



SPATIALISATION DES ZONES CACAORYERES



LEGENDE
 — Limite DREN
 □ DREN
 ■ Zone cacaoyère

FIGHT AGAINST THE WORST KINDS OF CHILDREN LABOR IN THE COCOA PRODUCTION COMMUNITIES

CONTEXT

The last State Report on the National Education system (RESEN 2009) laid out the state of the School system in Côte d'Ivoire. Of all the issues raised, one can retain the following important elements:

- A. Persistent stagnation of the enrollment rate.
 - 74 % from 2000 - 2001;
 - 74,3 % from 2006 - 2007.
- B. 46% of the age group complete the primary school
- C. 1.2 million elementary school-age children are out of school and have no future
- D. Rate of failure to go to the next class: 21.6% in the primary school, 18% in the junior high school and 19% in high school in 2007.

EDUCATIONAL POLICY OPTIONS

Based on the findings of the RESEN, the following 4 options clearly highlight solutions to the Worst KINDS of Child Labor (WKCL).

- Option 1:** Increase access to kindergarten and pre-school education for the most vulnerable population
- Option 2:** Set universal primary school education as a target
- Option 3:** Provide access to junior high school to 80% of the students that have completed primary school
- Option 4:** Diversify training options (vocational, technical and agricultural)

CONTRIBUTION OF THE MINISTRY OF EDUCATION TO THE ELIMINATION OF THE WORST KINDS OF CHILDREN LABOR

The Ministry's efforts are focused on two strategic areas: ensure non-formal education in the short term and universal primary education in the mid term.

Initiatives in terms of non-formal education

- ➔ Promote the creation of Community Education Centers (CEC)

The CEC are Community initiatives aiming at meeting the educational needs of school-age children who are passed the age of formal education.

These classes will help reduce adult illiteracy and can give these children a second chance. It is meant to help these children that are 9 years and older make up for the lost time and help them integrate normal school programs.

Adults benefit from a program of functional literacy and basic education for their socio-professional development and their empowerment.

- ➔ Ensure the elimination of women illiteracy in the cocoa-producing areas

In addition to helping reduce illiteracy among women, these CEC can also be a place where we can bring awareness to women on issues of child labor and the benefits of taking their children to school

- ➔ Tailor these special classes for children 9 years or older to the specific needs of the communities in the cocoa production areas

CONTRIBUTION TO THE ELIMINATION OF THE WORST KINDS OF CHILDREN LABOR

Opening special classes for out-of-school school-age children is a very effective way for preventing those children from ending up in farms and being abused. .

Initiatives in terms of formal education

→ Build 36,000 classrooms to satisfy the needs for families (National Development Plan 2012-2015).

To reduce child labor **it is necessary to build elementary schools everywhere in the country.** **After the political and social crisis,** the families are in dire needs of schools to educate their children, which they are not able to provide by themselves.

→ Equip each elementary school with a class of pre-school.

In order to ensure a better retention of the students and better chances of success at school, **it is desirable to have pre-school education in every primary school.** By having these kindergarten and pre-schools in cocoa-producing areas, we will:

- free women and give them the opportunity to engage in income-producing activities that will help their families
- Free younger siblings from the job of looking after their brothers and sisters and give them the opportunity to go to school.

→ Create local close-to-home secondary schools.

Families are always reluctant to send their young girls far from home because of all the risks those young girls will face. By bringing high schools closer to the communities, more girls will continue on to obtain their baccalaureate degree. Such a move will help bridge the gender gap.

EXPECTED RESULTS

Improved performance of the education system

- Increased rate of success
- Reduced rate of failure to go to the next class

Elimination of the Worst KINDS of Child LABOR

- To lengthen the duration of the free, mandatory school for all until the 16 years age.

Increase equity

Social equity:

Elimination of adults' illiteracy
Illiteracy among women eliminated

- Access to pre-school education for children of rural environment

To democratize the access to pre-school education is to democratize the chances to succeed; until now, attending pre-school class is a privilege reserved for children from well-to-do and well-educated families in cities.

- ❖ Building a pre-school in all primary schools in cocoa producing areas will be a very strong message that will help the industry achieve its ethical and sustainability goals.

Equity related to the gender gap

We can win the fight against pregnancies and increase graduation rates among young girls by building high schools closer to their homes.

- ❖ The goal of the Ivorian government is to make sure that all young boys and girls have access to secondary school. If our assumption is that 80 % of students completing primary school should go to secondary school, to meet that demand, we need to build 3,126 classrooms from now to the next start of the academic year.

Please know that the issues and solutions raised in cocoa producing areas are the same for coffee and cotton areas except for some minor differences due to cultural and social factors.

Table of statistic data of classrooms needs from Regional Education Departments located in the cocoa and coffee production areas.

REGIONS	Number of classes in primary school	Needs classes primaire*	Pre-school classes needed	Classes needed for 7th Grade
ABENGOUROU	1,308	963	187	150
ABOISSO	1,720	1,266	246	197
ADZOPE	1,127	829	161	129
BONDOUKOU	2,957	2,176	423	338
BOUAFLE	1,772	1,304	253	203
DALOA	3,360	2,473	480	384
DIVO	1,822	1,341	260	208
DUEKOUÉ	1,255	905	179	144
GAGNOA	2,533	1,864	362	290
GUIGLO	1,215	894	174	139
MAN	3,352	2,467	479	383
SAN-PEDRO	1,538	1,332	220	176
SASSANDRA	766	564	109	88
SOUBRE	2,596	1,710	371	297
TOTAL	28,576	20,088	3,904	3,126

Source: Planning, Evaluation and Statistics Department, 2012

Ministry of National Education
Cabinet of the Minister

Tower D, 28th Floor, Administrative City, Abidjan-Plateau

Tel.: (225) 20 21 05 34 / (225) 20 22 74 06

Fax: (225) 20 21 52 31

E-mail: cabinet@education.gouv.ci