Basic Education in Ivory Coast: From Education for All to Compulsory Education, Challenges and Perspectives

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Abstract

Ivorian authorities, for years, are employing various strategies as part of reforms to ensure universal education in Ivory Coast (Cote d'Ivoire). In this regard, great efforts are done each year through public funding and partnership development support to face the challenge of Education for All whose term of the implementation was 2015. The objective of this paper is to investigate the various facets of Education for All in Ivory Coast and the implications of the implementation of compulsory education, which is the new challenge of Ivorian education system. How to bridge the gap of schooling? What measures would be effective to ensure 100% enrolment as multiple factors constitution obstacle to the achievement of the Millennium Development Goals (MDGs). Using qualitative methods based on relevant data from books, articles and others secondary sources from reports as well as other information from the World Wide Web, this study examined the current issues of Education for All in the post-crisis context. Although immense sacrifices have been done to Education for All, persistent factors unlikely still limit its implementation. The success of the compulsory education is possible whether the State invests more resources in Education and creates well conditions for access to education in all areas of the country, paying more attention to marginalized groups such as children with disadvantaged social backgrounds and girls. In conclusion part of this study possible solutions and recommendations that can overcome the persistent issues of Education for All are provided for higher educational policy prospects.

Keywords: education, compulsory education, disparity, equity, Ivory Coast

1. Introduction

1.1 Background

It is commonly known that education is a key factor of economic, social and cultural development of any nation. Therefore it is incumbent on any State and government to ensure that education is effective by providing a good quality of products for the society. And it seems that education and economy are interdependent so that when the economy is strong it can provide the necessary means to education. Similarly high quality of education provides excellent quality of human resources that economy needs for the development of the nation. That is why, for decades, all countries over the world are working to improve the performance of their education by overcoming any challenges. However, the challenges of education in developing countries are more problematic because of the lack of human resources, funding, material and infrastructure. This reality does not exclude Ivory Coast (Côte d'Ivoire).

Few years before its independence, Ivory Coast was a country with huge economic potential, but had a serious weakness of human resources (Toh, 2008). Early on, Ivorian government gave priority to education by setting up the training of men and women (Beguy, 1998; as cited by Tchoudja, 2007). Like all sectors, education has taken advantage from the "miracle of the Ivorian economy" supported by the binomial coffee-cocoa export commodities which places Ivory Coast second economic power of the West Africa after Nigeria. Thus, between 1960 and 1980 the emphasis on education was to train human resources in quantity and quality. The education budget was more than 45% of the national budget (Kouassi, Yokoré, Toh, & kapie, 2006). But the early 80s was the period of economic stagnation due to the strong global economic environment characterized by deteriorating terms of trade and fierce competition between economies, increasing the concentration of capital giving conglomerates the power to determine prices and economic policies (Gassama, 2008; Bamba, Contamin,

Diomandé, & Koulibaly, 1992). This led the Bretton Woods institutions, particularly IMF and World Bank to impose a set of fiscal, monetary and fiscal restrictions officially named Structural Adjustment Policies. In this context, several studies have clearly demonstrated that structural adjustment programs have had negative effects on many sectors of education, and hence on the quality of education (Dowo, 2004; ONU-CDH, 1999; Duruflé, 1988).

Following various structural adjustment programs led, social sectors, including education and health, the budget has been deeply affected: public expenditure in the education sector declined between 1980 and 1990. While they were about 486.1 billion FCFA in 1990, public expenditure on education dropped to 392 billion FCFA in 2007 (MoE (Note 1), 2009). Moreover, while the total expenditure on education accounted for 7.6% of GDP in 1990, they represented only 4.4% of GDP in 2007 (ibid.). The situation became more alarming due to the various socio-political crises that Ivory Coast has experienced. The most obvious consequences of this situation are the lack of adequate infrastructure, low student achievement, and the less quality of teaching. Thus the difficulties facing the Ivorian education system leads policymakers to seek strategies and ways in order to make effective education, especially for primary. One major problem remains compulsory education announced for several years and which has been legalized in 2015. Currently, its implementation is problematic because it raises some issues which must be examined. But above all, it would be useful to have a brief overview of Ivorian education system.

