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ARTICLE'S TITLE: *Côte d'Ivoire: Towards Education for All in 2015? Analysis of indicators for the monitoring of Ivorian education system progress*

Abstract
This study aims, by 2015, at analysing the access and maintenance indicators in Côte d'Ivoire education system from three data sources: the second Demographic and Health Survey (DHS-II) conducted in 1998-1999, the AIDS Indicators Survey (AIDSIS) conducted in 2005 and the Multiple Indicators National Survey (MINS) conducted in 2006.

The results of this analysis should enable stakeholders, decision makers and other development partners of the country to strengthen, orientate or re-orientate their policies in the educational milieu. More specifically, they should:

- *Make a situational analysis in view of attaining education for all by 2015;*
- *Identify major challenges for the Ivorian education system focusing on progress made and environmental evaluation;*
- *Propose development assistance priority axes in view of achieving education for all in Côte d'Ivoire.*

The analysis reveals that the entire challenge of Côte d'Ivoire is to be counted amongst countries that have attained the MDGs with regard to education. Not because efforts have not been made for this purpose, but because about ten years after the said millennium declaration, accomplished efforts made are still below the targeted objectives.

However, the establishment of a new government after the end of the military-political crisis, should permit an investment prioritization in the education sector, in view of attaining the MDGs by 2015.

Introduction

1. Justification and problematic

One of the best investments that a conscious country can make about competition in global economy is to ensure good conditions for the development of younger people through education. The importance of education as a key factor of sustainable development is the multiplicity of its influences. Education is not only an economic investment in human capital, but it contributes to socialisation, nation building, and the levelling of social inequalities. Durkheim (1922) asserts that education is primarily the means by which the company renews the terms of its own existence. As such, Abdou (1997) said: "it is only through education that the African continent, and his sons and daughters will be able to meet demands and challenges of the 21st century". More fundamentally, it is increasingly recognised universally as a basic need and a right. According to the Universal Declaration of Human Rights (1948) education is an end in itself in that it allows the full blossoming of human personality. This shows the importance of education and the existence of a consensus of the international community about its role in the development process. That is why many international conferences, tried to persuade States and main development agencies with a strong commitment on the priority of education. Thus, at the World Conference on Education For All in Jomtien (Thailand), as well as that of Dakar (Senegal) in 2000, many objectives were adopted among which that of ensuring education for all by 2015. This objective explains that the number of school-age children not attending school was estimated at 124 million in 1998 and around 116 million in 1999 according to the UNICEF. Similarly, from 6 to 8 September 2000, Heads of State and Government of the 189 UN member states met at the Millennium Summit and adopted a statement known as the Millennium Declaration. This declaration results in"Development and poverty eradication", with eight goals and 18 targets to achieve by 2015 in order to fight against poverty, hunger, discrimination against women, land degradation and illiteracy. Among these eight goals, is the one of ensuring universal primary education with a target of giving all children, boys and girls around the world, the means to fully complete their primary education by 2015.Three indicators for monitoring progress on this objective have been developed. These are: schooling the net rate in primary education, the proportion of pupils who begin Class 1 and finish Class 5 in primary education and the literacy rate from 15 to 24 years.

The problem of education, particularly that of schooling calls our attention on two main reasons: on the one hand, the existence of an important number of children who do not attend school and on the other hand the low schooling net rate for children aged 6-14 (43.9% for boys against 39.2% for girls in Côte d'Ivoire (FNUAP, 2006). Another reason is the fact that education for all is one of the eight millennium developments for which it is appropriate to make an evaluation. Our study will therefore contribute to achieving the goal of education for all children by 2015 by putting recommendations based on research at the disposal of policy makers.

1.2 Objectives

This study aims, by 2015, at analysing the access and preservation indicators in the Côte d'Ivoire educational system. The results of this analysis should enable stakeholders, decision makers and other development partners of the country to strengthen, orientate or re-orientate their policies in the educational milieu. More specifically, they will:
- make a situational analysis of indicators for monitoring progress in view of achieving education for all by 2015;

- identify the main challenges for the Ivorian education system focusing on progress made and environmental evaluation;

- Propose development assistance priority axes in view of attaining education for all in Côte d'Ivoire.

2. Methodology

2.1. Data Sources

This study uses three data sources: the second Demographic and Health Survey (DHS-II) conducted in 1998-1999, the AIDS Indicator Survey (AIDSIS) conducted in 2005 and the Multiple Indicators National Survey (MINS) conducted in 2006. These three surveys were conducted by the National Institute of Statistics with technical support from ORC Macro regarding DHS-II and AIDSIS while MINS was conducted with the technical support of the UNICEF. For these three surveys, only the household data will be used for our analyses. The sample of 2122 households for DHS-II, 4368 households for AIDSIS and 7600 households for MINS was used. DHS-II and AIDSIS have the same methodology, the indicators from these surveys are comparable while the indicators from MINS will only be used to ascertain the level of some of these indicators because this survey is more recent and gives more updated information on the level of the main education indicators in Côte d'Ivoire.

2.2 Concept and analysis indicators

Schooling means that a school-age child should regularly be enrolled in a school. It applies to all individuals of appropriate school age and can distinguish children who do not attend school to those who do. It is apprehended by the respondents' current school attendance.

