

The Issue Of School Privatisation In Côte D'Ivoire

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ABSTRACT

The Ivorian state has been involved in the construction of public schools given their importance for development. Since the 1980s, there has been a reduction in funding linked to the economic crisis and structural adjustment programmes. Thus, by a convention the State will concede the public service of education to the private sector. The results of this research on the conditions of access to private schools in the Abidjan district were analysed through a cross-sectional study with descriptive and analytical aims. This has led to disparities in costs between municipalities. 40,000 FCFA for minima and 1, 922,000 FCFA for maxima, a multiplication order of 48. In secondary school, the minimum is 43,000 FCFA and the maximum is 2, 706,000 FCFA, a multiplication order of 63. In higher education there are less disparities. In total, there are many differences in the costs of schooling from one school to another. While the public-private partnership has encouraged more children to attend school, it has also created a challenge to access because of the expensive costs of attending school.

Key Words: Privatisation, problems, education, school

INTRODUCTION

The education sector is an essential link in the development of a nation. It is in this context that Article 26 of the Universal Declaration of Human Rights (1948) states that "everyone has the right to education. Education must be free, at least for basic education. Elementary education is compulsory. Technical and vocational education must be generalized, access to higher education must be open to all, on the basis of merit."

Thus in Ivory Coast it is in Elima, in the south of the country, that will be created the first official school on August 8, 1887 with for teacher Fritz-Emile Jean d'heure, who came from Algeria. At the time of its accession to political independence in (1960) Côte d'Ivoire had only 1543 educational establishments, 939 of which were in the public sector and 604 in the private sector, with a school enrolment rate of about 10%. This low rate will be seen by Ivorian leaders as a challenge. As a result, they have made education and training a national priority by devoting to it about 44% of the national budget each year to enable 100% of the country's children to attend school.

This decision gave a major importance to education, so that ten years later the total number of schools doubled. Thus, in 1970-71, there were now 2252 schools with 426 for the private sector and 1826 for the public sector: there is thus a significant decline in the contribution of the private sector and a prodigious increase in the share of public education. The overall objective of the Ivorian government was to increase access to basic education and to improve the quality and performance of education, training and research. The commitment of authorities and development partners to education and training has achieved remarkable results.

However, from the 1980s onwards, the Ivorian education system as a whole was faced with difficulties despite the resources made available by the State. These include low gross enrolment rates, persistent gender and regional inequalities, the lack of basic educational facilities and the lack of available resources in view of the financing needs of the different levels of education. The demand for schooling far exceeded the capacity of supply. This has resulted in class overload and a decline in the quality of teaching at all levels of study.

In the face of the economic crisis in Côte d'Ivoire at the beginning of the years (1990), education, like all social sectors, underwent reforms that significantly reduced investment. Despite the State's commitment to quality education for all and the significant progress made over the past decade, the educational situation remains very problematic in terms of access, quality and equity. To compensate for this deficit, the State has set up a partnership public-private provision aimed at giving everyone the opportunity of access to school. This partnership, defined in the framework of the Education Act of (1995), stipulates that the State may grant the public education service to private institutions. Decree No. 97/675 of 3 December 1997 sets out the conditions for this concession and provides for specific agreements by educational order.

This liberalisation has made it possible to concede part of the public service of national education to the private sector. It operates subject to compliance with the regulations in force, in particular the agreements and conventions signed between the State, the operators of the secular and confessional private sector. The private sector of education thus benefits from a favourable policy and financial support of the State which is manifested in the form of grants, subsidies and support for the students affected. This incentive and proactive policy has allowed the creation and increase of the number of private secular and confessional institutions of the different levels of education (preschool, primary, secondary and higher) in Côte d'Ivoire, thus increasing the capacity of reception.

According to the most recent General Population and Habitat Census (GDPR 2014), the Ivorian population increased from 19,800,000 in 2005 (with an annual growth rate of 3.3%) to 22,671,331 in 2014, for a growth rate of 2.6%. This situation will lead to a considerable increase in demand for education. Also, in this desire to achieve Goal 4 of the Sustainable Development Goals (SDGs), which is quality education, the State will encourage and facilitate the creation of private institutions.

It was counted in 2015, about 3824 private institutions in preschool, general secondary and technical compared to the year 1960, where the country counted only 604 private institutions. Secondary education is mainly made up of private schools. These represent 74% of general secondary schools and 98% of technical secondary schools. Similarly, at the level of higher education, the private sector accounts for more than 80% of the education system. Although there

has been an improvement in the imbalance between the supply and demand of education, populations face a variety of tuition fees and benefits from one private school to another, regardless of the level of education. Should not tuition fees and benefits be more accessible and inexpensive in the face of the proliferation of private sector institutions? Why is there a disparity in costs for the same level of education? Is this cost difference correlated with the level of supervision and education? Has the State's desire to allow the emergence of the private sector in education and training not paved the way for the commodification of schools? What are the consequences of this situation?

The overall objective of this article is to analyze the different conditions of access to private schools in Côte d'Ivoire in order to better understand the disparities and the costly costs of them. From this general objective derive the following specific objectives:

- Take stock of private education in Côte d'Ivoire;
- Analyse the factors that have contributed to the development of private education;
- Analyse the costs of private schools in Abidjan;
- Compare the number of teachers and students in public and private schools;
- Assess the level of study of teachers in the various sectors of education.

METHODOLOGY

Design of the study

This is a cross-sectional study that is both quantitative and qualitative. The study was carried out on the basis of the school information sheets and interviews carried out within the specialised supervisory structures of private schools, teachers' unions and parents' unions.

Study Site

The site of the preliminary study is essentially the city of Abidjan because this agglomeration includes almost half of the private schools in Côte d'Ivoire. According to the statistical yearbook of the Directorate of Supervision of Private Schools (DEEP) of the Ministry of National Education, for the school year 2016-2017, there were 56% of private primary schools and 41% of private secondary schools in Abidjan. The study was carried out in all four DRENET of the city of Abidjan, on two main axes whose distribution is as follows:

- Axis 1: South Abidjan (Port-bouet, Koumasi, Marcory, Treichville and Plateau);
- Axis 2: North Abidjan (Cocody, Adjamé, Abobo, Yopougon and Attécoubé).