Education System in Ivory Coast is based on the model inherited from the colonial era (a former French colony); it covers preschool (3 years), primary (6 years), general secondary (7 years), vocational (2 years + 3 years: engineer), higher (8 years +) education; literacy and adult education. Primary education, theoretically for children aged 6 to 11 years. It leads to the Certificate of Elementary Primary Education (CEPE). The second level allows access to higher education (University and Schools) after getting the degree of secondary high school. The private sector receives about 35% of enrolment in general secondary education.

In 2001, the Ministry of Education (MoE) revealed 8,050 public primary schools. And there were 43,562 teachers for 1,872,856 students. In 2005, there were 6,519 primary schools, 86.8% were public, with 38,116 teachers and 1,661,901 students (MoE, 2009). In March 1993, in collaboration with the Ministry of Education, the African Development Bank implemented a project called "Projet Education BAD IV" to improve the quality of education and increase enrolment rates, especially for girls. The number of pupils in primary schools (public, and private) was about 3,176,874 including 2,696,450 in the public (46.1%); 425,772 in the private (48.0%) and 254,652 in community schools (43.0) (MoE, 2014b).

The Gross Enrolment Ratio (GER) in primary school continues to grow and reached 94.7% in 2013-2014. Although high, this rate hides regional disparities. Moreover, it is not sufficient to achieve universal education and reach the purposed rate which is 100%. The main financial and technical support and partners are UNESCO, UNICEF, the African Development Bank (AfDB), the United Nations Development Programme (UNDP) and some regional organizations like Conference of Ministers of Education (CONFENMEN), PASEC (Note 2), and PASEF (Note 3). This structuring of the education system has been accompanied by numerous political reforms implemented by national plans and strategies to meet educational increasing demand. The following section provides a brief historical overview of basic education in some major reforms marking periods.

1.2 Brief History of the School for All

The reforms of the Minister of Education Pierre KIPRE, between 1993 and 1999, were intended to face school failure and ensure responsible involvement of the educational community. Strengthening the institutional frame is described by two decrees organizing the school map of the primary and the secondary, the private education Act, agreement with the municipalities, the decentralization of the organization of examinations, registration for high school students. Multiple series of actions have been undertaken to increase and maintain the level of schooling. For example, the National Dialogue on the Ivorian School has led to the reform enacted by the Law of September 17th, 1995, which reaffirms the right to education and equal treatment of all citizens, including the public education. It focuses on increased participation of stakeholders, including the community management institutions.

After the international conference in Jomtien in 1990, Ivory Coast in 1992 adopted a National Education Plan for All (N.E.P/FA) whereby it undertakes to achieve a gross enrolment rate, 90%, in 2000 and face illiteracy (Tchoudja, 2007). In fact, in 1990, delegate access from 155 countries, as well as representatives from some 150 governmental and Non-Governmental Organizations, agreed at the World Conference on Education for All in Jomtien, Thailand (5-9 March 1990) to make primary education available to all children and to massively reduce illiteracy before the end of the decade. In this perspective, the adoption of the Education Law in 1995 stimulated

a new dynamic to the nation's commitments that led to modernize many schools in cities (Figure 1) (Note 4). Ivorian educational experienced unprecedented scale projects, and in 1997 the national development plan of the education/training sector (PNDEF: 1998-2010) (Note 5) has be developed following an iterateiti process that sees the involvement of the education community and all development partners (Odounfa, 2003). Improving access to basic education and the quality of education remains one of the major challenges of Ivorian education system. The enrolment gap in primary education and retention of students in the school system until the age of at least 16 years are the current concerns of planners and education authorities in Ivory Coast.

Figure 1. School in the modern city in Ivory Coast

The main objective of this study is to analyse the actual situation in the field of basic education and the schooling of young girls in the post-crisis context in order to propose strategies and solutions for adequate educational policies. More specifically, the study seeks to examine the current situation of Education for All (EFA) by identifying the major and persistent challenges; to identify the factors limiting the implementation of EFA; and to offer possible recommendations that can contribute to achieving the goals of Education for All.