We have used a univariate analysis for progress indicators and a bivariate analysis to examine certain schooling differential characteristics. However, we have noted that for an international comparability reason, this study focuses on children aged 6-24 and although the legal age of primary school enrolment in Côte d'Ivoire is between 6 and 12 and considering a two-year-class repetition that primary education offers, specific age groups will be formed per level of study to reflect the contextual realities.

Thus, survival and participation indicators in the school system will be presented according to functional age groups that is, those normally prevailing in each level of study and according

to specific age groups that we have made for study purposes. These indicators will be produced from the distribution of population aged 6-24. This will be done by age, by level of study and gender according to the current school attendance. The school participation indicator is perceived by the schooling gross rate and the schooling net rate. Concerning the maintenance indicator in the school system, it is through school life expectancy as well as school survival expectancy that it will be studied. Note that both for the school participation indicator and the maintenance of school system, a gender parity index (GPI) will be calculated. The GPI which represents the male/female ratio permits to grasp gender disparities with regard to these two indicators.

2.3 Evaluation of data quality on the age of the target population

An evaluation of data quality in particular in relation to age is useful because age is a crucial variable as a number of indicators will be produced according to this variable. Because of the low educational level of the population and cultural beliefs, age data acquisition is often erroneous. These errors can be detected by examining the curve of school rate attendance by age with regard to children aged 6-24 (see graph below).

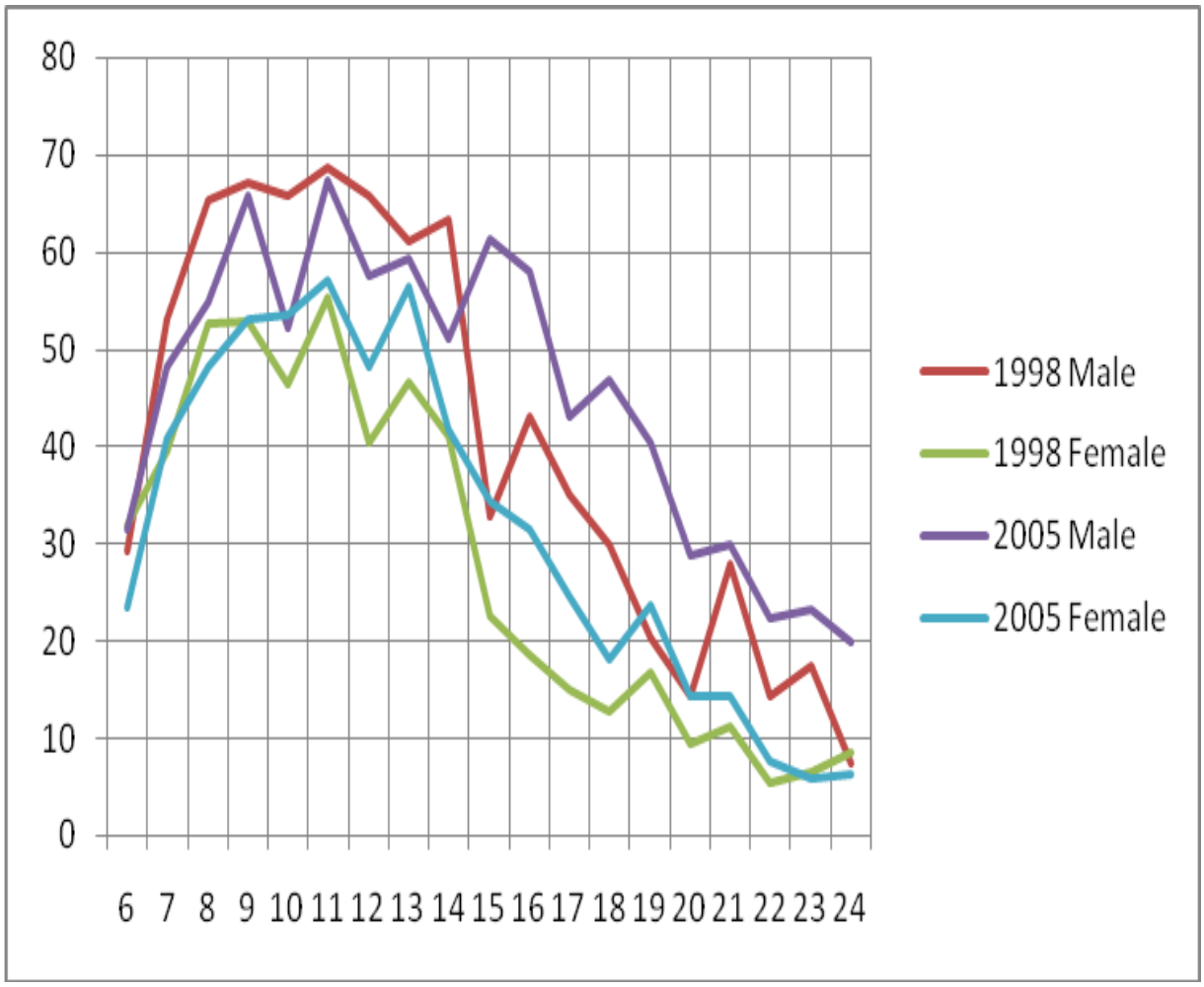
Table 1.1: Schooling rate of children aged 6-24 depending on their age and gender in 1998 and 2005