Study Population

The targets of the preliminary study are the main actors of the school, especially those whose professional activity has a link with private school in Côte d'Ivoire. These are the four Ministries responsible for the dismemberment of private schools: Higher Education, Technical Education, Undergraduate and Graduate General Education and finally Primary Education. In these Ministries, interviews were held with the specialised directorates such as the Directorate of Supervision of Private Institutions (DEEP) and the Directorate of Planning, Evaluation and Statistics (DPES):

- DEEP: This directorate is responsible for supervising private institutions from their authorization to their operating mode. It is responsible for the accreditation of private schools. It is also responsible for their management

- DPES: This other directorate is responsible for planning and producing school statistics across the country.

Outside the Ministries, interviews were also held with three teacher union structures (primary, secondary and tertiary) as well as an organisation of parents of pupils and students.

Approach

We conducted an exploratory survey, based on a reasoned sampling, to assess the costs of schooling in primary and tertiary schools in all the municipalities of the city of Abidjan. Our sample consists of 35 primary schools, 44 secondary schools and 16 higher education institutions. These data were collected from semi-directional interviews with 20 persons responsible for educational questions from the various Ministries and the exploitation of secondary information through the statistical yearbooks of the ministries in charge of education and the school intelligence.

Preliminary Results

3.1 Component of the Ivorian education system: Overall figures for primary education

- 1,980 elementary schools;
- 13,904 classrooms
- 638,558 students;
- 47,600 repeat students;
- 14,809 teachers

Table 1: Structures, numbers of pupils and teachers in primary education

Primary 2015-2016		Public	Private	Com	Total
Structures	School	1 050	920	5	1 980
	class	6 400	7 459	45	13 904
	Teaching Groups	6 516	6939	32	13 487
Students	Boys	183 314	131 359	549	315 222
	Girls	191 844	130 967	525	323 336
	Total	375 158	262 326	1 074	638 558
	% Girls	51%	50%	49%	51%
Repeating a grade	Boys	19 997	5 241	26	25 264
	Girls	18 135	4 186	15	22 336
	Total	38 132	9 427	41	47 600
	% Girls	48%	44%	37%	47%
Teachers	Boys	3 858	4 331	13	8 202
	Girls	3 371	3 224	12	6 607
	Total	7 229	7 555	25	14 809
	% Girls	47%	43%	48%	45%

Source: MEN/DSPS/SDSP/Statistical Yearbook of elementary school 2015 Com : Community

In primary school out of 100 schools, 53 are public and accommodate about 59% of the workforce. Regarding the average number of students per class, we have: 30 students in community schools, 36 in the private sector and 55 in the public according to the 2015-2016 statistical yearbook. The

same source states that the rate of repetition is 4.8% in community schools, 5.5% in the private sector and 14% in the public sector.

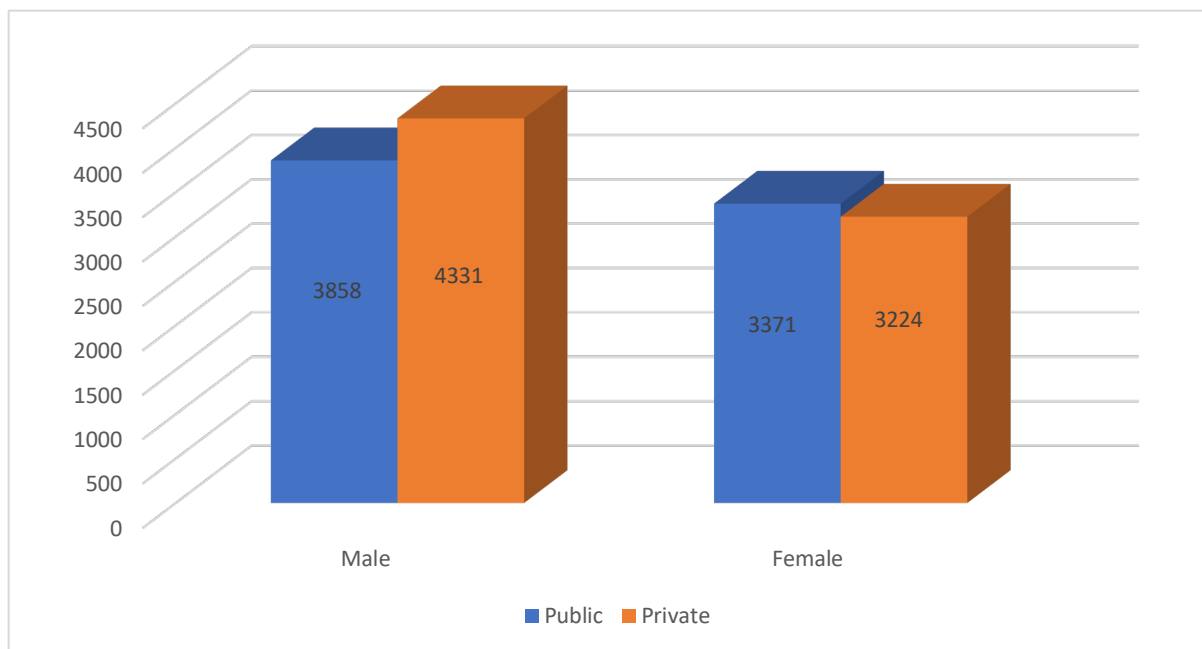


Chart 1: Proportion of teachers by gender by primary school status

Source : MEN/DSPS/SDSP/Statistical yearbook of primary 2015_2016

Regardless of the status of the school, there are more men than women among primary teachers. The factors explaining this situation appear to be socio-cultural. Indeed, for a long time the populations preferred to send the boy to school instead of the girl because she is called to marry and join her new family unlike the boy.