2. Method

In this paper the qualitative approach is used. Therefore, document analysis will be used in this study. Whereas document analysis has served mostly as a complement to other research methods, it has also been used as a stand-alone method (Bowen, 2008).

The analysis is based primarily on documentary research on Education for All for putting an emphasis on issues of universal compulsory education in Ivory Coast. That's why the method used is document analysis reviewing the contents of documents (Muchielli, 1991; Bardin, 2003). Document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material (Bowen, 2009). The data collected are qualitative and are based mainly on the writings of secondary sources such as books, articles, and government websites.

The objective of this study is to explore the current challenges that exist within educational system with a specific focus on Education for All in Ivory Coast. The accounts of documents were gradually extracted from materials like Ivorian Ministry of education manuals; background papers; books and brochures; journals; newspapers articles; organizational or institutional reports; survey data; Non-periodical Web Document, International Organizations Reports.

The analytic procedure entails finding, selecting, appraising and synthesizing data contained in documents. Document analysis yields data—excerpts, quotations, or entire passages—that are then organized into major themes, categories, and case examples specifically through content analysis (Labuschagne, 2003). These data were used for the purpose of the current study.

3. Current Situation of Schooling Coverage

3.1 Education for All towards Compulsory Education

International Community has adopted, in September 2000, the Millennium Declaration for Development and defined eight development Goals. This statement is intended primarily to (i) adopt a consensual approach to development in 2015, (ii) increase awareness and (iii) seek the commitment of all towards the ideals of peace, justice and equal peoples (Republic of Côte d'Ivoire, 2010).

According to the Millennium Development Goals (MDGs) the targets were: reducing extreme poverty and child mortality fight against several epidemics including AIDS, access to education, gender equality, and implementation of sustainable development. The MDGs are measurable and quantifiable through targets and indicators.

Among the Millennium Development Goals (MDGs), the United Nations has set a target for 2015, giving all children, boys and girls around the world, the means to complete a full course of primary schooling. Indeed, wherever education was made accessible to all, economic development followed, corruption has declined, respect for human rights has increased and poverty has moved away. To reposition itself in the MDGs and breathe new life into the education system Ivory Coast has made the National Assembly vote a law amending Law No. 95-696 of September 7th 1995 on teaching. The new law voted in September 21th, 2015 gave a new direction to the Ivorian education system. With this new policy nearly 5 million children in the country should be schooled; it also involves partners, administrations, parents as well the Ministry of Education (AIP, 2016). Thus, the objective of the measure of compulsory schooling is to reach a national enrolment rate of 100% by 2025, the government had over the last 4 years, built and equipped 15,000 classrooms and 170 colleges in the country and established several educational reforms and actions that helped to increase the national enrolment rate from 77% to 95.5% (ibid.). And nine-year compulsory education is composed of primary and junior secondary education. Every child who is at least 6 years should receive compulsory education of nine years.

The objective of the Millennium Declaration adopted in September 2000 by the international community is in a consensual and participatory approach to the development of States. In Ivory Coast, trends show that the probabilities to achieve the eight Millennium Development Goals (MDGs) are potentially possible if vigorous efforts are being made (Republic of Côte d'Ivoire, 2010). Indeed, efforts have been made for many schools and students (in terms of infrastructures) in some areas even if they are still not enough to cover all the State (Figure 2).

Figure 2. Potable water for students

3.2 Public State Funding

Having made education one of the State priorities Ivory Coast devotes approximately 4% of its GDP on education in 1999: in nominal terms, public expenditure on education increased from 200,186 billion in 1992 to 31,568 billion in 1999 (57.7% in 7 years); the budget implemented for primary education increased in the same period from 99,037 to 1,421 billion (43.5% in 7 years); for general secondary, the executed budget increased from 60, 47 billion in 1992 to 83, 3 billion CFA francs in 1999, over the same period, 37.8% in nominal terms (Odounfa, 2003). This financial effort has increased the primary school enrolment within 6 years, from 1,447,785 during the school year 1991/1992 to 1,910,820 students in 1998/1999, representing 32% in 6 years. The number of students in general high school rose from 396,606 in 1991/1992 to 565 850 students in 1998/1999, representing 43.4% within 6 years (ibid.).

