberian children have the right to enrolment at primary schools in the districts of Danané, Guigla, Tabou and Toulépleu. Only 2,500 out of an expected 20,000 children enrol.



11/01

Arrest of three diploma forgers within the framework of the Second Republic's policy to "raise the moral standards in education".

15/01

Primary school teachers call a 72-hour strike, demanding full payment of allowances for school principals, study supervisors and so-called "deprived" posts.

## **February**

03/02

An Ivorian teacher, Yao Kouassi Félix, sets up the *Club des Enseignants* teachers' association with a mission to combat poverty "in a world of globalization". Its long-term goal is to create a discount-purchasing centre exclusively for teachers.

06/02

Michel Amani N'Guessan issues a reminder that teachers whose wages were "reattached" to the public sector pay scale in 1991 must be "detached" by June 2002.

08/02

The SYNESCI secondary school teachers' union obtains the right from the ministry of education to assign nine of the thirteen members of its executive board to its national office, yet voices reservations as to whether the CFAF 2.2 billion sum offered to teachers being "detached" by the Gbagbo government will be enough. Other teachers' unions, however, are satisfied with that figure. In actual fact, the state cannot afford the planned CFAF 11 billion payment for "reattached" teachers. It can only pay CFAF 5 billion, half in February and the rest in June. SYNESCI orders its members to withhold examination results. The government actually ends up having to stagger payments because of the confusion caused by different lists of teachers to be "detached".

10/02

The *Association Ivoirienne pour la Protection de l'Enfance* (AIPE), a Christian NGO set up on 26 September 2000 by pastor Dah Gban Dominique, launches its 2002 programme of activities for in the presence of the family welfare minister, Dorothée Soumah. The association's goal is to "tend to the ills afflicting the child victims of natural fatalities [...] and armed conflict".

12/02

A volunteer with the Bamako Peace Corps, Hardinf Bethany, nicknamed Mo N'Dri, organizes a bicycle race in Côte d'Ivoire with 20 female Peace Corps volunteers. This and subsequent events – football matches, plays – generate earnings that go towards paying for the education of young out-of-school Ivorian girls.

13/02

The German cooperation agencies GTZ and KFW make a sum of CFAF 3.3 billion available to Ivorian Methodist schools for the period 2001-2005. The government of Côte d'Ivoire supports this project, whose "direct" nature would normally be impossible given that these agencies generally deal strictly with states. The minister of education recalls that Germany has already invested some CFAF 7.4 billion in the Côte d'Ivoire education sector under the

Basic Education Support Project, which aims to build 350 new primary school classrooms and three new secondary schools in the lower Sassandra district.

### **September**

16/09

Start of the regular school year.

19/09

Outbreak of war.

### **November**

28/11

Two new rebel groups, the *Mouvement Patriotique Ivoirien du Grand Ouest* (MPIGO) and the *Mouvement pour la Justice et la Paix* (MJP) claim to have taken control of the cities of Man and Danané in the far west of the country.

### **December**

18/12

Resits of the BEPC ( $\approx$  GCSE) and baccalaureate examinations for 2003 are suspended by ministerial order. A ministry official tells *Notre Voie*: “we cannot hold four examinations in a single year. The first sitting (BEPC and Baccalaureate) concerns the first start of the school year (September 2002) and the second concerns the second start of the school year (January 2003), which has been made necessary by the situation of war in Côte d’Ivoire”.

### **2003**

06/01

Start of the supplementary school year. The education ministry is now managing two school years in the areas controlled by “loyalist” forces. The parallel year requires the recruitment of 3,266 teachers, 821 in primary schools versus 2,445 for general and technical secondary courses. Displaced teachers are rehired in the south in return for a CFAF 50,000 bonus. They are referred to as “relay teachers”. This process also applies to private schools.

Some 5,000 of the 11,526 teachers working in the war zones have been registered and agree to take up a new post for the second school year. The minister selects 1,257 candidates and secures financial assistance from Japan.

The opening up of a new front in western Côte d’Ivoire on 28 November 2002 increases the flows of pupils moving south from the “besieged zones”. Initial estimates of the number of teachers needed are revised accordingly: 3,266 “chalk in hand” (2,445 secondary and 821 primary) instead of the original 1,257. This requires additional aid for displaced teachers: the minister Michel Amani N’Guessan secures a further CFAF 930 million from Japan.

24/01

Signing of the Linas-Marcoussis Consensus. It contains measures geared, *inter alia*, to restoring public services especially – but not only – in education.

### **February**

Some of the private schools located in war zones are removed from the ministry of education's subsidized schools list.

Secondary teachers begin a 48-hour hunger strike in front of Saint Paul's cathedral in Abidjan.

## **March**

10/03

Pupils moved to private secondary schools on the instructions – and paid for – by the State, are expelled from their classes pursuant to an order launched by the denominational and non-denominational education committee on 24 February. The committee calls on the government to honour its agreed subsidy commitments.

13/03

Michel Amani N'Guessan is reappointed to his post within the so-called "government of reconciliation".