Ages	**1998**			**2005**		
	Male	**Female**	**whole**	**Male**	**Female**	**whole**
6	29.2	32	29.9	31.4	23.5	27.7
7	53	39.4	46.2	48.2	40.9	44.7
8	65.3	52.6	59.1	54.8	48.1	51.3
9	67.2	52.7	59.6	65.7	53.1	59.6
10	65.7	46.3	55.2	52.1	53.5	52.8
11	68.7	55.2	62.3	67.3	57.1	62.4
12	65.9	40.3	54.3	57.5	48.2	53.4
13	61.1	46.6	53.4	59.2	56.4	57.9
14	63.4	41	51.8	51.1	41.6	46.6
15	32.8	22.5	26.5	61.4	34.4	47.1
16	43.1	18.7	27.7	58.0	31.5	44.3
17	35	15.1	23.3	43.0	24.5	33.3
18	29.9	12.9	21.3	46.8	18,0	29,2
19	20.4	16.8	18.5	40.3	23.6	31.2
20	14.2	9.6	12.3	28.8	14.2	20.5
21	27.8	11.2	17.9	29.9	14.3	21.7
22	14.3	5.5	9.8	22.3	7.6	14.4
23	17.4	6.5	10.8	23.2	5.8	13.5
24	7.4	8.5	7.9	19.9	6.2	14.4
whole	**44.9**	**30.6**	**37.6**	**46.6**	**32.4**	**39.3**

Source: Data processing of DHS-II and AIDSIS

As shown in the figure (below), the ages are relatively well expressed in girls as in boys. That is why between 10-12 years, 15-16 years and 21-22 years both in girls and boys there is an irregularity in the curves trend in both 1998 and 2005. It is precisely this age misreporting which affects the evolution of schooling rates of girls and boys that presents distortion when we see growth rates until an age called school leaving age before a continuous decline.

Figure 1: Diagram of school attendance rate from 6-24 years in 1998 and 2005.



3. Results and Discussion

3.1. Progress indicators Analysis

3.1.1. Basic Indicators concerning levels age of the education system

3.1.1.1. Participation to school

The schooling rate is given by the ratio of the school population of a given age and the school-age population of the same age. It can be calculated for an individual age, for an age group or for a course considered according to the official age of school attendance. In our case, it will be by functional age group and by age group-specific study.

- **According to the functional age groups**

The schooling rate is calculated from the total school population of three education levels (primary, secondary, and tertiary) according to age limit between 6 and 24 (school-age population). The gross schooling rate regardless of study level, gender is below 100% and is higher in boys than in girls in both 1998 and 2005. This means that, in Côte d'Ivoire the schooling of children aged 6-24 is low and girls are mostly concerned. The low schooling rate increases as children get older and as they are promoted from a lower-level course to a higher-level course.

The SGR of all children is 74% in primary education, 20.3% in secondary education and 3.1% in higher education. It can be seen that the SGR in higher education is about 24 times lower than that of primary education in 1998.

.This can also be noticed in 2005, where the SGR for all children is 69.8% in primary education, 31.3% in secondary education and 3.8% in higher education. It can be seen that in higher education the SGR is about 18 times lower than that of primary education. The low SGR of girls compared to that of boys is clearly shown in all education levels. However, since the gross rate of schooling mischaracterizes the GPI, because the majority of over-age children attending primary school are boys, the GPI analysis will be made by the schooling net rate.

These rates confirmed by the results obtained previously for the SGR are observed in both 1998 and 2005: low rates and the under-representation of girls in relation to boys regardless of the level of education, particularly in higher education. Between 1998 and 2005, the schooling net rate in primary education decreases from 51.1% to 47.7%, thus we have a decrease gap of 3.4%. On the contrary, these rates increase in the secondary and higher education. So, in secondary education, the rate is 23.9% in 2005 while it is only 14% in 1998. In higher education, it is 3.5% in 2005 against 3% in 1998. These changes in schooling net rate per level of education obviously depend on children gender from one year to another. Thus for primary school boys, this rate is 57% in 1998 and 51% in 2005,while for girls counterparts it is 45.3% in 1998 against 44.2% in 2005. For secondary school boys it is 16.6% in 1998 against 29.4% in 2005 while for girls it is 11.8% in 1998 and 18.7% in 2005.

In 2006, there is an improvement in schooling net rate of primary and secondary education in relation to 2005 levels. The schooling net rate is 55.1% and 24.3% respectively for primary and secondary education. The results above show that Gender Parity Index (GPI) is slightly better for the net rate of school attendance than for the gross rate of school attendance, indicating a trend towards an effective presence of female among official-age students. Thus, in 1998 it is 0.79 in primary education in favour of boys, 0.71 in secondary education and 0.34 in higher education, always in favour of boys. In 2005, there is a slight improvement in GPI compared to 1998 levels in primary education (0.87) and higher education (0.36) respectively about 8 points and 2 points while we note a depreciation of about 7 points of the GPI in secondary education which is 0.64 in 2005 against 0.71 in 1998. However, according to the GPI provided in 2006, the level of this index has improved compared to 2005 levels in primary and secondary education. It is now 0.71 in secondary education and 0.88 in primary education. This reflects a slight improvement of women's attendance in these schools.