Three years before the presidential election of 2015, the President Alassane Ouattara announced a compulsory education plan for all children from 6 to 16 years. This target was seen as a challenge because it should be effective by 2015-2016 school's year. However 4 500 classrooms should be built and 5,000 teachers must be recruited and trained, and 100 billion remain to be found. How to mobilize resources for this promise of education for all so that it can be a reality? Indeed, the combination of an unfavourable macroeconomic environment and lower budget priority for education, coupled with the impact of population growth, has contributed to the decline in the volume of public resources per young between 6 and 15 years to 50% (MoE, 2014a) and this is the cause of the increase in private funding of educational services, which represents roughly half of government spending for the sector. However the efforts of the Ministry of Education (MoE) and its partners to achieve the result of the National Development Plan (NDP) within 2012-2015 for education were as following: "the populations, particularly women, children and other vulnerable groups have access to quality social services with equity" (MoE, 2014a). For improving the quality and governance of education the government has planned an expansion of coverage (currently limited to 70% of elementary students) targeting two aspects:

a) Improve access to basic education: ensuring primary education for 100% of age class; establish a free schooling compulsory up to 16 years, strengthen the education of girls; fight against failure through academic support, and development of preschool; recruit 12,000 teachers per year; increase care and densify the school board building (built in 3 years 36,000 classrooms in primary and 13,000 in college as a matching contribution system: if the community mobilizes to 20% of the financing, State adds 80% of funding); rehabilitate existing school infrastructure;

b) Improve the quality of education: giving all pupils the textbooks of schools; boost initial training (strengthening teacher training institutions); develop continuing education (to upgrade unqualified teachers in post, including volunteer teachers from the crisis); upgrade teachers' career (overtime and remedial promotion on merit). The government has also scheduled a major reform of the college designed to meet the high demand of families at an acceptable cost to the community through proximity to colleges and polyvalent teachers. The goal by the end of the decade is to allow at least half of an age group to complete a college cycle. To achieve this goal its partners support the State of Ivory Coast.

Generally policymakers in education are responsible for developing a vision and strategy for educational development, and mobilizing support and cooperation for implementing the vision and strategy from a wide range of constituencies (Mingat, Tan, & Sosale, 2003). And the key parties include government ministries in other sectors and nongovernment providers of services who have influence over the amount of resources available to the sector as well teachers and school administrators, students and their families and employers and the public at large who can contribute to nation building and enrich the country's social and cultural life (ibid.). Despite the set of political effort and funding support the school enrolment remains low.

3.3 Low Enrolment and System Malfunction

The tuition coverage is still low (less than 90%) and the gender gap remains in the school-age population aged 6 to 15 years (Tchoudja, 2007) and this is mainly due to the insufficient supply of education: lack of teachers and educational establishments. To this must be added the socioeconomic factors. This situation had led UNICEF in 2005 to mobilize the United Nations System (UN) agencies for a campaign of "Back to School for all children". Another campaign "Back to School" was organized in 2006 and 2007 by the European Union. 62 schools have been rehabilitated in 2006 and 35 in 2007; 308,800,000 school kits and 450 bags were distributed to children in 2006, 50% of the girls in order to ensure greater gender parity in school (Omar, 2007) (Figure 3). All these initiatives, however, not yet filled the gap of education for all. Classes are overcrowded with numbers sometimes exceeding 100 students per class either primary or secondary.

