

Education for All in Developing Countries: A Critical Analysis of Ivorian Educational System

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ABSTRACT

For decades, the world has been mobilizing to achieve Education for All (EFA) through political, social and cultural mechanisms and actions. In this light, several conventions have been sealed to sustain national development. However, despite many signs of progress, developing countries including Côte d'Ivoire have not yet reached the 100% school enrolment, especially children who are of age to attend school (starting at age six or seven). Major challenges such as inadequate resources allocated to the education sector and low school life expectancy (SLE) continue to obstruct the national efforts to ensure EFA. This study used qualitative method to critically examine the recorded data by conducting document analysis. The findings revealed that the state is still struggling to maintain SLE, dealing with a number of obstacles while equality and equity in education settings are still perennial. A Close attention and further investment are few of recommendations that this critical study proposes to avoid child left behind and ensure quality education for learners.

Keywords: Education system, school life expectancy, challenge, Côte d'Ivoire

INTRODUCTION

In 2000, the United Nations adopted the Millennium Development Goal, which was to be met by 2015. Most of the African countries are still struggling to achieve the set goals even when it's past the due time. The millennium goals were a response to the failed education campaigns made first in 1990 in Jomtien, Thailand and in 2000 Dakar, Senegal. Later on, the Sustainable Development Goals (SDGs) were set up and came to the MDGs rescue to achieve what was not done yet. However, all these efforts still have not helped much in providing education for all Africans. Policy makers from World Bank and International Monetary Fund agencies and those from African countries need to compare notes to see what is workable in Africa context and see how the adopted policies can be implemented to the benefit of the concerned citizen. This implies that policies may vary in the way they benefit African nations. Referring to that, what may work for one particular setting may not work for the other; so once nations are tasked to adopt what works would we say, 'education in Africa like African education'.

As Samoff and Bidemi (2007) raised a lot of issues concerning education for Africans, one of

the concerns that strike is how education transformed from a traditional organizational structure to a western one; how this transformation impacted the cultural, social, economic and political set up of education among Africans. The transformation in education was experienced by most African countries in the 1960s when they had become independent with an inherited education system, which had both positive and negative impacts to be discussed in depth later.

Côte d'Ivoire (Ivory Coast), a Francophone country in West Africa on the Gulf of Guinea located between Liberia in the west; Ghana in the East. The country is bordered in the North by Mali, Burkina Faso and Guinea; and the Atlantic Ocean in the South. With an area of 322,463 km², Côte d'Ivoire has about 23 million inhabitants (in 2015) of which 50 percent are under 15 years old¹. Its political capital city is Yamoussoukro. Economic city and the de facto capital is Abidjan

Since the end of the 1990s, the country has gone through a long period of socio-political unrest and repeated conflicts. This long instability has

¹ The final results of the 4th General Census of Population and Housing (RGPH)

negatively affected the economic and social indicators. The real Gross Domestic Product (GDP) per capita would have decreased by 15% between 2000 and 2006. The post-election crisis of 2011 has deeply worsened the situation: the Gross Domestic Product would have fallen by about 15 to 20% during the first four months of this crisis. The proportion of the population living below the poverty line would have increased from around 14% in 1985 to around 38.4% and 48.9% in 2002 and 2008 respectively. In 2009, Côte d'Ivoire ranked in the 163rd position (out of 182 countries) in the United Nations Development Index. It was 154th out of 174 countries in 1999.

Despite the context of socio-political fragility that has marked the country, Côte d'Ivoire

remains the largest economy of the West African Economic and Monetary Union (UEMOA) with 40% of its GDP; and the second largest economy in West Africa after Nigeria.

Since the new authorities took office in April 2011, the country has gradually returned to stability, national unity and the redeployment of the State and its services to the population; and with real prospects for economic recovery. However, the long period of economic and social instability has strongly affected education, which is still searching for its mark in the muddle between the deep global crisis and the aftermath of social conflict and the emerging country vision launched in 2011 by the President of the State, Alassane OUATTARA.



Fig. Political Map of Côte d'Ivoire (Ivory Coast)

Source: UN Cartographic Section (2015)

LITERATURE REVIEW

Inadequacies of Resources

Shortage of funding and the financial limitation cause troubles to Ivorian people. Yet every parent is invited to school all the school-age children. This raises the issue of free education or tuition fees to the public. Regarding the inadequate or insufficient resources available, it's can be asked how free education, which is not enough (as it should be properly staffed with adequate and qualified human and material resources) can satisfy the legitimate demands of populations. Klees (2008) explores these important aspects of educational policies, which encompasses free education in the public sector.