26/03

The independent Ivorian public primary education union (SAEPPCI) invites the minister Michel Amani N'Guessan to speak at a public lecture on the subject of schools within the context of the crisis in Côte d'Ivoire. He claims to have registered 5,000 of the 11,526 displaced teachers, and that 3,266 of them have been assigned to schools in southern Côte d'Ivoire. A third school year, briefly considered as a means of coping with the numbers of western schoolchildren moving to the south, has proven impossible.

Any teachers failing to register within two months will be removed from the payroll. "This measure will help pinpoint who has died or joined the rebels during the war. We cannot continue to pay people fighting against Côte d'Ivoire".

## **May**

04/06

The education minister declares the academic year invalid for children who have remained in the war zone: "it is going to take at least three or four months to disarm the rebel forces and send them back to their barracks. We cannot organize a third school year for the children who stayed in that zone". Private education promoters threaten to refuse to allow the state to use their schools for the second school year.

The minister informs a meeting at *Lycée Sainte-Marie* in Cocody that the rehabilitation of educational infrastructure will cost an estimated CFAF 24.8 billion.

Pupils are still being enrolled four months after the start of the second school year.

12/06

The CEDEZA committee of displaced siege zone teachers gives the government an ultimatum, threatening it with a "general strike" if there is any further delay in payment of the promised CFAF 50,000 allowance, if war victims receive no compensation and if no effort is made to meet them. The teachers hold the government to the promise made by the former Prime Minister, Affi N'Guessan, "long before the Linas-Marcoussis Consensus".

14/06

An article in the pro-government *Nouveau Réveil* newspaper depicts how schools have been affected by the war. It reports on the “destruction of educational infrastructure” in the west, serious disruption to schooling in the north, in spite of the refresher courses organized by the rebel movements, and schools more or less remaining open in central and eastern parts.

22/06

In the light of delays in the payment of state subsidies to private schools, Yao Kouadio, secretary general of the Côte d’Ivoire national union of private secondary school teachers and staff (SYNEEPSECI), delivers a statement to the press declaring: “Côte d’Ivoire’s education policy needs a complete rethink. In any case, the overhaul has yet to improve on what was being done by previous governments”.

23/06

The second school year begins at Coffi Gadeau high school in the city of Tiebissou, scene of violent fighting between French, loyalist and rebel forces. The school receives 691 displaced pupils out of the 2,501 enrolled. Displaced pupils are incorporated into the usual classes. Hundreds of pupils, displaced or otherwise, have trouble finding accommodation following the exile of their guardians.

## **June**

02/05

The ministry of technical education is “retroceded” to Youssouf Soumahoro, member of the rebel Mouvement pour la Justice et la Paix (MJP).

05/05

Displaced and reassigned teachers accuse the minister of education of embezzling a share of the Japanese funds that had been earmarked for them.

The regional education plan commission holds its annual meeting at Yamoussoukro town hall. For the start of the school year in 2004, it is decided to build 24 primary schools and twelve new secondary school classrooms in the district. This measure apparently fails to satisfy the concerns of the parents of exiled pupils accommodated in Yamoussoukro.

12/05

Lifting of the curfew that has been in place for the past eight months throughout the land, save in the cities of Duekoué and Vavoua, and an end to the “war zones”.

21/05

Konaté Sidiki, spokesperson of the MPCI, holds a press conference at the Jacques Aka Culture Centre in Bouaké on the subject of “the realities of schooling in Bouaké”.

Soumano Dramane, head of the district education authority, named by the MPCI’s secretary general tells the conference that 84 primary and 11 secondary schools have opened in the Bouaké district. Courses are delivered by “volunteers” recruited from the ranks of pro-rebellion pupils and students. The teachers that remained in the war zone are reluctant to travel to Abidjan to pick up their wages for fear of being accused of having sided with the rebels.

The schools in Katiola, Dabakala and other regional cities remain closed. Soumano Dramane is considering a second school year extending from June to December 2003 for pupils “held back on the fronts of the war”.

It is rumoured that Alassane Dramane Ouattara, regarded as the “supreme leader of the rebellion”, paid CFAF 100 million for the organization of schooling in rebel-held areas. Parents in central Côte-d’Ivoire wonder why that money was not given to the teachers.

An NGO called *Ecole pour Tous* (Schools for All) has taken on the task of reopening schools in the areas placed under rebel control. In Bouaké, it is encountering resistance on the part of teachers angered at having received nothing in return for courses given.

22/05

Noureini Tidjani-Serpos, UNESCO’s Assistant Director-General for Africa, visits Yamoussoukro in the company of the Côte d’Ivoire education minister, Michel Amani N’Guessan. He commends the initiative of a second school year.

26/05

The committees of university research and training units in law, the sciences and humanities invalidate the 2002-2003 academic year on the grounds of the need to catch up on the 2000-2001 and 2001-2002 academic years. Three generations of baccalaureate holders in some units thus find themselves in the first year. University managers and the founders of private colleges of higher education meet to negotiate preferential tariff arrangements for some students.

## **Annex IV**

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