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Happy 2005 to one and all! "ERNWACA News" informs network members and partners of educational research and activities in West and Central Africa. This issue focuses on Côte d'Ivoire.



Côte d'Ivoire, principal economic motor of countries of the West African Economic and Monetary Union (UEMOA), was in a period of relative political stability until the coup d'état of 1999. Since September 2002 the country has fallen prey to civil war. In 2002-2003 the Ivorian education system suffered from division of the country into two zones: the North and West controlled by the "forces nouvelles" and the South under government authority. Large numbers of students and teachers have been displaced and thousands of persons have fled to neighbouring countries (Mali, Burkina Faso), while at the same time Côte d'Ivoire receives refugees from Sierra Leone and Liberia.

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1. **National Activities** – Côte d'Ivoire

~ **Administration**

At their General Assembly in 2004, members of ERNWACA-Côte d'Ivoire re-elected their National Coordinator, M. François-Joseph Azoh, to a second term of office.

~ **Participation in Political Dialogue**

Education Sector Group

ERNWACA-Côte d'Ivoire takes part in the activities of the national sector group on education, initiated by UNICEF. National and international NGOs meet twice a month to discuss education issues in general and those linked to the context of armed conflict. These meetings offer the possibility to make contacts with other organisations, to share documents and obtain support for field operations.

Ministry of National Education

At the request of the Ministry of Education, on 4 November 2004, ERNWACA researchers presented the preliminary report on their study of the impact of armed conflict on the school system in zones under control of the rebellion. Discussions with the Minister and members of technical units of his department enabled the research team to clarify certain aspects and integrate observations into the final report (see Section 3 below).

Millennium Development Goals

The launching ceremony of the Millennium Development Goals (MDG) analysis was organised by the UNDP on 2 February 2005. The eight objectives identified for all countries were examined in the context of Côte d'Ivoire, and it was shown that only three objectives will be attained by 2015. Among the objectives that will not be met are MDG 1 (universal primary education) and MDG 2 (gender equality and women's empowerment). During this meeting, ERNWACA documents and brochures were distributed both to officials and the public.

~ **Participation in Transnational Research**

HIV/AIDS and Education

The national Coordinator and Mme Boni Tanoa Marie-Chantal GATTA, AIDS focal person at the Ministry of Higher Education and lecturer-researcher at the University of Cocody, participated in the ERNWACA-IPE regional workshop on [Education Research Response to HIV/AIDS](#), in Bamako (Mali) in June 2004. At this workshop ERNWACA-Côte d'Ivoire presented a paper on [HIV/AIDS and the education sector in Cote d'Ivoire](#): a review of policy and research, 1993-2002, and another on [Impact of HIV/AIDS on learners in West and Central Africa](#). In 2004, ERNWACA-Côte d'Ivoire also developed for UNESCO and UNAIDS a methodological guide for understanding and protecting street children from HIV/AIDS and, for Population Media Center, an evaluation of a radio soap opera on children's rights and reproductive health education.

Conflict and Education

ERNWACA-Côte d'Ivoire seeks funding for research on "Education and conflict in West Africa: the Ivorian case" in collaboration with FASAF (network for Family and Schooling in Africa). In Mali (with FAWE), Burkina Faso, and later Ghana, FASAF and ERNWACA received support from the Swedish NGO Diakonia to launch a study on the consequences of the Ivorian conflict on education in neighbouring countries.

~ **Visibility of ERNWACA-Côte d'Ivoire**

ERNWACA's national coordinating committee put in place a team of 12 doctoral students (junior researchers) to assist with communication and marketing. The team updated brochures and other institutional documents. The principal mission entrusted to this team is to identify and facilitate relations with national and international structures likely to collaborate with ERNWACA on research activities.

~ **Travel by members**

Ghana: Dr. Raoul Xavier Koné of ERNWACA-Côte d'Ivoire attended the ERNWACA-Ghana General Assembly in Accra on 17 and 18 December 2004. He presented research carried out recently in Côte d'Ivoire and was able to learn from how another national coordination operates.

Mali: In the framework of development of ERNWACA's strategic action plan and its strategy for resource mobilisation, Dr. Emile Bih of ERNWACA-Côte d'Ivoire completed visits in December 2004 and January 2005 at the Regional Coordination office in Bamako.

~ **Contact** – ERNWACA-Côte d'Ivoire, ENS, 22 BP 1012, Abidjan 22, Côte d'Ivoire ; tel. (225) 22 48 92 51 / 07 46 72 01, fax (225) 22 44 90 22 / 22 44 42 32, cotedivoire@rocare.org.

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2. Regional Activities

~ **Meeting of the ERNWACA Regional Steering Committee**, 4-5 March 2005, Dakar, Senegal

Objectives of this meeting include the validation of ERNWACA's 2005-2010 strategic action plan and creation of the resource mobilisation committee. At the ERNWACA strategy session held in Segou, Mali in September 2004, ERNWACA national coordinators saw the need, among other recommendations made to the Regional Coordination, to emphasise resource mobilisation in order to diversify and solidify support for ERNWACA structures and activities at national and regional levels.