This has brought the reflection back to the national controversy in the Côte d'Ivoire, which can be elucidated best in the following lines.

Côte d'Ivoire recognizes the mutually international agenda for educational development set forth under the Education for All (EFA), the Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) frameworks. Thus, primary and secondary education in public schools is free and compulsory. Just recently in 2015-2016, the state enacted grants free tuition in the basic education and colleges in the country. 'Free' education denotes that tuition fees will be waived through government funding. However,

other miscellaneous fees needed to survive the education in the country are not being paid for. This includes books, school uniforms, meals, transportation subsidies and others, which the poorest of the poor in the society cannot afford. This hinders them to fully access and participate in public education set forth by the government. Hence, the net enrolment rate in the country has been dropping at alarming levels with dropout rates and completion rates also estimated to be lower than in the 1990s.

Besides, free public education continually receives a smaller portion of the national budget, which cannot sustain all the financial obligations and spending to keep the program running effectively. This resulted in problems such as hiring low-paid contractual teachers who do not meet eligibility requirements, flawed facilities and low quality learning materials amongst others. Evidently, from international assessments, the country lags against its ASEAN counterparts with significantly lower average tests scores. The reputation of public schooling has begun to deteriorate and resulted to highly qualified teachers moving to private educational institutions with better facilities and higher student learning outcomes. Needless to say, private institutions only catered to students from affluent families are excluded from such benefits; giving them a more competitive edge in higher education, social life and job opportunities. Whereas the underprivileged and poor marginalized people who become products of free public education remain at the lower levels of the society. Children from low-income families or unfortunate backgrounds are also not minded.

Facing these difficulties, the Côte d'Ivoire authorities tried to react, but it seems that efforts are not enough to change the situation, perhaps because the resources are inadequate or inefficient. Yet, since 2011, the Ivorian government has made many efforts to reverse this situation. First, the state has allocated additional budgetary resources to the education sector since the budget allocated to this sector (in constant value) has increased by 7.5% per year since 2010 - more than three times faster than the growth observed during the 2000-05 period (Morisset & Ndem, 2017).

This effort was used to finance the construction of new classrooms (9,291 classes for primary and 3,500 for secondary) and the hiring of many teachers (19,995 and 6,167 for primary and secondary respectively). In 2015, the Ivorian

government spent about a quarter ($\frac{1}{4}$) of its budget or almost 5% of its GDP on education. The latter rate compares favourably with the majority of African countries, even if it is not yet at the level of those reported by Vietnam, for example. The comparison is less favourable when expenditure is adjusted by the number of pupils since the amount of expenditure per pupil at the primary level was approximately equal to 413 USD (PPP, constant value) in Côte d'Ivoire whereas it exceeded 900 dollars in Cape Verde and reached \$ 1,200 in Vietnam and Mauritius (Morisset & Ndem, 2017).

The willingness of public authorities to improve the educational system has been accompanied by the growth of private schools. These have proliferated in urban areas, due to yield prospects in captive markets and renewed economic growth. They have also helped to make up for the shortage of public schools, especially at the secondary level, by receiving many pupils and benefiting from a non-negligible share of public subsidies (more details on this system are given more forward in the text). Private schools host about 27% of students enrolled in the primary and secondary cycles. Their weight is particularly important in the first and second cycles of secondary education, where they account for 49% and 57% of the enrolment, and even more for the last cycles as well as for post-secondary education (Morisset, & Ndem, 2017)

The 1992 convention stipulates the standards, regulations and responsibilities of private institutions. On average, the private sector has performed better than the public sector in terms of academic success, although significant variations are noted by institutions. Yet despite these efforts, the Ivorian education and learning system remained underperforming in many respects in 2015. SLE (adjusted by the repetition rate) averaged 7.7 years on average all levels of education, while it was 9.7 years in Africa and 12 years in middle-income countries (Morisset & Ndem, 2017). Actually, the overall level of schooling of young people in Côte d'Ivoire is significantly lower than in the other countries of the region (West Africa), being even further from the reference. It should be noted that this difference persists even when external factors are taken into account for the comparison. The sustainability of schooling is relatively stable. The following Pictures (Ph1 & Ph2) illustrate an excerpt from Ivorian primary educational settings portraying the gaps between two areas.



