

Schools Statistics

2018-2019

Preschool

188 147 students

Primary

4 003 884 students

General Secondary

2 110 499 students

Technical Secondary

46 153 students

Vocational Training

42 701 students



Foreword

The publication of statistical data, essential for the management of the education system, is used to plan the various needs identified at the level of the Ministry of National Education, Technical Education and Vocational Training throughout the national territory. For this purpose, the Directorate of Strategies, Planning and Statistics (DPS), which is in charge of the production of these statistical data, publishes, every year, school statistics by level of education (Preschool, Primary, Secondary). general and technical).

Given the importance and use of these documents, the DPS has found it necessary to offer users an easier to use format that is the expressive mirror of the reality of the education system: "Pocket School Statistics 2019" .

The possibility for all actors and partners of the Ivorian school to have, at any time and in any place, figures and indicators presenting an overall vision of the Ivorian education system, constitutes in itself an added value.

The DPS is determined to continue producing pocket school statistics on a regular basis to help stakeholders and partners in the education system in making the right decisions. This is why it continues to innovate and improve the quality of school statistical data.

Presentation

The DSPS is pleased to provide the educational community with the pocket school statistics 2018-2019. This document presents a synopsis of the key figures and indicators of the Ivorian education system.

The collection of statistical data made it possible to publish the school statistical data of the Ministry of National Education, Technical Education and Vocational Training.

This paper, entitled "Pocket Statistics 2018-19", contributes to the decision-making and modernization of the Ivorian education system.

I commend the good cooperation of the entire statistical production chain which provided the statistical data contained in this document.

Improved timeliness and quality of this pocket document was made possible through the contribution of UNICEF.

I hope this document meets the aspirations of users.

In doing so, comments and suggestions will be examined with great interest.

Mamadou Fofana

Director of Strategies, Planning and Statistics

Word from the Minister

Education is, without a doubt, the central pillar in the quest for the sustainable development of any nation. Indeed, it trains almost all agents and actors of development, it improves human capital. To achieve this in an optimal way, it is necessary to have statistical information able to make a good planning for the management of the education system. Indeed, the problem of educational development requires an evaluation based on reliable figures and indicators. The quality of statistical data is therefore a major issue for any country aspiring to emergence like ours.

That is why I congratulate the Directorate of Strategies, Planning and Statistics (DSPS), whose action, through the publication of this document, contributes to improving the quality of our education system. In addition, I encourage the respect of the publication of the statistical data in time, testimony of the will to control our system in the transparency. The leitmotiv of the government for the development of Côte d'Ivoire, based on the "good governance" advocated by President Alassane Ouattara, requires us to encourage this type of approach. I urge the actors and partners in the education system to make good reading and use of it.

KANDIA CAMARA

Minister of National Education,
Technical Teaching professional training

Thanks

As part of the production of statistical data and the development of the 2019 pocket statistics document, the DSPS had the honor of benefiting from the support of people who deserve full recognition.

Thus, she would like to express our gratitude and our thanks:

To Mrs Kandia CAMARA, Minister of National Education, Technical Education and Vocational Training (MENETFP) who supported us for the realization of this document.

- Technical and Financial Partners (TFPs) who constantly support us in editing this document;
- Data collectors: Regional Directors of National Education, Technical Education and Vocational Training (DRENETFP), Inspectors of Preschool and Primary Education (IEPP), Regional Coordinators of Statistics in DRENET and DDENET, Chargés IEPP Statistics, Heads of School and School Principals;
- To all the Central Directorates and Affiliated Services of the MENETFP who collaborate with the DSPS to improve the real-time provision of school statistical data;
- The staff of the DSPS, and, in particular, the staff of the Sub-Directorate of Statistics and Performance who spare no effort in producing and publishing school statistical data in real time.

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Acronyms and Abbreviations

NTEVTM	National, Technical Education and vocational training Ministry
RED	Regional Directorate
DDE	Departmental Directorate of Education
PPSEI	Preschool and Primary School Education Inspection
NSI	National Statistics Institute
TFP	Technical and Financial Partners
UNICEF	United Nation international children emergency fund
GAR	Gross Admission Rate
GER	Gross Enrollment Rate
PCR	Primary completion rate
SCR	Secondary completion rate
PIS	Parity index between the Sexes
PC1	Preparatory Course 1st year
PC2	Preparatory Course 2nd year
EC1	Elementary courses 1st year
EC2	Elementary Course 2nd year
MC1	Middle Course 1st year
MC2	Middle Course 2 nd year
OT	Ordinary teacher
AT	Assistant teacher
PE	Preschool Educator
PEA	Preschool Educator Assistant
TT	Trainee teacher
ITT	Initial training of teachers
PSEC	Primary School Elementary Certificate
FRMAT	First Round Management Admission Test
BAC	Baccalaureate
CS	Communal school

Methodology

1-1. Reviewing of the questions

The 2017-2018 campaign statistics first began by reviewing the questionnaires Preschool, the primary, secondary general, technical secondary, Initial training of teachers and Literacy and then editing all the revised questionnaires. These activities took place from 3th september to 30th october 2018 with all educational department contribution.

1-2. Training of officers of the statistical production chain des questionnaires

- ✓ The training of the various agents took place from 3 December 2018 to 5 January 2019 following four (4) main stages with the distribution of the questionnaires: Formation des chargés d'études de la DSPS ;
- ✓ Training of regional coordinators of statistics in DREN for study by the DSPS ;
- ✓ Training of officers of IEPP statistics and in secondary schools by the Regional Coordinators of statistics;
- ✓ Training of Principals by officers of Preschool and Primary School Education Inspection statistics.

1-3. collected data

Collection and seizure activities took place from January 7 to February 8, 2019. Each regional Directorate of National Education, technical education and vocational training has collected and seized the school data in its area under the supervision of DSPS agents. Pre-school, primary, Islamic education, literacy centres have entered the pre-school and primary school inspectorates, followed by general secondary and technical secondary education in The regional directorates of national Education. This year, all the seizures were made online.

Methodology

1-4. Clearance and consolidation of collected data

The verification of the coherence and completeness of the data was made online over the period from 11 February to 2 March 2019 by the coordinators in DRENETFP under the supervision of the DSPS agents.

The school data for the 2018-2019 statistical campaign were finally consolidated during a workshop held in Jacqueville from 28 February to 2 March 2019.

1-5. Production of deliverables and dissemination

- ✓ The production of deliverables and their distribution runs from March 4 to June 28 th, 2019 following four (4) stages: The presentation of the national results (the presentation of the results to the Cabinet of the MENETFP and the ceremony of presentation of the results to the actors and partners);
 - Production of national deliverables (statistical pocketbooks in French and English, statistical yearbooks, statistical analysis report);
 - Production of regional deliverables (statistical pocketbooks and statistical yearbooks,);
 - The return of results in the 31 regions and 02 districts of Côte d'Ivoire.

Table 1 : Response rates by educational structure in 2018-2019

Structures	Status	waited	Number of seizures sheets	Response Rate	
Pre-Primary	Public	2 284	2 284	100%	99.5%
	Private	863	851	98.6%	
	Community	19	16	84,20%	
Primary schools	Public	14 246	14 246	100%	99.4%
	Private	2 512	2 481	98.7%	
	Community	963	888	92.2%	
General Secondary	Public	524	524	100%	97.7%
	Private	1541	1 495	97%	
Technical secondary	Public	3	3	100%	96.2%
	Private	291	279	95.8%	
Vocational training	Public		60		
	Private		224		
Islamic Educational Structures		2 402	2 781	115.7%	
Literacy			2 198		
Initial training of teachers		16	16	100%	

PRESCHOOL EDUCATION

Overall figures and indicators of the preschool

- 3 151 preschools schools
 - 7 042 classrooms
 - 188 147 pupils
 - 9 533 teachers



Overall figures and indicators of the preschool

Table 2 : Distribution of the number of schools, classrooms, educational groups and enrollment of pupils and teachers by status in preschool in 2018-2019

		Public	Private	*Com	Total
Preschools		2 284	851	16	3 151
School with a pre primary class		631	0	0	631
Total classrooms		4 823	2 186	33	7 042
Classrooms used for course		4 691	2 052	32	6 775
Educational groups		6 183	2 418	46	8 647
Enrollement	Boys	65 961	26 992	288	93 241
	Girls	68 011	26 575	320	94 906
	Total	133 972	53 567	608	188 147
	% Girls	50,7%	49,6%	52,6%	50,4%
Teaching staff	Men	193	106	5	304
	Women	6 638	2 561	40	9 229
	Total	6 822	2 666	45	9 533
	% Women	97,3%	96,0%	88,8%	96,9%
Teachers in class		6 713	2 532	43	9 288

*Com : Community

Overall figures and indicators of the preschool
Table 3 : Evolution of the number of classrooms, pupil and teacher enrollment by status in preschool from 2014-2015 to 2018-2019

School year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total classrooms	4 584	5 668	5 892	6 421	7 042
Com	19	43	33	33	33
Private	1 576	1 884	1 886	1 943	2 186
Public	2 989	3 741	3 973	4 445	4 823
Total enrollments	144 128	161 696	174 264	180 176	188 147
Com	669	737	1 005	899	608
Private	41 257	44 274	47 697	49 616	53 567
Public	102 202	116 685	125 562	129 661	133 972
Total teachers	8 591	7 045	7 604	8 515	9 533
Com	22	48	48	46	45
Private	2 045	2 089	2 070	2 249	2 666
Public	6 524	4 908	5 486	6 220	6 822

Table 4 : Evolution of the number of classrooms, pupil and teacher enrolment by medium in preschool from 2014-2015 to 2018-2019

School year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Rural					
Total classrooms	1 038	1 448	1 582	1 832	1 886
Total enrollments	27 942	33 354	38 195	41 786	40 834
Total teachers	1 275	1 467	1 756	2 140	2 167
Urban					
Total classrooms	3 546	4 220	4 310	4 589	5 156
Total enrollments	116 186	128 342	136 069	138 390	147 313
Total teachers	5 249	5 578	5 848	6 375	7 366

Overall figures of the preschool

Chart 1: Proportion of schools by status in preschool

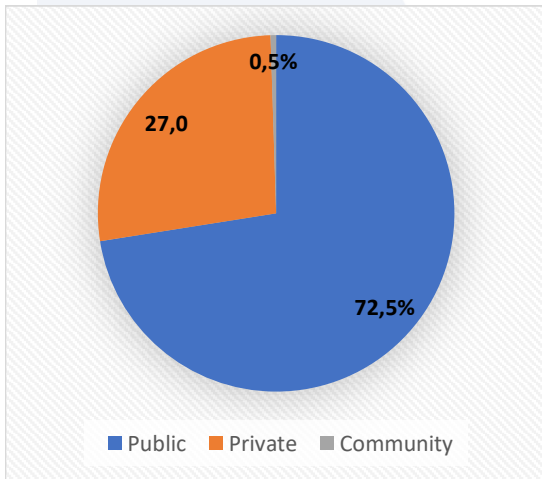
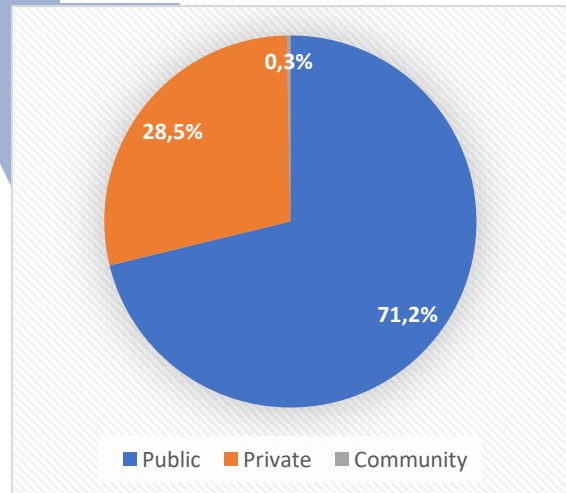


Chart 2: Proportion of pupils by status in preschool



In preschool, the majority of schools are public, they record 71.2% of the number of pupils.

Chart 3: Proportion of schools depending on the area in Preschool

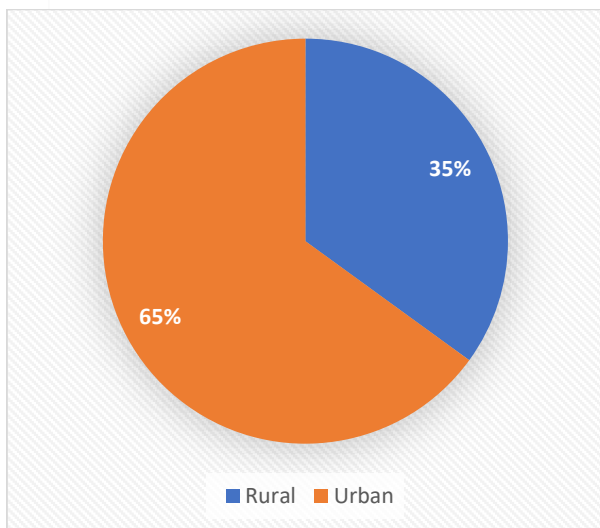
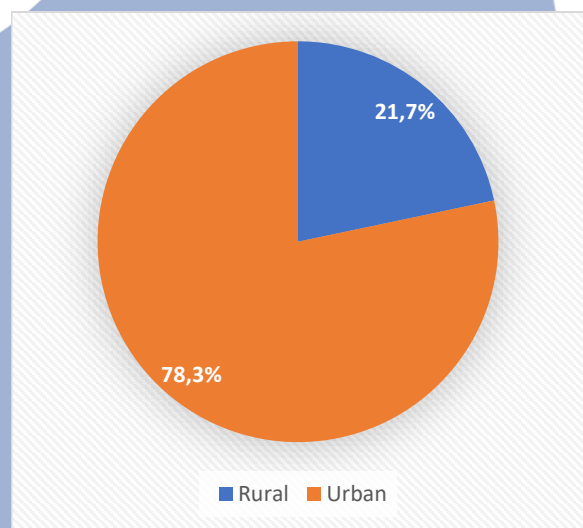


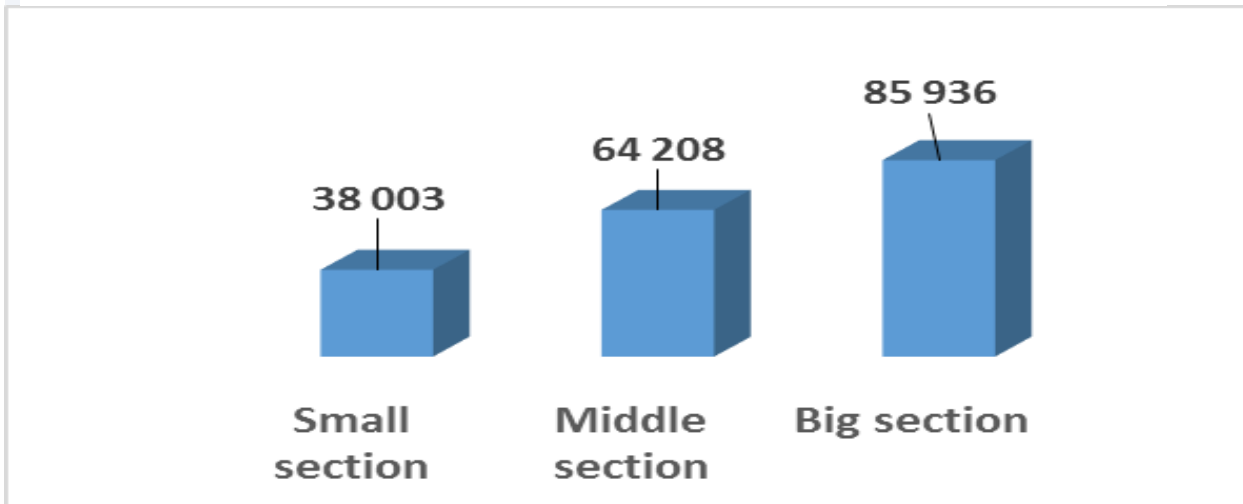
Chart 4: Proportion of pupils depending on the area in Preschool



In preschool, 65 % schools are located in urban areas and they record 78.3 % of preschool.

Overall figures of the preschool

Chart 5 : Breakdown of pupil enrollment by level of education in preschool in 2018-2019



45.6% of enrollements in preschool are in Big section.

Chart 6 : Proportion of pupils by gender by status in Preschool



Overall figures of the preschool

Chart 7 : Distribution of teachers by area according to the school's status in preschool in 2018-2019

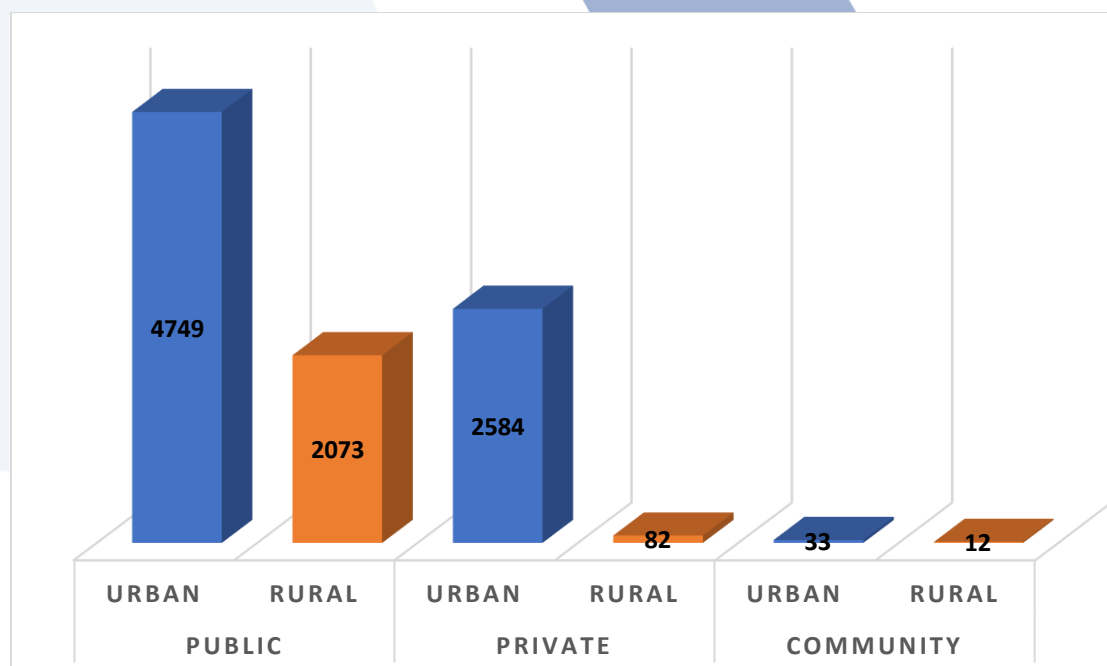


Table 5 : Distribution of teachers by employment according to the level of education in the public preschool in 2018-2019

Employment	Small section	Middle Section	Big Section	TOTAL	% teachers /employment
Ordinary teacher	1 329	1 495	1 875	4 699	68.5%
Assistant teacher	382	612	752	1 746	25.5%
Learning Teacher	18	47	105	170	2,5%
Preschool educator	28	25	32	85	1,2%
Preschool educator	19	20	34	73	1.1%
Voluntary teacher	25	29	30	84	1,2%
TOTAL	1 801	2 228	2 828	6 857	
% BENEVOLE	1.4%	1.3%	1.1%	1.2%	

Preschool indicators

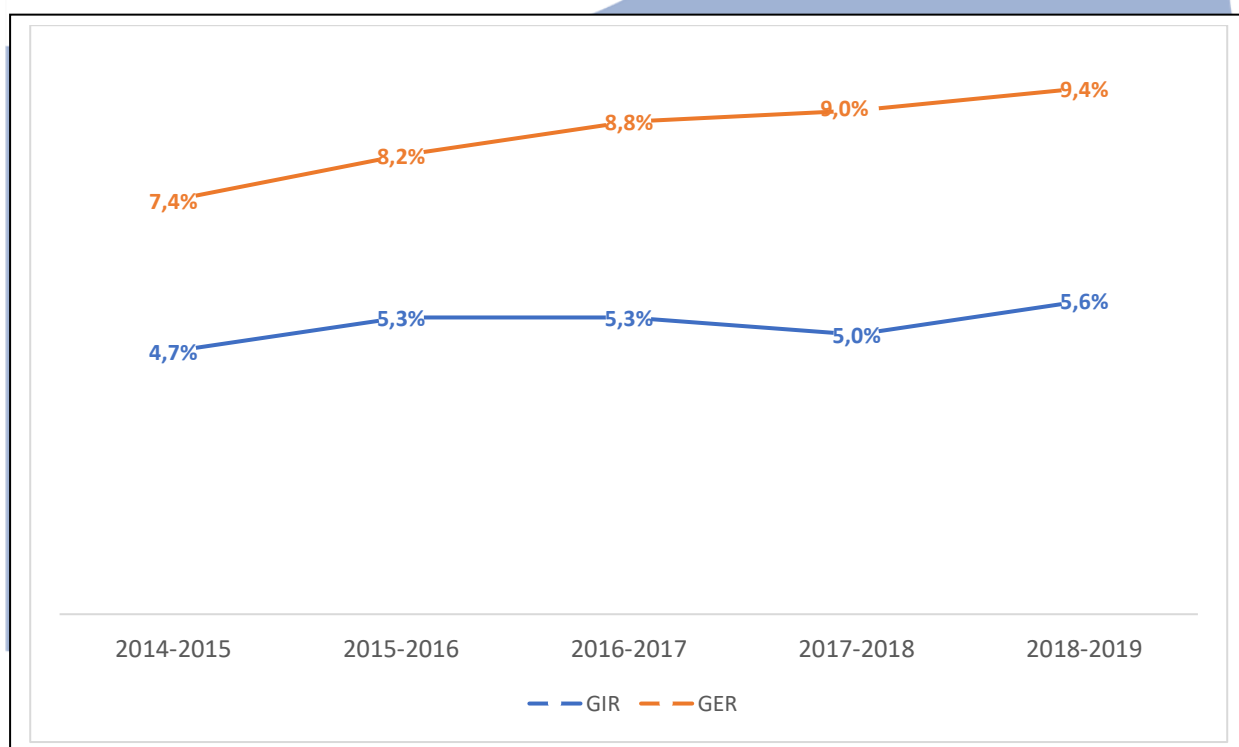
Table 6 : Gross Intake rate (GIR), Gross Enrollment Rate(GER),Parity between the Sexes (PS) in Preschool from 2017-2018 to 2018-2019

	2017-2018		2018-2019	
	GIR	GER	GIR	GER
Boys	4.8%	8.7%	5.3%	9.0%
Girls	5.2%	9.4%	5.9%	9.8%
Total	5.0%	9.0%	5.6%	9.4%
PS	1.08	1.08	1.09	1.08

Table 7 : Ratios in preschools from 2017-2018 to 2018-2019

	Ratio in 2017-2018	Ratio in 2018-2019
Pupil/Class room ratio	29	27
Pupils /educational group ratio	23	22
Pupil/teacher ratio	21	20

chart 8 : Evolution of Gross Intake rate (GIR), Gross Enrollment Rate(GER),in preschool from 2014-2015 to 2018-2019



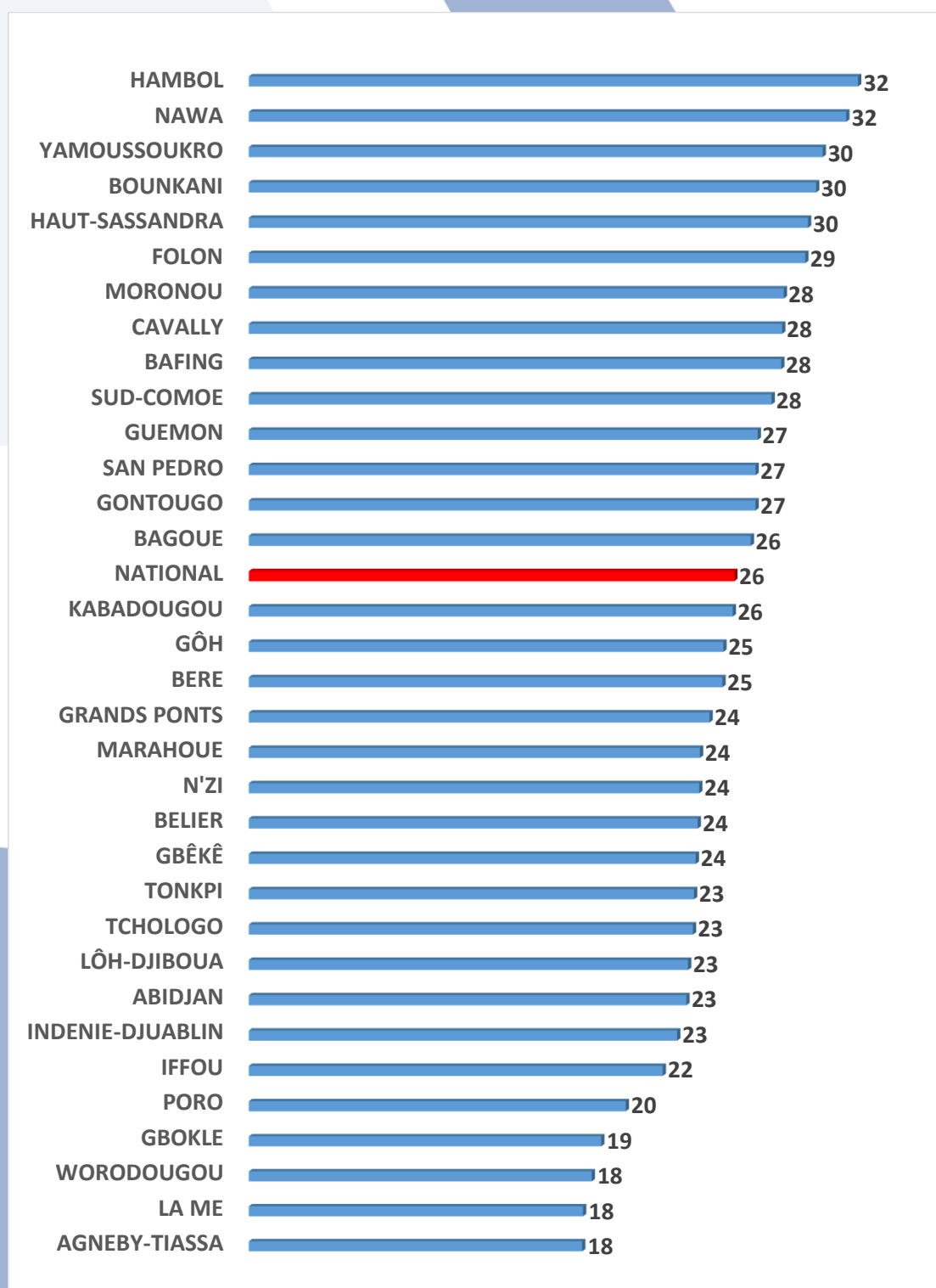
Preschool in administrative region

Table 8 : Distribution of the number of schools, classrooms, pupil numbers and teachers by administrative region in preschool in 2018-2019

Region	Total schools	Total classrooms	Total pupils (enrollments)	Total teachers
ABIDJAN	849	2 318	70 234	2 937
AGNEBY-TIASSA	111	244	5 728	373
BAFING	22	41	960	57
BAGOUE	41	74	2 040	100
BELIER	58	96	2 565	126
BERE	25	48	954	49
BOUNKANI	29	56	1 330	58
CAVALLY	40	93	2 154	106
FOLON	22	37	652	36
GBÊKÊ	189	381	9 722	555
GBOKLE	28	51	1 113	66
GÔH	85	193	5 179	282
GONTOUGO	90	177	4 300	189
GRANDS PONTS	102	216	5 405	307
GUEMON	88	141	2 620	181
HAMBOL	57	140	3 299	183
HAUT-SASSANDRA	124	247	6 946	529
IFFOU	27	56	1 677	128
INDENIE-DJUABLIN	80	196	4 895	257
KABADOUGOU	62	115	2 722	125
LA ME	58	121	3 203	169
LÔH-DJIBOUA	103	178	4 997	319
MARAHOUÉ	74	199	3 498	254
MORONOU	26	55	1 269	71
NAWA	108	195	4 639	281
N'ZI	30	46	1 039	85
PORO	133	303	8 897	429
SAN PEDRO	75	163	4 598	199
SUD-COMOE	122	253	8 147	330
TCHOLOGO	37	59	1 741	88
TONKPI	170	356	6 437	389
WORODOUGOU	19	37	1 168	48
YAMOOUSSOUKRO	67	157	4 019	227
NATIONAL	3 151	7 042	188 147	9 533