Table 2.1: Schooling Gross Rate (SGR) and Schooling Net Rate (SNR) according to functional age groups in 1998 and 2005.

Functinal age groups	**Schooling gross rate (%)**				**Schooling net rate (%)**			
	Boys	Girls	Whole	GPI	Boys	Girls	Whole	GPI
Primary education 6-11 years								
1998	86.4	62.1	740	0.72	57.0	45.3	51.1	0.79
2005	76.6	62.8	69.8	0.82	51.0	44.2	47.7	0.87
2006	-	-	-	-	58,6	51.3	55.1	0.88
Secondary education 12-19 years								
1998	24.2	16.9	20.3	0.70	16.6	11.8	14.0	0.71
2005	39.2	23.7	31.3	0.60	29.4	18.7	23.9	0.64
2006	-	-	-	-	28.2	20.1	24.3	0.71
Higher education 20-24 years								
1998	4.7	1.6	3.1	0.34	4.7	1.5	3.0	0.34
2005	5.7	2.0	3.8	0.35	5.2	1.9	3.5	0.36

Source: Data processing of DHS-II and AIDSIS

According to specific age groups in the study

Table 2.2 provides the schooling gross rate as well as the children schooling net rate according to age groups 6-14 and 15-24 in 1998 and 2005. Regardless of gender, there is a low schooling net rate oscillating between 60% and 13% in 1998 and between 50% and 24% in 2005 and a disparity in rates in favour of boys.

For children aged 6-14, it is 59.3% in 1998 against 52.9% in 2005 for boys, 44.7% in 1998 against 46% in 2005 for girls and 52% in 1998 against 48.6% in 2005 for boys and girls.

For their counterparts aged 15-24, it is 23.8%, 13.1%, 17.9% respectively for boys, girls and both boys and girls in 1998 against 38.2%, 23.7% and 31.3% respectively in 2005. For all children it is estimated to 44.9% in 1998 for boys, 30.6% for girls and 37.4% for both boys

and girls against 48.5%, 32.2% and 41.2%respectively in 2005. These rates are obtained from a representation of girls evaluated at 75 per 100 boys, 55 per 100 boys and 68 per 100 boys respectively in the age groups 6-14, 15-24 and 6-2 in 1998 against 87 girls per 100 boys, 62 per 100 boys and 66 per 100 boys in 2005.
These numbers show slight improvement in terms of the schooling of children aged15-24 and 6-24 respectively, 14.6 points and 4.2 points between 1998 and 2005 an increasing number of girls aged 6-14 and 15-24 in the education system.

Table 2.2: Schooling net rate according to specific age groups under study in 1998 and 2005.

Age groups according to study	**Schooling net rate (%)**			
	Boys	Girls	Whole	GPI
6-14 years				
1998	59.3	44.7	52.0	0.75
2005	52.9	46.0	49.6	0.87
15-24 years				
1998	23.8	13.1	17.9	0.55
2005	38.2	23.7	31.3	0.62
6-24 years				
1998	44.9	30.6	37.4	0.68
2005	48.5	32.2	41.2	0.66

Source: Data processing of DHS-II and AIDSIS

3.1.1.2. Maintenance Indicator in the school system

As mentioned above the maintenance indicator in the education system will be apprehended by school life expectancy and school survival expectancy.

•School Life Expectancy (SLE) is the total number of years of formal education which a person with a given age can expect to spend (including class repeating years), by assuming that the probability of their schooling at a later age will be equal to the current schooling. It is the total of schooling rates by simple age (UNESCO 2001).

•The School Survival Expectancy (SSE) of a child of a certain age, is defined as the total number of schooling years which the child of this age who is already in school can expect to spend, the probability of his/her schooling at a given age in the future is assumed to be equal to the ratio between the current schooling rate for this age and the highest schooling rate for any age over reference age. It corresponds to the ratio between the total number of schooling rates by simple age, from the reference age, and the highest schooling rate for any age over reference age (UNESCO 2001).

The more these two indicators are high, the more the population's education and instruction level is satisfactory. Thus, these indicators which result in schooling rates and calculated for the school age population from 6-24 years permit to estimate school longevity in Côte d'Ivoire.

- **According to the functional age groups**

Table 2.3 presents children school life expectancy and school survival expectancy according to functional age groups.

This table shows that the number of years a student can spend at school (including class repeating years) is estimated at 4.7 years for primary education, 1.6 years for secondary education and 0.2 years for higher education in 1998 against 2.9 years, 2 years and 0.2 years respectively in 2005. The weak point of the SLE in these schools can be noticed, knowing that primary education is normally supposed to last 6 years, secondary education7 years and higher education 4 years. An SLE deterioration of about 1.2 years can be noticed in primary school between 1998 and 2005 while the secondary-school SLE improves by 0.4 years.