Ph.1. Adequate infrastructures for kids in Abidjan city (Côte d'Ivoire)



Ph2. A teacher teaching elementary school students in a school in Bouake (Côte d'Ivoire)

Source : SIA Kambou (AFP). (2017) : <http://www.rfi.fr/afrique/20170202-cote-ivoire-banque-mondiale-il-faut-faire-plus-education>

School Life Expectancy Confronted with Challenges

In 2002, civil war broke out in Côte d'Ivoire dividing communities and destroying already fragile public institutions, including the education system while the education sector in Côte d'Ivoire was clearly a victim of the civil war, which raged until late 2004, it was also a catalyst for the conflict (Sany, 2010).

During the tough moment of the crisis, the education sector recorded: (i) about one million out-of-school children, (ii) 800,000 students who lost between four to six months of schooling, (iii) thousands of schoolchildren; teachers who, for security reasons, have migrated inside or outside the country; (iv) significant deterioration of its movable and immovable assets. (UNICEF, 2017).

In addition, many children do not attend school, even if there is one close to them, often because of the poverty of their families, and to guarantee a significant education offer, very important efforts will have to be made, undertaken for the purpose of: (a) the rehabilitation and reconstruction of the movable and immovable heritage of education degraded or destroyed during the crisis, (b) the construction and equipment of. For these reasons among others, the 2010-2011 school year was extended to September 2011, when it was expected to end in July 2011.

School life expectancy (SLE) in Côte d'Ivoire is only slightly affected by external factors to the

education system. Mingat and Ndém (2014) have shown that in the African context, school coverage is largely linked to constraints independent of the functioning of the education system. These constraints are linked in particular to the weight of the school-age population compared to the population of age to finance the education system (the more young people are compared to the active population, the less you can attend school on average) or the part of the rural people in the total population (lower economies of scale and higher unit costs of schooling). Comparison of efficiency across countries is only relevant once the influence of these contextual elements is controlled.

In the case of Côte d'Ivoire, the expected SLE given these two context variables is 7.61 years, for an observed value of 7.68 (ibid). The proximity between these values means that these external constraints in the education system do not infer the relative weakness of schooling in Côte d'Ivoire.

Indeed, Côte d'Ivoire's lag also reflected in other basic indicators, such as the primary completion rate of 63.1 compared to 72.6 percent in African countries and 92.8 percent in Higher-middle income countries (World Bank, 2016). At the end of the first cycle of secondary education, the same gaps remain, as the completion rate is 35.1% in Côte d'Ivoire, while it exceeds 45% and 75% in Africa and the countries middle income (Morisset & Ndem, 2017)

Besides, there are differences in performance between girls and boys as well as between urban and rural areas. Girls remain at a disadvantage, although major progress has been reported in recent years, particularly in terms of enrolment at primary and lower secondary levels. By contrast, at the upper secondary level, there were still 16 percentage points fewer registered girls than boys in 2015. The gap between rural and urban areas has even worsened for enrolments after the level of education primary education. Beyond the duration of schooling, it is important to judge the quality education. However, the results of the assessment of skills in the third year of primary education in 2012 show that the majority of students have a very low level, both in French (87%) and Mathematics (73%) (Morisset, & Ndem, (2017). It is important to note, however, that while the average scores of students in private schools are 49 in French and 53 in Mathematics, those of public school students are only 28, and 36 respectively in French and Mathematics. Undoubtedly, the role of the education system is, among other things, to prepare individuals to become economically active through the skills acquired; however, the issue of the employment of school leavers becomes relevant to judge its educational system performance². This reality has led many African countries, including Côte d'Ivoire, to allow the private sector to invade the education sector.

METHODOLOGY

The objective of this study sought to analyze Ivorian Educational System. Qualitative approach was used to critically uncover the actual situation of the education system. In this light document analysis was utilized. Bowen (2009) suggested that document analysis, in qualitative study, is a systematic procedure to review or evaluate documents both printed and electronic sources. Therefore, document analysis helped to review the contents of documents (Muchielli 1991; Bardin, 2003). The data collected are essentially based on the secondary sources. The accounts of documents were gradually extracted from materials such as manuals, academic articles, newspapers articles, monographs, books, and government websites,

² It is obvious that this vision is simplistic because an education system must not only help to train and prepare students for the labour market but also must respect individual values and society as well as the civic commitment and the respect of institutions.

organizational/international agencies' reports, survey data and policy documents. The researcher explores and exposed the challenges, the difficulties and the perspectives that Ivorian education system experiences which would be relevant for a better understanding of the issue understudy drawing ways for dealing with current challenges.