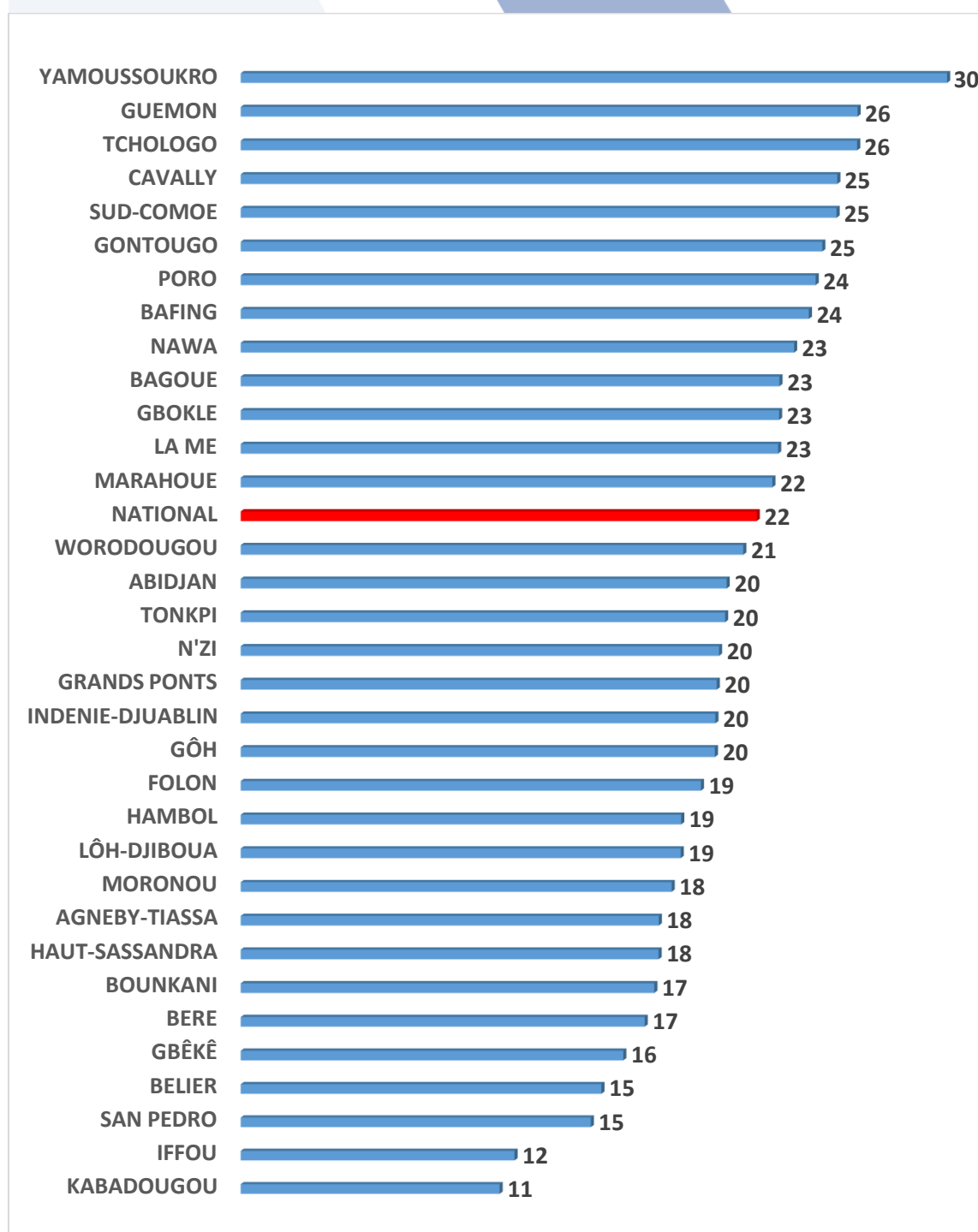
Preschool in administrative region

Chart 9 : Ratio pupils/classrooms in administrative region in preschool in administrative region in 2018-2019



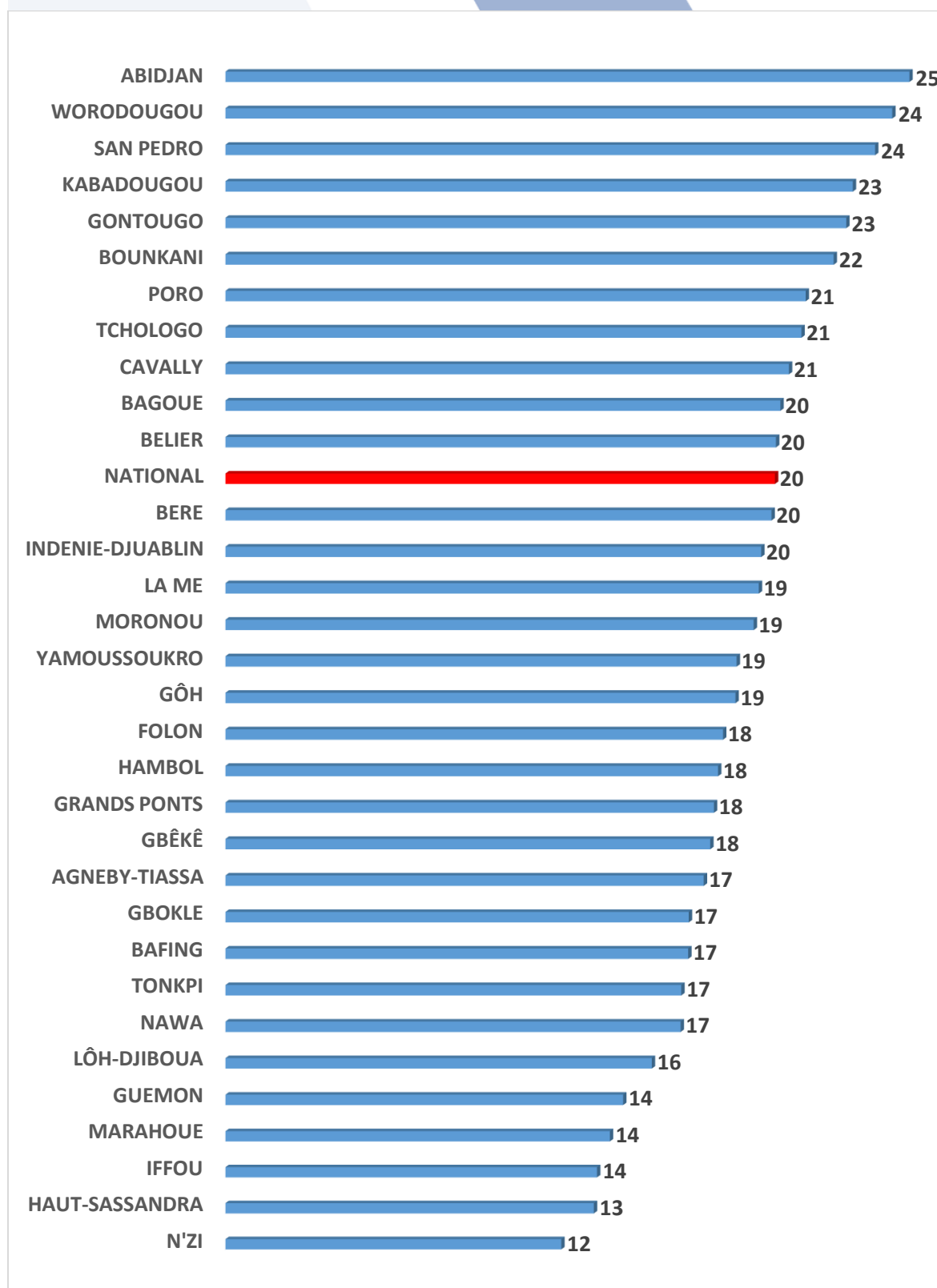
Preschool in administrative region

Chart 10: pupil / educational group Ratio in regions in 2018-2019



Preschool in administrative region

Chart 11: pupils/teacher ratio in administrative region



Preschool in administrative region

Table 9: Proportion of preschool school without amenities in administrative region

Regions	Schools	% schools Without electricity	% schools without water	% schools Without functional latrines	% schools Without a feeding	% Classroom in temporary materials
ABIDJAN	849	6,8%	7,3%	6,0%	74,2%	3,3%
AGNEBY-TIASSA	111	47,7%	54,1%	43,2%	91,0%	27,0%
BAFING	22	72,7%	54,5%	27,3%	100,0%	9,1%
BAGOUE	41	73,2%	53,7%	48,8%	95,1%	12,2%
BELIER	58	63,8%	51,7%	24,1%	89,7%	13,8%
BERE	25	84,0%	72,0%	64,0%	96,0%	20,0%
BOUNKANI	29	93,1%	86,2%	20,7%	93,1%	6,9%
CAVALLY	40	82,5%	47,5%	45,0%	92,5%	60,0%
FOLON	22	72,7%	77,3%	72,7%	95,5%	50,0%
GBÊKÊ	189	39,7%	48,7%	44,4%	86,8%	3,7%
GBOKLE	28	71,4%	42,9%	67,9%	78,6%	35,7%
GÔH	85	68,2%	58,8%	49,4%	94,1%	15,3%
GONTOUGO	90	78,9%	65,6%	56,7%	93,3%	2,2%
GRANDS PONTS	102	38,2%	37,3%	55,9%	89,2%	12,7%
GUEMON	88	90,9%	78,4%	73,9%	97,7%	13,6%
HAMBOL	57	59,6%	45,6%	49,1%	96,5%	10,5%
HAUT-SASSANDRA	124	72,6%	64,5%	44,4%	92,7%	25,8%
IFFOU	27	66,7%	44,4%	33,3%	96,3%	18,5%

Preschool in administrative region

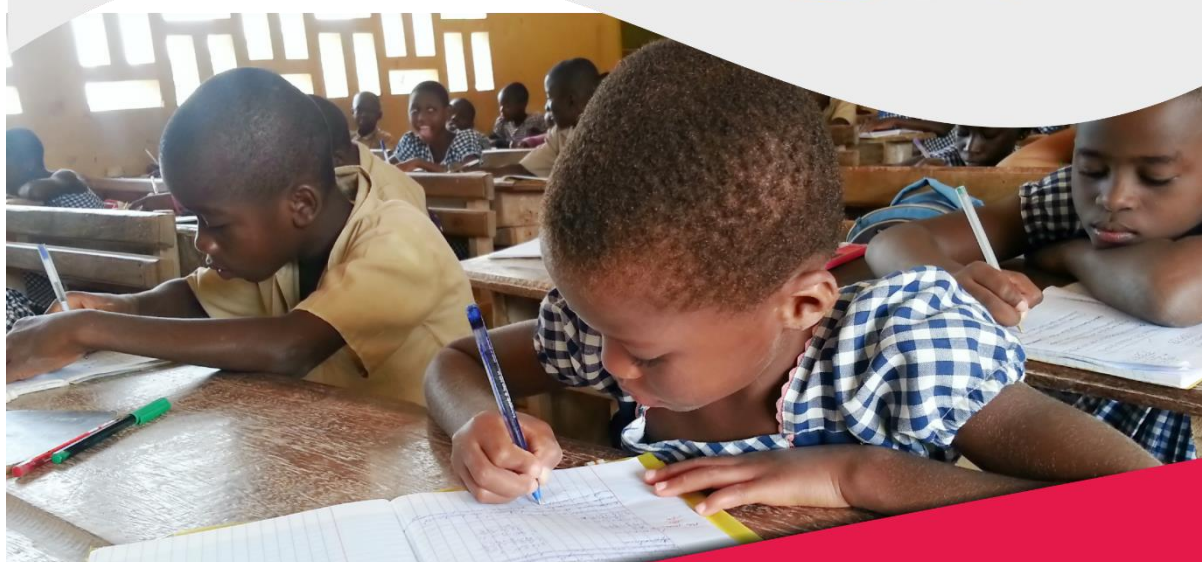
Table 9: Proportion of preschool school without amenities in administrative region

Regions	Schools	% schools Without electricity	% schools without water	% schools Without functional latrines	% schools Without a feeding	% Classroom in temporary materials
INDENIE-DJUABLIN	80	55,0%	45,0%	33,8%	96,3%	3,8%
KABADOUGOU	62	82,3%	67,7%	59,7%	96,8%	30,6%
LA ME	58	48,3%	63,8%	50,0%	94,8%	5,2%
LÔH-DJIBOUA	103	75,7%	68,9%	46,6%	93,2%	9,7%
MARAHOUÉ	74	56,8%	47,3%	35,1%	97,3%	32,4%
MORONOU	26	65,4%	50,0%	57,7%	84,6%	11,5%
NAWA	108	70,4%	58,3%	57,4%	91,7%	42,6%
N'ZI	30	50,0%	46,7%	63,3%	93,3%	26,7%
PORO	133	68,4%	60,9%	54,1%	95,5%	51,9%
SAN PEDRO	75	60,0%	38,7%	29,3%	81,3%	2,7%
SUD-COMOE	122	23,8%	25,4%	16,4%	81,1%	4,1%
TCHOLOGO	37	64,9%	78,4%	21,6%	91,9%	8,1%
TONKPI	170	84,1%	68,2%	70,0%	91,2%	51,8%
WORODOUGOU	19	78,9%	47,4%	68,4%	89,5%	31,6%
YAMOOUSSOUKRO	67	35,8%	37,3%	25,4%	94,0%	6,0%
NATIONAL	3151	47,5%	42,3%	36,1%	87,0%	16,1%

PRIMARY EDUCATION

GLOBAL FIGURES AND PRIMARY INDICATORS

- **17 615** Primary schools
 - **95 866** Classrooms
 - **4 003 884** pupils
 - **337 982** Repeaters
 - **96 255** Teachers



Global figures of primary education

Table 10 : Distribution of the number of schools, classrooms, educational groups and enrolment of pupils, repeaters and teachers according to the status in primary school in 2018-2019

	Public	Private	*Com	Total	
Schools	14 246	2 481	888	17 615	
Total classrooms	77 629	15 950	2 287	95 866	
Classrooms used for courses	76 200	15 407	2 224	93 831	
Educational groups	81 653	16 148	3 510	101 311	
Total pupils (enrollment)	Girls	1 594 452	306 359	31 488	1 932 299
	Boys	1 714 215	319 557	37 813	2 071 585
	Total	3 308 667	625 916	69 301	4 003 884
	%Girls	48,20%	48,90%	45,40%	48,30%
Repeaters	Girls	139 180	9 292	901	149 373
	Boys	175 365	12 029	1 215	188 609
	Total	314 545	21 321	2 116	337 982
	% Girls	44,25%	43,58%	42,58%	44,20%
Teachers	Women	24 466	6 021	405	30 892
	Men	53 730	9 885	1 749	65 364
	Total	78 196	15 905	2 154	96 255
	% women	31,30%	37,90%	18,80%	32,10%
Teachers in class	76 976	15 187	2 145	94 308	

*Com : Community

Global figures of primary education

Table 11: Evolution of the number of classrooms, pupil numbers, and teachers by status in primary school from 2014-2015 to 2018-2019

Schools years	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Classrooms	76 564	84 730	90 970	94 767	95 866
Com	2 592	3 038	2 477	2 775	2 287
Private	11 625	13 032	13 619	14 731	15 950
Public	62 347	68 660	74 874	77 261	77 629
Total pupils (enrollments)	3 370 558	3 617 219	3 772 136	3 900 222	4 003 884
Com	81 539	83 942	79 763	79 653	69 301
Private	448 771	469 204	522 732	564 772	625 916
Public	2 840 248	30 634 073	3 169 641	3 255 797	3 308 667
Total Teachers	80 155	85 109	88 900	93 257	96 255
Com	2 596	1 856	2 357	2 520	2 154
Private	12 251	12 929	3 795	14 362	15 905
Public	65 308	70 324	72 748	76 375	78 196

Table 12 : Evolution of the number of classrooms, pupil and teacher enrolment by area in primary school from 2014-2015 to 2018-2019

Schools years	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Rural area					
Total Classrooms	46 100	50 661	55 753	57 538	55 176
Pupils	1 845 516	1 962 460	2 083 061	2 138 811	2 083 054
Teachers	46 444	47 951	51 580	54 396	53 186
Urban area					
Classroom	30 464	34 069	35 217	37 229	40 690
Pupils	1 525 042	1 654 759	1 689 075	1 761 411	1 920 830
Teachers	33 711	37 158	37 320	38 861	43 069

Global figures of primary education

Chart 12 : Proportion of schools by status in primary

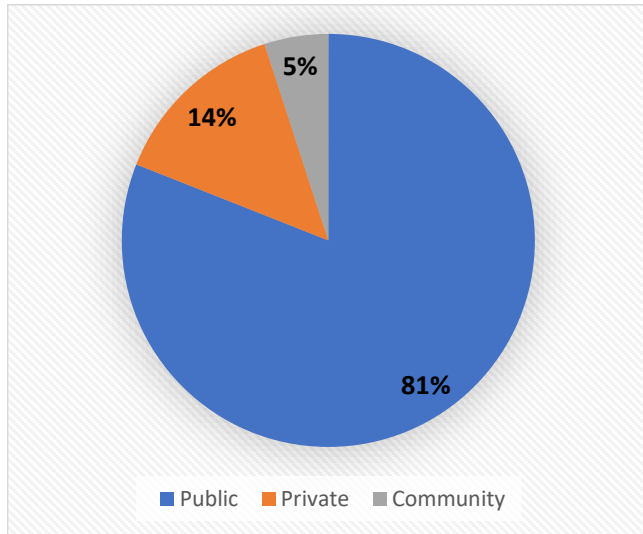
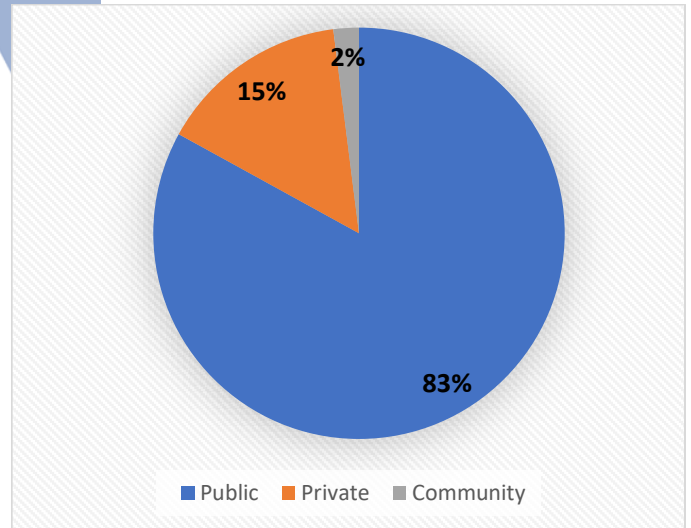


Chart 13 : Proportion of pupils by status in primary



In primary education, 81 schools out of 100 are public with 83% of pupils ' enrollment

Chart 14 : Proportion of schools by status in primary

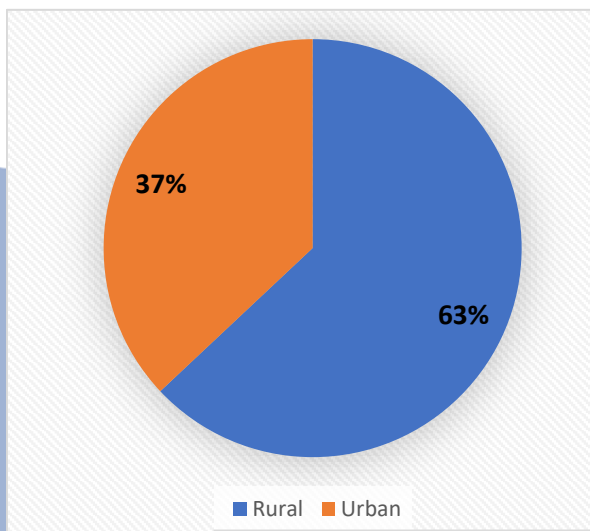
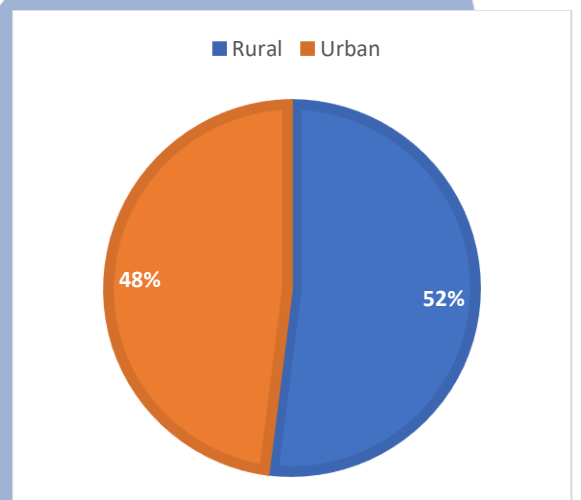


Chart 15 : Proportion of pupils by area in primary



In primary education, 63 schools out of 100 are located in rural areas and record 52% of the number of pupils.

Global figures of primary education

Table 13: Distribution of pupils by status and sex according to the level of education in primary school in 2018-2019

Status		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	total
Total pupils (enrollments)		755 495	733 695	701 816	676 131	590 695	546 052	4 003 884
Community	Total	19 310	15 540	12 977	10 178	6 713	4 583	69 301
	girls	8 896	7 182	5 894	4 533	3 000	1 983	31 488
	boys	10 414	8 358	7 083	5 645	3 713	2 600	37 813
Private	Total	129 106	121 995	108 082	97 699	85 667	83 367	625 916
	girls	63 472	59 834	52 688	47 844	41 664	40 857	306 359
	boys	65 634	62 161	55 394	49 855	44 003	42 510	319 557
Public	Total	607 079	596 160	580 757	568 254	498 315	458 102	3 308 667
	girls	293 830	288 399	282 044	274 882	239 889	215 408	1 594 452
	boys	313 249	307 761	298 713	293 372	258 426	242 694	1 714 215
% community		2,6%	2,1%	1,8%	1,5%	1,1%	0,8%	1,7%
% of private		17,1%	16,6%	15,4%	14,4%	14,5%	15,3%	15,6%

Table 14 : Distribution of students from the bridging classes by sex according to the level of education in primary school in 2018-2019

Area		Grade 3	Grade 4	Grade 5	Grade 6	Total
Total enrollment		949	500	362	1 163	2 974
Rural	Total	598	286	191	708	1 783
	Girls	276	122	75	275	748
	Boys	322	164	116	433	1 035
Urban	Total	351	214	171	455	1 191
	Girls	186	116	82	203	587
	Boys	165	98	89	252	604
% pupils living in rural area		63,0%	57,2%	52,8%	60,9%	60,0%

Global figures of primary education

chart 16 : Proportion of pupils by sex in primary school in 2018-2019

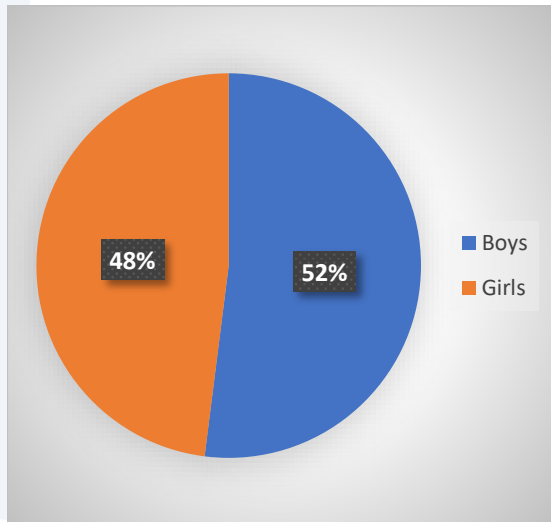


chart 17 : Proportion of repeaters by sex in primary school in 2018-2019

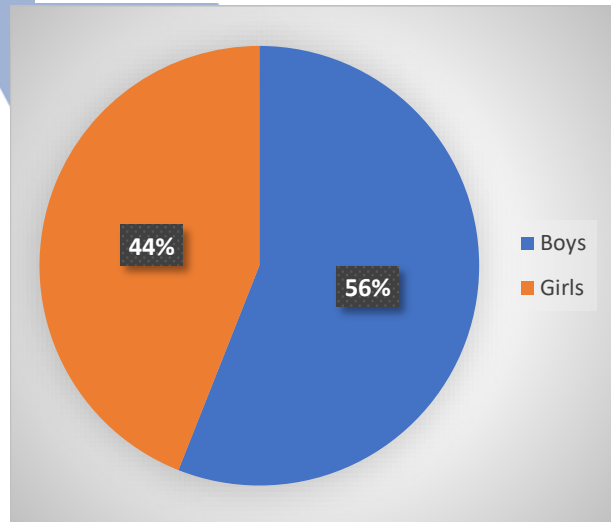
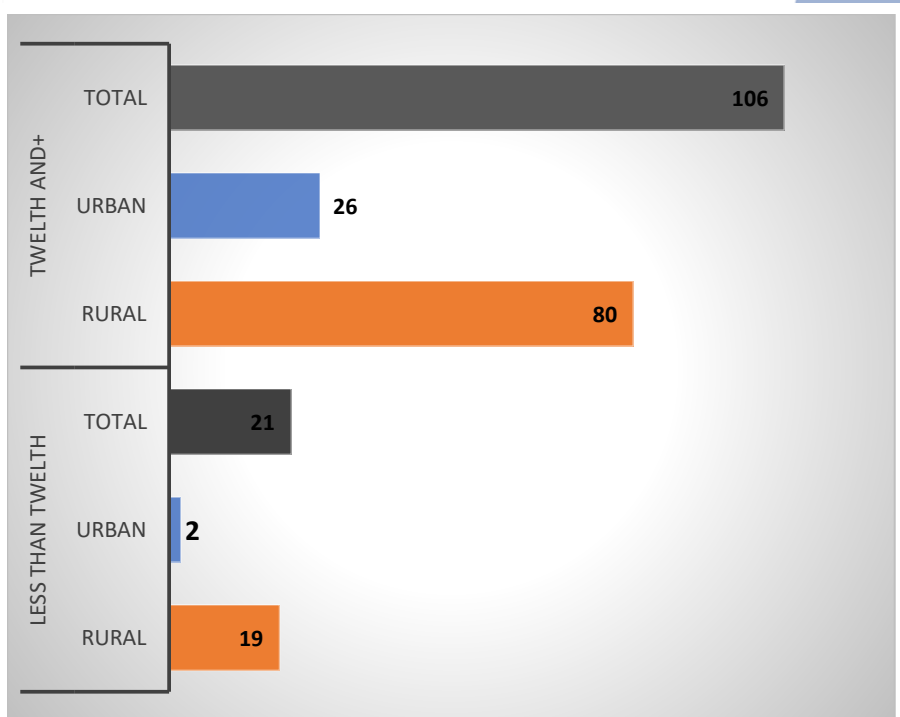


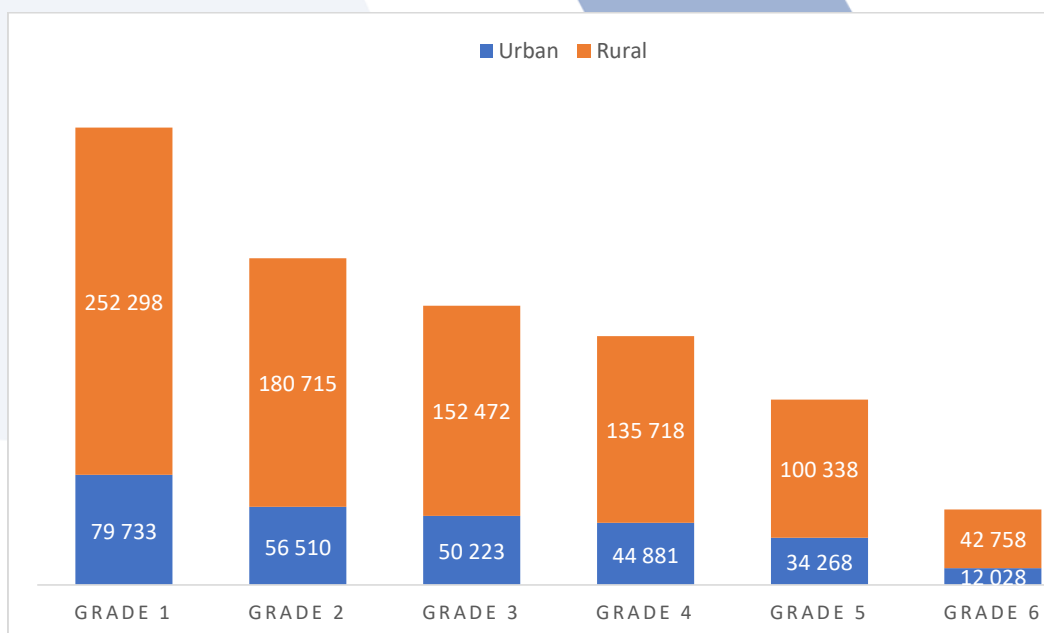
Chart18 : Distribution of cases of pregnancy by age group according to the area in primary in 2017-2018



127 cases of pregnancies during schooling in 2017-2018 with 139

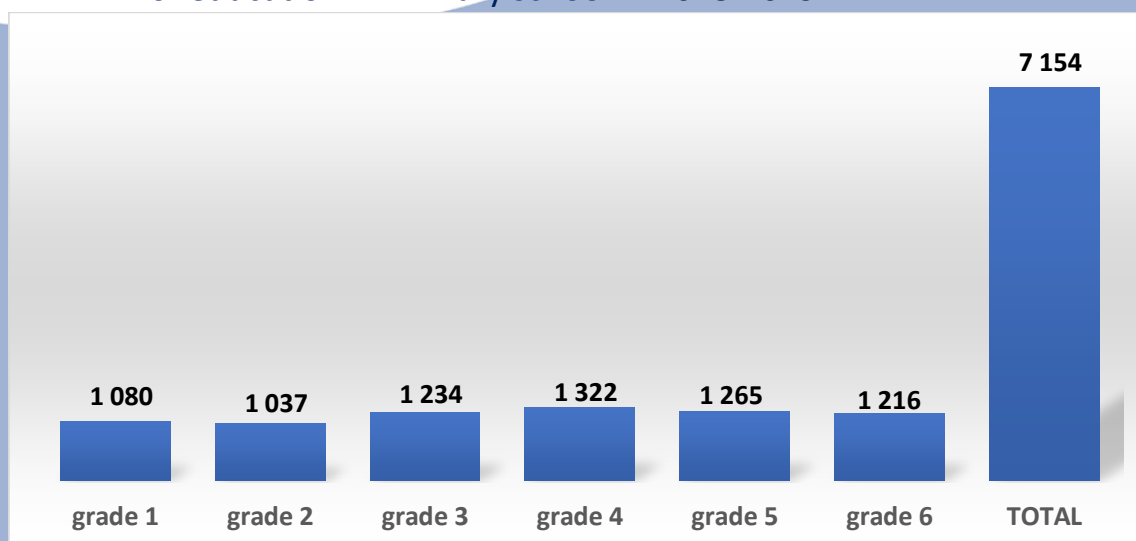
Global figures of primary education

Chart 19 Distribution of pupils by grade without birth extract in Primary school in 2018-2019



1 141 942 pupils in Primary are without extract of birth certificate in 2018-2019 against 1 080 240 cases in 2017-2018