Similarly, once in school, there are more reasons for dropping out of school for the young girl than for the young boy: early marriage, pregnancydesired, etc. so that few girls reach the required level to present the entrance exam to training schools for education. The actions carried out in recent years by the State, international institutions and NGOs have made it possible to reduce these factors of school dropout among young girls. For example, more girls stay in the education system, complete their education and start a teaching career.

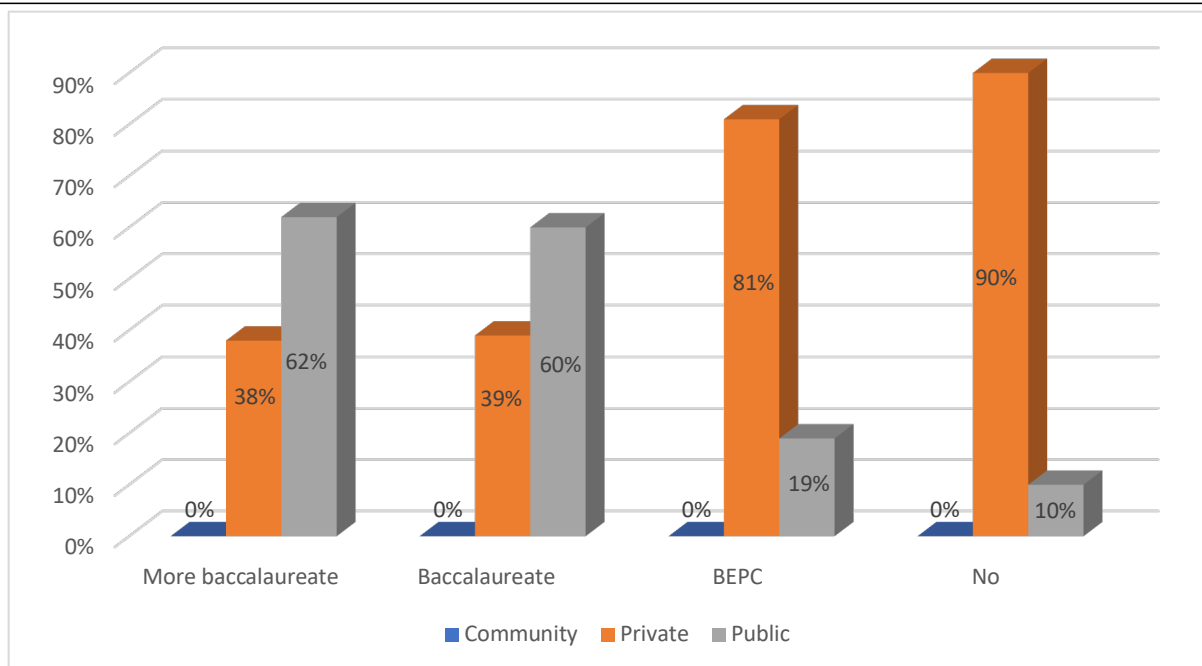


Chart 2: Distribution of teachers by employment and school status

Source: MEN/DSPS/SDSP/Statistical yearbook 2015 _2016

The diplomas of public school teachers are much better than those of private school teachers. In these private schools, there are more volunteer teachers, teacher trainees and teachers who have not received any pedagogical training. It is worth mentioning that ordinary teachers (recruited with the BAC) and assistant teachers (recruited with the BEPC) from public schools are trained at the Centre for Animation and Educational Training (CAFOP).

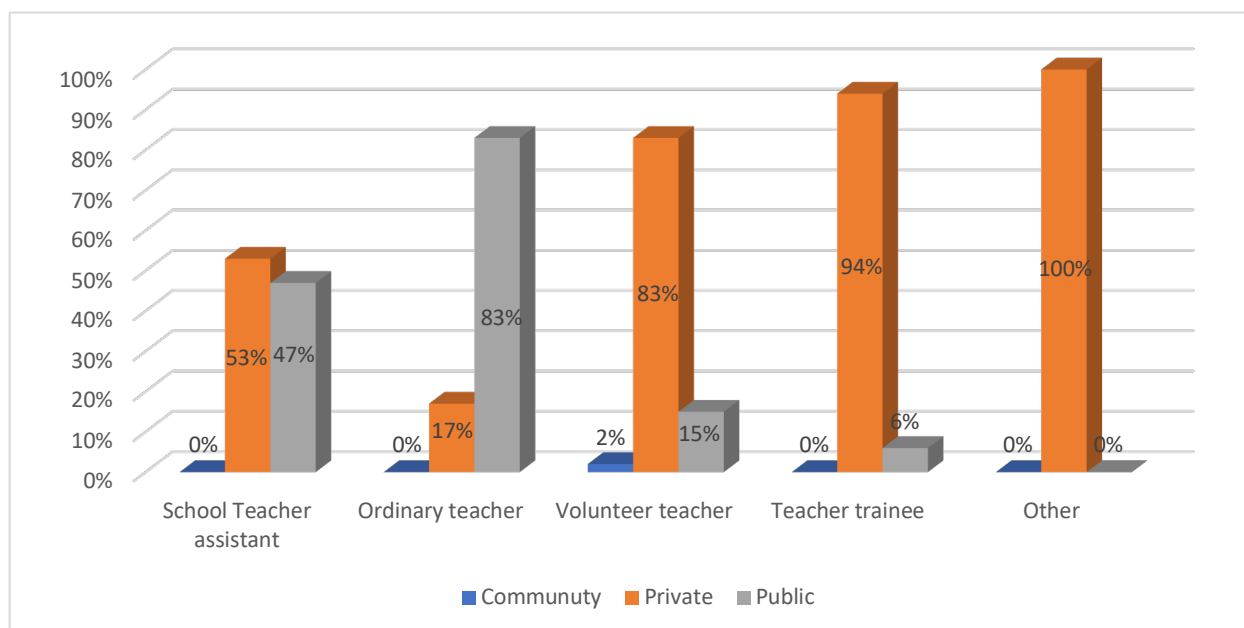


Chart 3: Distribution of teachers by diploma and school status

Source : MEN/DSPS/SDSP/Statistical yearbook of primary 2015 _2016

The training of teachers in the public sector in pedagogy and in the trades of trainers could explain the better quality of education in public primary schools than in private schools.