The table also shows, regardless of year, a disparity between sexes in favour of boys concerning the ELS. This disparity increases from lower-level education to higher-level education. That is why it can be seen that in 1998 girls who enter school have 29%, 34%, and 64% less chance to benefit from the same total number of years of formal education than their male counterparts, respectively, in primary, secondary and higher education. In 2005, girls entering school have 27%, 40%, 67% less chance to benefit from the same total number of years of formal education than their male counterparts respectively in primary, secondary and high education. Between these two periods, only primary school girls have the chance to obtain the same total number of years of formal education as that of their male counterparts improves by 2 points while those of other levels of education do not.

Just as the SLE, the SSE is low regardless of study years and gender. But unlike the SLE, the SSE shows a relative equality between gender and sometimes an inequality in favour of girls. In 1998, while pupils can expect to benefit from 7.8 schooling years, students of secondary school expect to have 6.8 years while those of higher education have three years. However, in 2005, the SSE level deteriorates to 5 years for primary, 5.7 years for secondary school and 2.6 years for higher education. This means that schooling rate decreases more and more at the early age in the Côte d'Ivoire education system between 1998 and 2005; pupils lose 2.2 schooling years when students of secondary and higher education lose 1.1 years and 0.4 years respectively.

The GPI in 1998 shows that school girls spend fewer number of years than their male counterparts at school, estimated at 21% in primary school. In secondary school, they have 18 times more chance to stay longer than their male counterparts. However, in 2005, girls have 6 times, 11 times and 22 times more chance to benefit from the total number of schooling which is higher than that of boys respectively in primary, secondary and tertiary education.

Table 2.3: School life expectancy (SLE), School Survival Expectancy (SSE) according to functional age groups in 1998 and 2005.

Functional age groups	**School life expectancy (years)**				**School survival expectancy (years)**			
	Boys	Girls	Whole	GPI	Boys	Girls	Whole	GPI
Primary education 6-11 years								
1998	5.5	3.9	4.7	0.71	8.2	7.3	7.8	0.89
2005	3.2	2.7	2.9	0.73	4.8	5.1	5.0	1.06
Secondary education 12-19 years								
1998	1.9	1.3	1.6	0.66	6.2	7.3	6.8	1.18
2005	2.5	1.5	2.0	0.60	5.6	6.2	5.7	1.11
High education 12-19 years								
1998	0.3	0.1	0.2	0.33	3.1	3.0	3.0	1
2005	0.3	0.1	0.2	0.33	2.7	3.3	2.6	1.22

Source: Data processing of DHS-II and AIDSIS

- **According to specific age groups under study**

Table 2.4 provides children's SLE as well as SSE according to age groups 6-14 and 15-24 in the years 1998 and 2005.

Regardless of gender, we can see low levels of these indicators as well as their gender disparity. Thus regarding the SLE in 1998 for all children aged 6-24 is estimated at 6.5 years while it is 4.7 years for those aged 6-14 and 1.7 years for those aged 15-24. In 2005, for all children aged 6-24 it is 7.3 years, 4.6 years for those aged 6-14 and 2.7 years for those aged 15-24. This means that between 1998 and 2005, children aged 15-24 and those aged 6-24 have seen the number of years they spend at school increase. Note that in 1998 the SLE of girls aged 6-14 is 3 times higher than that of girls aged 15-24, while that of boys aged 6-14 is about 2.3 times higher than that of their counterparts aged15-24. In 2005, the SLE of girls aged 6-14 is 2.3 times higher than that of girls aged 15-24, whereas that of boys aged 6-14 years is about 1.3 times higher than that of their counterparts aged 15-24. The decrease observed in the SLE between these different age groups regardless of year, can be explained particularly by the marriages of girls in the age group 15-24 years, while at the level of boys aged 15-24 this could be explained by their participation in economic activities at these ages. Therefore, in 1998 the girls who enter school have 26% and 46% less chance to benefit from the same total number of years of formal education than their male counterparts, respectively, in age groups 6-14 years and 15-24 years.

In 2005, they have 14%, 51% and 30% less chance to benefit from the same total number of years of formal education than their male counterparts respectively in the age groups 6-14 years, 15-24 years and 6-24 years.

The SSE is also low regardless of children's age group, gender or year. However, there is a slight improvement on this index between 1998 and 2005: it increases from 10.4 years to 11.6 years for all children aged 6-24 years but remains unchanged for those aged 15-24. However, in 1998 whereas children aged 6-14 could expect to receive 7.6 years of schooling, in 2005, they can expect 7.3 years.

The GPI on its part shows that, school girls spend fewer years at school than their male counterparts for all girls aged 6-24 in 1998 and 2005. However, concerning children aged 6-14 between 1998 and 2005, girls' expectation to have the same total schooling rate as boys increases, while between these two years that of those aged 15-24 decreases. Thus, while in 1998 girls aged 6-14 have only 6% of chance to benefit from the same total schooling rate than boys in 2005, instead they have 3% of. On the contrary, those aged 15-24 who in 1998, have 2% of additional chance benefit from the same total number of schooling years than boys only who in 2005 have 15% of chance less.