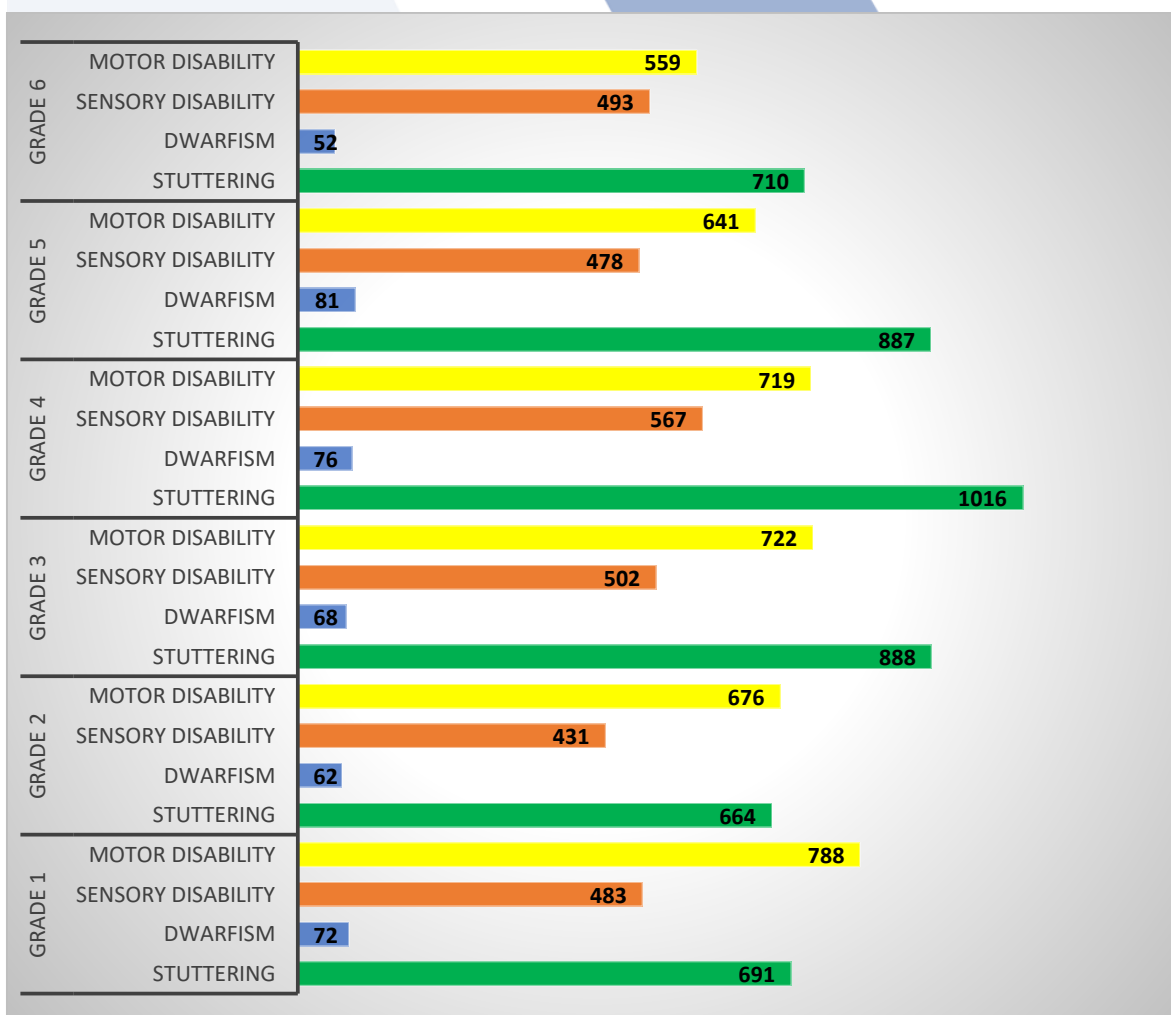
Chart 20 : Distribution of orphans and vulnerable children due to HIV by level of education in Primary school in 2018-2019



7 154 orphans and vulnerable children due to HIV in 2018-2019 Against 10 374 in 2017-2018

Global figures of primary education

Chart 21 : Distribution of pupils with disabilities by disability in the primary in 2018-2019



12 326 pupils living with a disability in 2018-2019 with 12 666 in 2017-2018

Global figures of primary education

Table 15 : Proportion of schools that experienced conflict by area in primary school in 2017-2018

Area	Number of schools	Number of schools experiencing conflict	Proportion of schools in conflict
Rural	11 028	1 380	12.5%
Urban	6 587	800	12.1%
Total	17 615	2 180	12.4%

Table 16: Breakdown of the number of students experiencing violence by level of education by type of violence in primary school in 2017-2018

Type of Violence	Levels of study						Total
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	
Blows and wounds	1 463	1 099	1 048	689	660	411	5 370
Beatings	882	766	787	822	646	641	4 544
Chores	783	888	1 192	1 262	1 346	1 391	6 862
Rape (including adult sex)	0	3	3	0	25	45	76
Sexual Harassment (girls)	0	0	0	33	43	45	121
Touching	40	53	68	87	70	70	388
Female genital mutilation	1	16	24	29	17	22	109
Forced marriages	0	0	0	0	2	4	6
Insulting or humiliating remarks	1 966	2 175	1 849	1 774	1 410	1 450	624
Intimidation/threats/Blackmail	938	910	965	995	802	979	5 589

Table 17 : Distribution of the number of deaths of pupils and teachers by area in the public primary in 2017-2018

Area	Number of dead pupils	Number of teachers who died
Urban	720	156
Rural	864	240
Total	1 584	396

Global figures of primary education

Chart 22 : Distribution of teachers by area according to the school status in the primary in 2018-2019

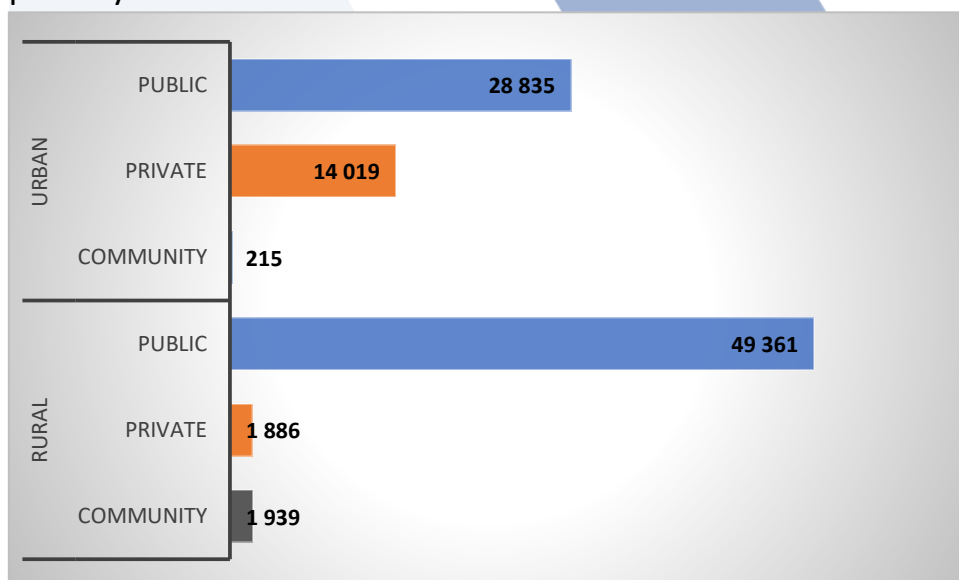
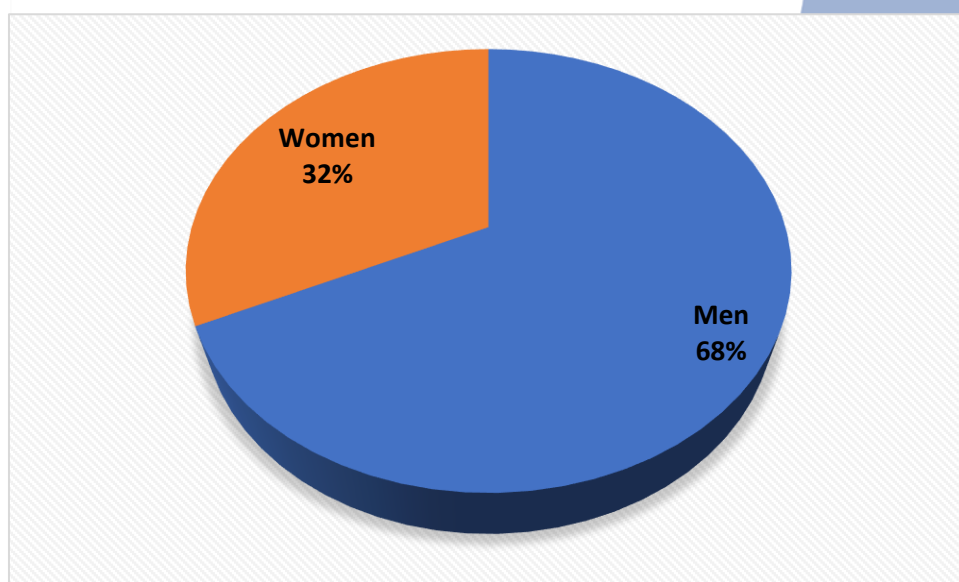


Chart 23 : Distribution of teachers by gender in the primary school 2018-2019



Global figures of primary education

Table 18 : Distribution of the courses held at the Public primary school according to the use of the classroom teacher 2018-2019

Employment	Courses held					
	Grade1	Grade 2	single elementary course	Grade 3	Grade 4	Grade 5
Ordinary teacher	7 881	7 393	8 893	9 739	9 362	18 085
Assistant teacher	3 317	3 231	3 160	2 185	2 743	4 547
Teachers trainees	1 069	1 933	412	506	42	567
Voluntary teacher	1 067	1 434	1 221	1 243	109	1 492
course held	13 334	13	13 686	13 673	12 256	24 691
% Voluntary teacher	8,0%	10,2%	8,9%	9,1%	0,9%	6,0%

Table 19 : Distribution of primary school inspected teachers in 2018

Area	Total teachers in class	Total inspected teachers		% teachers inspected
		Educational adviser	Inspector of preschool and primary education	
Rural	52 888	17 916	7 280	47,6%
Urban	41 420	16 849	3 803	49,9%
Total	94 308	34 765	11 083	48,6%

Table 20 : Distribution of primary school inspected teachers by status in 2017-2018

Status	Total teachers in class	Total inspected teachers		% teachers inspected
		Educational adviser	Inspector of preschool and primary education	
Public	76 976	28 864	10 184	50,7%
Privé	15 187	5 612	825	42,4%
Communautaire	2 145	289	74	16,9%
Ensemble	94 308	34 765	11 083	48,6%

Primary indicators

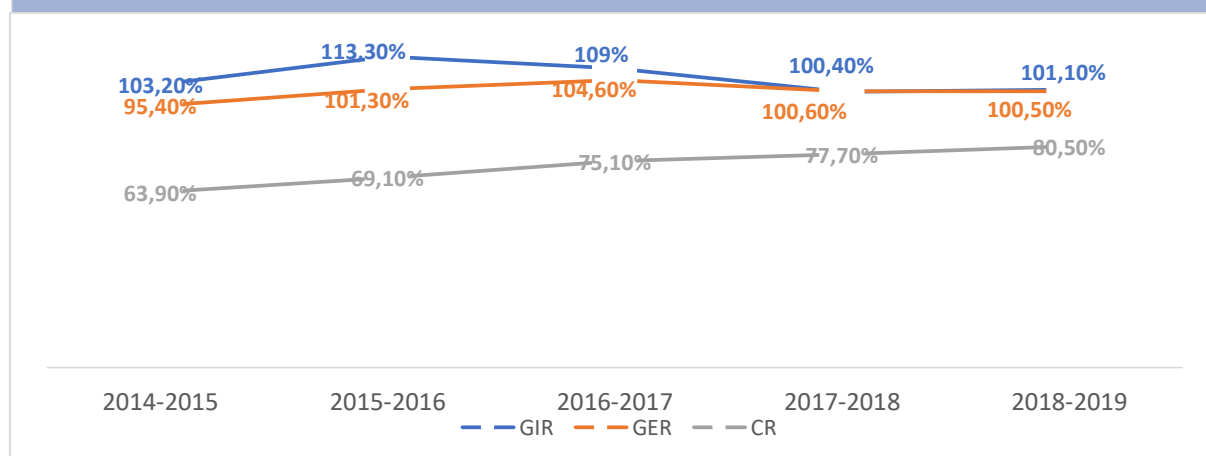
Table 21: Gross intake rate(admission)(GIR), Gross enrollment rate (GER), completion rate (CR) and parity index between the sexes(PIS)

	Intake rate(admission)			Enrollment ratio		Completion rate (CR)
	Gross intake rate(admission)	Net intake rate(admission)	NIR*	Gross Enrollment rate (GER)	Net enrollment rate (NER),	
Total	101,1	73,2	90,80	100,5	91,3	80,5
Girls	101,3	71,9	90,00	100,4	90,8	79,8
Boys	101	74,4	91,50	100,5	91,7	81,2
parity index between the sex(PIS)	1	0,97	0,98	1	0,99	0,98

NIR *: This is NIR calculated taking into account the students in early schooling, that is to say having 6 years in the other levels

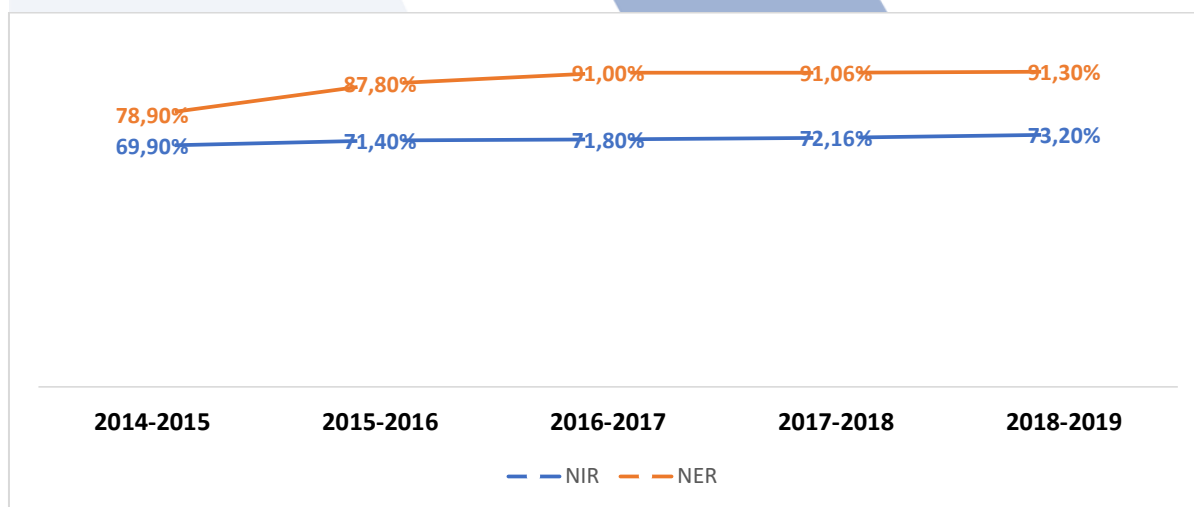
Number of 6 year olds in primary school	Number of 6 - year - old elementary students enrolled in:			Proportion of 6-year-old elementary students enrolled in:		
	Grade 2	Grade 3	Total Grade 2 -Grade 3	Grade 2	Grade 3	Total Grade 2 -Grade 3
652 474	104 275	12 339	116 614	16,0%	1,9%	17,9%
313 949	52 237	6 298	58 535	16,6%	2,0%	18,6%
338 525	52 038	6 041	58 079	15,4%	1,8%	17,2%

Chart 24: Evolution Gross intake rate(GIR), Gross enrollment rate (GER), completion rate(CR) From 2014-2015 to 2018-2019



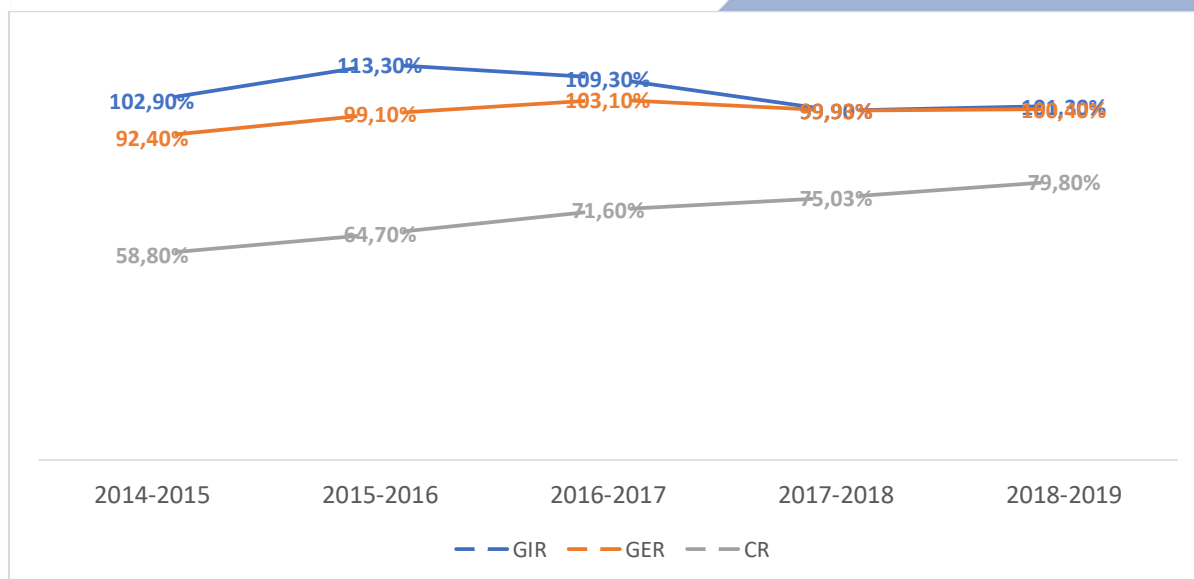
Primary indicators

Chart 25: Evolution Net Intake Rate(NIR) and Net Enrollment Rate (NER) from 2014-2015 to 2018-2019



Primary indicators

Chart 26: Evolution of gross intake rate (GIR), Net enrollment rate (GER), completion rate for the girls from 2014-2015 to 2018-2019



Primary indicators

Table 22 : promotion rate, repetition rate, dropout rate and gender parity in primary school By level of study

Levels of study		repetition rate	promotion rate	dropout rate
Grade1	Girls	3,8%	91,1%	5,1%
	Boys	4,2%	87,2%	8,6%
	Total	4,0%	89,1%	6,9%
	parity	0,90	1,04	0,59
Grade 2	Girls	5,0%	88,7%	6,3%
	Boys	8,5%	86,6%	4,9%
	Total	6,8%	87,6%	5,6%
	IPS	0,58	1,02	1,29
Grade 3	Filles	9,6%	86,9%	3,5%
	Garçons	10,6%	85,8%	3,6%
	Total	10,2%	86,3%	3,5%
	IPS	0,91	1,01	0,99
Grade 4	Filles	11,8%	84,2%	4,0%
	Garçons	13,0%	83,0%	4,0%
	Total	12,4%	83,6%	4,0%
	IPS	0,90	1,02	1,00
Grade 5	Filles	10,0%	89,0%	1,0%
	Garçons	10,4%	88,5%	1,1%
	Total	10,3%	88,7%	1,0%
	IPS	0,97	1,01	0,87
Grade 6	Filles	9,5%	83,2%	7,3%
	Garçons	10,2%	84,9%	4,9%
	Total	9,9%	84,1%	6,0%
	IPS	0,93	0,98	1,49
PRIMARY	Filles	8,0%	87,4%	4,6%
	Garçons	9,3%	86,0%	4,7%
	Total	8,7%	86,7%	4,6%
	IPS	0,86	1,02	0,97

Primary indicators

Chart 27: Evolution of promotion rate, repetition rate, dropout rate in primary school from 2013-2014 to 2017-2018

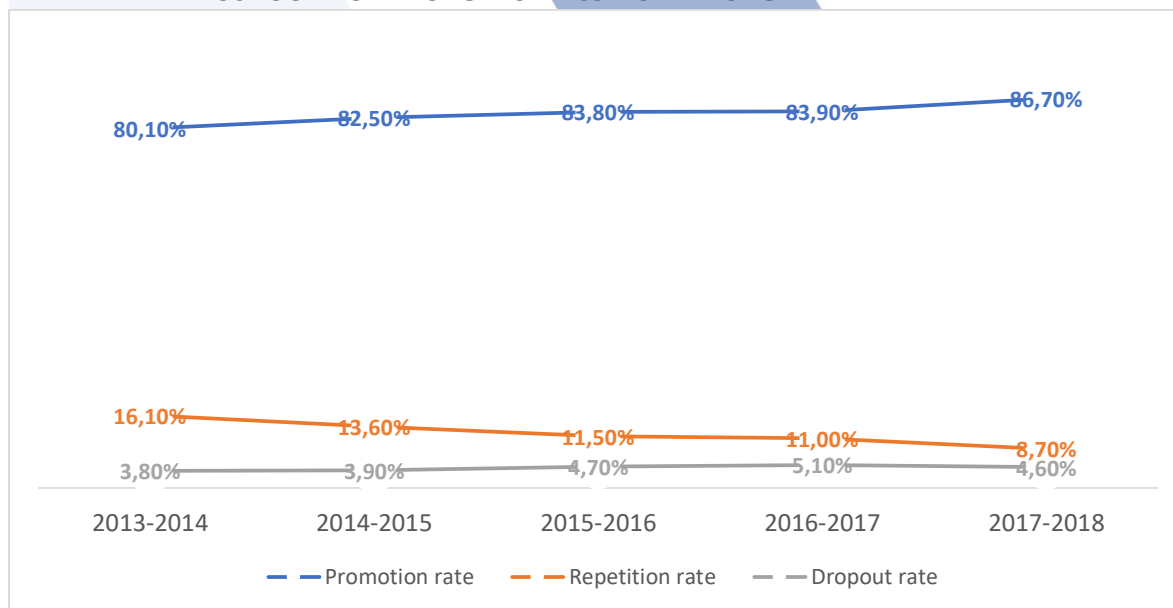
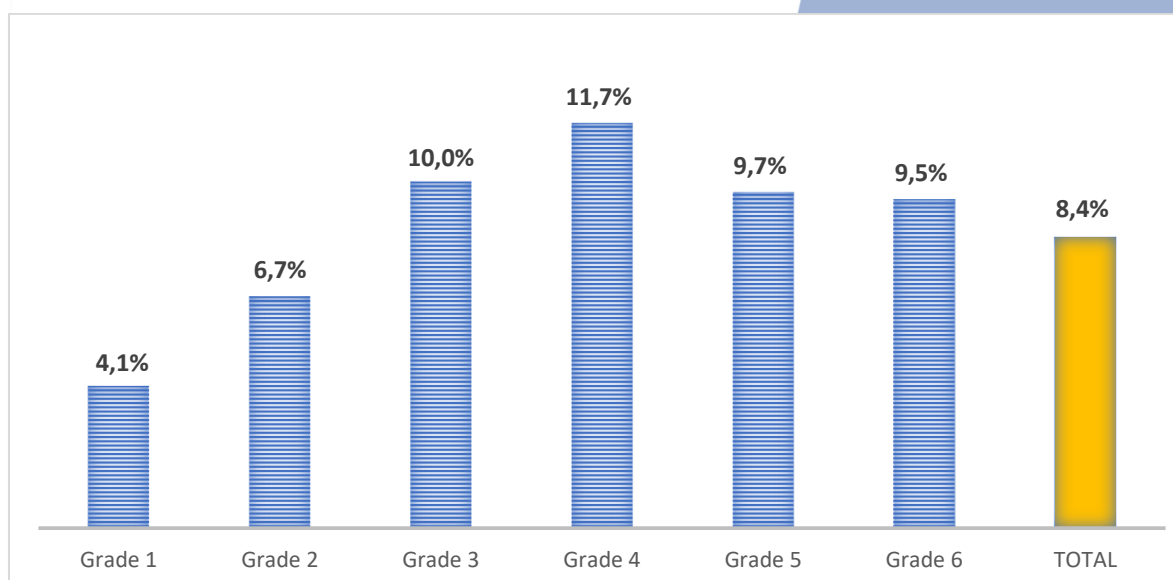


Chart 28 : Proportion of repeaters by grade in primary school in 2018-2019



At the national level, the proportion of repeaters is 8.4% in 2018-2019 with 10.6% in 2017-2018

Primary indicators

Chart 29 : Pupils/ Classroom ratio, pupils// educational group and pupils//teacher by status in primary in 2018-2019

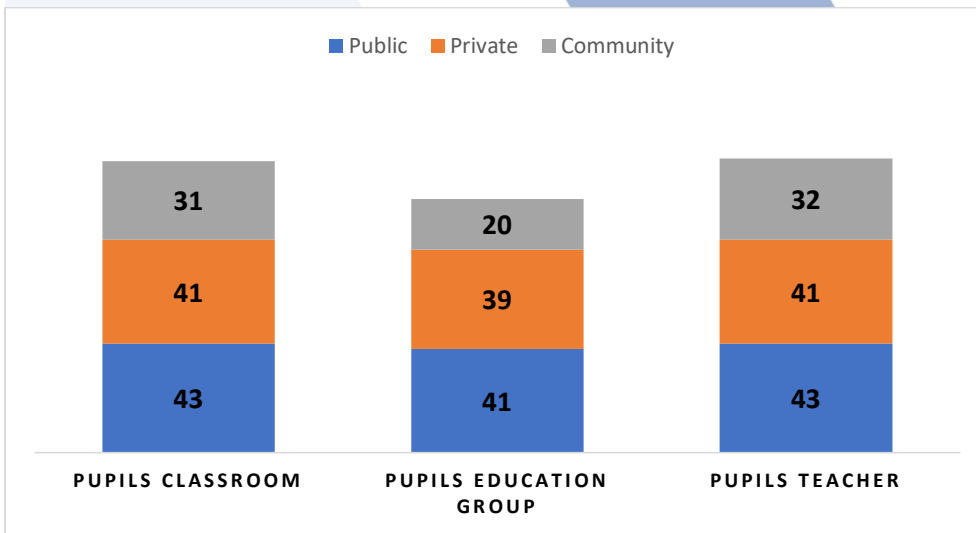
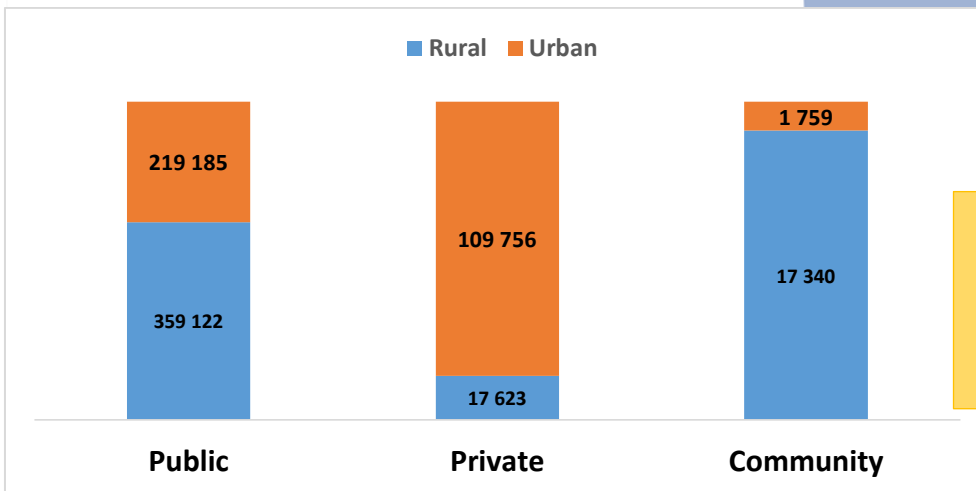
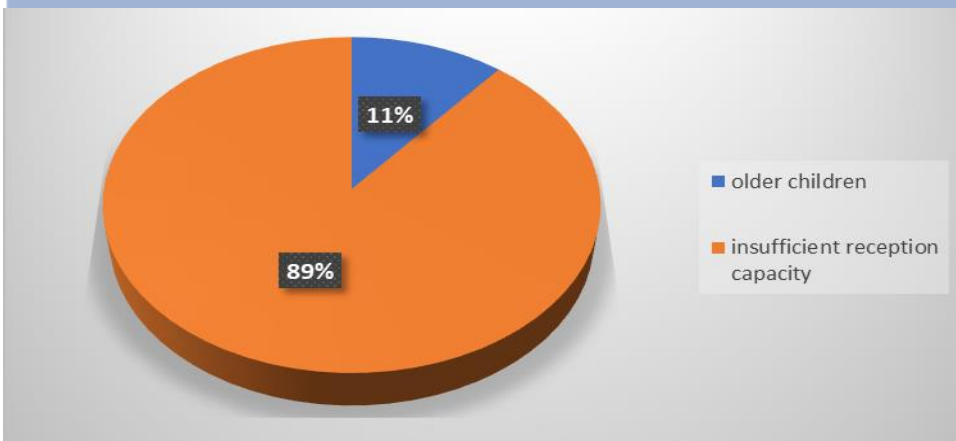


Chart 30 : Repartition of new pupils to grade 1 by status by area in 2018-2019



724 785 new pupils in grade 1 in 2018-2019 with **704 732** in 2017-2018

Chart 31 : Proportion of children who were unable to access the cp1 on basis in 2018-2019



20 654 children were unable to access the cp1 **25 142** in 2017-2018

Primary indicators

Table 23 : Distribution of pupils in primary school in according distances traveled arriving at school in 2018-2019

Distance traveled	Total according to distance traveled	% pupils according to distance traveled
Less than 3Km	3 673 185	91,7%
From 3 to 5 km	266 156	6,6%
More than 5km	64 543	1,6%

In primary education, 330 699 élèves pupils travel more 3km km to arrive to school with 8.2% of pupils enrollments against 9% en 2017-2018.