The least educated are in private primary schools and the most educated are in the public sector. 90% of teachers without PEBC are in private primary schools.

3.2 Component of the Ivorian education system: Overall figures for secondary education

- 473 Institutions
- 8,799 Classrooms
- 455,400 Students
- 41,108 Repeaters
- 17,122 Teachers

Table 2: General Secondary School Structures, Enrolment and Teachers in 2014-2015

General secondary		Public	Private	Total
Structures	Schools	44	429	473
	Class	1 519	7 280	8 799
	Teaching groups	2 064	7 174	9 238
Students	Boys	68 001	161 702	229 703
	Girls	67 102	158 595	225 697
	Total	135 103	320 297	455 400
	% Girls	50%	50%	50%
Repeating a grade	Boys	8 734	13 568	22 302
	Girls	7 798	11 008	18 806
	Total	16 532	24 576	41 108
	% Girls	47%	45%	46%
Teachers	Boys	3 512	10 404	13 916
	Girls	1 412	1 794	3 206
	Total	4 924	12 198	17 122
	% Girls	29%	15%	19%

Source: MEN/DSPS/SDSP/Statistical Yearbook of elementary school 2015_2016

In general secondary education out of 100 schools, about 9 are public and receive about 30% of the student population in this order of education. Regardless of status, there are more men than women among general secondary teachers. Nevertheless, women are twice as numerous in the public as in the private sector. For the average number of students per class, we have: 46 in private schools and 76 in public schools according to the 2015-2016 statistical yearbook. According to the same source, the rate of repetition in secondary education is 11.7% in the private sector and 13.5% in the public sector.