Table 2.4: School life expectancy (SLE), School Survival Expectancy (SSE) according to age-specific study in 1998 and 2005.

age Group according to study	**School life expectancy (years)**				**School survival expectancy (years)**			
	Boys	Girls	Whole	IPS	Boys	Girls	Girls	IPS
6-14 years								
1998	54	4.0	4.7	0.74	7.8	7.3	7.6	0.94
2005	4.9	4.2	4.6	0.86	7.2	7.4	7.3	1.03
15-24 years								
1998	2.4	1.3	1.7	0.54	5.5	5.6	5.7*	1.02
2005	3.7	1.8	2.7	0.49	6.1	5.2	5.7	0.85
6-24 years								
1998	7.8	5.3	6.5	0.68	11.3	9.6	10.4	0.85
2005	8.6	6.0	7.3	0.70	12.8	10.6	11.6	0.83

Source: Data processing of DHS-II and AIDSIS

3.1.1.3. Disparities between regions in the education system

The table shows the slight improvement on net attendance rate in primary and secondary education recorded in 2006 compared to 2005 and 1998 education levels conceals wide disparities according to gender and children in different regions in Côte d'Ivoire. Concerning primary education (Table 2.5), it is 59% for boys and 51% for girls, there is a gap of 8 points. According to region, there is a wide variation in schooling rate. The North and Northwest regions have the lowest rates: 27% and 32% respectively. On the contrary, children are more likely to attend school in the Centre-West (69%) and South (without Abidjan: 66%). In all regions there is a tendency to favour boys 'education. This tendency is clearly noticed in the Centre-West region (72.9%) and South (66.5%). But girls' low schooling rate is particularly noticed in the North, North-West and the North-East where the net schooling rate in primary school is 21.7%, 25.3% and 36.6% respectively. Therefore, these are regions where girls have the least chance to attend school compared to their male counterparts. Thus, the girls in the North-West and North have 33% and 30% less chance respectively to attend primary school.

Table 2.5: Net schooling rate in primary education in 2006 according to region

Region	Boys	Girls	Whole	GPI
Centre	59.5	56.6	58.1	0.95
Centre-North	53.6	40.7	47.7	0.76
North-East	43.5	36.6	40.0	0.84
Centre-East	58.3	53.9	56.1	0.92
South (Without Abidjan)	66.5	66.3	66.4	1.00
Centre-West	53.7	47.3	50.5	0.88
Center-West	72.9	63.2	68.6	0.87
West	55.9	37.9	47.6	0.68
North-West	37.6	25.3	31.6	0.67
North	31.1	21.7	26.5	0.70
Whole	**58.6**	**51.3**	**55.1**	**0.88**

Source : MICS 2006

The net attendance rate indicates that 24% of school-age children attend secondary school (Table 2.6). The gap between boys and girls is 8 points in favour of boys (28% against 20%). The net schooling rate in secondary education also experiences large variations according to residence region as there are significant regional differences: the gap between Centre-East (30%) where schooling rate is the highest and North West (8%) where it is the lowest is 22 points. This rate is higher for boys in the Centre region (36.4%) and for girls in the Centre-East region (28.5%). Also, like in primary education, there exists in secondary education in all regions, a tendency to favour boys' education compared to girls. Girls' situation in secondary education is worse than that in primary education. The index value at the national level 0.71 against 0.88 in primary education, highlights a remarkable attendance of boys compared to girls. This over-representation of boys is very high in the North East where there are only 24 girls per 100 boys in secondary education.

Table 2.6 : Net schooling rate in secondary education in 2006 according to region in Côte d'Ivoire.

Region	Boys	Girls	Whole	GPI
Centre	36.4	18.9	28.1	0.52
Centre-North	22.0	13.1	17.8	0.60
North-East	17.4	04.1	11.1	0.24
Centre East	31.3	28.5	30.0	0.91
South (without Abidjan)	29.1	27.3	28.2	0.94
South-West	28.1	17.7	23.0	0.63
Centre-West	31.4	22.2	27.1	0.71
West	13.6	09.9	11.9	0.72
North-West	10.3	05.6	08.3	0.55
North	18.9	11.4	15.4	0.60
Whole	**28.2**	**20.1**	**24.3**	**0.71**

Source : MICS 2006

3.1.2 Proportion of pupils starting the first year in primary school and ending the fifth

The percentage of children starting the first year (Class 1) and who eventually reach Class five (Class 5), gives an idea of the performance of primary education system. Nationally, 52% of children starting the first year reach the fifth (Table 2.7). This means that primary

education system is relatively inefficient when compared to Cameroon education system where this percentage is 90.9% (MICS, 2006). This probability takes into account the children repeating classes and who are eventually promoted to Class 5.

There are few differences between regions. However, the percentage of children reaching Class 5 is low in northern areas (45%) and North-West (47%). It is higher in the Centre-East region (54.6%) and in the Centre region (54.3%).