DISCUSSIONS

Maintaining Schooling for School Life Expectancy: State's struggles

For years, African countries have sought ways and strategies to make applicable the right to education. Coverage of education remains low in Africa and particularly in sub-Saharan Africa which includes Côte d'Ivoire. The problem in Africa as noted Samoff and Carrol (2007) is the implementation of the education policy. According to the World Education Report for All (WERFA) 2002, 28 countries representing over 26% of the global population might don't achieve in 2015 any measurable Dakar goals in 2000, namely, universal primary education, reduction of half the illiteracy rate among adults especially women and eliminating gender disparities in primary and secondary education and equality

between girls and boys in access to and completion of education quality base (Odonoufa, 2003). Côte d'Ivoire is part of 2/3 of these sub-Saharan countries. Yet the universal legal requirement of education mentioned in the international and regional instruments is also recognized enshrined in various national arrangements. Indeed, the Ivorian Constitution provides in article 7 that: "The State guarantees all citizens equal access (...) education (...) to information, vocational training (...)". Furthermore, Act No. 95-696 of 7 September 1995 on education states in Article 1 that the right to education is guaranteed to every citizen. The article 2 of that Law adds as follows: "*The public service of education is conceived and organized according to the principles of neutrality, free and equality*". Despite this plethora of instruments, which promote the objective of the right to education, Education for All is not yet achieved even if there has been significant progress over the past three years.

It should be noted that the recent reform of compulsory education is a policy, which in practice seems insufficient because it does not take into account the context, and in breach of rights under the laws and legal agreements. Indeed, in breach of Article 29 of the

Convention of Children's Rights, the right to basic education for a significant proportion of children is not yet assured and millions of children have never had the opportunity to go to school due to multiple factors of exclusion as social status, sex, or poverty which force them to work to survive.

The new compulsory policy for which the State has invested 700 billion CFA francs (1.07 billion euros) is supposed to end school fees. The basic principles of this policy are as follow: (i) equal opportunity that gives right to any Ivorian youth access to education and climbs the ladder; (ii) free and compulsory education for all children up to the age of 16; the free textbooks in primary education for all children from lower fortunate families. However, parents continue to pay certain fees. Besides, the liberalization of schools in 2000 became mandatory, which led some poor parents to refrain from sending their kids to school or retrieve them simply for lack of means/resources. The immediate consequence is that nearly one child aged 6 to 11 years on two does attend school, with a gap between boys and girls (59% versus 51%), and a more prominent difference between the urban and rural areas (66% versus 48%) (Omar, 2007).

As argued Mingat, Tan and Sosale (2003), in many developing countries girls have fewer opportunities for schooling than boys have, and where education systems are poorly developed only a tiny proportion of girls receive any schooling at all. According to Mingat et al. (2003), these patterns are both inequitable and inefficient. Wide gaps in the opportunities for schooling mean that most girls will grow up without the personal human capital advantage that most boys will have (ibid). Mingat and his colleagues also underlined that the gaps also imply efficiency losses to the extent that poorly educated girls will be less effective than other girls in their future roles as caregivers and managers at home, and as workers in the labour force (ibid: 163).

For over a decade, the enrolment rate increased considerably in Africa. School attendance in primary education increased from 58% in 1999 to 79% in 2012 (Cohen, 2015). Overall, these improvements requested heavy expenditure from states to achieve the EFA goals set by UNESCO (the early childhood care, universal primary education, quality of education, gender parity and gender equality, educational needs of young people and adults, youth and adult literacy) at the World Education Forum in Dakar in 2000. Jean-Marc Bernard, deputy technical

director at global Partnership secretariat for education states that in 2012, governments of francophone sub-Saharan Africa spent an average 17.7% of their total budget for education compared to 15% in the rest of the world (Cohen, 2015). Yet more than half of schoolchildren worldwide live in sub-Saharan Africa (MoE, 2014). This seems partly due to disparities and inequalities against which the state seems powerless. Indeed, Côte d'Ivoire is not able to entirely remove regional disparities (less advantaged in the North than the South) and ensure equal opportunities in the schools. Disparities in access to education persist between regions and both sexes. As an example, the Ministry of Education revealed that the girl/boy ratio is not yet complete; children with special needs such as disabled children (1.8% of school in 2012) have not yet taken into account (MoE, 2014). Thus, the question lies in how the learners are treated at school, what are the actions involved, and how educational policy is articulated to keep students in the school system. The dropouts, failures and repetition, schooling for girls are the lots of vulnerabilities that thwart the implementation plans of universal compulsory education that the authorities seem to ignore.