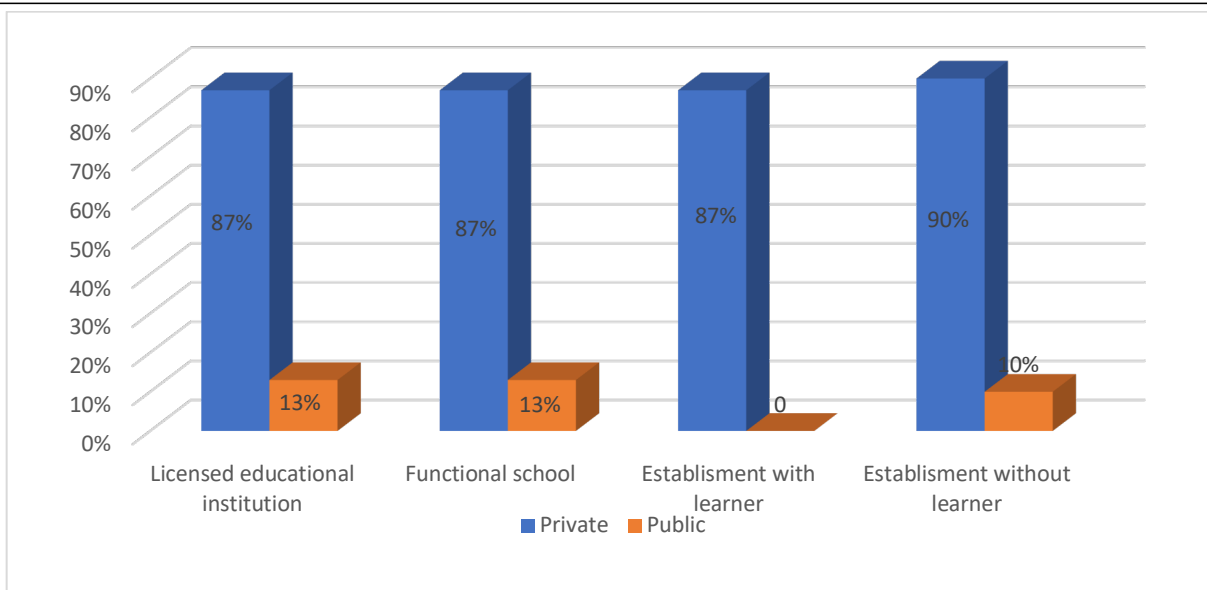


Chart 4: Proportion of Teachers by Gender by Status in General Secondary

Source: MEN/DSPS/SDSP/Statistical Yearbook of elementary school 2015_2016

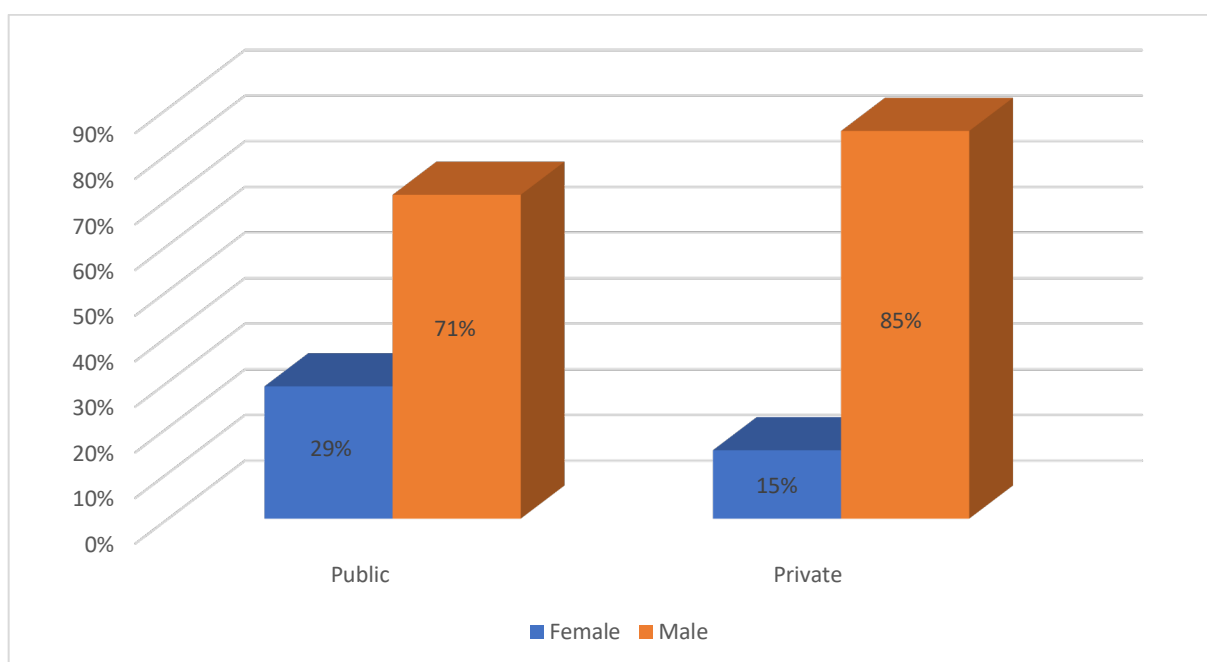


Figure 5: Breakdown of technical education institutions according to their status

Source: MEN/DSPS/SDSP/Statistical Yearbook of elementary school 2015_2016

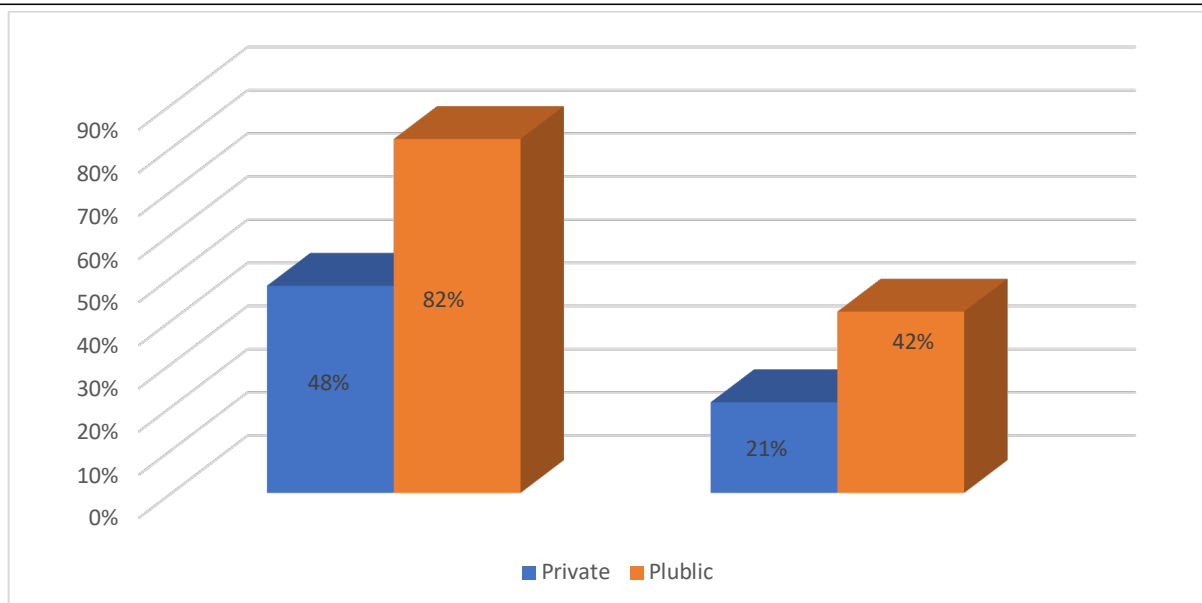


Figure 6: Breakdown of technical and vocational establishments according to their status and labour market relations.

Source: MEN/DSPS/SDSP/Statistical Yearbook of elementary school 2015_2016

Public technical and professional institutions develop much more relationships with the professional environment than those in the private sector. These relationships generally relate to the contents of the teaching for a suitability between training and employment and to practical training courses to enable learners to complete their training.

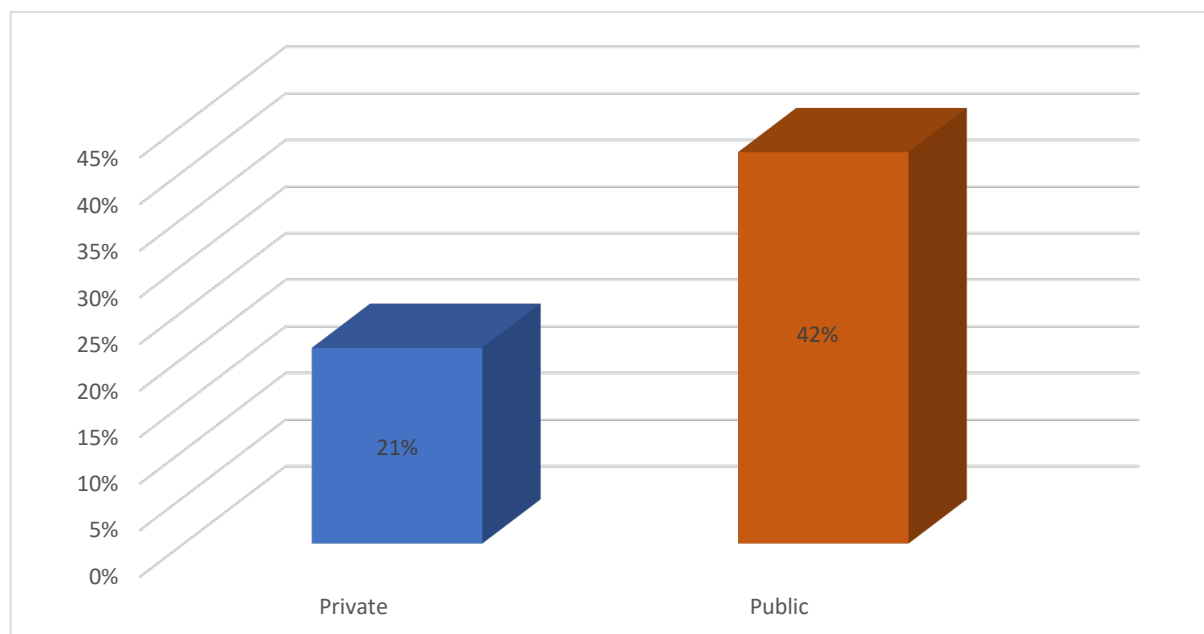


Chart 7: Distribution of technical and professional institutions supporting graduates in job search
Source: MEN/DSPS/SDSP/Statistical Yearbook of elementary school 2015_2016