~ **Synergy between researchers and decision makers in the world of education**, IDRC workshop, 27-28 January 2005, Ouagadougou, Burkina Faso

ERNWACA was represented at this workshop by Messrs. Bréhima Tounkara (JEMOA, former ERNWACA-Mali Coordinator), Ernest Ilboudo (Coordinator of ERNWACA-Burkina) and Mrs. Kathryn Touré, ERNWACA regional Coordinator. Mr. Tounkara presented a paper (in French) the "[Collaboration between ERNWACA researchers and the Malian Ministry of Education](#) for educational reform in Mali. Mr. Ilboudo's presentation (in French) concerned "[Use of 2001 analysis of education sector studies in Burkina](#)." Workshop participants identified conditions that favour the use of research in policymaking:

- regular meetings between researchers and policymakers;
- understanding of the preoccupations of various stakeholders (i.e. researchers of policymakers and vice versa);
- leadership and strong, well-organised civil society.

A committee of four was set up to follow up on workshop recommendations. Mme Alice Tiendrébéogo, president of FAWE-Burkina and IDRC regional advisor, and Mr. Ernest Ilboudo are members of this committee. [Final workshop report on Researcher-policymaker Synergy](#) (in French).

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3. Studies and Research – by ERNWACA-Côte d'Ivoire

~ **Impact of armed conflict on the school system in zones under control of the rebellion**, François-Joseph AZOH, Raoul François-Xavier KONE, Koffi Olivier KOUADIO, Guy Michel OKON, Monney Victorien N'Guessan. ERNWACA-Côte d'Ivoire, for the Ivorian Ministry of Education, with support from World Bank, UNICEF and UNESCO, December 2004, 132p.

The objective of the study was to evaluate the impact of the armed conflict in Cote d'Ivoire on education in the northern and western parts of the country, both from institutional and pedagogical points of view, looking at the quality of teaching during the 2002-2003 and 2003-2004 academic years. Interviews and questionnaires were administered to students, teachers, school principals and parents. Student notebooks and drawings were also analysed. Results show a strong desire for classes to resume immediately. The involvement of UN institutions enabled hesitant volunteer teachers to join the NGO Ecole pour Tous (School for All). Education is provided by volunteer teachers: 67% for primary education and 63% for secondary teaching. A total of 827 primary schools and 65 middle and high schools, mainly in urban areas, were able to function relatively regularly during the 2002-2003 school year. Education reaches about 37% of pupils formerly enrolled in the besieged zones. Teaching takes place in a context heavily marked by lack of equipment and pedagogical materials.

[Read the research report](#) (in French).

~ **Gender equality in education in Côte d'Ivoire**. Emile BIH, Cynthia ACKA DOUABELE. ERNWACA-Côte d'Ivoire, for UNICEF, December 2003, 102p. (75p. + Annexes)

The study analyses inequalities between girls and boys in the education sector in Côte d'Ivoire, particularly during the socio-political and military crisis which has occurred since 19 September 2002. Analysis of the situation of education since the outbreak of the crisis shows considerable disturbance of the system's operation punctuated by a two different start dates for the academic year, division of students into two groups with two different start school-year start dates, a notable fall in enrolments (down 17% from 2002) and an overall drop in the annual rate of increase in enrolments (from 3% in 2001 to 0.5% in 2002 in government-held zones). The war excluded about 358 332 students from the school system in 2002. Girls, made more vulnerable by physical, bodily and psychological trauma they experienced, have also seen their overall participation fall, notably in formerly besieged

zones where only 29% of the total enrolled in 2001 was able to access education in 2002. How to attain equal numbers of both sexes in basic education? Given the difficult context, the study proposes specific actions for each set of stakeholders (political and administrative authorities, students' parents, teachers, students, development partners) with a view to improving access, retention, quality, performance, and the environment of the education offered to children, particularly girls. For the authors, this will be brought about by:

- defining a minimum emergency education programme applicable in crisis situations;
- integrating in school curricula modules on peace, citizenship and human rights;
- increasing support for civil society organisations and public services that actively promote schooling for girls;
- implementing regulations that encourage retention of girls in school during pregnancy.

[Read the research report](#) (in French).

~ **Analysis of the incidence of public support for private education sector**, Emile BIH, Zakaria BERTE, Raoul François-Xavier KONE, Guy Michel OKON. ERNWACA-Côte d'Ivoire, for the World Bank, March 2003, 112p. (75p.+Annexes)

This study analyses the impact on distribution among households of public expenditure affected to the private sector education, as well as effectiveness of this funding in Côte d'Ivoire. Using data from the National Statistical Institute (INS) 1998 survey on household standards of living, as well as the survey conducted by the research team, it describes the system of educational grants and the beneficiaries' socio-cultural and socioeconomic profiles. Students' learning environment is evaluated, as well as the management strategies of the establishments in question. Results highlight lack of equity in the current funding system. One fifth of households representing the highest income group receive larger shares of public expenditure on education than those of the four fifths with lower incomes. In addition, the system for attributing resources does not rely on exhaustive criteria for evaluation of beneficiary households' standards of living. Finally beneficiary establishments do not have management systems nor performance levels that distinguish them from other establishments, with the notable exception of faith-based schools. The study recommends strategies to improve the system of public grants for private establishments and for support to families, and to increase the overall efficiency of schools.