According to the description from the Office of Planning, Evaluation and Statistics (ESPD) of the Ministry of Education (MoE) 48% of girls in Côte d'Ivoire do not complete primary education, including courses II medium (CE2), compared to only 36% for boys. These facts can be found in social economic problems, retention of daughters at home by their parents for household and farm work, early marriage, lack of means to purchase school equipment. Besides, traditional beliefs and socio-cultural and religious considerations play against the school enrolment, as most parents especially in rural areas, feel that enrolling their child means the disappearance of their customs and traditions. For example, villagers are convinced that the girl's vocation is to be a good wife to the household and give birth. According to this perception girl does not need to go to school; rather she must learn from her mother everything she has to know. Thus, the enrolment trend is also partly affected by the behaviour of families. For example, the poorest families face financial constraints that sometimes force them to take their children out of school. There are also cultural factors, which explain in part the drop in the rate of school attendance by young girls. Cultural practices such as early marriages

especially among girls with children from attaining education. All of these factors are important and are to be looked out as the low efficiency of the Ivorian education system seems complex. Indeed, the repetition of pupils somehow stems from considerable losses of efficiency. Actually, in 2015 repetition rates had been 10% rather than 17%, 14.8% and 16.7% for primary, lower secondary and upper secondary education, the state would have could save more than 50 billion FCFA. All these resources could have been used towards measures to increase the life expectancy of school.

Persistent Issues and Obstacles of Schooling

The effects of war and conflict (trauma, depression, isolation, abandon and so forth) have had a serious impact on the planning of schooling in Côte d'Ivoire. Indeed psychosocial effects have led many children traumatized by armed conflict to leave school. This unpredictable situation led educational authorities to create relay schools to save the education of these young people. According to Aka (2010) the relay schools cannot ensure equal the academic success of luck to students affected by war and conflict because of inefficiency and inconsistency of these devices that do not incorporate the educational needs displaced including reduced trauma. It also remains a problem for the Ivorian government to integrate harmoniously all children taking account of their condition and their psychosocial states.

While educational authorities are striving to figure out how to increase the efficiency of the Ivorian education system, there are still obstacles related to the families/parents' attitudes that hinder governance actions in covering the Mainland Côte d'Ivoire. For example, the poorest families facing financial constraints sometimes take their children out of school. This kind of attitude is accentuated as the school cycle move on, especially in the Northern Côte d'Ivoire. Besides, there are socio-cultural factors, which explain in part the decrease of the rate of school attendance by young girls. Cultural practices such as early marriages, house chores for girls, retention of kids at home by their parents, which prevent children from attaining education. Moreover, this fact seems to contribute to the low efficiency of the Ivorian education system. One of the evidence of the losses of efficiency issue is the considerable repetition of pupils reported recently. As noted Morisset and Ndem (2017) if,

in 2015, repetition rates had been 10% rather than 17%, 14.8% and 16.7% for primary, lower secondary and upper secondary education, the state would have could save more than 50 billion FCFA equivalent to about \$ 91 167 010. Yet, all these resources could have been used to increase the life expectancy of school. Obviously, these situations described above likely affect the vulnerable groups of learners who come from lower fortunate families. Logically, this raises the issue of equality and equity

EQUALITY AND EQUITY DISCOURSE

According to Samoff and Bidemi (2007), has to do with, in public policy, with non-discrimination while equity generally requires equal treatment, and in some circumstances achieving equity may require differentiation. In other words, equity has to do with fairness and justice while equality is simply having equal shares regardless gender; in this case equal and equitable access to education at all levels. Indeed, as noted Samoff and Bidemi (2007), assuring equal access, itself a very difficult challenge, is a first step toward achieving equity (p. 368).