Table 2.7: Percentage of Class 5 pupils among Class 1 pupils per region in Côte d'Ivoire

Région	Percentage of Class 5 pupils among Class 1 pupils	Regions	Percentage of Class 5 pupils among Class 1 pupils
Centre	54.3	South-West	519
Centre-North	51.6	Centre-West	53.8
North-East	52.3	West	50.3
Center- East	54.6	North-West	47.4
South (Without Abidjan)	54.0	North	45.4
Whole			**52.1**

Source : MICS 2006

3.1.3. Literacy level of the Ivorian population

One of the policy goals of the World Fit for Children is to ensure adults' literacy. Adults' literacy is also an OMD indicator that refers to both men and women. As part of MICS 2006, since only women's questionnaire was administered, the results are based only on women aged 15-24. In general, 40% of women aged 15-24 are literate. The percentage of literate women also varies from one region to another. It is lower in the North West (12%) and North-East (15%). The South is the only region where the literacy level of women aged 15-24 about 50%. In this region one woman out of two is literate. By 2015 many things must be done to improve the literacy level of the Ivorian population aged 15-24 in general and in particular that of women in this age group.

Table 2.8: Percentage of literate women aged 15-24 per region in Côte d'Ivoire in 2006

Regions	Percentage of literate women aged 15-24	Region	Percentage of literate women aged 15-24
Centre	39.1	South-West	32.7
Centre-North	27.2	Centre-West	39.2
North-East	15.0	West	26.5
Centre-East	46.8	North-West	11.8
South (without Abidjan)	50.1	North	24.3
Whole			**39.6**

Source : MICS 2006

3.2 Major facing challenges

From the results revealed by the analysis, it can be seen that many challenges are still to be faced by the educational system so that by 2015, the fixed objectives concerning monitoring

progress indicators be realised. It should be borne in mind that these indicators concern, the net schooling rate in primary education, the proportion of Class One to Five pupils in primary education and the literacy rate of students aged 15-24.

The multiplicity of these challenges concerns both stakeholders and decision makers of this system. Thus, at the national level, the net schooling rate in primary education must gain no less than about 45 points by 2015 compared to the 2006 education level which is 55.1%.

Thus, the next nine (9) years, this rate must gain 5 points per year. Thus, in 2015 the slogan of "primary education for all" will become a reality in Côte d'Ivoire. This challenge is quite feasible when you consider that between 2005 and 2006, the rate rose from 47.7% to 55.1%, that is, a gain of about 7.4 points over a period of one year.

Hence, the optimism of the 2015 objective is still required regarding this indicator. It should be noted that this optimism is also justified through the large number of infrastructures awaiting rehabilitation because of the 'war' on the educational system in general and the Ministry of National Education in particular (see Table 2.9). So, once renovated these facilities whose number is 1619 for the Ministry of National Education and 102 for the Ministry of Technical Education will help increase school supply and thus constitute a factor explaining the increase in net schooling rate in primary education.

Table 2.9: Status on 27th May 2007, public buildings damaged due to war in CNO area according to regions.

Ministries	Valley of Bandama	Savannah	Mountain	Denguelé	Worodougou	Bafing	High Sassandra	Total
Ministry of National Education	489	288	373	177	144	32	116	1619
Ministry of Technical Education	30	40	15	7	-	10	-	102
Total	519	328	378	184	144	42	116	1721

Source : DRSPCI 2008

Similarly, the proportion of pupils starting Class 1 in primary school and finishing Class 5 must gain 48 points at the national level. Apart from the North-West and Northern regions where less than one student out of two starts Class 1 and completes Class 5 in primary education, in other regions, this indicator is largely above 50%. It can be said that by 2015, regional disparities will certainly be absorbed.

Finally, in terms of literacy rate, the target objective is 60 points above the current situation for women aged15-24 at the national level. Again, North West and Northern regions are regions where efforts should be strengthened because they want to gain 82 and 76 points respectively by 2015. Note that for their male counterparts efforts should also be conducted for improving their literacy. These challenges on literacy can be seen, given that the law that deals with education has structured the organization of literacy activities by allowing, in its

application all stakeholders of this sector to be members of the National Literacy Committee, organ of consultation, harmonization of actions and literacy methods. Also, at the institutional level, an Autonomous Literacy Service (ALS) was created and attached to the Office of the Ministry of Education to implement government policy on literacy. In addition, the National Fund for Literacy Support (NFLS) was established in 2001 to finance the Pilot Project for Literacy Support in cooperation with the World Bank. Due to the crisis which took place in 2002, the activities of the literacy pilot project that aimed at experimenting functional literacy programmes and post literacy strategies were suspended in Centre-North and West regions (CNW) thus reducing the implementation rate at the national level to 21.12% in 2007.

In summary, the objectives of these indicators could be achieved if the aspects of human resources, infrastructure, material and financial resources are specifically taken into account, for specific North and North-West regions, without forgetting other regions.

Note that in 1994, to meet the national demand in education, the institutional and legal framework was readjusted including the adoption of the National Education Sector Development / Training (NESDT) covering the period from 1998 to 2010. This plan has been reinforced by the law N^{o}. 95-696 of 7 September 1995 in relation to education, which reaffirms the rights to education and equal treatment for all, in preschool, primary education and the first section in general secondary education which constitute basic education.

Therefore the Ivorian government through its Strategic document of Poverty Reduction of 2008 has defined an axis of prioritization on improving accessibility and quality of basic social services and the promotion of gender equality for those who will have the opportunity to attend the Millennium Development with regard to “education for all”.

Thus, in terms of human resources, efforts should be made to improve teachers’ living conditions in order to: ameliorate the quality of teaching and increase the student’s level.