Figure 3. School in rural part of Ivory Coast

Lack of teacher is so far not yet filled in the public and educational programs and teaching methods are inadequate. The recent socio-political crisis of 2010 has compounded the already difficult situation of the Ivorian education system. The majority of teachers still concentrated in the south and especially in Abidjan, the economic capital, while the central and northern rural essentially suffer from the shortage of teachers. The state is virtually powerless against this disparity constitutes an explanatory factor of the non-coverage of schooling for all children. According to the Ministry of Education more than 810,000 children were expected to be schooled, since the school year 2015-2016. According to the "Direction des Écoles, Lycées et Collèges" (DELC) of MoE the gross enrolment rate is 95.4%, compulsory education concerns only 4.6% of children who do not go to school, so they have the age. For him in 10 years, the repetition rate, currently 15%, could rise to 5%. But education is not limited to access, it is also keeping the circuit until at least 16 years of age when the young person may be qualified to work and be independent.

Compulsory education from 6 to 16 years, as decided by the government is officially back in the beginning of September 2015, but had previously been subject of a press conference, one month before that is-dire in August 2015, the Ministry of National Education (MoE). Despite all the measures taken during the series of process started since 2011 and efforts initiated by the education partners such as UNICEF, African Development Bank (AfDB), UNDP, the Japanese Cooperation, and the private sector in Ivory Coast, the persistent obstacles seem to impede the effective implementation of compulsory education for all children.

It should be recalled that for over a dozen years of liberalization of the school holding of free school at the primary level and the many awareness campaigns have not really produced the expected results. That is why the government decided to make compulsory education in a non-incentive policy only but also from the obligation to register any child old enough to go to school. This measure requires parents, guardians or legal administrators to send their offspring to on pain of financial and judicial penalties school. Indeed, Odounfa (2003) had identified various factors blocking or limiting: the economic factors (reduction of public resources to the needs teachers and school infrastructure, constraints on public debt, poverty level of households), the factors of socio-demographic (demographic pressure, impact of AIDS, conflict impact), political and cultural (reluctance to send girls to school, inadequate school calendars to traditional rites), factors related to inefficient use of resources (waste of resources due to inadequate education policy with high failure rates, reluctant to commit the necessary reforms) etc. These obstacles are still continuing today.

3.4 Obstacles to the Achievement of Education for All

Some barriers are due to endogenous factors and other exogenous factors. Lack of teacher and school infrastructure are the daily challenges schools. To this are added the constraints of public debt that the State must pay each year in the private sector partner in Ivory Coast and donors such as the World Bank, IMF, AfDB.

In Ivory Coast, the lack of teachers in certain areas deprives many children of access to education. Rural areas such as the north part of the country do not receive adequate infrastructure and availability of teachers (Figure 3). It is a dramatic situation especially since the War of 2002 caused the destruction of school buildings that were already inadequate. Moreover, teachers fleeing conflict have almost deserted all these areas to settle in the southern areas. To act within the framework of Education for All, UNESCO (United Nations Educational, Scientific and Cultural Organization), UNESCO-China Funds-in-Trust and Ivory Coast have forged a partnership to build capacity teachers to improve the quality of education (Côte d'Ivoire, 2013).

There are some regions (especially north) where teaching is done under trees or in barracks due to lack of school. Moreover, the lack of teaching materials is an aspect of the difficulty of giving a chance for children to learn. According to the Chinese fund UNESCO project on deposit there is a net enrolment rate is 13% in urban areas and 1% in rural areas. When considering preschool enrolment, 84% live in cities and 16% in villages and shows that the weak development of preschool is due to: (i) ignorance of the importance of preschool education by some segments of population; (ii) the low national coverage in preschool facilities; and (iii) the double ministerial responsibility (ibid.).

4. Discussion

4.1 The Issue of Disparity between Girls and Boys in School?

The government through the Ministry of Education ensures the daily management of the control of the sector plans and financing activities contributing to improve access and promote quality education. Also, the operating expenses are fully supported by the government. As for capital expenditures, one portion is supported by partners in the development and bilateral and multilateral cooperation whose role is to advise, support and guide the government in the development of strategies to significantly contribute to improve the education system. Each agency works with the government's development priorities and goals (early childhood, primary, vocational training). Currently, the situation of teachers in Ivory Coast has been improved; the wage has been increased three years ago. However, the quality of education remains a concern for policy makers. This could be explained by two reasons:

(a) Many teachers today embrace the teaching profession without real vocation because they want just to get out of unemployment.