[Read the research report](#) (in French).

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4. ERNWACA Member profile: Florence Dagrou Tanoh, a kingpin of ERNWACA-Côte d'Ivoire



Mme Tanoh teaches Family and Society at a trade school in Threichville in Abidjan (Cote d'Ivoire). She obtained a Certificate to teach in Vocational High Schools (CAP/PLP) in 1998 from the National Teaching Institute for Technical and Vocational Training (l'Institut Pédagogique National de l'Enseignement Technique Professionnel - IPNETP) on the subject of "Knowledge of artificial methods of contraception: case of the Women's Technical Education College (Collège d'Enseignement Technique Féminin)." In 2002, she continued her university career and obtained a Master's degree in Education Sciences, at the Ecole Normale Supérieure in Abidjan, with a thesis on "Teaching HIV/AIDS awareness through junior high school subjects in Côte d'Ivoire." In 2003, she obtained the (DEA) research degree. In addition to studying and teaching, Mme Tanoh takes part in ERNWACA research activities. She was part of a team that collected and analysed policy and research documents on the impact of HIV/AIDS on education in Côte d'Ivoire for the IIEP [Clearinghouse](#). This background led Mme Tanoh Florence to play an active role in the UNAIDS and UNESCO international seminar on Protecting Street Children from HIV/AIDS and Preventing Discrimination, held in Bamako (Mali) in December 2003. As part of the seminar follow-up, organisers granted her funding to prepare a guide for better understanding street children with regard to HIV/AIDS. Mme Tanoh is President of the Crossroads for reflection and action for education of girls and women in Côte d'Ivoire (CRAEF/CI). Madame Tanoh, born in 1959, is married and is the mother of four children.

NOTE : Data extracted from the provisional version of the database Profiles of ERNWACA researchers, available at [http://208.154.199.136/cgi-bin/wwwi32.exe/\[in=c:/ibisutil/wwwisis/rocare/interro.in\]/](http://208.154.199.136/cgi-bin/wwwi32.exe/[in=c:/ibisutil/wwwisis/rocare/interro.in]/). Useful for identifying consultants on education in West and Central Africa.

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5. General Information

~ **Call for papers on EDUCATION, VIOLENCE AND CONFLICT IN AFRICA**, International colloquium co-organised by the FASAF and ERNWACA networks, March 2006, Kinshasa, DRC

Deadline 31 March 2005: submit one-page paper abstract (problem, methodology, principal results if already available) to the following addresses: info@rocare.org, blututala@hotmail.com, mpilon@uerd.bf. For more information click http://www.rocare.org/Appel_communication_english.doc

~ **Teaching practices and the HIV/AIDS pandemic in the classroom**, UNESCO regional workshop, 8-10 February 2005, Bamako, Mali

Organised by the UNESCO project to promote HIV/AIDS teaching modules designed for formal and informal education in Mali, Burkina Faso and Niger. See workshop presentation by ERNWACA Regional Coordinator [Project monitoring and evaluation](#) (PowerPoint presentation in French).

~ **Links to Côte d'Ivoire**

Forum for information and discussion on Côte d'Ivoire: www.abidjan.net.

Official site of the Ivorian Ministry of Education: www.refer.ci/ivoir_ct/edu/educ_nation/accueil.htm.

Lost generation feared as schools in rebel north struggle to stay open:

http://www.irinnews.org/report.asp?ReportID=45564&SelectRegion=West_Africa.

~ **SACHES mini-conference on state and future of Comparative Education and History of Education in Southern Africa**, 1-3 April 2005, University of the North West, Potchefstroom Campus, South Africa

Deadline 22 March 2005: The Southern Africa Comparative and History of Education Society (SACHES) invites brief position papers. Send 10 pages maximum on state comparative and history of education in your 1/ institution, 2/ country, 3/ region to Prof. Theobeka Mda, mdatv@unisa.ac.za, and Prof C.W. Wolhuter, soocw@puknet.puk.ac.za.

Submissions of sufficient depth and quality it will be considered for publication in a special issue of the Southern African Review of Education (SARE) and/or a book of the proceedings. It would help if you could let both organisers know already of your intention to write a paper. Topics of particular interest are: Comparative Education and History of Education infrastructure in higher education institutions in particular countries/regions; their place in pre-graduate and graduate programmes; research activity, infrastructure and publications in particular countries/regions; way forward in the 21st Century.

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