

Summary of the Côte d'Ivoire report on the E/T continuum

Introduction

Until 2012, Côte d'Ivoire had an education/training continuum programme covering the 0-15 year age range. Today, the continuum covers access to education and training at all ages as well as achievements acknowledged through the recognition of all forms of knowledge and skills acquisition.

1. Basic data on education levels among the Côte d'Ivoire population

- *EFA gross enrolment ratio (gross enrolment ratio at primary school according to gender)*

	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
ALL	82.7%	89.3%	91.2%	94.7%	95.40%	101.30%
GIRLS	76.7%	83.2%	85.8%	89.6%	92.40%	99.10%
BOYS	88.5%	97.1%	96.3%	99.6%	98.20%	13.50%
GPI	0.87	0.86	0.89	0.90	0.94	0.95

- *EFA net enrolment ratio (net enrolment ratio at primary school according to gender)*

	2013/2014	2014/2015	2015/2016
ALL	77.0%	78.9%	87.8%
GIRLS	73.5%	77.2%	86.2%
BOYS	80.4%	80.6%	89.3%
GPI	0.91	0.96	0.97

- *EFA completion rate (primary completion rate)*

	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
ALL	59.1%	58.2%	60.4%	63.9%	69.1%
GIRLS	51.5%	52.1%	54.2%	58.8%	64.7%
BOYS	66.3%	64.0%	66.4%	68.5%	73.1%
GPI	0.78	0.81	0.82	0.86	0.89

- *Rate of transition to secondary education*

Primary transition rate

Secondary transition rate

	2010/2011	2011/2012	2012/2013	2010/2011	2011/2012	2012/2013
ALL	57.4%	69.5%	81.3%	46.3%	50.8%	39.9%
GIRLS	51.1%	65.1%	76.6%	46.8%	45.7%	36.8%
BOYS	62.5%	72.8%	85.0%	46.0%	54.4%	41.9%
GPI	0.82	0.89	0.90	1.02	0.84	0.88

The data shows that, while EFA performance has gradually improved, this is not so much the case in secondary education, where the transition rate between lower and upper secondary school fell sharply between 2010 and 2013. There is no data on the transition to higher

education. However, the national education report (RESEN) for 2015 states that the number of students per 100,000 population increased between 2009/10 and 2013/14, from 710 to 796.

2. Basic data on technical and vocational training (TVET)

Enrolment in TVET increased by 280% over the 2005-14 period, from 37,834 to 102,272 students. These figures translate into an average annual increase in enrolment of 11.7% over the period in question. The number of learners per 100,000 of the population has more than doubled, from 210 in 2005 to 461 in 2014. The proportion of students enrolled in TVET compared to those in general secondary school increased from 5% to 7% of total numbers during this period. These figures can be broken down as follows.

- Residential training: this accounts for 95% of the training provided in most TVET institutions, while apprenticeship training accounts for 4%. This is carried out by Mobile Education Units, Application and Production Workshops and the Agency for Vocational Training (AGEFOP). Dual training (with student status) accounts for 1% of training.
- Traditional apprenticeship: the 2013 employment survey estimates that there are 127,700 of these. There are no figures for young people in reformed apprenticeships or those trained on the job.
- The proportion of young people not in education, employment or training (NEETs): 28.3% of 14-24 year-olds and 27.5% of 14-35 year-olds.

3. Causes of the lack of continuity between education and training, and possible ways to remedy the problem

Like most African countries, many young people in Côte d'Ivoire leave education early.

- **A breakdown of figures for the education and training system** shows that 1 in 5 children have no access to school. The transition rate to primary education increased from 75% in 2007 to 99% in 2014. Lower secondary completion rate was 33% in 2014, meaning that only 1 in 3 children currently spend 10 years at school. 3 in 5 children have no access to upper secondary school or technical education.
- **There are many reasons for the lack of continuity**, including the limited coverage of education provision, the low transition rate from primary to lower secondary school and between lower and upper secondary level, low retention rates at all levels, low coverage of TVET and, lastly, disaffection with school due to the work children have to do, poor facilities, the disconnect between school and the world of work and the lack of pathways between the various sub-sectors of education and training.
- **Prevention and remediation practices.** Various measures seek to improve transition and retention rates of students by bringing schools closer to local people, improving training for teachers and improving facilities for students. Other initiatives such as the post-primary education scheme linking school education with early vocational skills development, functional literacy schemes for early EFA leavers, community education/training/integration activities in rural areas, the creation of a pathway to bring 9-11 year-old children outside the system into normal primary education and the current development pathways from EFA to reformed traditional apprenticeships.

4. PART 4: How to develop the continuum by providing access to lifelong education and training for all

The continuum must provide people with access to a minimum set of knowledge and skills throughout their personal and professional lives. It should also enable the educated and trained workforce to adapt to changes in occupations and jobs. Côte d'Ivoire is working to bring this about, by developing:

- Non-formal education in rural areas including skills development initiatives for crafts workers, and literacy schemes for young people outside school or who have dropped out, and for illiterate adults;
- Pathways bringing young people who have left school early into traditional apprenticeships, traditional apprenticeships and formal modern apprenticeships. The latter are organised by the TVET ministry (MEETFP) through mobile units and production workshops;
- There are also other schemes such as vocational training to help people into work, training of workers in rural areas and skills development for young people in the workplace.

5. PART 5: How to develop the continuum by recognising all forms of knowledge and skills acquisition

Côte d'Ivoire is considering creating a national qualification framework that would provide for the accreditation of prior learning and experience (APEL) using a competency-based approach. However, a qualification framework is already being developed within TVET, in conjunction with sector bodies. Training programmes are being reviewed and updated by introducing the competency-based approach, and skills standards are yet to be validated. These initiatives should make it possible to recognise all types of training received and it should become easier to use pathways between the different sub-sectors of education and training. They should also make various forms of training accessible, in particular through APEL.

Conclusion

Overall, the Côte d'Ivoire education and training system is not very good at ensuring the education/training continuum. The net enrolment ratio has not yet reached the 100% sought by the Côte d'Ivoire authorities. Primary and secondary school retention rates also remain low and the illiteracy rate is 56.1%, according to data produced by INS national statistics agency. In addition, initiatives for those outside school are still at the very early stages (non-formal and informal training) and they are too poorly coordinated to derive significant benefits at national level. Nevertheless, ongoing initiatives and reform plans should help improve the continuum, provided they are underpinned by appropriate legislation and regulations.