(b) Some teachers choose this job as a stepping stone, the time to find a better paying job because the standard of living especially in large cities has seriously increased.

How to motivate teachers for a better quality of teaching and the performance of schools remains a current major issue. The second question is how to achieve equity in schools to obtain best results?

Obviously fairness, equality, justice have different meanings. Equity tends to combine equality and justice at school. The question is how all students are treated in class. Are they treated equally? Are those who need particular help disadvantaged in the classroom learning because the teacher does not want or does not have time for them to improve students' ability? Thus, the real problem lies in the treatment of students in class, as each student comes from different background with the advantages and/or limitations.

How to manage a better teaching method that takes into account the different characteristics of students in the classroom? How to ensure gender parity has long been one of the concerns of the Ministry of Education. If we want to make it better gender equity must begin by solving the following questions: How students are treated inside and out of the classroom: boys vs. girls? How representative of both genders?

Building equity in school is to help students become better regardless of gender. For example the teacher during the course of Mathematics should have the perception of efficiency for both boys and girls. There is no reason to think that Maths or Physics Science are only for boys. This is not to guide or determine the teaching practice more on boys than on girls. The treatment in the educational approach in the assessment and in the reflexive criticism must be the same for both genders at school (class) and outside school. How learners are educated must be equal. The preferential treatment should apply for both boys and girls. Furthermore, attention should be paid to the number and representativeness of girls in schools. In Africa and particularly in Ivory Coast there are some challenges at that level. Ivory Coast is definitely not yet reached the level of development of the USA or France, but the girls are underrepresented in schools both at primary, secondary and higher level. At primary level, for example, according to UNICEF (2012) girls' enrolment rate in France is 109.1% and 102 boys; in the US the rate is 101% for girls and 102% boys; in Canada the rate is 99.9% for girls and 100.1% for boys; China crude rate is 115.5% and net rate is 99.8% for girls, while boys the gross rate is 111.1 and the net rate is 99.8. According to UNICEF (2012), in Ivory Coast, the enrolment rate is 80% for girls while in boys it is 95.9%. In some rural areas

as in North and Northeast, the female enrolment rate is very low. According to the Ministry of Education 57% of school-age girls are retained at home, on 30% of school children (Nord-Sud, 2012) and according to the latest figures from the United Nations Initiative for Education for girls on the enrolment rate estimated at 76.2%, girls occupy 69.4% against 82.2% for boys (ibid.).

According to the government, a total of over 5,000 teachers will be recruited, the majority in the primary, and about 4,500 classrooms will be built. But since that statement in September 2015, it seems that these projects are still not yet realized because of many reasons like the overstaffing in classrooms, especially in areas north and northeast. How to do a better teaching method that takes into account the different characteristics of students in the classroom?

4.2 The Gap in Education for All: Persistent Challenges

It is in September 2015 Ivory Coast promulgated the Compulsory Education Law. Before that date the nine years of compulsory education existed without any legal text. Compulsory education should be implemented in nationwide according with the Compulsory Education Law, which stipulates that all school-age children and teenagers must be schooled. According to this Law education is free, mandatory, and universal. That means any child who is at least 6 years must be schooled.