Also, teachers should be motivated; their working conditions should be improved. Laws on the management of teacher staff should be elaborated. Similarly, the number of teachers should certainly be increased to eliminate existing cases of overlapping of classes by one teacher. Concerning infrastructures, constant efforts should be made to increase the number of classrooms, offices and other educational settings in order to reduce on the one hand, the class sizes in primary schools and to improve teachers' work by building their offices and rooms on the other hand.

At the financial level, more efforts should be made by the State and its partners so that primary education be beneficial everyone by 2015. To this effect, Northern regions should receive more important and constant funding. Also, the share of education which is 36% in 2007 in terms of part in the Ivorian budget (see table below) should be raised even though the budget of the education sector is 408.4 billion FCFA.

Table 2.10: Status of implementation of the budget of education sector from 2002 to 2007

Budgetary execution	**2002**	**2003**	2004	**2005**	**2006**	**2007**
Education (in billion of FCFA)	351.8	353.2	360.7	369.6	382.7	408.4
Functioning	331.6	334.9	336.5	352.1	360.9	387.7
investment	20.2	18.3	24.2	17.5	21.8	20.7
Education/Total sector prioritary (%)	0.49	0.49	0.50	0.51	0.53	0.57
Functioning	0.46	0.46	0.47	0.49	0.50	0.54
investment	0.03	0.03	0.03	0.02	0.03	0.03
Education/Total budget (%)	0.31	0.31	0.32	0.33	0.34	0.36
Functioning	0.29	0.29	0.30	0.31	0.32	0.34
investment	0.02	0.02	0.02	0.02	0.02	0.02
Education/PIB (%)	0.04	0.04	0.05	0.05	0.05	0.05
Functioning	0.041	0.048	0.048	0.044	0.045	0.048
investment	0.003	0.002	0.003	0.006	0.005	0.002

Source : DRSPCI 2008

3.3. Priority axes for development assistance

The Ouagadougou Political Agreement (OPA) signed on 04 March 2007 and the presidential election of November 2010, marks a turning point towards the crisis in Côte d'Ivoire. In fact, it opens new prospects and leads the country towards a process of restoration and consolidation of sustainable peace. Furthermore, with the confidence comes up gradually, the country makes up with development partners. This has enabled the signing of an Assistance Programme of Post-Conflict Emergency (APPCE) with the IMF in August 2007, the arrangement with the 'BAD' on an Institutional Support and Multi-Sector Project with regard to the end of Crisis, the Post-Conflict Assistance Programme (PCAP) of 28th February 2008 with the World Bank and the signing of the Framework Plan for the United Nations Development Assistance (FPUNDA) of 4th July 2008.

From the efforts made by Côte d'Ivoire, donors and international partners to achieve their goal in education system by 2015, the priorities of development assistance should allow:

- To improve access to education for all in primary school:

- The Government should undertake the recruitment of new teachers and the rehabilitation of damaged infrastructures due to war while ensuring equitable distribution of new infrastructures, because it is important to ensure the improvement of investment level in education. Only the elaboration of the school map would permit to have a better readability of requirements and of the spatial distribution of sector infrastructures. This policy should be strengthened by free school materials, sensitisation to the education of school-age children.

- Similarly, there should be improvement on social framework, based on permanent proximity sensitisation, involving Social Affairs and NGOs specialised in sector and encourage interest in education, school-age and primary school completion by pupils;

- Action should be taken in order to reduce household poverty by supporting unprivileged learners. It is worth mentioning that this country experienced a relatively gradual poverty rate from 10.0% in 1985, 36.8% in 1995 and 33.6% in 1998 before rising to 38.4% in 2002 and 48, 9% in 2008, due to successive military and socio-political crises.

-Householders should mobilise through Information, Education and Communication programmes (IEC). By so doing, literacy programmes will strengthen their intervention capacity and this will increase schooling demand.

- To maintain learners in the educational system: To promote awareness on the issue of girls' education by encouraging householders to give girls an equal chance of schooling and maintenance in the education system as boys.

- To improve access to quality education, the strategies used should enable the upgrading of the teaching profession through the rehabilitation of living conditions and the retraining of teachers. Also, the State should provide a specific upgrading and training system for teachers, trainers, administrative staff.

Conclusion

The analysis of access and participation indicators in the Ivorian education system shows significant disparities in gender as well as important regional differentiation in schooling rates between education levels. In view of the main access indicators, these disparities between gender, participation and maintenance favour boys at all education levels and according to age groups considered in this study. Whereas, concerning regional differentiations in terms of schooling, regardless of primary or secondary education, they are clearly noticed in the North and North-west regions. It is in this context that this study has identified the major challenges that Côte d'Ivoire should tackle in order to be among the States that will respond to the challenge of Education for All by 2015: necessary condition to engage in sustainable development. Through priorities axes of development assistance provided for Ivorian political actors as well as international partners of the education sector, this study proposes steps to follow so that Education for All by 2015 becomes a reality instead of remaining a simple slogan. It should be borne in mind that this country, with the arrival of the new leaders in 2010, contrived to eradicate the crisis that had weakened the nation since 2002.

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