Table 24 : Distribution of educational group by levels by study in primary in 2018-2019

Levels of study	number of educational groups					Total	% total (Single twinned, MULTIGRADE, DOUBLE VACATION and DOUBLE FLUX)
	Single	twinned	MULTIGRADE	DOUBLE VACATION	DOUBLE FLUX		
Grade1	15 112	1 940	279	554	20	17 905	15,6%
Grade 2	14 805	1 981	274	759	19	17 838	17,0%
Grade 3	14 208	1 954	364	778	20	17 324	18,0%
Grade 4	13 551	2 106	284	1 004	30	16 975	20,2%
Grade 5	13 144	1 787	257	751	20	15 959	17,6%
Grade 6	12 794	1 878	117	517	10	15 316	16,5%
Total	83 614	11 646	1 575	4 363	119	101 317	17,5%

Primary indicators

Table 25 : distribution of school kits and text books by level of study of education in public primary.in 2018-2019

Levels of study	Enrollment in public	Schools Kits	Reading book	Calculation book	Ratio number of Kits/pupil ratios	Reading book /pupil ratios	Calculation book/pupil ratios
Grade1	607 079	447 541	304 216	285 750	73,7%	50,1%	47,1%
Grade 2	595 474	414 187	300 560	279 417	69,6%	50,5%	46,9%
Grade 3	580 757	398 864	204 783	206 856	68,7%	35,3%	35,6%
Grade 4	568 254	382 191	212 011	207 370	67,3%	37,3%	36,5%
Grade 5	498 315	323 055	193 541	173 078	64,8%	38,8%	34,7%
Grade 6	458 102	291 958	197 976	179 728	63,7%	43,2%	39,2%
Total	3 308 667	2 257 796	1 413 578	1 332 673	68,2%	42,7%	40,3%

Table 26 : Proportion of students in primary schools without adequate amenities by status and area

Status/ Area	Schools without electricity		Schools without toilet		Schools without water points		Schools without hand washing		Schools without feeding		Schools without fence	
	% sch	% pupils	% sch	% pupils	% sch	% pupils	% sch	% pupils	% sch	% pupils	% sch	% pupils
Total	68,8%	59,7%	52,7%	45,7%	58,6%	49,9%	80,4%	76,9%	67,1%	61,3%	78,2%	70,9%
Community	96,8%	95,2%	92,6%	88,1%	92,5%	89,4%	97,3%	96,0%	99,2%	98,1%	98,4%	97,2%
Private	30,9%	22,6%	17,1%	10,7%	26,3%	18,9%	55,3%	49,8%	84,3%	81,3%	33,3%	24,7%
Public	73,6%	66,0%	56,4%	51,4%	62,1%	54,9%	83,7%	81,7%	62,1%	56,8%	84,7%	79,0%
Rural	88,0%	84,0%	63,4%	57,4%	71,1%	63,8%	87,1%	84,8%	66,0%	56,2%	95,5%	94,3%
Urban	36,6%	33,3%	34,8%	32,9%	37,6%	34,8%	69,2%	68,5%	69,0%	66,9%	49,1%	45,4%

Primary in administrative region

Table 27 : Breakdown of the number of schools, classrooms and pupil and teacher numbers by administrative region in primary school in 2018-2019 in administrative region

Regions	the number of schools	classrooms	Total pupil (enrollments)	Teachers in class
ABIDJAN	2 204	14 681	703 938	14 727
AGNEBY-TIASSA	568	3 126	134 115	3 094
BAFING	277	1 013	34 202	1 016
BAGOUE	249	1 213	50 451	1 291
BELIER	403	2 146	77 967	2 101
BERE	345	1 746	60 787	1 722
BOUNKANI	263	953	41 158	939
CAVALLY	351	1 889	82 146	1 889
FOLON	97	468	14 909	453
GBÊKÊ	833	4 591	192 124	4 752
GBOKLE	315	1 658	64 641	1 621
GÔH	697	3 774	161 698	3 765
GONTOUGO	698	3 358	128 327	3 283
GRANDS PONTS	370	1 923	77 148	1 922
GUEMON	620	3 232	134 079	3 303
HAMBOL	377	1 926	75 622	1 887
HAUT-SASSANDRA	1 162	6 007	281 790	6 433
IFFOU	331	1 670	60 520	1 658
INDENIE-DJUABLIN	373	2 022	94 549	2 040
KABADOUGOU	225	1 022	37 707	1 036
LA ME	381	2 175	93 853	2 111
LÔH-DJIBOUA	711	3 830	170 183	3 868
MARAHOUÉ	734	3 930	160 731	4 048
MORONOU	254	1 457	65 741	1 463
NAWA	899	4 389	190 547	4 345
N'ZI	260	1 349	45 279	1 332
PORO	620	2 958	133 611	2 953
SAN PEDRO	615	3 208	140 857	3 231
SUD-COMOE	577	2 923	126 061	2 831
TCHOLOGO	386	1 739	67 672	1 731
TONKPI	914	4 798	188 069	4 784
WORODOUGOU	273	1 298	50 605	1 300
YAMOOUSSOUKRO	233	1 359	62 797	1 379
Ensemble	17 615	93 831	4 003 884	94 308

Primary in administrative region

Table 28 : Distribution of primary school pupils by distance traveled to arrive at school by administrative region in 2018-2019

Regions	Number of students traveling a distance			Total	% pupils travel more than 3Km
	less than 3km	from 3 to 5km	more than 5km		
ABIDJAN	634 975	53 642	15 321	703 938	9,8%
AGNEBY-TIASSA	123 666	8 001	2 448	134 115	7,8%
BAFING	33 167	964	71	34 202	3,0%
BAGOUE	49 157	1 188	106	50 451	2,6%
BELIER	75 686	1 724	557	77 967	2,9%
BERE	58 117	2 229	441	60 787	4,4%
BOUNKANI	36 232	3 719	1 207	41 158	12,0%
CAVALLY	76 024	4 728	1 394	82 146	7,5%
FOLON	14 894	15	0	14 909	0,1%
GBÊKÊ	179 695	10 328	2 101	192 124	6,5%
GBOKLE	55 562	7 428	1 651	64 641	14,0%
GÔH	149 702	10 431	1 565	161 698	7,4%
GONTOUGO	125 362	2 411	554	128 327	2,3%
GRANDS PONTS	70 959	4 874	1 315	77 148	8,0%
GUEMON	124 555	8 711	813	134 079	7,1%
HAMBOL	73 176	2 149	297	75 622	3,2%
HAUT-SASSANDRA	239 945	32 943	8 902	281 790	14,8%
IFFOU	58 318	1 846	356	60 520	3,6%
INDENIE-DJUABLIN	87 758	5 330	1 461	94 549	7,2%
KABADOUGOU	37 430	268	9	37 707	0,7%
LA ME	89 494	3 539	820	93 853	4,6%
LÔH-DJIBOUA	156 715	10 658	2 810	170 183	7,9%
MARAHOUÉ	150 987	8 313	1 431	160 731	6,1%
MORONOU	64 055	1 456	230	65 741	2,6%
NAWA	166 387	19 841	4 319	190 547	12,7%
N'ZI	43 176	1 800	303	45 279	4,6%
PORO	120 997	10 286	2 328	133 611	9,4%
SAN PEDRO	125 190	12 519	3 148	140 857	11,1%
SUD-COMOE	109 915	12 560	3 586	126 061	12,8%
TCHOLOGO	63 037	3 656	979	67 672	6,8%
TONKPI	178 303	8 383	1 383	188 069	5,2%
WORODOUGOU	48 614	1 647	344	50 605	3,9%
YAMOOUSSOUKRO	51 935	8 569	2 293	62 797	17,3%
Total	3 673 185	266 156	64 543	4 003 884	8,3%

Primary in administrative region

Table 29: Pupils / classroom ratio and pupils / educational group ratio by status and administrative region in primary school in 2018-2019

Regions	Pupils/classroom ratios				Ratio pupils/ educational group ratio			
	Public	Private	*Com	Total	Public	Private	*Com	Total
ABIDJAN	57	40	-	48	56	40	-	47
AGNEBY-TIASSA	44	38	34	43	43	37	20	42
BAFING	34	39	30	34	25	39	15	24
BAGOUE	41	47	22	42	34	45	11	34
BELIER	37	29	39	36	36	29	20	35
BERE	35	41	32	35	33	37	26	32
BOUNKANI	43	56	48	43	36	50	23	35
CAVALLY	44	34	27	43	41	34	17	40
FOLON	32	-	-	32	30	-	-	30
GBÊKÊ	42	41	28	42	39	40	25	39
GBOKLE	40	35	31	39	39	28	20	36
GÔH	44	44	28	43	42	44	18	41
GONTOUGO	38	43	41	38	37	45	27	37
GRANDS PONTS	43	33	27	40	40	31	17	36
GUEMON	42	38	-	41	37	37	-	37
HAMBOL	39	44	27	39	38	43	18	38
HAUT-SASSANDRA	48	44	28	47	42	39	21	41
IFFOU	36	49	30	36	32	44	20	33
INDENIE-DJUABLIN	47	45	33	47	45	42	19	44
KABADOUGOU	36	51	-	37	32	51	-	33
LA ME	43	41	37	43	44	40	22	43
LÔH-DJIBOUA	46	45	27	44	44	44	19	41
MARAHOUÉ	41	41	35	41	38	39	28	38
MORONOU	46	41	-	45	44	40	-	44
NAWA	45	38	31	43	41	29	22	38
N'ZI	34	38	24	34	33	33	17	33
PORO	47	39	28	45	41	37	15	40
SAN PEDRO	44	45	34	44	41	43	18	39
SUD-COMOE	45	37	35	43	45	31	18	40
TCHOLOGO	39	42	36	39	35	37	22	35
TONKPI	39	39	29	39	37	36	20	36
WORODOUGOU	39	49	-	39	35	49	-	36
YAMOOUSSOUKRO	46	47	25	46	45	45	14	45
Total	43	41	31	43	41	39	20	40

Primary in administrative region

Table 30 : Ratio pupils / teachers ratio by administrative region by status statut in 2018-2019

Regions	Pupil /teacher ratio			Total
	Public	Private	Community	
ABIDJAN	57	41	-	48
AGNEBY-TIASSA	44	38	33	43
BAFING	34	39	31	34
BAGOUE	39	47	22	39
BELIER	37	30	39	37
BERE	35	42	32	35
BOUNKANI	43	56	48	44
CAVALLY	44	35	29	43
FOLON	33	-	-	33
GBÊKÊ	40	41	29	40
GBOKLE	41	37	33	40
GÔH	43	45	29	43
GONTOUGO	39	44	41	39
GRANDS PONTS	42	33	30	40
GUEMON	41	37	-	41
HAMBOL	40	44	32	40
HAUT-SASSANDRA	44	45	31	44
IFFOU	36	49	30	37
INDENIE-DJUABLIN	47	46	33	46
KABADOUGOU	35	51	-	36
LA ME	45	43	37	44
LÔH-DJIBOUA	45	46	27	44
MARAHOUÉ	40	41	36	40
MORONOU	45	42	-	45
NAWA	45	41	32	44
N'ZI	34	38	24	34
PORO	47	40	28	45
SAN PEDRO	44	46	35	44
SUD-COMOE	46	39	36	45
TCHOLOGO	38	50	36	39
TONKPI	39	40	31	39
WORODOUGOU	39	49	-	39
YAMOOUSSOUKRO	45	47	25	46
Total	43	41	32	42

Primary in administrative region

Table 31: Gross intake Rate (Admission) (GIR) et Gross Enrollment Rate (GER) by administrative region in primary in 2018-2019

Régions	Gross intake Rate (Admission) (GIR)			Gross Enrollment Rate (GER)		
	Total	Boys	Girls	Total	Boys	Girls
ABIDJAN	96,7%	95,9%	97,6%	97,7%	95,4%	100,1%
AGNEBY-TIASSA	128,9%	130,5%	127,4%	129,4%	130,4%	128,5%
BAFING	115,0%	113,7%	116,1%	106,7%	105,6%	107,6%
BAGOUE	61,5%	64,6%	58,7%	70,0%	72,3%	68,1%
BELIER	117,6%	118,3%	116,9%	122,3%	124,5%	120,3%
BERE	77,8%	82,3%	73,9%	83,9%	88,0%	80,4%
BOUNKANI	97,3%	98,5%	96,2%	83,3%	82,9%	83,7%
CAVALLY	119,0%	119,7%	118,4%	111,1%	112,6%	109,9%
FOLON	64,3%	60,8%	67,5%	77,4%	76,0%	78,6%
GBÊKÊ	108,9%	109,7%	108,2%	114,7%	115,5%	114,0%
GBOKLE	93,1%	93,2%	93,1%	95,8%	95,0%	96,4%
GÔH	94,0%	92,7%	95,2%	96,7%	95,2%	98,0%
GONTOUGO	113,2%	117,7%	109,3%	111,3%	115,4%	107,6%
GRANDS PONTS	131,5%	133,9%	129,3%	131,4%	133,2%	129,7%
GUEMON	75,1%	75,5%	74,7%	78,6%	78,1%	79,0%
HAMBOL	85,7%	89,9%	81,9%	93,3%	97,8%	89,3%
HAUT-SASSANDRA	112,7%	115,2%	110,5%	114,5%	115,9%	113,2%
IFFOU	103,3%	105,2%	101,5%	100,5%	102,4%	98,8%

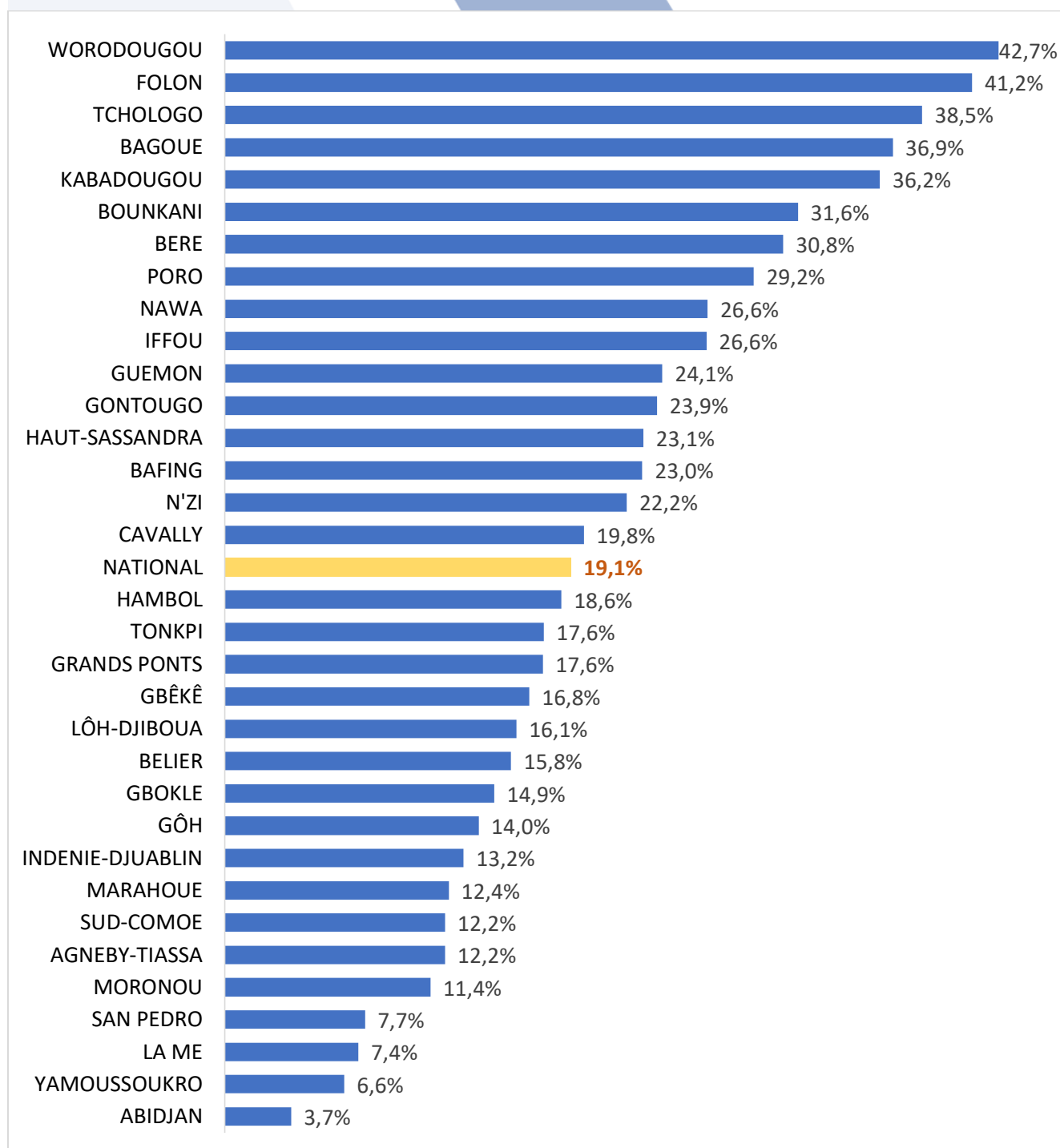
Primary in administrative region

Table 31: Gross intake Rate (Admission) (GIR) et Gross Enrollment Rate (GER) by administrative region in primary in 2018-2019

Régions	Gross intake Rate (Admission) (GIR)			Gross Enrollment Rate (GER)		
	Total	Boys	Girls	Total	Boys	Girls
INDENIE-DJUABLIN	100,1%	97,4%	102,6%	95,2%	93,7%	96,6%
KABADOUGOU	102,7%	106,6%	99,3%	105,9%	110,8%	101,7%
LA ME	120,2%	122,5%	118,1%	115,4%	116,2%	114,6%
LÔH-DJIBOUA	129,6%	130,0%	129,2%	128,4%	127,2%	129,5%
MARAHOUÉ	99,4%	100,4%	98,4%	100,6%	100,1%	101,0%
MORONOU	106,3%	109,5%	103,4%	102,6%	104,7%	100,7%
NAWA	104,5%	104,0%	105,1%	102,9%	101,2%	104,5%
N'ZI	95,9%	99,1%	93,1%	96,3%	98,4%	94,5%
PORO	82,3%	87,8%	77,0%	91,9%	96,0%	88,0%
SAN PEDRO	94,2%	95,7%	92,8%	101,0%	101,9%	100,1%
SUD-COMOE	121,1%	120,3%	121,8%	119,9%	117,8%	122,0%
TCHOLOGO	56,5%	59,5%	53,9%	68,7%	72,3%	65,4%
TONKPI	121,5%	122,9%	120,2%	109,9%	109,7%	110,0%
WORODOUGOU	115,0%	115,2%	114,8%	108,5%	108,0%	108,9%
YAMOOUSSOUKRO	131,3%	133,0%	129,6%	128,9%	129,5%	128,3%
Total	101,13%	100,99%	101,27%	100,46%	100,49%	100,42%

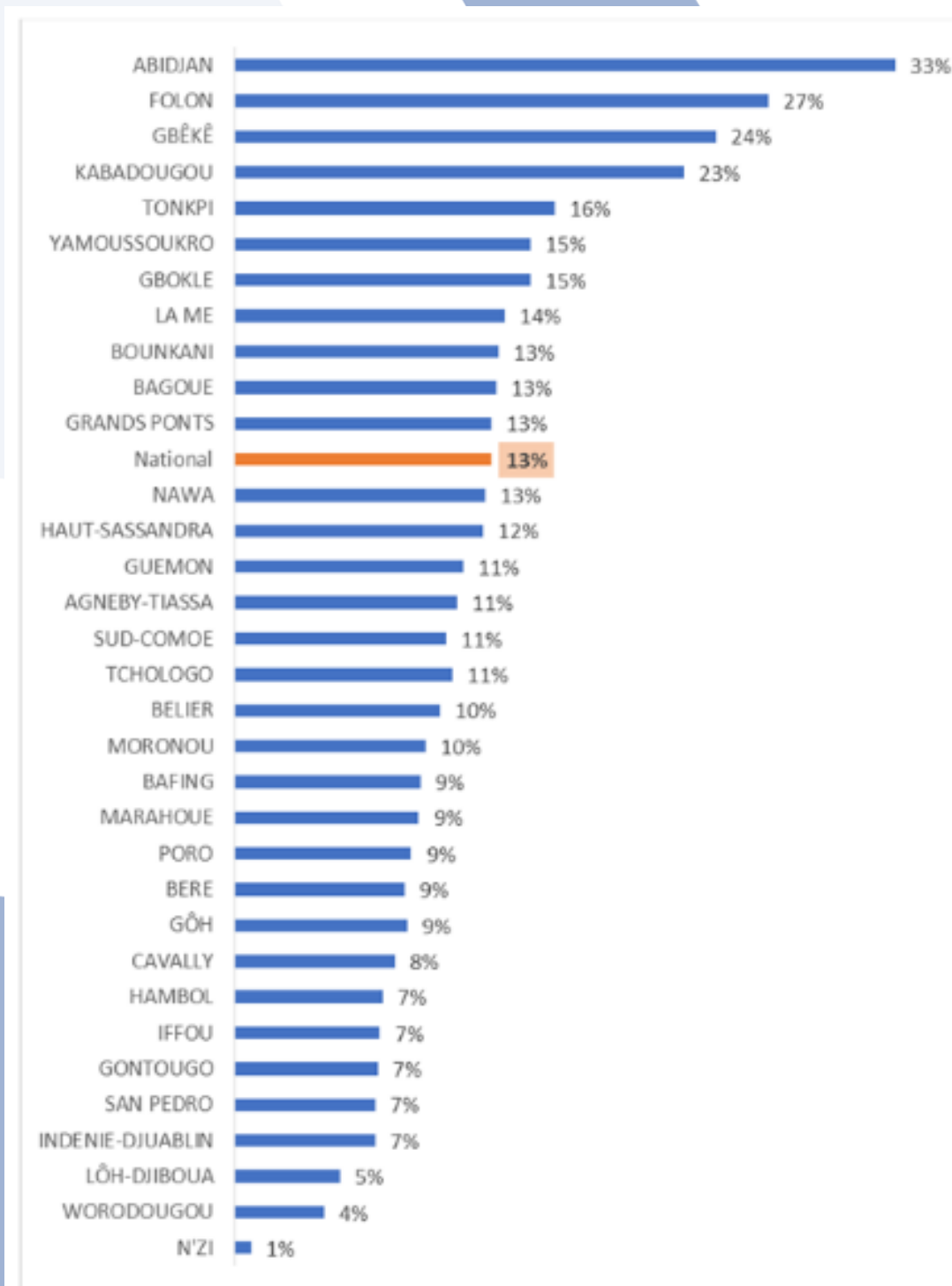
Primary in administrative region

chart 32 : Proportion of public primary schools with incomplete class in administrative region in 2018-2019



Primary in administrative region

Chart 33 : Proportion of public primary schools with a pre- primary class by administrative region in 2018-2019



Primary in administrative region

Table 32: Distribution of cases of pregnancy, the number of pupil with disabilities , the number of pupil without birth certificate and orphans and vulnerable children due to HIV by administrative region
In 2018-2019

Regions	cases of pregnancy (2017-2018)	number of pupil with disabilities (2018-2019)	Number of pupil without birth certificate (2018-2019)	orphans and vulnerable children due to HIV
ABIDJAN	1	2 191	54 786	1 123
AGNEBY-TIASSA	7	531	39 003	560
BAFING	3	172	8 992	46
BAGOUE	2	167	8 173	107
BELIER	9	333	26 018	28
BERE	1	146	14 300	137
BOUNKANI	2	75	16 917	54
CAVALLY	7	246	38 940	119
FOLON	0	60	4 366	100
GBÊKÊ	7	779	40 781	770
GBOKLE	1	170	26 838	9
GÔH	5	548	61 328	914
GONTOUGO	11	684	42 534	74
GRANDS PONTS	3	265	18 760	92
GUEMON	3	202	59 553	126
HAMBOL	4	291	15 289	173
HAUT-SASSANDRA	3	631	127 712	485
IFFOU	6	179	21 892	83
INDENIE-DJUABLIN	1	391	25 549	253
KABADOUGOU	12	174	8 231	307
LA ME	5	246	17 342	110
LÔH-DJIBOUA	0	320	67 606	92
MARAHOUÉ	3	264	74 197	154
MORONOU	5	66	15 337	9
NAWA	4	879	81 461	416
N'ZI	10	85	17 336	18
PORO	2	501	19 751	145
SAN PEDRO	2	565	52 483	99
SUD-COMOE	1	329	22 161	84
TCHOLOGO	1	142	12 098	35
TONKPI	2	339	74 105	223
WORODOUGOU	4	173	14 892	88
YAMOOUSSOUKRO	0	182	13 211	121
Total	127	12 326	1 141 942	7 154

Primary in administrative region
Table33 : Proportion of pupils in public primary schools without adequate amenities by administrative region in 2018-2019

Regions	Schools without electricity		Schools without operational latrines		Schools without water		Schools with hands wash	
	% schools	% pupils	% schools	% pupils	%schools	% pupils	% schools	% pupils
ABIDJAN	14,2%	14,2%	25,1%	23,4%	20,4%	19,7%	66,6%	67,2%
AGNEBY-TIASSA	58,0%	53,8%	53,0%	53,7%	55,2%	52,4%	81,1%	80,1%
BAFING	90,7%	81,0%	63,7%	52,6%	85,8%	74,6%	75,5%	69,6%
BAGOUE	83,9%	73,8%	54,2%	45,2%	58,9%	48,3%	88,6%	87,0%
BELIER	79,9%	76,2%	55,7%	56,7%	62,1%	57,2%	86,3%	83,7%
BERE	95,7%	94,4%	73,1%	68,1%	82,6%	80,7%	92,8%	92,8%
BOUNKANI	93,4%	90,4%	43,9%	37,7%	74,5%	64,7%	82,7%	82,3%
CAVALLY	93,8%	92,0%	42,7%	39,2%	56,0%	49,0%	65,0%	63,8%
FOLON	81,4%	70,6%	25,8%	23,1%	62,9%	55,3%	66,0%	63,8%
GBÊKÊ	66,9%	59,5%	52,4%	50,4%	63,1%	59,0%	90,7%	89,6%
GBOKLE	89,7%	89,0%	59,9%	55,2%	54,5%	50,5%	96,3%	96,5%
GÔH	83,9%	80,0%	65,6%	63,1%	71,8%	68,3%	90,0%	89,1%
GONTOUGO	88,7%	83,6%	57,0%	49,9%	69,1%	60,5%	81,0%	78,9%
GRANDS PONTS	47,0%	41,4%	64,2%	62,7%	47,0%	43,6%	89,2%	88,8%
GUEMON	94,0%	92,0%	64,7%	58,9%	69,2%	64,3%	90,1%	88,5%
HAMBOL	76,0%	68,4%	48,6%	43,4%	60,6%	51,2%	88,6%	85,9%
HAUT-SASSANDRA	88,7%	84,0%	70,5%	66,1%	65,7%	58,7%	88,0%	87,2%
IFFOU	81,0%	74,1%	64,2%	60,6%	72,2%	62,6%	93,7%	92,1%
INDENIE-DJUABLIN	57,6%	51,2%	56,6%	52,9%	52,7%	46,4%	84,2%	82,4%
KABADOUGOU	82,2%	71,7%	47,4%	49,0%	54,5%	47,6%	68,1%	65,2%
LA ME	46,9%	43,5%	47,5%	44,8%	63,4%	59,8%	96,8%	96,3%
LÔH-DJIBOUA	80,1%	76,3%	64,0%	61,1%	71,7%	66,9%	90,6%	90,3%
MARAHOUÉ	80,3%	74,9%	77,9%	74,2%	76,8%	72,4%	92,5%	92,3%
MORONOU	68,1%	62,3%	63,3%	59,5%	65,9%	63,8%	93,9%	94,8%
NAWA	85,0%	77,8%	55,0%	46,8%	64,5%	58,4%	72,6%	66,8%
N'ZI	75,8%	72,9%	62,1%	59,9%	70,6%	63,7%	93,1%	92,5%
PORO	78,5%	69,2%	49,3%	42,1%	70,4%	63,3%	89,7%	87,4%
SAN PEDRO	83,0%	79,1%	53,1%	47,1%	60,6%	55,2%	73,9%	71,2%
SUD-COMOE	41,0%	34,2%	41,5%	41,5%	36,2%	31,7%	64,1%	64,8%
TCHOLOGO	81,8%	72,0%	59,1%	51,7%	75,8%	66,5%	89,1%	84,3%
TONKPI	88,0%	84,4%	66,8%	62,7%	70,7%	66,2%	79,3%	75,8%
WORODOUGOU	89,1%	84,7%	70,0%	64,6%	71,9%	65,8%	93,3%	91,5%
YAMOOUSSOUKRO	42,6%	37,6%	47,2%	43,3%	57,9%	53,3%	85,6%	83,4%
Total	73,6%	66,0%	56,4%	51,4%	62,1%	54,9%	83,7%	81,7%

INDICATORS OF THE KORANICS SCHOOLS

Overall figures and indicators of the Koranics schools

- 2 781 schools of koranics education
 - 11 181 Classrooms
 - 429 366 pupils
 - 8 719 teachers



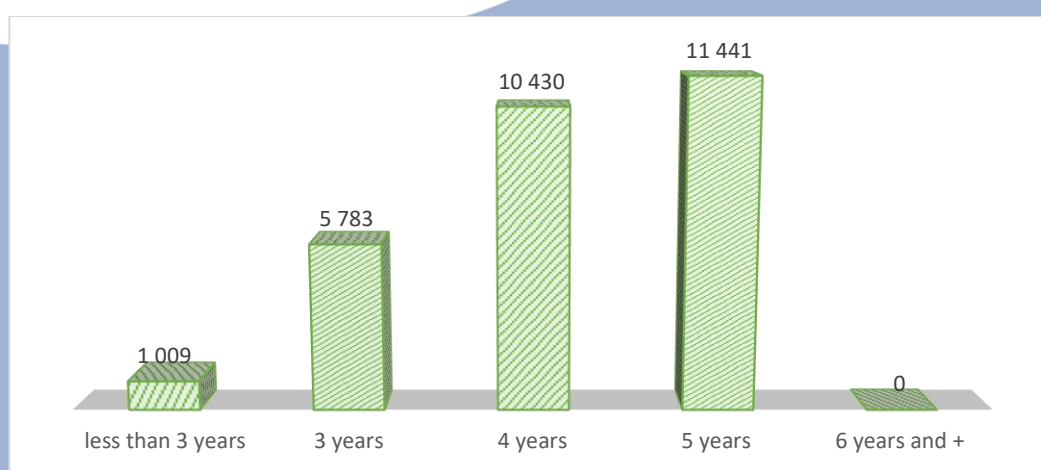
Global figures of islamic education structure