How to bridge the gap in schooling remains a persistent challenge of the education system in Ivory Coast. By ratifying the statements on education, Ivory Coast had not foreseen situations of socio-political crises. Ivorian authorities were far from imagining the context in which the conflict has seriously affected people's lives and especially education. Moreover, the structural adjustment policies on the education sector led the decline in current expenditure and from 36.6% in 1990/1991 to 32.5% in 1999/2000, 6.9% of GDP in 1990 against 4.6% of GDP in 2008 (MoE, 2013). However, the share of the budget allocated to education and training remained constant and is between 22% and 25%. Compared with seven other French-speaking countries of the West African region considered, Ivory Coast devotes a greater proportion of its public resources to the education sector. Only two English-speaking countries of West Africa (Gambia and Ghana) affect a large part of public resources in education that Ivory Coast (or more) (MoE, 2014a). I argue that despite all these efforts, education is not yet complete. Nevertheless, one can understand the dissatisfaction due to higher mentioned difficulties. However this does not justify the failure to instruction duty to the public. Ivory Coast is part of the African States in 1999 and 2008, although the school-age population rose sharply, passed successfully 77% enrolment rate in primary education (Ouattara -Goita & N'Dede, 2012). In 2015, the government wanted to increase this rate to 100%. This ambition cannot objectively be achieved if one does not consider the conservative attitudes of the people, especially the rural areas. Indeed, despite the fact that the new reform on education provides for compulsory schooling and sanctions, many parents, although school is free, are passive and one would wonder if this latest measure is adequate. The concern is more related to the context that is why Gandin (2006) argued that there is no model that can be replicated everywhere and no progressive reform in education can be implemented in spite of the people involved. According to the author "no progressive policy can be a real alternative without changing the structures that discourage the implementation of the new project" (ibid., p. 222). This view is quite relevant because there is no education as sesame or panacea to address all the problems. Each nation, each country has its realities. Education policy must take into account the needs of people in specific contexts. One of the issues African countries, especially Ivory Coast is how to overcome the problem of non-enrolment year and how to ensure compulsory education while public debt limits the State choices. How education policy in Ivory Coast should be implemented to meet the growing needs of their populations? Regarding the current situation of educational system the challenge remains that many children are out of school, especially in the North Cote D'Ivoire. It can be argued that Education for All is not just about access to schooling, but its realization lies (mostly) in maintaining students in the school system. I further state that it possible to cover the whole mainland Cote D'Ivoire, no matter the State is a developing country. This implies taking account the context of the country (socioeconomic, political) and the needs of communities. Some developing countries such as China have made significant performance reaching almost 100% of enrolment (Wang, 2009). Ministry of Education of China indicated that, in 2011, the enrolment rate of primary school age children across the nation was 99.76% while the gross enrolment rates of junior high was 100.1% and senior high schools was and 84.5% and that of preschool children aged 3 to 5 was 62.3% (MoE (Note 6), 2012).

5. Conclusion and Recommendations

The study found that the low coverage of schooling among young people and the gender gap from 6 to 15 remained persistent. Moreover, the schooling of children, especially girls, is linked to the living conditions of households and to the socio-cultural characteristics of families. Currently, Ivory Coast is facing serious consequences of the recent socio-political conflict that weakened the implementation of Education for All. Now, the State has to deal with major issues caused by the previous period of instability in order to target the Millennium Development Goals (MDGs) as education is at the crossroads of the development of any nation. The aim of this study was to examine different facets of the current challenges of Education for All (EFA) to understand why obstacles remain. It also analysed the scope of the recent policy of compulsory education in a post-crisis context opening the thinking on possible effective measures. In this perspective, to achieve the ambitious goals of educating all children in adequate conditions, it would be useful that Ivorian authorities take into account the following recommendations:

• Increase the recruitment of teachers and increase infrastructure to meet the educational needs ever increasing population;

• Support and support vulnerable pupils in the process of learning by psychological coaching and regular monitoring;

• Raise awareness rather than brandish sanctions;

• Promoting access and retention of girls in the school system;

• Implement multi-grade classes and one-teacher schools (where a teacher is in charge of various ages students will spread over several years to study and to following a different program) are in disadvantaged and rural areas (North, Northwest particularly). In many developing countries, small schools and stratified classes have been tested to ensure the enrolment of all children in rural areas at a reasonable cost (Brunswic & Valerian, 2003);

• Build and strengthen school houses: primary schools and less than 5 km and secondary schools within 10 km.

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Notes

Note 1. Ministry of Education (Ivory Coast)

Note 2. Support Programme for Educational Systems of Confemen

Note 3. Support Project to Education/Training Sector

Note 4. Photo 1

Note 5. Training Sector National Development Plan

Note 6. Ministry of Education China

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