Historically, western education in Africa has the primary agent in reproducing a sharply unequal social order especially in places that have a long history of colonization by for instance missionaries or colonialists. For instance, before Côte d'Ivoire got independent in 1960 most schools were operated by the Christian missionaries and the French government. At that time, these schools accommodated very few students of whom some became patriotic and for the independence of the country. In 1960 when Houphouët-Boigny became president, there were more than 70% of illiterate adults in the country. Even though this form of education offered, promise to fit into the white collar but ended up offering low paid jobs, though changed their social status compared to those who had no education at all. In seeking to provide basic education for all equally and equitably governments such as the Ivorian government have increased the funding at primary level a progressive transformative move; it could be argued that government was narrow focused, it ignored viewing the educational pyramid which broadened, its higher education remained very narrow in most countries of Africa, including Côte d'Ivoire. Could this be a deliberate move by Ivorian policy makers and governments to turn a blind eye on inequality within educational system? Once these under

that education is liberating as it is an instrument, an investment in a country's future, a production system that turns out people with competencies, attitudes transform wisdom, expectations, thinking and instills discipline, education would be valued.

Actually, Samoff and Bidemi's study unveiled a lot of what is going on within the African education system. The authors opined that 'Education for All in Africa' is still a far-fetched dream, as long as the root cause problems to the persistent challenges within education are not dealt with by government and policy makers. Probably Ivorian policy makers could evaluate the challenges, understand them, and then design suitable and workable educational policies while prioritizing education through adequate funding. For instance, lack of proper schooling facilities (such as insufficient classrooms yet large class size, few teaching and learning books) and unequal opportunity for education across the country, could be strategically issued to attract the most children to schools, and to increase the number of teachers especially in the rural areas.

Generally, in Côte d'Ivoire context, public schools are less costly than private schools. Mostly, students from high fortunate family backgrounds can attend private schools. In these circumstances, all children cannot afford to get access equal access education, especially those students from low-income families. Moreover, this is no such kind of public policy that could adjust the fairness in terms of equality or equity.

What is requested from Ivorian intellectuals to do, more than anything else urgently is to start thinking and learning in new ways, and reforming new policy within new relationships. Based on that, every policymaker should criticize the strength and weakness of existing policies, and learn and reflect on the other countries' policies, which may serve as inspirational excerpts. Looking at the examples of most Southeast Asian Nations (ASEAN) with the exception of Thailand, Myanmar, Cambodia, and Laos, the goal of ASEAN nations focused on human resource development for national development and each nation in the region struggle in various ways with the board issue of globalization. Among these nations, China is currently the best case of successful education for All due to the accomplishment that has been done after many years of intensive reforms (Oyeniran, 2017).

Look at the Ivorian context, a critical reflection leads to a question that comes to the mind: who

has the right and who has not or who gets educated and at what levels? This important question should be discussed and addressed as they bring out the issues of equity, equality and justice in education. In elementary school, the school became a right so that all countries are busy for Education for All. Secondary and higher generally governments pursue the objective to provide qualifications for young people to be employable in the labour market. The issue concern those who succeed in secondary and higher education, How many students reach these levels of education? Taking the example of children, especially young girls out of school, it becomes challenging for a developing country like Côte d'Ivoire. While most Asian countries have almost achieved 100% enrolment in primary education cycle Hawkins (2007), most African countries are still lagging behind. In Ivorian context, the priorities shift over times, and remain different from a government in power to another. Educational policies survive under the influence of donors and powerful multinationals as discussed earlier. With regard to educational priorities to achieve equity in education, appropriate educational policies/measures are to be enacted to prevent many young people who can't access to quality education.

CONCLUSION & RECOMMENDATIONS

Despite sustained efforts since 2012, the system still has failures. The number of students entering secondary education remains low, discrimination against girls remains persistent, classrooms are not always well equipped, teachers are sometimes poorly trained, and the school curriculum is not adapted to the needs of the labour market. Although this indicator remains insufficient, Ivorian students stay on average less time in school than in many other African countries, especially compared to emerging countries. While the Government has already pledged to increase budgetary resources to the education sector, these efforts need to be followed by reforms aimed at increasing the efficiency of spending, which remains low in the state today.

It is difficult to imagine an efficient system without motivated and efficient teachers, efficient private schools, and a balance between administrative expenses and those in equipment. Improvement of the number of teachers requires adequate academic material and administrative support. Similarly, the performance of private schools remains dependent on the quality of

teachers and monitoring mechanisms by the state.

Overall, the current situation of education system invite political and educational authorities, policymakers and the leaders of educational administration to pay a close attention to EFA and to invest more in large-scale actions to ensure equitable access to education. Therefore, there is a need to consider alternative forms of education, such as community schools. Indeed, community schools are known as an alternative to the achievement of EFA. Besides, it is high time to rehabilitate school infrastructures and enhance the teaching materials. The other needed action is to keep encouraging the private sector to invest in the education sector, especially in the remote areas without losing the control of the system.

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