Table 34: Distribution of the number of schools, students and teachers by type of Islamic school

type of Islamic school	Number of schools	Number of pupils		Number of teachers of teachers	
		Total	Girls	Total women	
Traditional Quranic Medersa	402	23 029	8 340	660	53
Medersa	220	20 405	8 279	493	85
Franco-Arab	1 480	230 382	106	4	466
Denominational islamic					
• Non-integrated Islamic	336	53 660	25 579	134	138
• Integrated Islamic	343	101 890	46 600	2	324
Total	2 781	429 366	194	8	1 066
% Integrated Islamic	13%	24%	24%	25%	31%

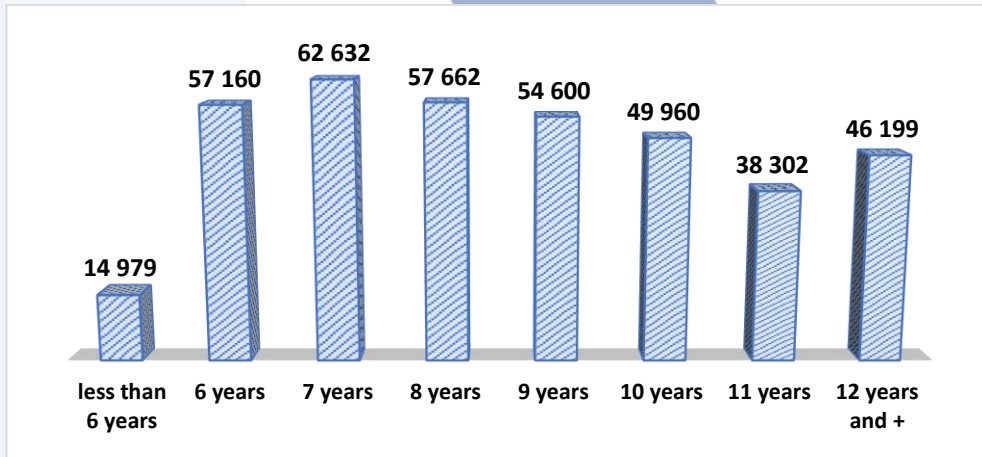
Chart 34 : Proportion of pupils by age group in Koranic schools

- **Preschool**



Global figures of islamic education structure

▪ **Primary**



▪ **Secondary**

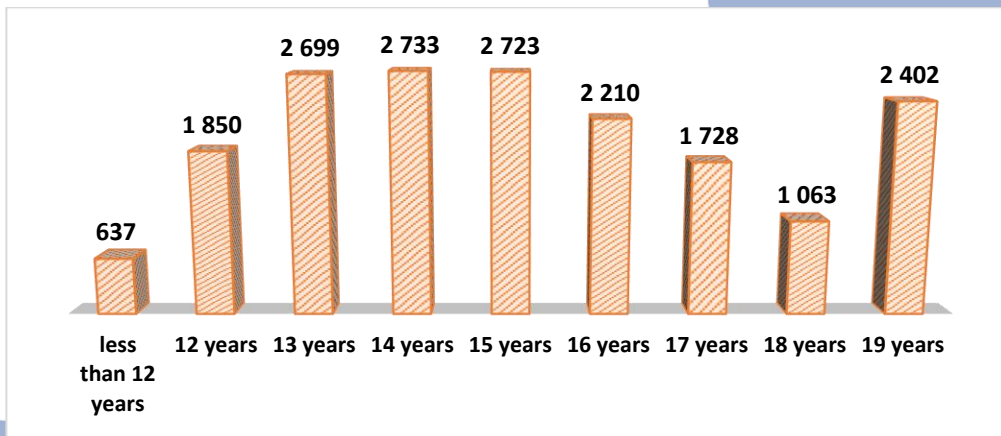
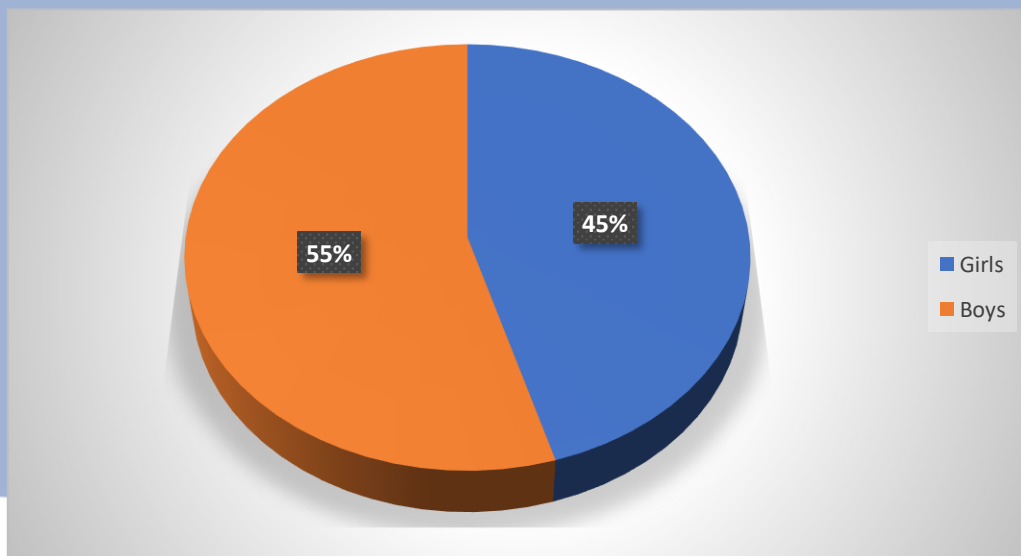


Chart 35 : Proportion of pupils by gender in Islamic schools in 2018-2019



Global figures of islamic education structure

Table 35: Distribution of pupil numbers by administrative region and by type of Islamic school In 2018-2019

REGIONS	Traditional koranic	Medersa	Franco-arab	Non-integrated Islamic	Integrated Islamic	total
ABIDJAN	3 077	934	34 870	9 668	27 241	75 790
AGNEBY-TIASSA		169	2 249	961	3 543	6 922
BAFING	179	296	2 902		578	3 955
BAGOUE	1 071	594	17 569	402	230	19 866
BELIER	169	30	882	80	258	1 419
BERE	2 144	405	4 611	188	661	8 009
BOUNKANI	73	120	835	565		1 593
CAVALLY	186	1 259	6 503	735	1 171	9 854
FOLON	269	2 676	3 791	288		7 024
GBÊKÊ	688	556	3 727	1 592	7 235	13 798
GBOKLE	189	416	3 564	315	722	5 206
GÔH			12 342	593	4 989	17 924
GONTOUGO	5 896	2 709	7 788	668	4 280	21 341
GRANDS PONTS	40	326	2 954		1 274	4 594
GUEMON	671	137	4 020	5 428	2 701	12 957
HAMBOL	165	35	2 159			2 359
HAUT-SASSANDRA		525	20 351	1 721	771	23 368
IFFOU	767	581	2 601	117		4 066
INDENIE-DJUABLIN	527	2 011	7 152	284	4 757	14 731
KABADOUGOU	419	975	2 653	1 529	2 030	7 606
LA ME	45	123	4 538	284	80	5 070
LÔH-DJIBOUA	38	157	15 037	4 939	3 429	23 600
MARAHOUÉ	647	707	6 525	351	2 103	10 333
MORONOU		106	570		405	1 081
NAWA	2 354	87	23 152	8 127	3 213	36 933
N'ZI	46	99	379	228	29	781
PORO	424	278	3 216	2 455	10 832	17 205
SAN PEDRO	289	227	9 400	904	3 125	13 945
SUD-COMOE	402	35	4 475	5 112	5 594	15 618
TCHOLOGO	729	142	5 219	127	1 718	7 935
TONKPI	914	2 037	9 299	3 945	4 160	20 355
WORODOUGOU	491	1 463	3 653	596	850	7 053
YAMOOUSSOUKRO	120	190	1 396	1 458	3 911	7 075
Ensemble	23 029	20 405	230 382	53 660	101 890	429 366

GLOBAL FIGURES OF LITERACY

- **2 198** Literacy centers
 - **56 027** Learners
 - **2 198** Leaders/facilitators



Global Figures Of Literacy

Table 36: Distribution of the number of centers, the number of learners and facilitators by level in literacy In 2018-2019

level in literacy	number of centers	number of learners		facilitators	
		Total	girls	Total	women
level 1	1 230	32 913	19 931	1 230	162
level 2	673	16 633	10 342	673	80
Post alpha	295	6 481	3 951	295	21
Total	2 198	56 027	34 224	2 198	263

Chart 36: Proportion of learners by area

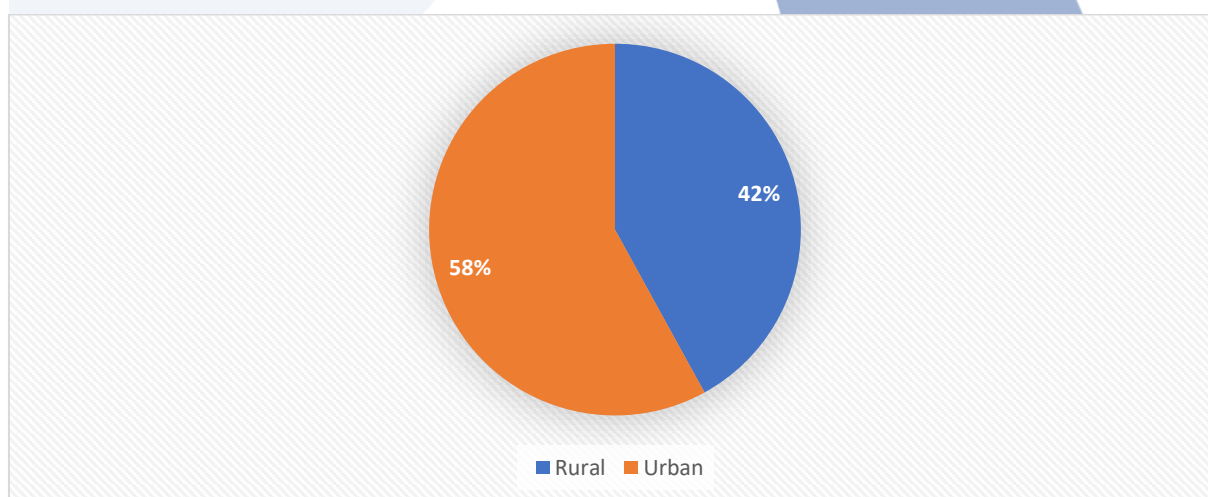
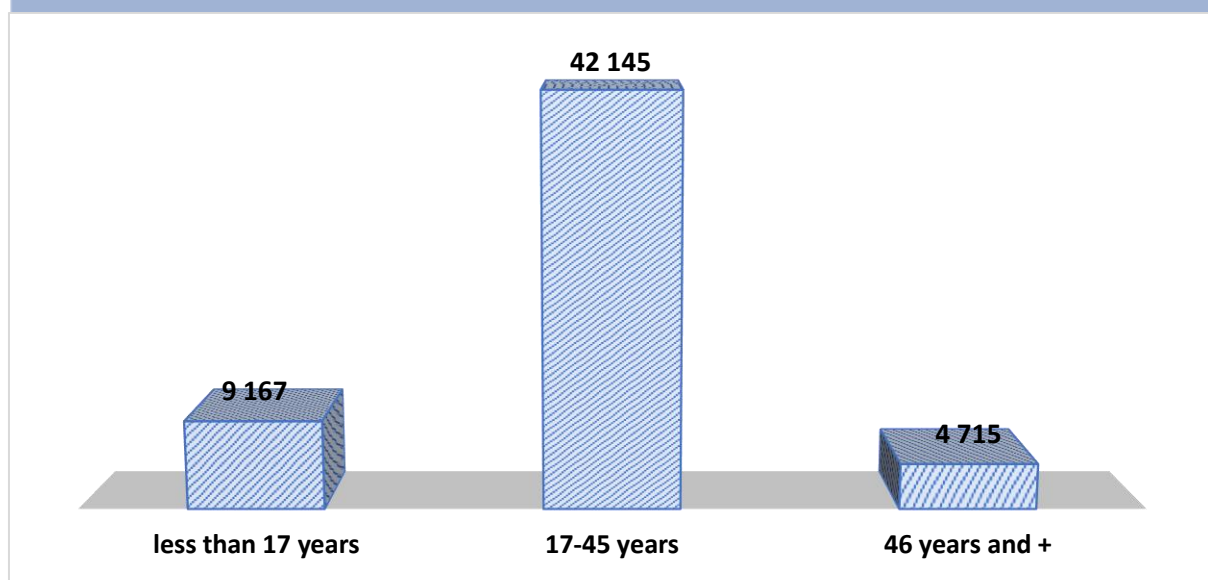


Chart 37: Distribution of learners by age



Global Figures Of Literacy

Table 37: Distribution of Gateway classes and learners by level of study

Level of study	Number of educational classes in the centers	Number of learners	
		Total	girls
Single Primary	80	2 509	1 289
Single element Course	27	960	502
Single middle course	40	766	345
Total	147	4 235	2 136

Chart 38: Proportion of learners in gateway classes by area

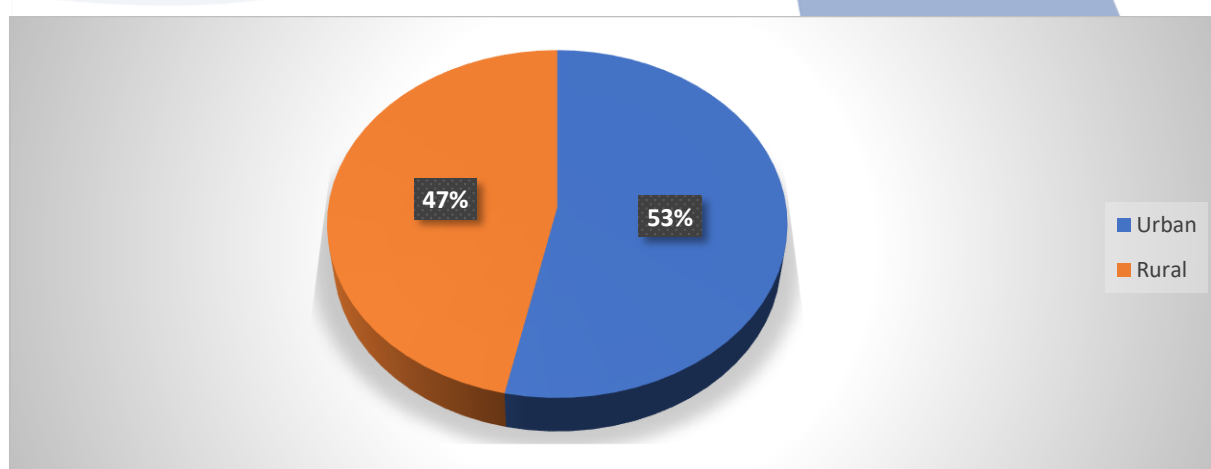
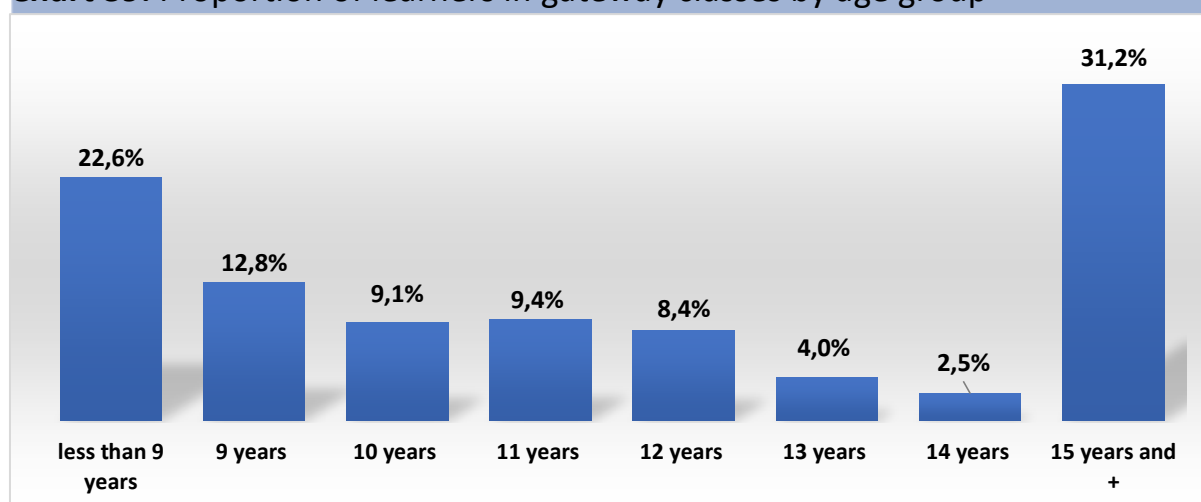


Chart 39: Proportion of learners in gateway classes by age group



Global Figures Of Literacy

Table 38 : Distribution of the number of literacy centers, learning staff and facilitators by administrative Region in 2018-2019

REGIONS	Gateway Class educational group	Number of learners	
		Total	Girls
HAUT-SASSANDRA	20	1 104	536
ABIDJAN	22	657	411
BAGOUE	15	450	168
LA ME	9	285	112
SAN PEDRO	11	267	132
LÔH-DJIBOUA	12	228	101
GBÊKÊ	8	193	101
IFFOU	4	133	60
GBOKLE	11	126	121
NAWA	3	124	57
GUEMON	2	95	64
INDENIE-DJUABLIN	3	89	52
BOUNKANI	3	88	36
AGNEBY-TIASSA	4	71	18
WORODOUGOU	3	61	15
TONKPI	1	51	32

Global Figures Of Literacy

Table 39 : Distribution of the number of gateway classes and number of learners by administrative Region in 2018-2019

REGIONS	Gateway Class educational group	Number of learners	
		Total	Girls
GRANDS PONTS	5	43	16
MORONOU	3	41	19
SUD-COMOE	1	35	35
TCHOLOGO	2	30	10
GÔH	1	29	9
PORO	1	26	26
FOLON	3	9	5
BELIER	0	0	0
BERE	0	0	0
CAVALLY	0	0	0
GONTOUGO	0	0	0
HAMBOL	0	0	0
KABADOUGOU	0	0	0
MARAHOUÉ	0	0	0
N'ZI	0	0	0
YAMOOUSSOUKRO	0	0	0
NATIONAL	147	4 235	2 136

OVERALL FIGURES OF ANIMATION OF THE CENTERS FOR TEACHER TRAINING (CAFOP)

- **16 CAFOP**
 - **181 classrooms**
 - **5 029 Pupils Teachers**
 - **575 Teachers**

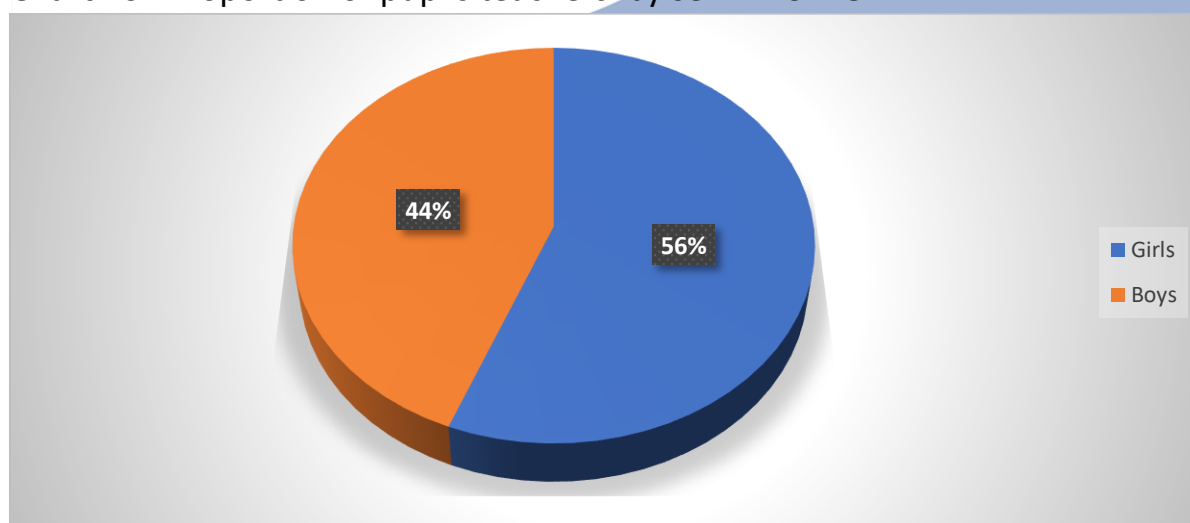


Global figures of animation of the Centers for Teacher Training (CAFOP)

Table 40 : Distribution of CAFOP, classrooms and pupils teachers and teachers by administrative region in 2018-2019

Region	Number of centers	Classrooms	Pupils teachers		Teachers	
			Total	Girls	Total	Girls
ABIDJAN	1	16	616	439	60	35
BELIER	1	32	449	262	50	12
GBÊKÊ	2	20	800	422	30	4
GÔH	1	12	310	165	47	11
GONTOUGO	1	10	400	204	33	10
GRANDS PONTS	1	8	161	82	10	6
HAMBOL	1	5	202	107	31	3
HAUT-SASSANDRA	1	7	169	92	38	13
INDENIE-DJUABLIN	1	12	297	148	50	7
KABADOUGOU	1	12	300	171	29	3
PORO	1	13	325	171	31	3
SAN PEDRO	1	10	394	213	33	12
SUD-COMOE	2	14	302	165	98	38
TONKPI	1	10	304	167	35	3
Ensemble	16	181	5 029	2 808	575	160

Chart 40 : Proportion of pupils teachers by sex in CAFOP



GLOBAL FIGURES AND INDICATORS IN GENERAL SECONDARY SCHOOL

- **2 019** schools
 - **37 077** classrooms
 - **2 110 499** pupils
 - **268 129** Repeaters
 - **61 338** teachers



Global figures and Indicators in General secondary school

Table 41 : distribution of number of schools, classrooms, educational ratio, number of pupils in general secondary in 2018-2019

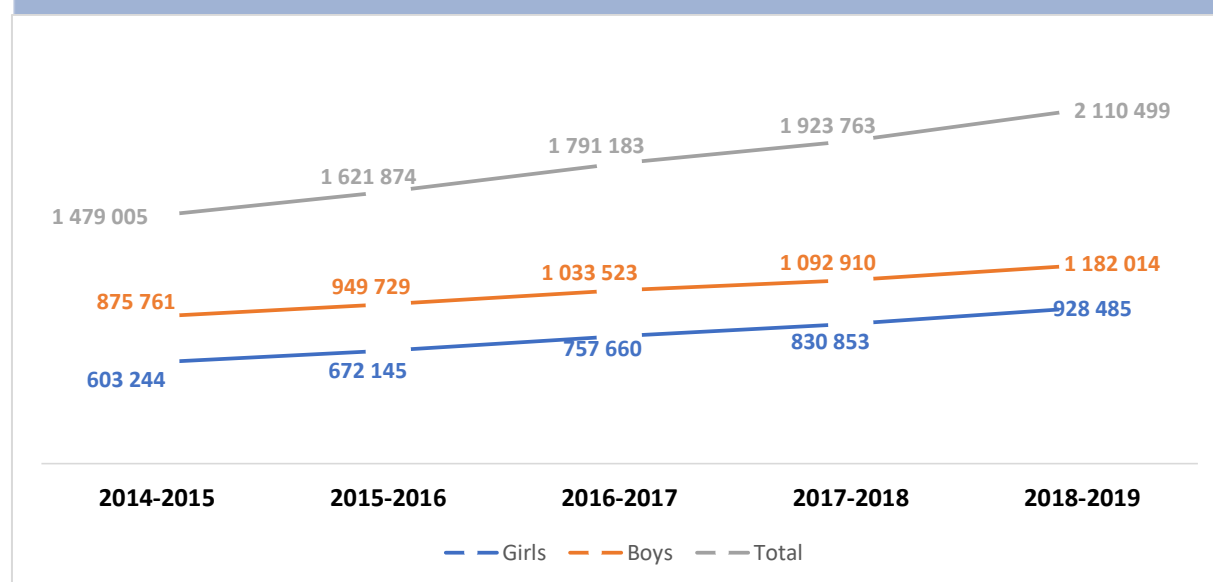
		Public schools	Private schools	Total
Schools		524	1 495	2 019
Total classrooms		11 566	25 511	37 077
Classrooms used for courses		10 390	22 086	32 476
Educational groups		15 348	24 999	40 347
Number of Pupils	Boys	589 300	592 714	1 182 014
	Girls	448 290	480 195	928 485
	Total	1 037 590	1 072 909	2 110 499
	% Girls	43%	45%	44%
Number of Repeaters	Boys	81 004	78 462	159 466
	Girls	57 251	51 412	108 663
	Total	138 255	129 874	268 129
	% Girls	41%	40%	41%
Number of Teachers	Men	18 188	34 845	53 033
	Women	3 539	4 766	8 305
	Total	21 727	39 611	61 338
	%Women	16%	12%	14%
Bivalent Teachers		1 747	211	1 958

General secondary school figures

Table 42 : Evolution of number of schools, classrooms, number of pupils and teachers in general secondary from 2014-2015 to 2018-2019

Schools year schools years	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total classroom	25 709	28 357	29 988	33 363	37 101
Private	16 649	18 455	19 567	22 196	25 535
Public	9 060	9 902	10 421	11 167	11 566
Number of pupils	1 479 005	1 621 874	1 791 183	1 923 763	2 110 499
Private	756 680	830 068	892 310	956 046	1 072 909
Public	722 325	791 806	898 873	967 717	1 037 590
Number of teachers	51 192	53 537	58 866	59 356	61 338
Private	29 107	30 485	32 607	31 334	39 611
Public	22 085	23 052	26 259	28 022	21 727

Chart 41 : Evolution of pupils by sex in general secondary from 2014-2015 to 2018-2019



General secondary school figures

Chart 42: Proportion of schools by status

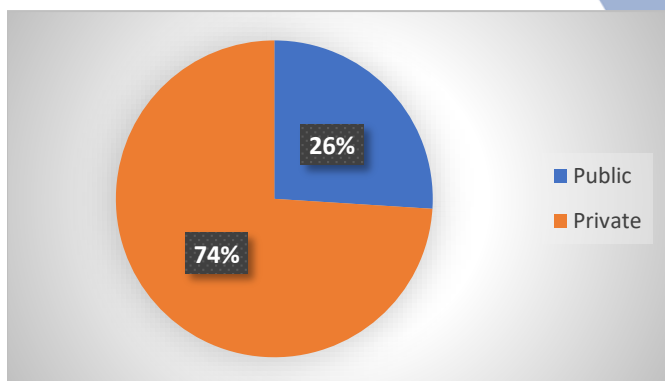


Chart 43 : Proportion of pupils by status

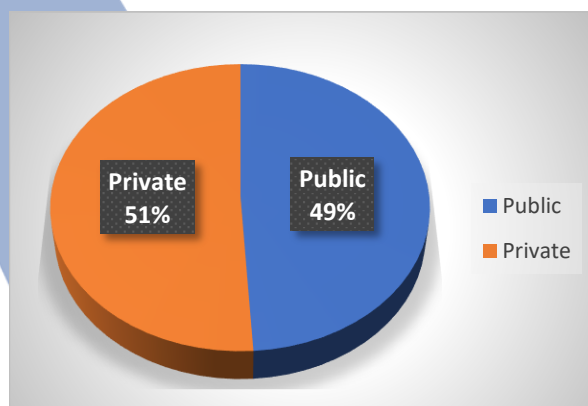
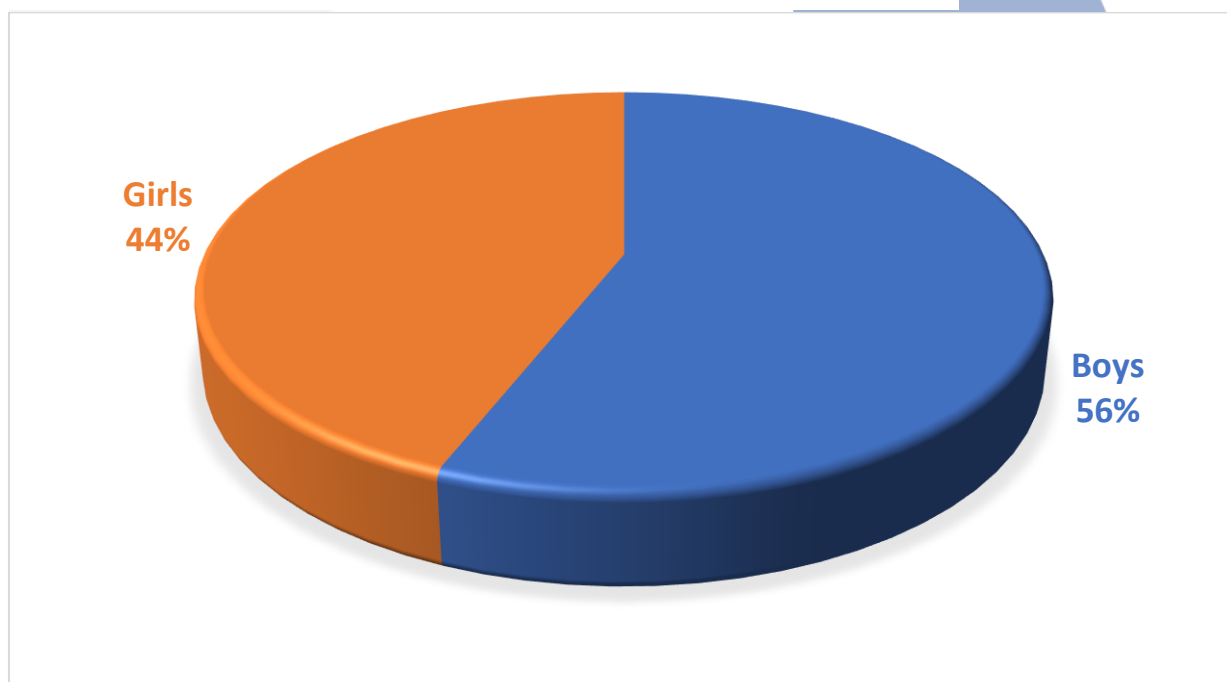