Only 21% of private institutions follow their graduates, compared to 42% of public institutions. For information on higher education, with the exception of public universities: Félix Houphouët-Boigny (Abidjan-Cocody), Alassane Ouattara (Bouaké), Péléforo Gon Coulibaly (Korhogo), Lourougnon Guédé (Daloa), University of Man (opening scheduled for this year), the National Poly Technical Institute of Yamoussoukro, the Higher Normal school, the Nationale school of Administration, the National Pedagogical Institute of Technical Education,, all other higher education training institutions are private structures. It is difficult to have the exact number of students in private and public educational structures.

ANALYSIS

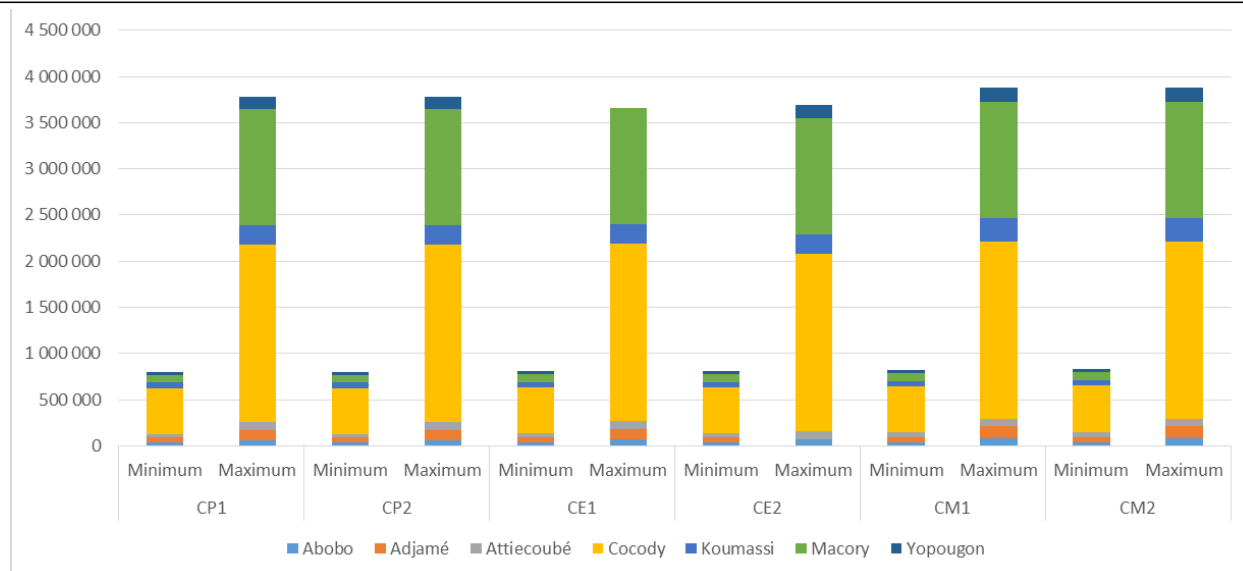
The results of this research indicate disparities between the different municipalities in terms of the costs of schooling in private schools in Côte d'Ivoire. The registration fee ensures the presence of the learners on the class lists. Tuition fees are related to the cost of training and are generally paid according to a schedule defined by the institution. To these costs it is necessary to add, the canteen, the school dress, the supplies, etc. whose requirement and the costs vary according to the private schools.

Tuition fees in private primary schools

In primary schools, tuition fees vary from class to class. The average amount of schooling is in the range of 222,129 CFA francs to 254,557. However, these averages hide very large disparities. The differences between minimum and maximum costs are significant. For the Second-year Intermediate Course (CM2) class the minimum is 40,000 CFA francs when the maximum is 1,922,000 CFA francs or a multiplication order of 48. This observation is the same for all levels of education. For example, at CP1 the minimum is 30,000 CFA while the maximum is 1,922,000 or 64 times.

From one municipality to another, three categories of tuition costs can be identified. Schools with moderate tuition fees, those with average tuition fees, and finally, schools with high tuition fees. Schools with moderate education costs are those attended by children from the most vulnerable social classes. These schools are generally located in two municipalities: Abobo and Attiécoubé.

In these municipalities, the maximum costs of schooling are below the general average cost of the Abidjan district. Middle-cost schools bring together middle-class children. These schools are located in the municipalities of Adjamé, Koumassi and Yopougon. The high-cost schools are located in the «posh» communes of Cocody and Marcory. In these two communes live the highest personalities of the country, the ambassadors, the personnel of international organizations and also the rich traders.



Graphique 8 : Frais de scolarité en fonction des communes de la ville d'Abidjan

Source: Pre-Study, December 2016

Tuition fees in private secondary schools

In secondary schools, the average costs of schooling are between 278,244, 89 FCFA for the terminal classes and 230,545 for the sixth classes. As the curriculum evolves, so does the cost of schooling. However, the cost differentials are very high. The minimum for the sixth grade is 43,000 CFA francs and the maximum is 2,706,000 CFA, a multiplication order of 63. When the analyses are carried out according to the municipalities, several categories appear. For example, we have moderate-cost institutions, medium-cost institutions, and high-cost institutions. In the category of moderate costs, the municipality of Attiécoubé is the only one where the average costs do not exceed FCFA 100,000. The second category of schools with average costs is in the municipalities of Adjamé, Koumassi, Yopougon and Abobo. The third category, high costs, is in the municipalities of Cocody and Marcory.