Chart 44 : Proportion of pupils by gender in general Secondary



General secondary school figures

Chart 45 : Distribution of pupils by levels of studies in general secondary in 2018-2019

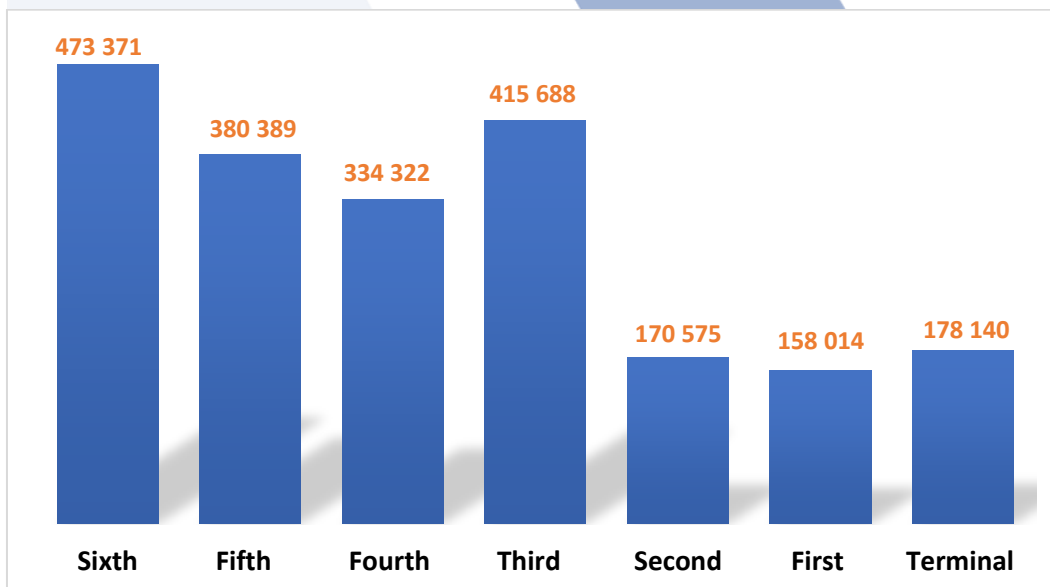
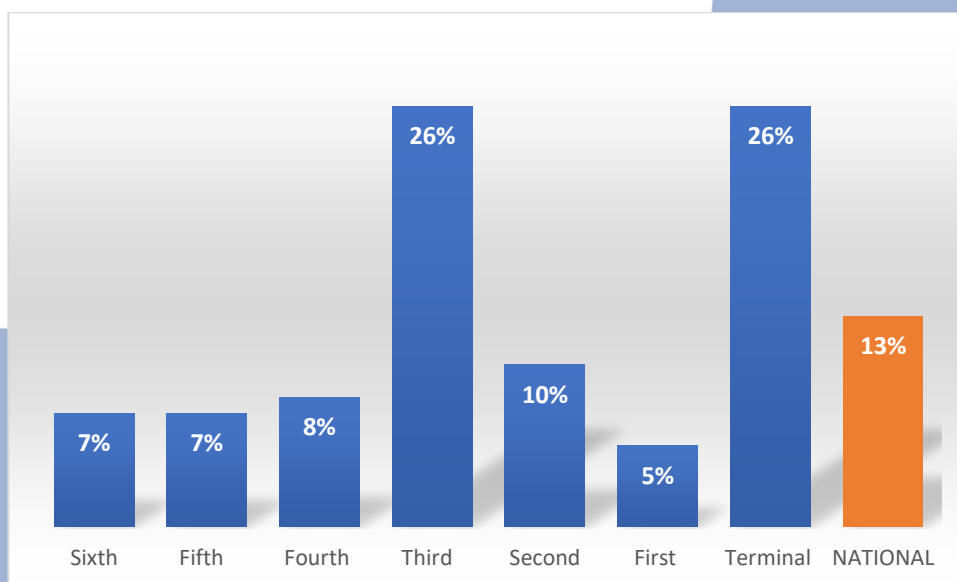


Chart 46 : Proportion of repeaters by levels of studies in general secondary in 2018-2019



General secondary school figures

Chart 47 : Proportion of Repeaters by gender in general secondary in 2018-2019

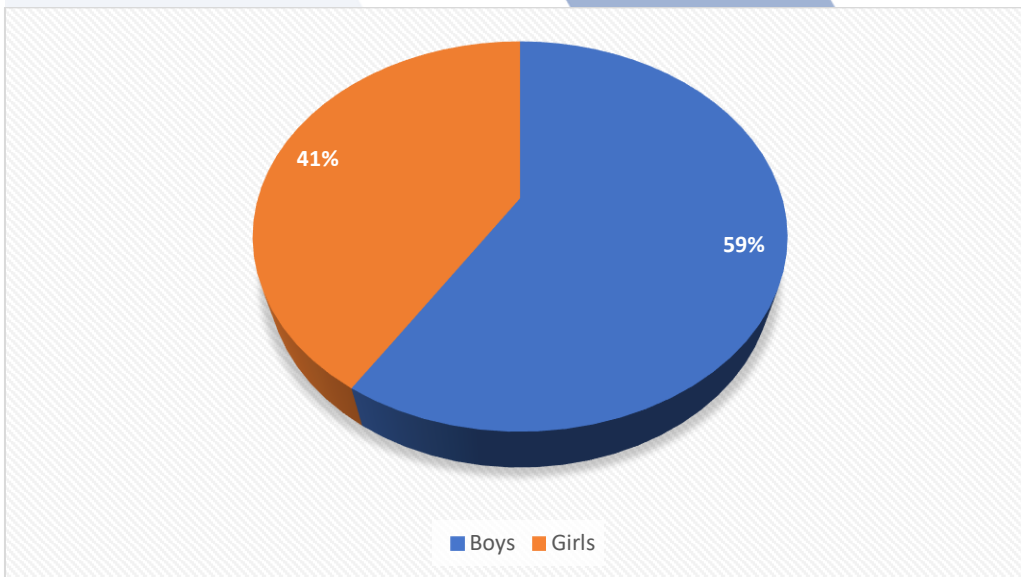
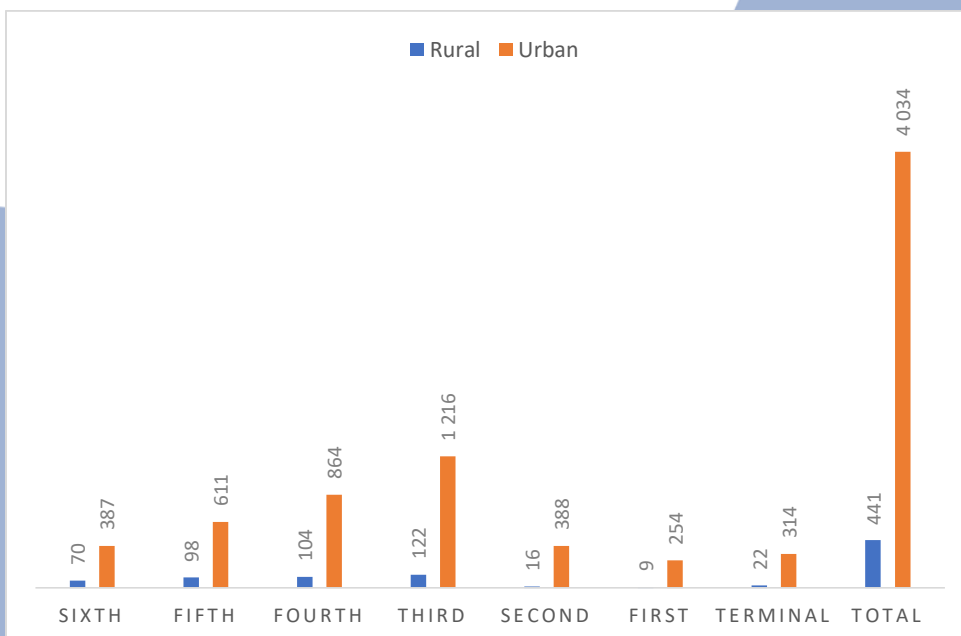


Chart 48 : Distribution of the number of cases of pregnancy by level of study according to the medium in the general secondary 2017-2018



General secondary school figures

Chart 49 : Distribution of orphans and vulnerable children (OVC) as a result of HIV by level of education in the general secondary in 2018-2019

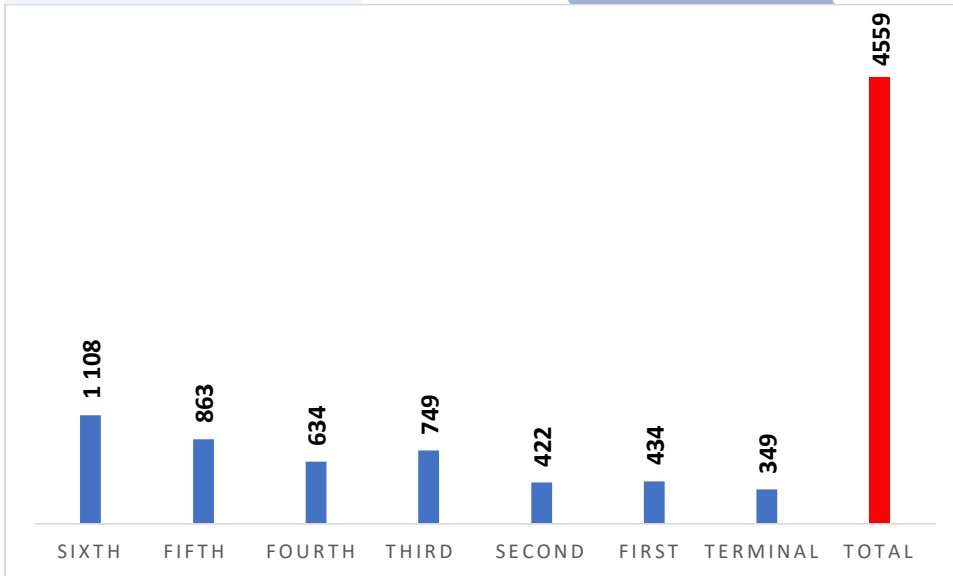
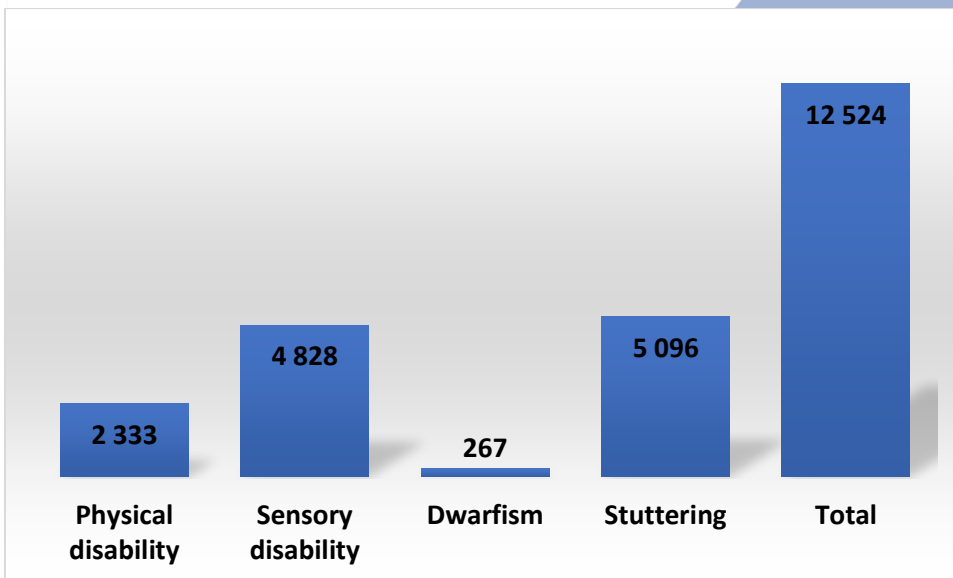


Chart 50 : Distribution of students living with a disability by type of disability according to the level of study in the general secondary in 2018-2019



General secondary school figures

Chart 51: Proportion of schools that experienced conflict in general secondary by area in 2017-2018

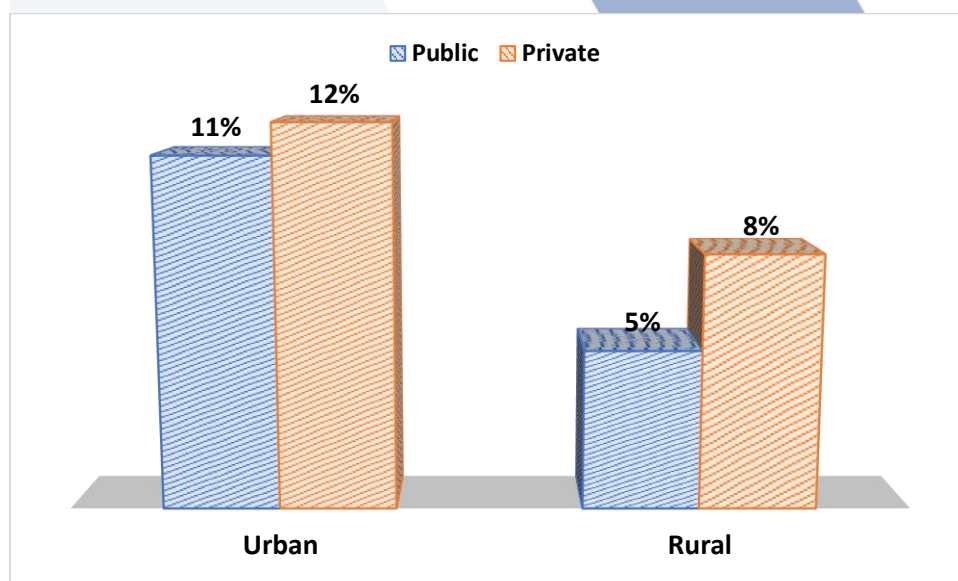


Table 43 : Distribution of number of pupils who experienced violence in 2017-2018

The violences	Level of study							total
	6 st	5th	4th	3th	2 ^{nde}	1rd	TLE	
Blows and wounds	398	363	327	259	68	84	43	1 542
Beatings	222	137	178	81	29	7	7	661
Chores	644	544	380	348	103	83	62	2 164
ape including sexual relationship with an adult	15	21	33	80	45	28	77	299
Harassment (girls)	6	26	53	81	51	69	30	316
Harassment (girls)	34	68	40	13	5	10	10	180
Forced marriages (girls)	5	4	23	23	9	5	14	83
insulting or humiliating	1 147	912	750	714	493	204	189	4 409
Intimidation	257	239	265	171	105	67	49	1 153
Blackmails	75	46	45	18	3	5	4	196

General secondary school figures

Chart 52 : Distribution of teachers by status in secondary in 2018-2019

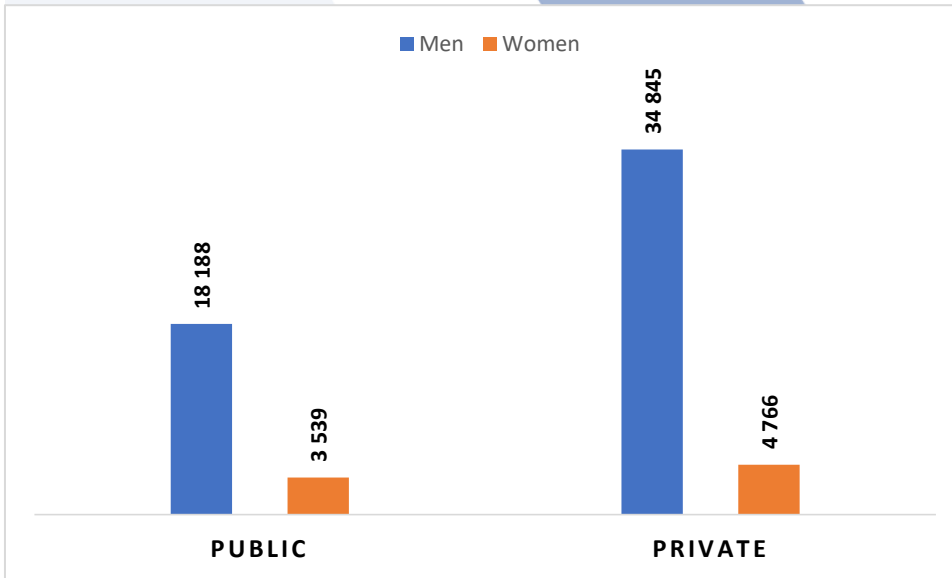
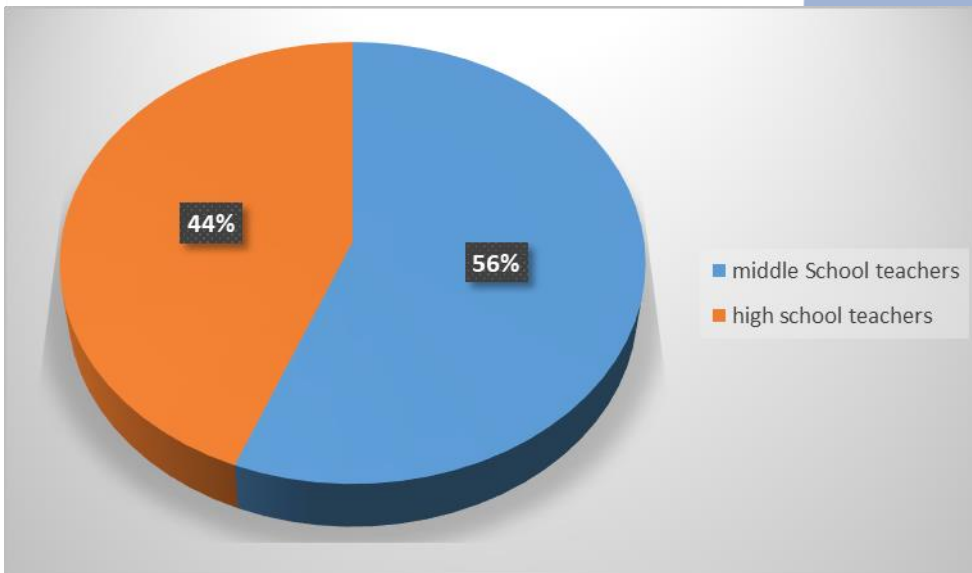


Chart 53 : Proportion of public teachers by employment in the general secondary in 2018-2019

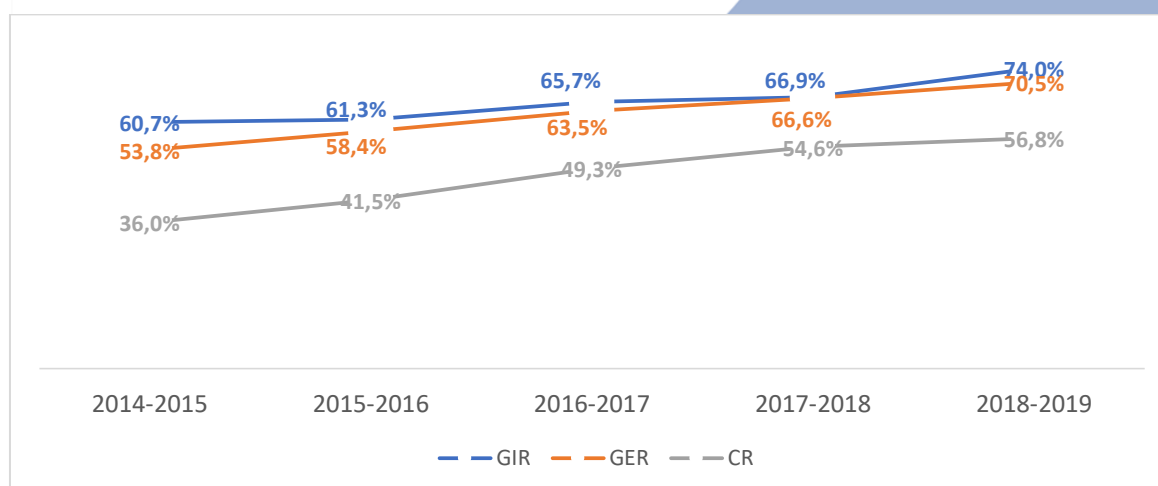


General Secondary indicators

Table 44 : Gross intake rate and Net intake rate ('Admission), Gross enrollment rate, Net enrollment rate, Completion rate and parity in **secondary 1** in 2018-2019

	intake rate (admission)		enrollment ratio		Completion rate
	Gross intake rate (GIR)	Net intake Rate (NIR)	Gross Enrollment rate (GER)	Net Enrollment Rate	
Boys	76,60%	18,91%	74,38%	47,23%	60,41%
Girls	71,17%	18,12%	66,31%	43,18%	52,79%
Girls parity	74,00%	18,53%	70,52%	45,29%	56,78%
parity	0,93	0,96	0,89	0,91	0,87

Chart 54 : Evolution of Gross intake rate (GIR), Gross enrollment rate (GER) and Completion rate in **secondary 1** from 2014-2015 to 2018-2019

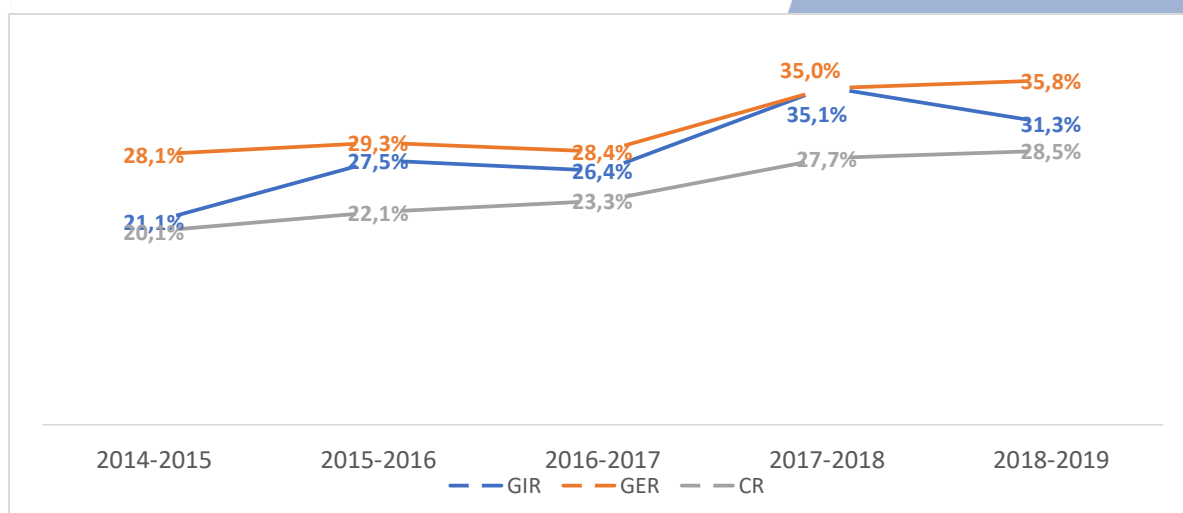


General Secondary indicators

Table 45: Gross intake rate and Net intake rate ('Admission),, Gross enrollment rate ,Net enrollment rate, Completion rate and parity in **secondary 2** in 2018-2019

	intake rate (admission)		enrollment rate		Completion rate
	Gross intake rate	Net intake rate	Gross enrollment rate	Net enrollment	
Boys	34,20%	6,89%	39,76%	18,05%	31,43%
Girls	28,16%	5,82%	31,37%	14,74%	25,18%
Total	31,33%	6,38%	35,78%	16,48%	28,46%
Parity	0,82	0,84	0,79	0,82	0,80

Chart 55 : Evolution of Gross intake rate (GIR)), Gross enrollment rate (GER) and Completion rate in **secondary 2** from 2014-2015 to 2018-2019

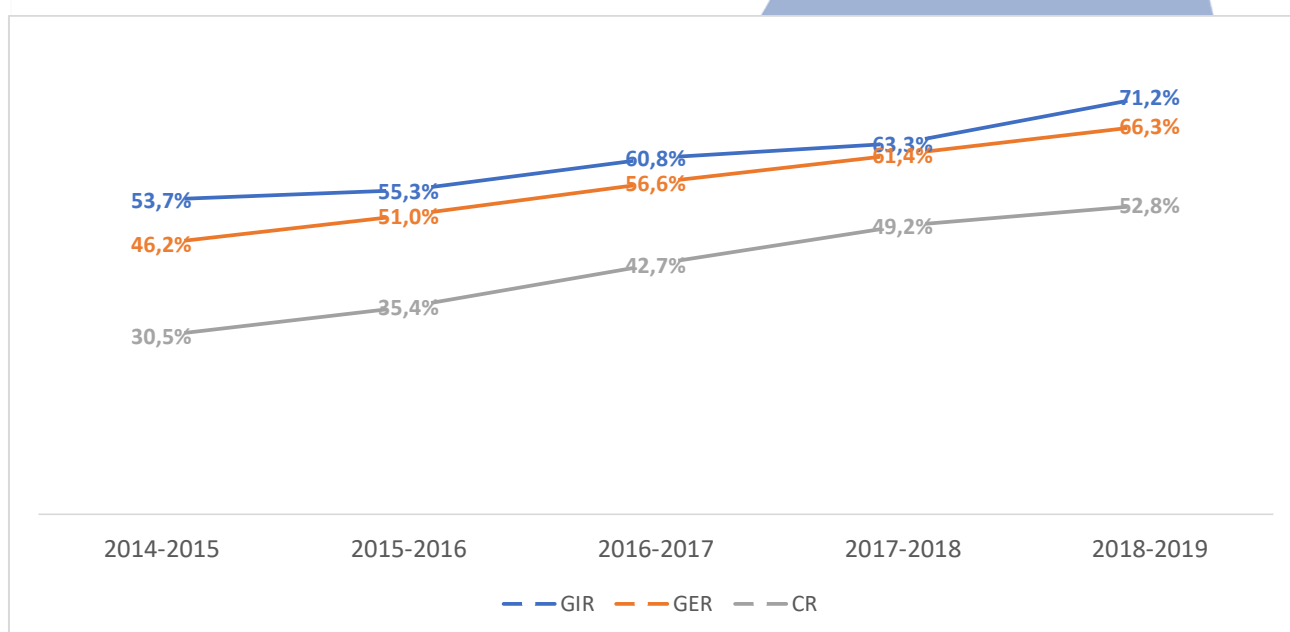


General Secondary indicators

Table 46: Gross intake rate and Net intake rate ('Admission),, Gross enrollment rate ,Net enrollment rate, Completion rate and parity in **secondary 1** and **secondary 2** in 2018-2019

	intake rate (admission)		enrollment ratio		Completion rate (CR)
	Gross intake rate (GIR)	Net intake rate ('Admission) NIR)	Gross Enrollment Rate (GER)	Net enrollment rate (NER)	
Boys	76,59%	18,91%	60,39%	35,43%	31,43%
Girls	71,16%	18,11%	52,31%	31,78%	25,18%
Total	73,99%	18,53%	56,54%	33,69%	28,46%
Parity	0,93	0,96	0,87	0,90	0,80

Chart 57: Evolution of Gross intake rate, Gross enrollment rate and Completion rate of girls in secondary 1 from 2014-2015 to 2018-2019



General Secondary indicators

Chart 58: Evolution of Gross intake rate, Gross enrollment rate and Completion rate of girls in **secondary 2** from 2014-2015 to 2018-2019

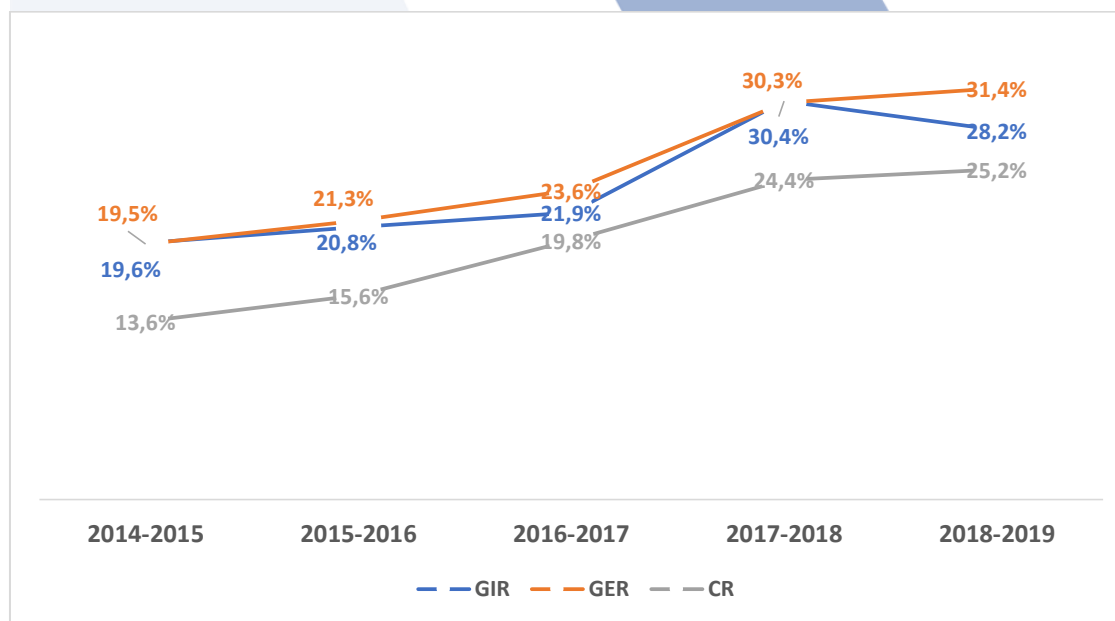
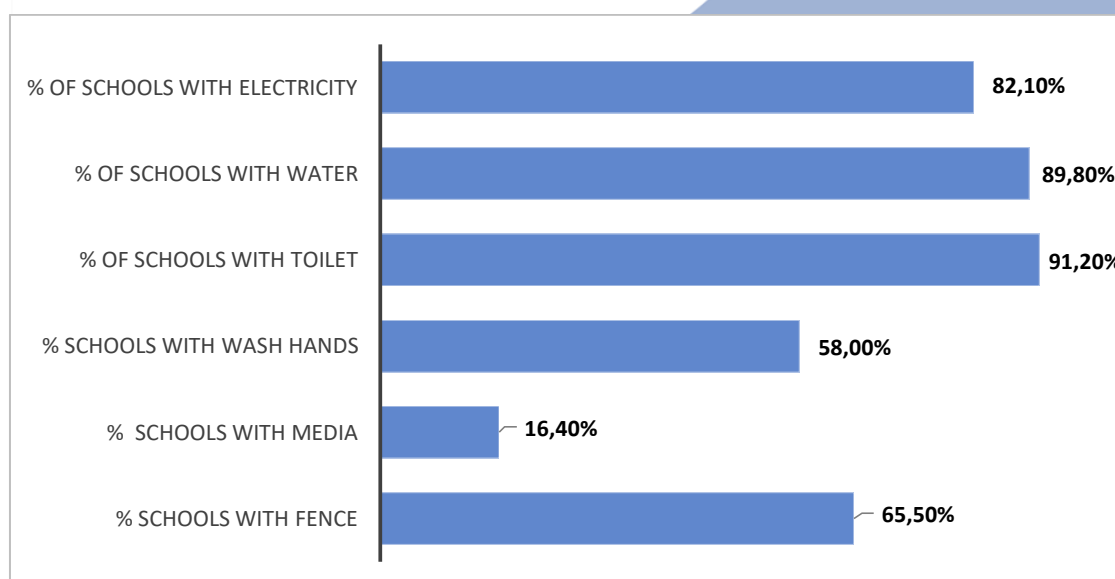


Chart 60: Proportion of schools with adequate amenities in general secondary in 2018-2019



General Secondary in administrative region
Table 49 : Gross intake rate (GIR) by administrative region depending on the high school cycle in 2018-2019

REGION	Gross intake rate in General secondary 1			Gross intake rate in General secondary 2		
	Total	Boys	Girls	Total	Boys	Girls
DISTRICT ABIDJAN	89,1%	94,8%	84,1%	52,8%	57,9%	48,6%
AGNEBY-TIASSA	96,2%	100,7%	91,2%	33,4%	37,6%	28,6%
BAFING	48,0%	54,6%	40,5%	11,9%	15,5%	7,8%
BAGOUE	55,7%	55,0%	56,5%	20,3%	22,7%	17,4%
BELIER	79,9%	82,3%	77,2%	21,6%	26,6%	15,6%
BERE	55,6%	59,9%	50,7%	13,6%	18,3%	8,2%
BOUNKANI	37,8%	42,6%	32,5%	10,1%	12,6%	7,4%
CAVALLY	55,9%	57,6%	54,0%	16,8%	19,7%	13,1%
FOLON	41,8%	48,4%	34,2%	10,3%	14,5%	5,3%
GBÊKÊ	88,7%	90,9%	86,4%	35,0%	40,4%	29,1%
GBOKLE	56,1%	62,0%	49,5%	19,6%	23,0%	15,6%
GÔH	68,9%	71,6%	65,8%	29,3%	34,7%	22,9%
GONTOUGO	75,6%	75,3%	76,0%	25,8%	29,4%	21,6%
GRANDS PONTS	104,3%	109,5%	98,6%	44,1%	49,4%	38,5%
GUEMON	61,2%	64,6%	57,3%	15,0%	18,1%	11,4%
HAMBOL	62,1%	64,3%	59,6%	18,1%	21,1%	14,6%
HAUT-SASSANDRA	94,9%	99,3%	89,7%	35,7%	40,8%	29,6%
IFFOU	65,7%	65,3%	66,2%	25,9%	31,1%	19,4%
INDENIE-DJUABLIN	62,0%	63,5%	60,4%	29,9%	33,0%	26,4%
KABADOUGOU	63,1%	66,3%	59,2%	29,3%	34,3%	22,9%
LA ME	94,7%	95,3%	93,9%	30,4%	32,3%	28,1%
LÔH-DJIBOUA	95,0%	101,3%	87,9%	32,8%	38,2%	26,4%
MARAHOUÉ	69,8%	75,4%	63,2%	31,6%	38,7%	22,9%
MORONOU	87,8%	88,9%	86,4%	30,3%	33,6%	26,4%
NAWA	69,8%	74,9%	64,2%	24,5%	31,2%	16,9%
N'ZI	70,3%	71,4%	69,0%	30,4%	38,4%	20,7%
PORO	71,7%	71,7%	71,7%	24,4%	27,4%	21,3%
SAN PEDRO	69,3%	73,0%	65,3%	29,7%	33,7%	25,3%
SUD-COMOE	85,2%	87,4%	82,9%	40,6%	42,3%	38,9%
TCHOLOGO	43,2%	44,0%	42,3%	15,9%	17,5%	14,2%
TONKPI	76,3%	83,8%	67,9%	29,4%	35,8%	22,3%
WORODOUGOU	72,4%	79,5%	64,3%	19,7%	25,8%	12,4%
DISTRICT YAKRO	98,3%	101,4%	95,1%	51,8%	60,9%	42,8%
Total	74,0%	76,6%	71,2%	31,3%	34,2%	28,2%

General Secondary in administrative region
Tableau 50 : Gross intake rate (GIR) by administrative region in general secondary 1 and 2 in 2018-2019

REGION	Gross intake rate (GIR) in general secondary 1 and 2		
	Total	Boys	Girls
DISTRICT ABIDJAN	89,1%	94,8%	84,1%
AGNEBY-TIASSA	96,2%	100,7%	91,2%
BAFING	48,0%	54,6%	40,5%
BAGOUE	55,7%	55,0%	56,5%
BELIER	79,9%	82,3%	77,2%
BERE	55,6%	59,9%	50,7%
BOUNKANI	37,8%	42,6%	32,5%
CAVALLY	55,9%	57,6%	54,0%
FOLON	41,8%	48,4%	34,2%
GBÊKÊ	88,7%	90,9%	86,4%
GBOKLE	56,1%	62,0%	49,5%
GÔH	68,9%	71,6%	65,8%
GONTOUGO	75,6%	75,3%	76,0%
GRANDS PONTS	104,3%	109,5%	98,6%
GUEMON	61,2%	64,6%	57,3%
HAMBOL	62,1%	64,3%	59,6%
HAUT-SASSANDRA	94,9%	99,3%	89,7%
IFFOU	65,7%	65,3%	66,2%
INDENIE-DJUABLIN	62,0%	63,5%	60,4%
KABADOUGOU	63,1%	66,3%	59,2%
LA ME	94,7%	95,3%	93,9%
LÔH-DJIBOUA	95,0%	101,3%	87,9%
MARAHOUÉ	69,8%	75,4%	63,2%
MORONOU	87,8%	88,9%	86,4%
NAWA	69,8%	74,9%	64,2%
N'ZI	70,3%	71,4%	69,0%
PORO	71,7%	71,7%	71,7%
SAN PEDRO	69,3%	73,0%	65,3%
SUD-COMOE	85,2%	87,4%	82,9%
TCHOLOGO	43,2%	44,0%	42,3%
TONKPI	76,3%	83,8%	67,9%
WORODOUGOU	72,4%	79,5%	64,3%
DISTRICT YAKRO	98,3%	101,4%	95,1%
Total	74,0%	76,6%	71,2%

General Secondary in administrative region
Table 51: Gross enrollment rate (GER) by administrative region in general secondary in 2018-2019

REGION	Gross enrollment rate (GER) in secondary 1			Gross enrollment rate (GER) in secondary 2		
	Total	Boys	Girls	Total	Boys	Girls
DISTRICT ABIDJAN	85,5%	92,3%	79,8%	55,4%	61,9%	50,3%
AGNEBY-TIASSA	96,3%	101,4%	90,6%	43,6%	50,2%	36,2%
BAFING	42,5%	50,5%	33,3%	10,3%	13,2%	7,0%
BAGOUE	53,1%	52,9%	53,4%	22,3%	24,5%	19,7%
BELIER	78,5%	84,7%	71,1%	28,4%	33,6%	21,9%
BERE	47,6%	54,7%	39,5%	10,5%	14,1%	6,3%
BOUNKANI	35,1%	38,5%	31,4%	12,2%	15,1%	9,0%
CAVALLY	62,9%	67,7%	57,1%	26,1%	31,5%	19,3%
FOLON	29,2%	35,8%	21,5%	5,2%	7,3%	2,6%
GBÊKÊ	86,5%	91,4%	81,2%	47,6%	56,6%	37,8%
GBOKLE	48,8%	54,1%	42,8%	22,8%	27,6%	17,2%
GÔH	69,3%	74,9%	62,9%	35,2%	42,2%	27,0%
GONTOUGO	65,4%	67,9%	62,5%	31,9%	37,6%	25,3%
GRANDS PONTS	97,5%	101,1%	93,5%	50,6%	55,3%	45,5%
GUEMON	55,5%	63,0%	46,6%	20,7%	25,9%	14,4%
HAMBOL	57,3%	62,1%	51,8%	18,4%	21,4%	14,8%
HAUT-SASSANDRA	88,4%	94,2%	81,4%	38,8%	45,7%	30,1%
IFFOU	72,4%	75,0%	69,2%	37,8%	44,0%	30,0%
INDENIE-DJUABLIN	64,5%	67,6%	61,0%	42,3%	47,9%	36,0%
KABADOUYOU	61,9%	65,8%	57,0%	30,9%	36,5%	23,5%
LA ME	86,3%	88,4%	84,0%	35,0%	39,0%	30,3%
LÔH-DJIBOUA	93,4%	101,5%	84,2%	44,2%	53,1%	33,9%
MARAHOUÉ	71,4%	79,3%	62,0%	34,3%	42,6%	24,1%
MORONOU	79,8%	82,2%	76,9%	37,2%	42,0%	31,4%
NAWA	63,6%	70,8%	55,6%	29,2%	37,6%	19,8%
N'ZI	74,8%	78,5%	70,4%	35,8%	42,6%	27,4%
PORO	68,3%	70,1%	66,3%	29,3%	34,4%	24,1%
SAN PEDRO	67,7%	72,4%	62,5%	33,8%	38,9%	28,2%
SUD-COMOE	84,2%	88,3%	80,1%	44,6%	46,9%	42,3%
TCHOLOGO	44,8%	45,6%	43,9%	15,5%	17,4%	13,4%
TONKPI	68,4%	78,5%	57,0%	31,5%	39,2%	22,8%
WORODOUGO	60,7%	68,7%	51,4%	17,1%	22,3%	11,0%
DISTRICT YAKRO	99,4%	103,5%	95,3%	61,7%	73,2%	50,2%
Total	70,5%	74,4%	66,3%	35,8%	39,8%	31,4%

General Secondary in administrative region
Table 52: Gross enrollment rate (GER) by administrative region in general secondary 1 and 2 in 2018-2019

Region	General secondary 1 and 2		
	Total	Boys	Girls
DISTRICT ABIDJAN	72,9%	79,9%	67,3%
AGNEBY-TIASSA	75,4%	80,9%	69,1%
BAFING	30,3%	36,4%	23,3%
BAGOUE	41,2%	41,8%	40,4%
BELIER	58,6%	64,3%	51,8%
BERE	33,6%	39,3%	26,9%
BOUNKANI	26,4%	29,6%	22,9%
CAVALLY	48,6%	53,5%	42,6%
FOLON	20,3%	25,2%	14,6%
GBÊKÊ	71,1%	77,6%	64,0%
GBOKLE	38,9%	43,9%	33,1%
GÔH	55,8%	61,8%	48,8%
GONTOUGO	52,1%	55,8%	47,9%
GRANDS PONTS	78,9%	82,9%	74,5%
GUEMON	42,4%	49,0%	34,5%
HAMBOL	42,3%	46,4%	37,7%
HAUT-SASSANDRA	68,8%	74,9%	61,2%
IFFOU	58,7%	62,6%	53,9%
INDENIE-DJUABLIN	55,5%	59,7%	51,0%
KABADOUGOU	50,2%	54,6%	44,6%
LA ME	65,4%	68,1%	62,2%
LÔH-DJIBOUA	73,9%	82,3%	64,4%
MARAHOUÉ	56,8%	64,8%	47,2%
MORONOU	62,8%	66,1%	58,9%
NAWA	50,2%	57,8%	41,7%
N'ZI	59,3%	64,1%	53,5%
PORO	53,1%	56,3%	49,9%
SAN PEDRO	54,5%	59,4%	49,1%
SUD-COMOE	68,4%	71,8%	64,9%
TCHOLOGO	33,8%	35,0%	32,4%
TONKPI	54,0%	63,2%	43,7%
WORODOUGOU	44,0%	50,8%	36,0%
DISTRICT YAKRO	83,4%	90,7%	76,2%
Total	56,5%	60,4%	52,3%

General Secondary in administrative region

Table 53 : : Distribution of number of schools, classroom, educational group and number of pupils in administrative region

In 2018-2019

REGIONS	Schools	Classrooms	Educational group			Pupils		
			Secondary 1	Secondary 2	Total	Boys	Girls	Total
DISTRICT D'ABIDJAN	521	10 332	7 101	3 868	10 969	268 133	277 464	545 597
AGNEBY-TIASSA	56	1 108	893	410	1 303	40 221	30 450	70 671
BAFING	10	136	115	20	135	4 938	2 782	7 720
BAGOUE	27	378	317	122	439	13 889	11 425	25 314
BELIER	39	655	453	165	618	19 787	13 190	32 977
BERE	15	224	248	60	308	12 124	7 177	19 301
BOUNKANI	15	182	139	34	173	6 186	4 427	10 613
CAVALLY	25	405	384	127	511	18 634	12 174	30 808
FOLON	6	78	45	8	53	1 951	957	2 908
GBÊKÊ	90	1 798	1 237	686	1 923	60 233	46 245	106 478
GBOKLE	14	281	258	111	369	12 869	8 513	21 382
GÔH	79	1 531	1 207	458	1 665	50 167	34 028	84 195
GONTOUGO	64	1 882	685	313	998	30 887	22 880	53 767
GRANDS PONTS	41	775	547	277	824	22 717	18 804	41 521
GUEMON	47	793	751	209	960	35 671	21 195	56 866
HAMBOL	22	386	324	109	433	16 788	11 813	28 601
HAUT-SASSANDRA	157	2 630	2 026	2 772	4 798	91 123	61 096	152 219
IFFOU	25	500	440	187	627	18 547	13 169	31 716
INDENIE-DJUABLIN	45	782	567	299	866	28 977	22 295	51 272
KABADOUGOU	20	284	199	73	272	8 500	5 421	13 921
LA ME	48	864	673	238	911	29 269	23 239	52 508
LÔH-DJIBOUA	82	1 466	1 156	460	1 616	52 328	35 541	87 869
MARAHOUÉ	60	1 150	994	377	1 371	49 641	29 940	79 581
MORONOU	34	642	499	194	693	20 796	15 546	36 342
NAWA	97	1 392	1 212	402	1 614	48 619	31 525	80 144
N'ZI	20	417	294	123	417	14 801	10 302	25 103
PORO	75	1 088	808	277	1 085	35 511	30 265	65 776
SAN PEDRO	52	908	804	341	1 145	36 895	27 847	64 742
SUD-COMOE	64	1 172	832	378	1 210	34 872	31 027	65 899
TCHOLOGO	22	399	293	97	390	13 999	11 683	25 682
TONKPI	83	1 260	1 007	466	1 473	48 789	29 798	78 587
WORODOUGOU	21	294	255	113	368	10 431	6 316	16 747
DISTRICT YAMOOUSSOUKRO	43	885	571	300	871	23 721	19 951	43 672
Total	2 019	37 077	27 334	14 074	41 408	1 182 014	928 485	2 110 499

General Secondary in administrative region

Table 54: Distribution of cases of pregnancy, the number of pupil with disabilities , and orphans and vulnerable children due to HIV by administrative region

Régions	cases of pregnancy	pupil living with disabilities	and orphans and vulnerable children
	In 2017-2018	In 2018-2019	In 2018-2019
ABIDJAN	333	2 672	1 478
AGNEBY-TIASSA	120	787	206
BAFING	29	7	0
BAGOUE	102	160	10
BELIER	164	274	3
BERE	56	65	22
BOUNKANI	73	55	0
CAVALLY	64	150	7
FOLON	5	5	0
GBÊKÊ	235	739	65
GBOKLE	41	29	6
GÔH	132	157	291
GONTOUGO	297	337	193
GRANDS PONTS	123	547	109
GUEMON	61	70	0
HAMBOL	61	382	0
HAUT-SASSANDRA	201	475	517
IFFOU	77	88	71
INDENIE-DJUABLIN	204	357	9
KABADOUGOU	85	47	109
LA ME	130	895	149
LÔH-DJIBOUA	251	347	45
MARAHOUÉ	356	175	184
MORONOU	71	89	1
NAWA	191	399	162
N'ZI	137	132	94
PORO	101	297	273
SAN PEDRO	169	785	53
SUD-COMOE	175	848	102
TCHOLOGO	69	175	0
TONKPI	166	591	196
WORODOUGOU	66	216	187
YAMOOUSSOUKRO	130	165	17
Ensemble	4 475	12 517	4 559

General Secondary in administrative region

Table 55 : Proportion of schools with amenities in general secondary by administrative region in 2018-2019

Regions	Number of schools	% Schools with fence	% schools with media class	% schools with water	% schools with toilet pupil	% schools with electricity
ABIDJAN	521	95,0%	22,8%	97,5%	99,2%	98,7%
AGNEBY-TIASSA	56	60,7%	14,3%	85,7%	92,9%	89,3%
BAFING	10	40,0%	20,0%	80,0%	70,0%	70,0%
BAGOUE	27	44,4%	18,5%	74,1%	81,5%	51,9%
BELIER	39	53,8%	15,4%	82,1%	74,4%	82,1%
BERE	15	26,7%	6,7%	73,3%	66,7%	73,3%
BOUNKANI	15	20,0%	6,7%	53,3%	66,7%	40,0%
CAVALLY	25	52,0%	12,0%	80,0%	84,0%	80,0%
FOLON	6	16,7%	0,0%	50,0%	83,3%	16,7%
GBÊKÊ	90	87,8%	22,2%	97,8%	95,6%	91,1%
GBOKLE	14	42,9%	14,3%	85,7%	85,7%	78,6%
GÔH	79	63,3%	19,0%	88,6%	93,7%	82,3%
GONTOUGO	64	50,0%	9,4%	79,7%	82,8%	73,4%
GRANDS PONTS	41	75,6%	9,8%	97,6%	92,7%	85,4%
GUEMON	47	48,9%	12,8%	93,6%	95,7%	55,3%
HAMBOL	22	27,3%	4,5%	68,2%	63,6%	68,2%
HAUT-SASSANDRA	157	58,6%	8,9%	87,3%	93,0%	62,4%
IFFOU	25	52,0%	24,0%	92,0%	92,0%	84,0%
INDENIE-DJUABLIN	45	44,4%	11,1%	88,9%	77,8%	80,0%
KABADOUGOU	20	40,0%	40,0%	90,0%	75,0%	95,0%
LA ME	48	47,9%	22,9%	85,4%	87,5%	87,5%
LÔH-DJIBOUA	82	62,2%	17,1%	89,0%	92,7%	76,8%
MARAHOUÉ	60	61,7%	8,3%	85,0%	86,7%	83,3%
MORONOU	34	32,4%	20,6%	85,3%	67,6%	82,4%
NAWA	97	49,5%	8,2%	93,8%	97,9%	74,2%
N'ZI	20	55,0%	20,0%	85,0%	70,0%	85,0%
PORO	75	61,3%	6,7%	92,0%	93,3%	70,7%
SAN PEDRO	52	69,2%	9,6%	92,3%	100,0%	84,6%
SUD-COMOE	64	54,7%	15,6%	95,3%	87,5%	93,8%
TCHOLOGO	22	54,5%	27,3%	77,3%	90,9%	59,1%
TONKPI	83	45,8%	16,9%	79,5%	89,2%	67,5%
WORODOUGOU	21	38,1%	19,0%	61,9%	52,4%	47,6%
YAMOOUSSOUKRO	43	93,0%	14,0%	97,7%	97,7%	93,0%
Ensemble	2 019	66,5%	16,4%	89,8%	91,2%	82,1%

TECHNICAL SECONDARY

- 283 schools
 - 3 421 classrooms
 - 46 153 pupils
 - 3 959 repeaters
 - 6 475 teachers



Technical Secondary

Table 56 : Distribution of number of schools, classroom, educational group and number of pupils in 2018-2019

Technical secondary		Public	Private	Total
Schools		4	279	283
Total classrooms		122	3299	3421
educational group		104	1642	1746
Pupils enrollments	boys	1762	22036	23798
	girls	902	21453	22355
	Total	2664	43489	46153
	% girls	33,9	49,3	48,4
Repeaters	boys	215	2160	2375
	girls	93	1491	1584
	Total	308	3651	3959
	% girls	30,2	40,8	40,0
Teachers	male	317	5247	5564
	femal	69	842	911
	Total	386	6089	6475
	% Femal	17,9	13,8	14,1

Technical Secondary

Chart 61: Proportion of schools by status in 2018-2019

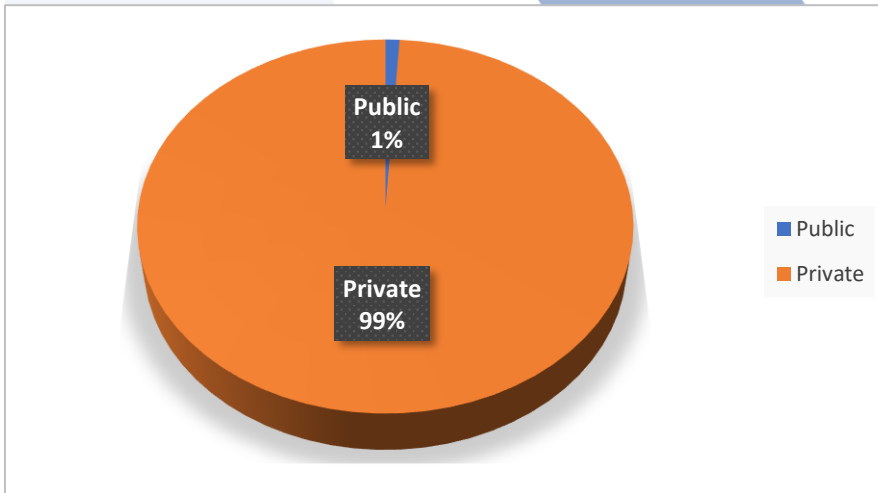


Chart 62: Proportion pupils by status in 2018-2019

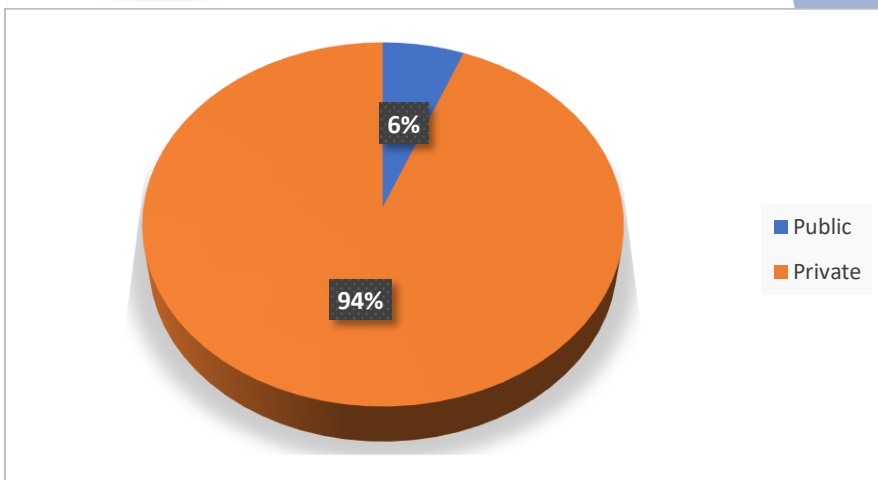
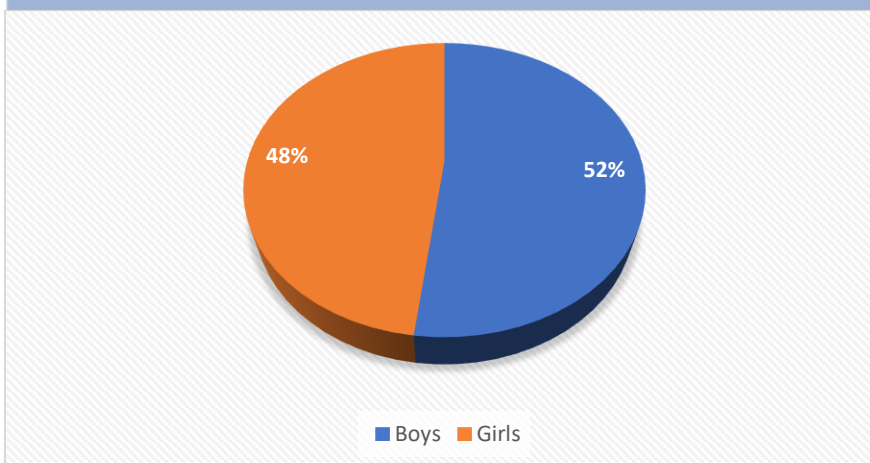


Chart 63 : Proportion pupils by sex (boys ,girls) in 2018-2019



Technical Secondary

Chart 64 : Distribution of pupils by level of study in 2018-2019

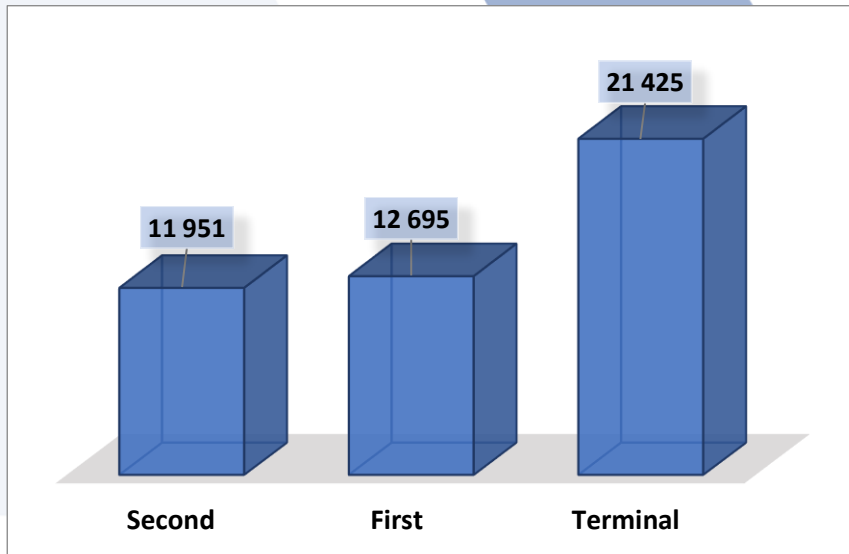
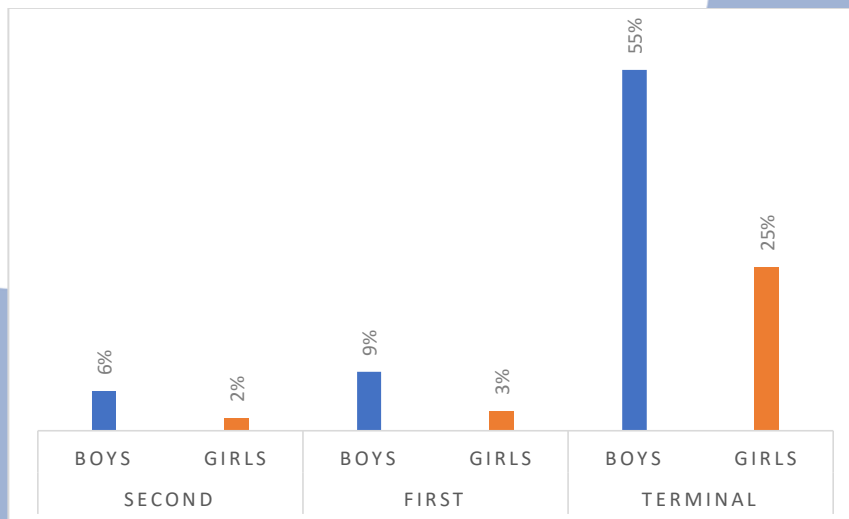