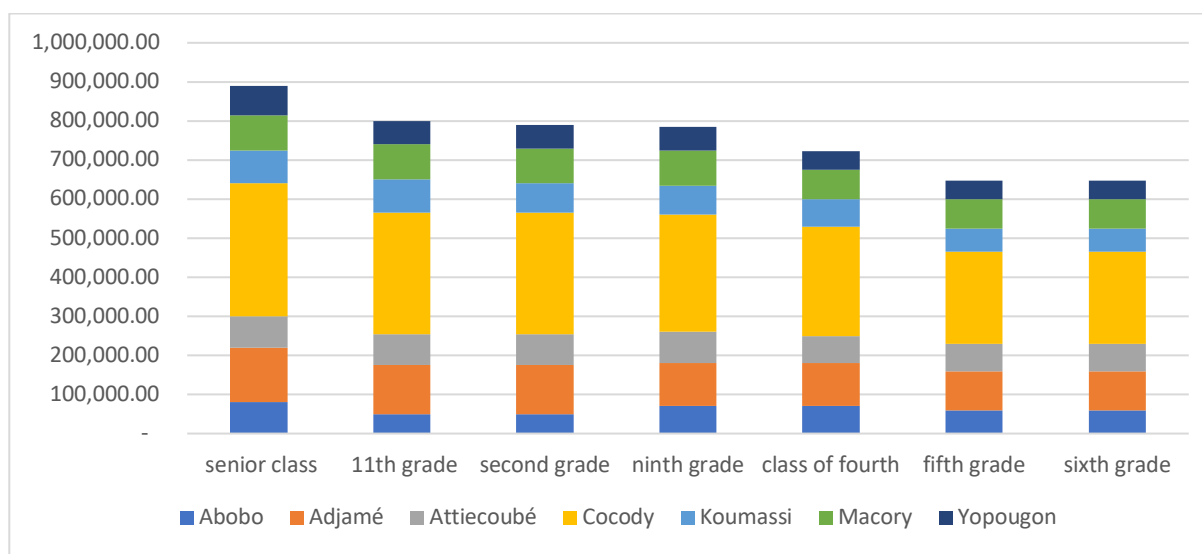


Figure 9: Private secondary school tuition in Abidjan

Source: Pre-Study, December 2016

Tuition fees in higher education

In private higher education the first years of the tertiary Higher Technician Patent (BTS) have the most moderate average costs. They are between 367,500 CFA francs for BTS 1 and 398,214, 86 for BTS 2. The first two years of BTS in the industrial sectors are on average double the tertiary sectors. The average cost for both levels is 793 750 CFA francs.

Licences 1 and 2 are more expensive for the first two years of higher education. The costs are 938,333.33 CFA francs and 1,021,666.67 CFA francs respectively. At the Masters 1 and 2 level, the average costs are 1,055,384 CFA francs and 1,148,000 CFA francs.

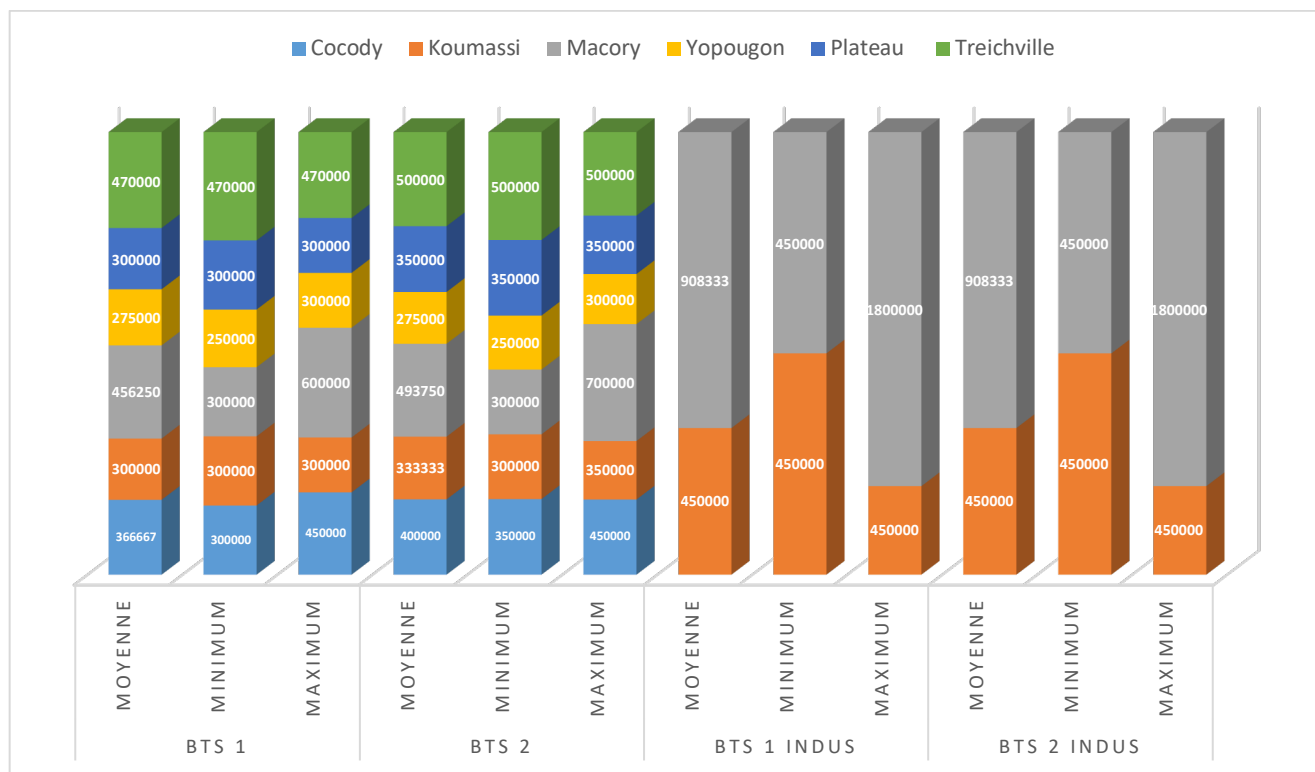
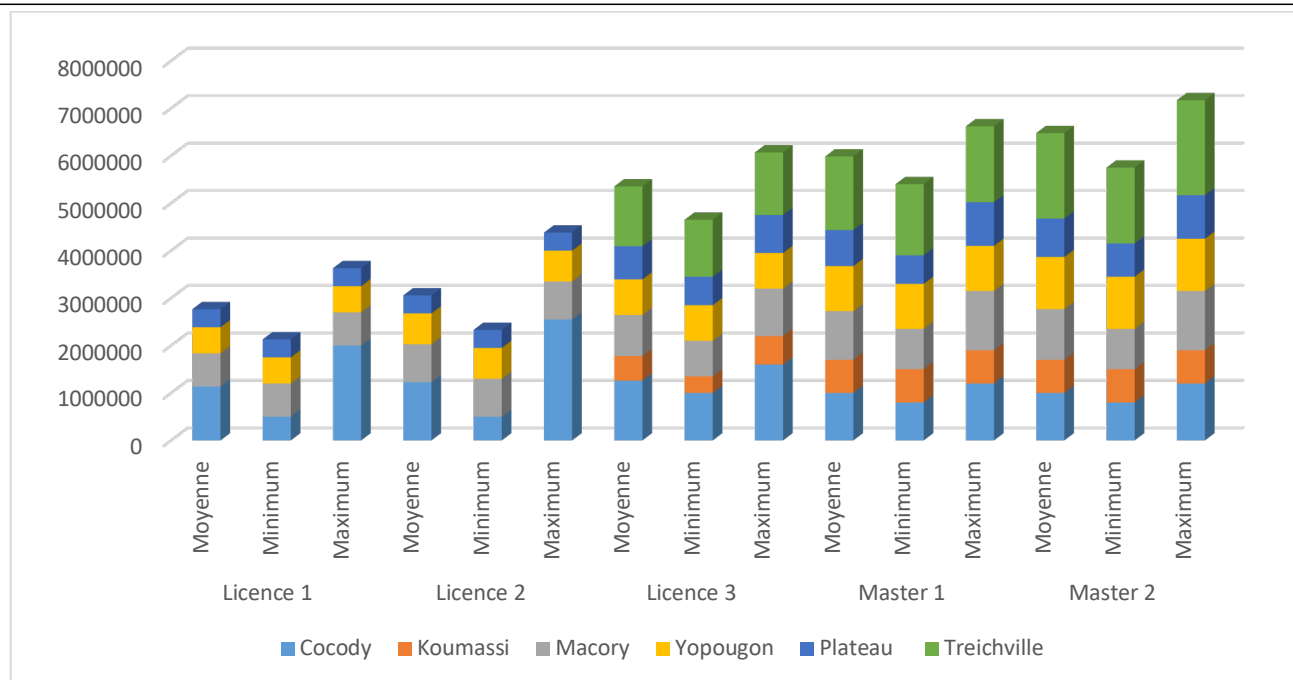


Figure 10: Cost of higher education (BTS) by neighbourhood

Source: Pre-Study, December 2016



Graph 11: Tuition fees in higher education (Master's degree) in Abidjan

Source: Pre-Study, December 2016

At the level of higher education the disparities are not as large as in primary and secondary education. At the level of BTS 1 and BTS 2 the minimum average costs are located in Yopougon and the maximums in the municipality of Marcory. As far as the industrial BTS is concerned, the costs vary from simple to double between the municipalities of Koumassi and Marcory. In Koumassi the average cost is 450,000 CFA francs and 908,333 CFA francs in Marcory. The most significant differences are in Masters 2. They are 2,000,000 CFA francs at most in Treichville and 700,000 CFA francs in Koumassi.

DISCUSSION

The landscape of private education in the city of Abidjan presents many dissimilarities in the levels of schooling costs. The municipalities of Abobo and Attiéécoubé are the localities where the tuition fees in primary and secondary are very moderate and acceptable. Indeed, these two municipalities are the poorest in the city of Abidjan with inadequate living conditions and basic social services. The costs of schooling depend on the financial capacity of the populations living there.

The middle classes are found in the communes of Yopougon, Koumassi and Adjamé, which is why the costs of schooling are higher than those of the aforementioned communes. In the «chic» districts of the city of Abidjan like Cocody and Marcory the costs of schooling are more expensive. So there is a link between the standard of living of people and the cost of education. A more in-depth survey will make it possible to know the differences in quality, service delivery infrastructure, etc. in order to assess the other aspects that can explain the commodification of the school in the different levels of education in Côte d'Ivoire.

The Ivorian authorities passed a law on compulsory school in 2015 (Law No. 2015-635 of 17 September 2015) to make school compulsory for all children of school age throughout the national

territory. (See text in annex). Today, it must be recognized that the Ivorian education system is marked by a very strong presence of private training institutions and an increasingly smaller proportion of public schools. This observation is the same regardless of the cycle of education (primary, secondary and higher) or the order of education (general, technical, professional).

These establishments are mostly only looking for profit, as pointed out by Aiglepiere, (2013). For him, profit-making institutions are small businesses with financial profitability targets. Private education can then be seen as a market with operators responding to a solvable educational demand not met by public education. In addition to the specific administrative constraints imposed by the Member States on the opening and management of educational establishments, the functioning of the market for private education for profit appears to be similar to other types of commercial markets.

Almost 40 years after the opening up of the education/training sector to private investors, it can be seen that, at all levels of education, there are far more private schools than public schools, Can we therefore say that the education provided is of quality? Do we follow the directives of the various ministries? The comments made raise the question: Are not the many private schools moving from privatization to the commodification of the school? Some facts suggest this: non-compliance with regulations, non-payment of teachers over long months, non-compliance with teacher recruitment criteria, insufficient teaching materials, etc.

In order to better appreciate the extent of this phenomenon, to analyse its manifestations and consequences in the various sectors of education, A second phase of study is needed to gather the opinions of all the school stakeholders on this subject and to make recommendations so that State investments in education are mainly allocated to public schools and that theseIt welcomes the largest number of pupils and students in place of private schools.

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