Chart 65 : Proportion repeaters by sex in 2018-2019



Technical secondary

Chart 66 : Distribution of cases of pregnancy by level of study in 2017-2018

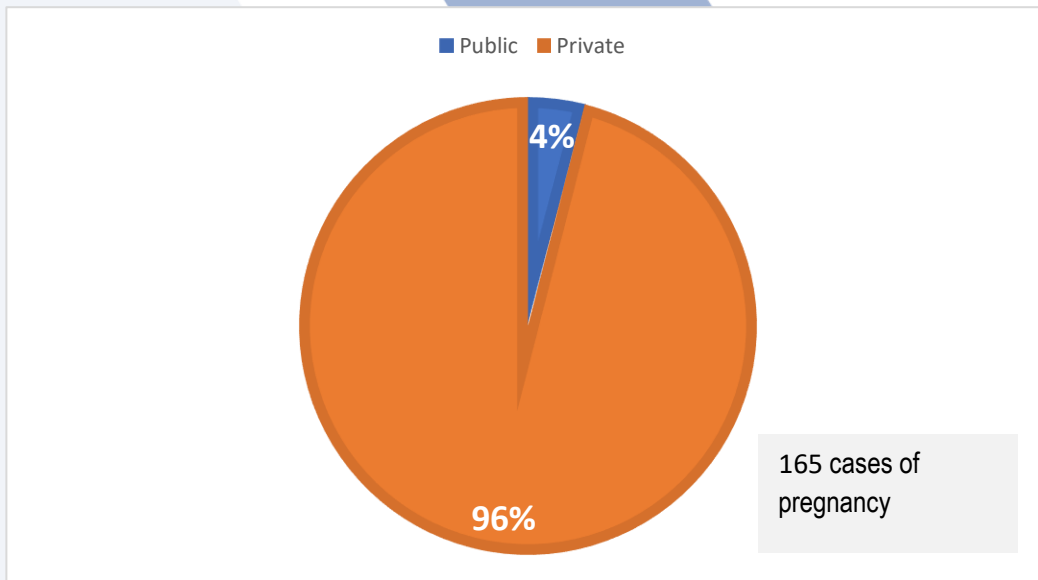
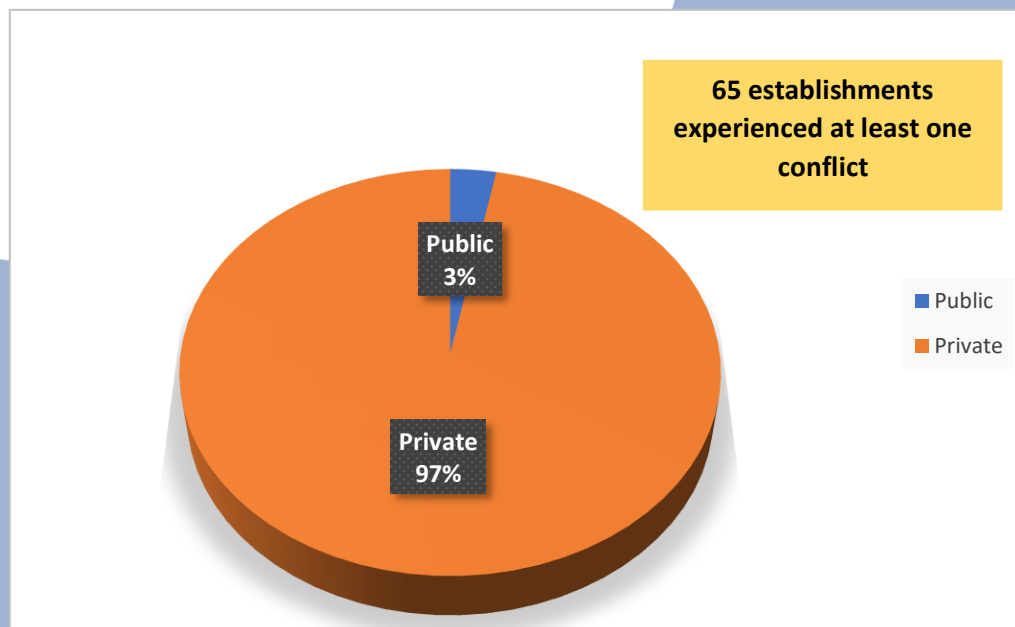


Chart 69 Proportion of schools that experienced conflict in technical secondary in 2017-2018

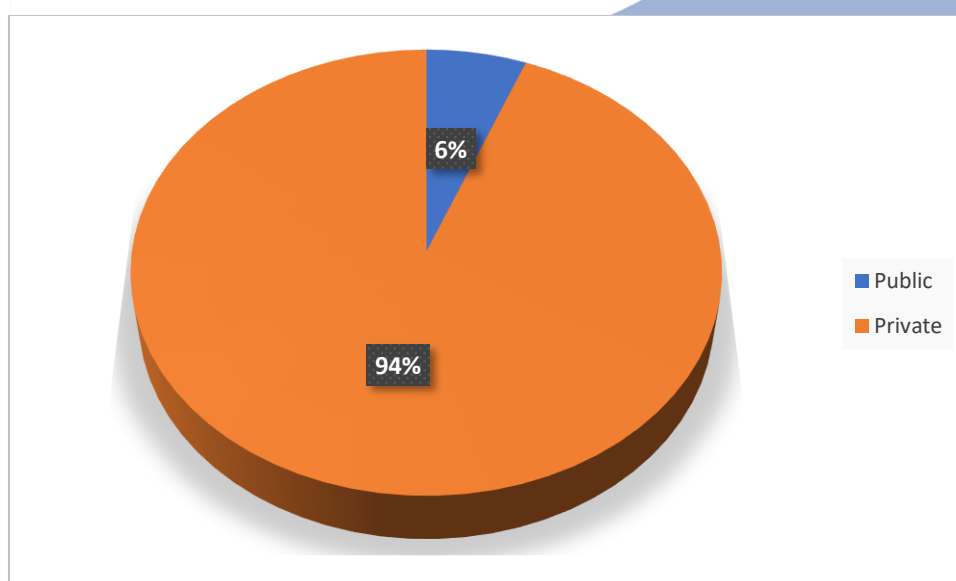


Technical secondary

Chart 70 : Distribution of pupils experienced violence by level of study in technical secondary in 2017-2018

The violences	by level of study			Total
	2NDE	1ERE	TLE	
Blows and wounds	2	2	0	4
Beatings	1	0	3	4
hard labor	0	0	0	0
Rape (including sex with an adult)	0	2	3	5
Sexual Harassment (Girls)	0	0	0	0
Female genital mutilation	0	0	0	0
forced marriage	0	0	0	0
insulting or humiliating	0	4	9	13
Intimidation / Threats /	1	8	18	27
Touching	0	0	0	0

Chart 71 : Proportion of teachers by status in 2018-2019



Technical secondary

Chart 72: Proportion of teachers by sex in 2018-2019

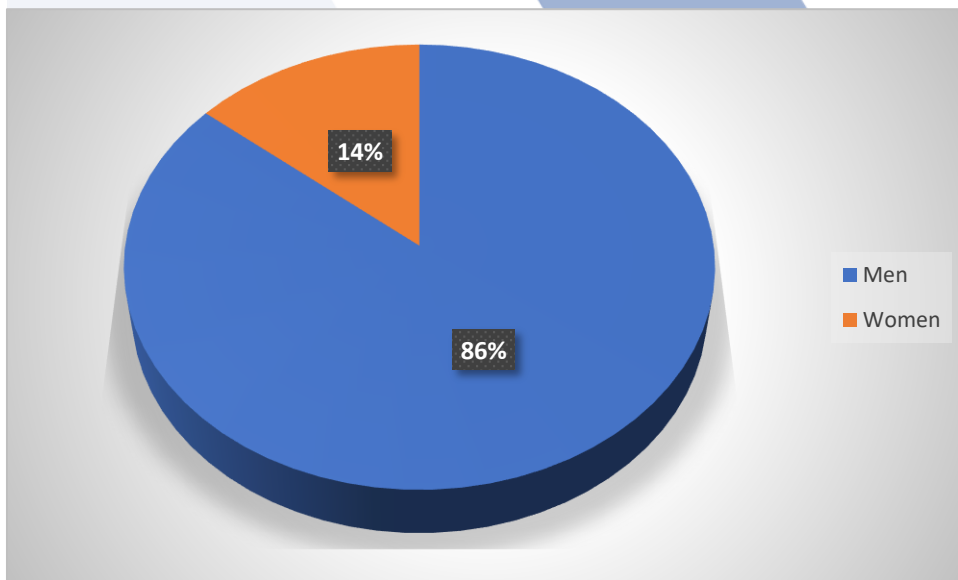
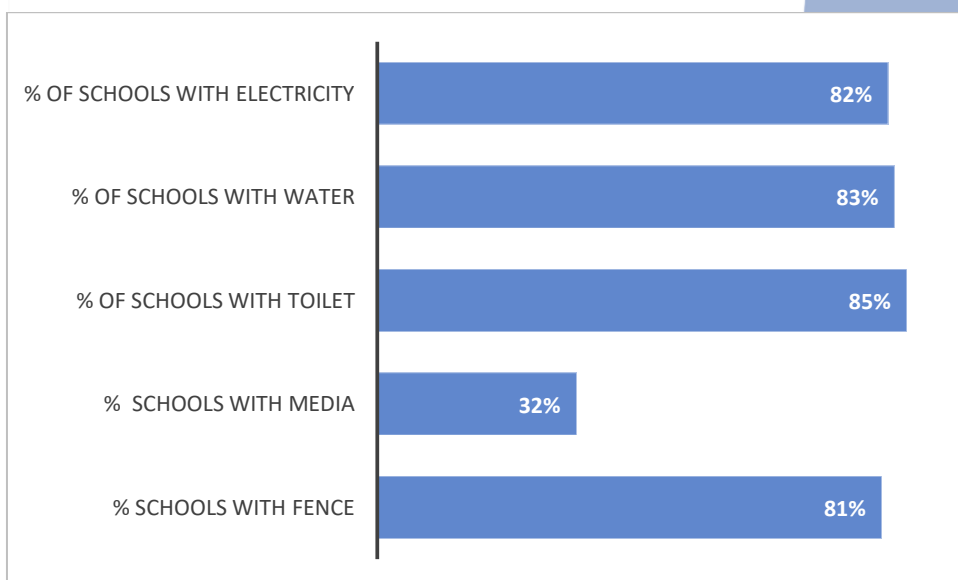


Chart 73: Number of schools with amenities in 2018-2019



Technical secondary in administrative region
Table 57 : Distribution of number of schools, classroom, educational group and number of pupils in administrative region 2018-2019

Régions	Number of schools	Class rooms	educational group	Number of pupils			Teachers	
				Total	Girls	Boys	Total	femal
ABIDJAN	135	1 707	914	23 957	12 651	11 306	3 269	479
AGNEBY-TIASSA	7	52	39	1 086	517	569	170	20
BAFING	1	2	2	42	14	28	14	2
BELIER	5	47	23	613	316	297	119	22
CAVALLY	2	8	4	71	22	49	22	0
GBÊKÊ	16	203	126	2 785	826	1 959	437	52
GBOKLE	2	16	7	144	47	97	21	1
GÔH	10	135	47	1 051	402	649	180	26
GONTOUGO	4	91	27	936	343	593	91	25
GRANDS PONTS	4	36	24	868	376	492	78	5
GUEMON	2	47	7	225	93	132	36	4
HAMBOL	1	6	5	29	15	14	22	2
HAUT-SASSANDRA	10	92	42	1 447	594	853	190	20
IFFOU	4	26	17	402	159	243	62	8
INDENIE-DJUABLIN	6	79	48	1 514	827	687	164	29
KABADOUGOU	1	4	3	67	18	49	24	3
LA ME	6	76	29	648	326	322	90	13
LÔH-DJIBOUA	8	153	43	1 013	461	552	149	20
MARAHOUÉ	6	68	32	749	296	453	122	8
MORONOU	5	77	33	1 007	434	573	148	28
NAWA	5	51	25	626	226	400	117	12
N'ZI	3	26	15	464	187	277	60	6
PORO	9	67	31	694	363	331	151	7
SAN PEDRO	5	55	37	1 076	539	537	107	7
SUD-COMOE	8	74	49	1 360	864	496	227	49
TCHOLOGO	1	3	1	12	3	9	8	2
TONKPI	8	92	39	746	318	428	120	11
WORODOUGOU	1	25	6	116	28	88	25	3
YAMOOUSSOUKRO	8	103	71	2 405	1 090	1 315	252	47
NATIONALE	283	3 421	1 746	46 153	22 355	23 798	6 475	911

Technical secondary in administrative region

Table 58 : Proportion of schools with amenities in administrative region 2018-2019

Régions	% Schools with a fence	% Schools with water	% Schools with electricity	% Schools with functional latrine	% Schools with media class
ABIDJAN	95%	97%	95%	95%	40%
AGNEBY-TIASSA	86%	86%	86%	86%	36%
BAFING	100%	100%	100%	100%	25%
BELIER	100%	100%	100%	120%	45%
CAVALLY	50%	50%	50%	50%	25%
GBÊKÊ	94%	94%	94%	94%	38%
GBOKLE	50%	50%	50%	50%	25%
GÔH	90%	100%	90%	90%	33%
GONTOUGO	25%	25%	25%	50%	6%
GRANDS PONTS	100%	100%	100%	100%	38%
GUEMON	100%	150%	100%	150%	50%
HAMBOL	100%	100%	100%	100%	50%
IFFOU	0%	0%	0%	0%	0%
HAUT-SASSANDRA	0%	0%	0%	0%	0%
INDENIE-DJUABLIN	100%	100%	100%	100%	38%
KABADOUGOU	100%	100%	100%	100%	25%
LA ME	83%	83%	83%	83%	29%
LÔH-DJIBOUA	100%	100%	100%	100%	41%
MARAHOUÉ	100%	100%	100%	100%	50%
MORONOU	80%	80%	80%	80%	35%
NAWA	100%	100%	100%	100%	40%
N'ZI	100%	100%	100%	100%	33%
PORO	100%	100%	100%	100%	42%
SAN PEDRO	80%	80%	80%	80%	30%
SUD-COMOE	75%	75%	75%	75%	31%
TCHOLOGO	100%	100%	100%	100%	25%
TONKPI	50%	50%	50%	50%	25%
WORODOUGOU	100%	100%	100%	100%	25%
YAMOOUSSOUKRO	100%	100%	100%	100%	47%
NATIONAL	81%	83%	82%	85%	32%

RESULTS OF SCHOOL EXAMS IN 2017-2018

Success rate in 2018

- CEPE
 - BEPC
 - BAC



Success rate in 2018

Summary of results of the CEPE , the BEPC and BAC session at the National level in 2018

Table 59 : Success rate of **CEPE** in 2018

Deliberation rate	99,36%
Success rate	83,57%
Girls success Rate	83,74%
Boys Success Rate	83,42%

Information :DECO

Table 60 : Summary of results of the BEPC 2018

Deliberation rate	100%
Success rate	60,14%
Girls success Rate	60,87%
Boys Success Rate	59,54%

Table 61 : Summary of results of the BAC 2018

Deliberation rate	100%
Success rate	46,09%
Girls success Rate	48,75%
Boys Success Rate	43,94%

Success rate of CEPE in I 2018

Table 62 : Success rate of CEPE in administrative region in 2018

Rang	DREN/DDEN	REGISTERED			PRESENTS			ADMITTED			%			
		GIRL	BOY	TOTAL	GIRL	BOY	TOTAL	GIRL	BOY	TOTAL	GIRL	BOY	TOTAL	ABS
1	BOUNDIALI	2 745	3 081	5 826	2 725	3 041	5 766	2 545	2 823	5 368	93,39%	92,83%	93,10%	1,03%
2	AGBOVILLE	3 536	4 150	7 686	3 453	4 041	7 494	3 178	3 698	6 876	92,04%	91,51%	91,75%	2,50%
3	ABIDJAN 3	19 005	17 648	36 653	18 283	16 930	35 213	16 695	15 380	32 075	91,31%	90,84%	91,09%	2,06%
4	DUEKOUÉ	7 001	9 653	16 654	6 760	9 337	16 097	6 152	8 434	14 586	91,01%	90,33%	90,61%	3,34%
5	ADZOPE	6 280	7 202	13 482	6 099	6 966	13 065	5 526	6 281	11 807	90,61%	90,17%	90,37%	3,09%
6	GUIGLO	4 005	5 034	9 039	3 874	4 914	8 788	3 524	4 388	7 912	90,97%	89,30%	90,03%	2,78%
7	GRAND-BASSAM	2 829	2 693	5 522	2 783	2 632	5 415	2 492	2 318	4 810	89,54%	88,07%	88,83%	1,94%
8	ABIDJAN 4	16 900	16 329	33 229	15 567	14 978	30 545	13 880	13 203	27 083	89,16%	88,15%	88,67%	1,78%
9	DABOU	4 595	5 246	9 841	3 894	4 374	8 268	3 450	3 817	7 267	88,60%	87,27%	87,89%	1,99%
10	MANKONO	3 016	4 057	7 073	2 967	3 950	6 917	2 630	3 425	6 055	88,64%	86,71%	87,54%	2,21%
11	MAN	4 703	6 110	10 813	4 598	5 992	10 590	4 035	5 231	9 266	87,76%	87,30%	87,50%	2,06%
12	BOUAFLE	6 161	8 293	14 454	5 950	8 014	13 964	5 211	6 973	12 184	87,58%	87,01%	87,25%	3,39%
13	TIASSALE	4 641	5 608	10 249	4 487	5 394	9 881	3 947	4 658	8 605	87,97%	86,36%	87,09%	3,59%
14	BONGOUANOU	4 553	5 437	9 990	4 314	5 119	9 433	3 764	4 434	8 198	87,25%	86,62%	86,91%	3,21%
15	DAOUKRO	3 363	3 907	7 270	3 291	3 785	7 076	2 892	3 243	6 135	87,88%	85,68%	86,70%	2,67%
16	ABIDJAN 2	13 200	12 083	25 283	12 821	11 723	24 544	11 159	10 111	21 270	87,04%	86,25%	86,66%	1,48%
17	ABIDJAN 1	10 595	9 722	20 317	10 371	9 570	19 941	8 940	8 252	17 192	86,20%	86,23%	86,21%	1,85%
18	DIVO	9 845	12 664	22 509	9 584	12 297	21 881	8 155	10 387	18 542	85,09%	84,47%	84,74%	2,79%
19	TOUBA	1 210	1 757	2 967	1 184	1 711	2 895	973	1 462	2 435	82,18%	85,45%	84,11%	2,43%
20	DANANE	3 582	5 287	8 869	3 446	5 037	8 483	2 889	4 241	7 130	83,84%	84,20%	84,05%	4,35%

Results of BEPC in 2018

Table 63 : Proportion of admissions to BEPC by sex and by Administrative region in 2018

Administrative region	PRESENTS			Admitted			% Admitted		
	girls	boys	Total	girls	boys	Total	%girls	%boyss	%Total
ABIDJAN 3	18 385	15 978	34 363	14 835	12 588	27 423	80,69	78,78	79,80
ABIDJAN 4	17 589	15 579	33 168	13 771	11 825	25 596	78,29	75,90	77,17
BOUNDIALI	1 607	1 890	3 497	1 212	1 396	2 608	75,42	73,86	74,58
DANANE	1 216	2 486	3 702	916	1 827	2 743	75,33	73,49	74,10
MAN	2 761	4 535	7 296	2 082	3 245	5 327	75,41	71,55	73,01
ABIDJAN 2	11 855	10 298	22 153	8 629	7 352	15 981	72,79	71,39	72,14
ABOISSO	3 083	3 653	6 736	2 012	2 451	4 463	65,26	67,10	66,26
MANKONO	1 056	2 042	3 098	681	1 361	2 042	64,49	66,65	65,91
DABOU	2 913	3 602	6 515	1 944	2 339	4 283	66,74	64,94	65,74
ABIDJAN 1	8 949	7 816	16 765	5 851	5 122	10 973	65,38	65,53	65,45
GRAND-BASSAM	2 639	2 224	4 863	1 685	1 455	3 140	63,85	65,42	64,57
GUIGLO	1 873	2 965	4 838	1 174	1 939	3 113	62,68	65,40	64,34
SAN-PEDRO	4 706	5 987	10 693	2 951	3 775	6 726	62,71	63,05	62,90
DALOA	8 031	11 891	19 922	4 982	7 549	12 531	62,03	63,48	62,90
GAGNOA	6 125	9 112	15 237	3 560	5 467	9 027	58,12	60,00	59,24
DIMBOKRO	1 985	2 937	4 922	1 183	1 717	2 900	59,60	58,46	58,92
TOUBA	375	803	1 178	237	455	692	63,20	56,66	58,74
SOUBRE	4 631	7 284	11 915	2 442	4 285	6 727	52,73	58,83	56,46
MINIGNAN	130	351	481	75	196	271	57,69	55,84	56,34
BOUAFLE	3 815	6 615	10 430	2 129	3 665	5 794	55,81	55,40	55,55
ODIENNE	1 028	1 677	2 705	561	926	1 487	54,57	55,22	54,97
SASSANDRA	1 467	2 210	3 677	792	1 221	2 013	53,99	55,25	54,75
KORHOGO	4 224	4 786	9 010	2 242	2 671	4 913	53,08	55,81	54,53
YAMOOUSSOUKRO	6 725	8 477	15 202	3 522	4 745	8 267	52,37	55,97	54,38
ABENGOUROU	3 848	4 567	8 415	2 103	2 471	4 574	54,65	54,11	54,36
BONGOUANOU	3 248	4 045	7 293	1 624	2 171	3 795	50,00	53,67	52,04
SINFRA	1 814	3 001	4 815	895	1 573	2 468	49,34	52,42	51,26
BOUAKE 1	3 199	3 729	6 928	1 631	1 865	3 496	50,98	50,01	50,46
KATIOLA	1 955	2 922	4 877	957	1 459	2 416	48,95	49,93	49,54
DIVO	6 076	8 652	14 728	2 912	4 225	7 137	47,93	48,83	48,46
ADZOPE	4 642	5 844	10 486	2 203	2 838	5 041	47,46	48,56	48,07
AGBOVILLE	3 390	4 242	7 632	1 534	2 073	3 607	45,25	48,87	47,26
BONDOUKOU	4 465	6 012	10 477	1 921	2 997	4 918	43,02	49,85	46,94
BOUAKE 2	5 236	7 287	12 523	2 503	3 336	5 839	47,80	45,78	46,63
FERKESSEDOUGOU	2 148	2 519	4 667	948	1 216	2 164	44,13	48,27	46,37
DUEKOUÉ	2 890	5 142	8 032	1 276	2 346	3 622	44,15	45,62	45,09
SEGUELA	1 039	2 064	3 103	379	865	1 244	36,48	41,91	40,09
TIASSALE	2 609	3 576	6 185	1 000	1 473	2 473	38,33	41,19	39,98
BOUNA	754	1 088	1 842	257	464	721	34,08	42,65	39,14
DAOUKRO	2 385	3 707	6 092	803	1 472	2 275	33,67	39,71	37,34
ISSIA	2 385	3 973	6 358	615	1 174	1 789	25,79	29,55	28,14
TOTAL	169 251	207 568	376 819	103 029	123 590	226 619	60,87	59,54	60,14

Success rate of BAC 2018

Table 64 : Proportion of admitted to the BAC by sex and by Administrative region 2018

Administrative region	Presents			Admis			% admitted		
	girls	boys	Total	girls	boys	Total	% girls	% boys	%Total
ABIDJAN 4	18 933	16 897	35 828	11 261	9 645	20 906	59,48%	57,08%	58,35%
FERKESSEDOUGOU	572	824	1 396	344	467	811	60,14%	56,67%	58,09%
GRAND-BASSAM	1 636	1 494	3 130	949	849	1 798	58,01%	56,83%	57,44%
ABIDJAN 3	21 155	17 929	39 084	12 005	9 570	21 575	56,75%	53,38%	55,20%
ABIDJAN 1	6 902	6 983	13 885	3 854	3 726	7 580	55,84%	53,36%	54,59%
KATIOLA	557	1 021	1 578	299	525	824	53,68%	51,42%	52,22%
TOUBA	82	176	258	37	96	133	45,12%	54,55%	51,55%
ABIDJAN 2	11 598	9 365	20 962	5 910	4 537	10 447	50,96%	48,45%	49,84%
DALOA	3 446	6 260	9 706	1 807	2 857	4 664	52,44%	45,64%	48,05%
BONGOUANOU	1 197	2 028	3 225	587	953	1 540	49,04%	46,99%	47,75%
YAMOOUSSOUKRO	3 363	4 726	8 089	1 641	2 076	3 717	48,80%	43,93%	45,95%
DIMBOKRO	823	1 318	2 141	403	566	969	48,97%	42,94%	45,26%
ABOISSO	1 626	1 984	3 610	683	804	1 487	42,00%	40,52%	41,19%
BOUAFLE	1 605	3 339	4 944	697	1 326	2 023	43,43%	39,71%	40,92%
KORHOGO	2 145	3 255	5 400	866	1 301	2 167	40,37%	39,97%	40,13%
BOUAKE 1	2 052	2 601	4 653	853	1 004	1 857	41,57%	38,60%	39,91%
SAN-PEDRO	2 319	3 300	5 619	962	1 266	2 228	41,48%	38,36%	39,65%
DABOU	1 754	2 274	4 028	716	880	1 596	40,82%	38,70%	39,62%
MAN	1 457	2 996	4 453	622	1 130	1 752	42,69%	37,72%	39,34%
TIASSALE	924	1 630	2 554	388	616	1 004	41,99%	37,79%	39,31%
DAOUKRO	908	1 663	2 571	326	682	1 008	35,90%	41,01%	39,21%
GUIGLO	507	1 084	1 591	156	462	618	30,77%	42,62%	38,84%
BOUAKE 2	2 874	5 009	7 883	1 109	1 938	3 047	38,59%	38,69%	38,65%
SEGUELA	257	504	761	116	173	289	45,14%	34,33%	37,98%
DIVO	2 665	4 981	7 646	994	1 797	2 791	37,30%	36,08%	36,50%
ADZOPE	1 731	2 520	4 251	642	904	1 546	37,09%	35,87%	36,37%
BONDOUKOU	1 762	3 053	4 815	586	1 126	1 712	33,26%	36,88%	35,56%
DANANE	509	1 063	1 572	185	369	554	36,35%	34,71%	35,24%
DUEKOUÉ	1 245	2 556	3 801	432	905	1 337	34,70%	35,41%	35,17%
AGBOVILLE	1 366	2 051	3 417	468	694	1 162	34,26%	33,84%	34,01%
ABENGOUROU	2 158	3 115	5 273	685	1 084	1 769	31,74%	34,80%	33,55%
SINFRA	639	1 304	1 943	219	423	642	34,27%	32,44%	33,04%
GAGNOA	3 217	5 309	8 526	1 099	1 659	2 758	34,16%	31,25%	32,35%
BOUNDIALI	908	1 199	2 107	277	402	679	30,51%	33,53%	32,23%
ISSIA	836	1 913	2 749	253	565	818	30,26%	29,53%	29,76%
BOUNA	208	393	601	60	112	172	28,85%	28,50%	28,62%
SASSANDRA	581	1 065	1 646	145	311	456	24,96%	29,20%	27,70%
MANKONO	234	474	708	62	121	183	26,50%	25,53%	25,85%
ODIENNE	405	705	1 110	73	202	275	18,02%	28,65%	24,77%
SOUBRE	1 953	4 163	6 116	417	984	1 401	21,35%	23,64%	22,91%
NATIONAL	109 109	134 524	243 633	53 189	59 108	112 297	48,75%	43,94%	46,09%

Conclusion

This document presents a synoptic overview of the situation of the Ivorian education system in 2018-2019 school year through the indicators. It sets out in a succinct way the overall figures and key indicators of the education system, In order to support school governance, the school statistics 2018-2019 are mainly about access, the school curriculum, the educational quality, the school environment, school structures, Some primordial indicators, by degree of education.

It highlights the efforts made by the authorities, actors and partners for the education development in Côte d'Ivoire. The analysis of statistical data has made it possible to understand that the various progress made in terms of access, quality, internal efficiency and management are well known at all levels. This reflects the government's willingness to Develop human rights.

Attachments

- **Attachments 1:** Organization of schooling
- **Attachments 2 :** Definition and calculation method of some indicators of Primary
- **Attachements 3 :** decentralized services of National Education Ministry and Administrative division

Attachments 1: Organization of schooling

Table 65 Presentation of teaching cycles by age group

	Age group	Levels of education	Legal age for admission
Preschool education	3 to 5 years	Little section (PS)	3 years
		Middle section (MS)	4 years
		Big section (GS)	5 years
Primary school education	6 to 11 years	Preparatory Course 1st year (CP1)	6 years
		Preparatory Course 2nd year (CP2)	7 years
		Basic courses 1st year CE1	8 years
		Elementary Course 2nd year (CE2)	9 years
		Middle Course 1st year CM1	10 years
		Middle course 2nd year CM2	11 years
General secondary education 1	12 To 15 years	Sixth (6è)	12 years
		Fifth (5è)	13 years
		Fourth (4è)	14 years
		Third (3è)	15 years
General secondary + Technical education 2	16 to 18 years	Second (2nd)	16 years
		first (1^{ère})	17 years
		terminal (Tle)	18 years

1. Attachements 2 : Definition and calculation method of some indicators of Primary

2. Gross intake rate in primary

1-1. 1-1. Gross intake(admission) rate in primary (GIR)

Gross intake rate in primary is the ratio, expressed as a percentage, between the number of new pupils CP1 and the child population of the official age of entry into primary education.

$$\text{GIR} = \frac{\text{Number of students CP1} - \text{number of repeaters}}{\text{Total population of children 6 years}} \times 100$$

1-2. Net intake (admission) rate (NIR)

Net intake rate is the ratio, expressed as a percentage, between the number of new pupils CP1 having 6 years and the children population of official entry age for primary education.

$$\text{NIR} = \frac{\text{Number of new pupils CP1 having 6 years} - \text{number of repeaters}}{\text{Total population of children 6 years}} \times 100$$

Attachements 2 : Definition and calculation method of some indicators of Primary school

2. 2. School enrollment rates in primary school

2-1. 1-1. Gross enrollments rate in primary (GIR)

$$\text{GER} = \frac{\text{Number of pupils in primary} - \text{number of repeaters}}{\text{Total population of children 6-11 years}} \times 100$$

1-2. Net enrollments rate (NER)

$$\text{NER} = \frac{\text{Number of pupils in primary having 6-11 years} - \text{number of repeaters}}{\text{Total population of children 6-11 years}} \times 100$$

Attachements 2 : Definition and calculation method of some indicators of Primary school

3. Completion rate in primary school and parity index between the sexes

33-1. Completion rate (C R)

Completion rate is the ratio of new pupils in CM2 and the total number of children of age 11 multiplied by 100.

$$C R = \frac{\text{Number of pupils CM2} - \text{Number of repeaters}}{\text{Total population of children aged 11 years}} \times 100$$

3-2. Parity index between the Sexes (PIS)

Parity index between the Sexes is the ratio between the value corresponding to the respective female and male gender for a given indicator. It measures the degree of equity between gender

Example: PIS and GIR

$$PIS = \frac{\text{GIR of girls}}{\text{GIR of boys}}$$

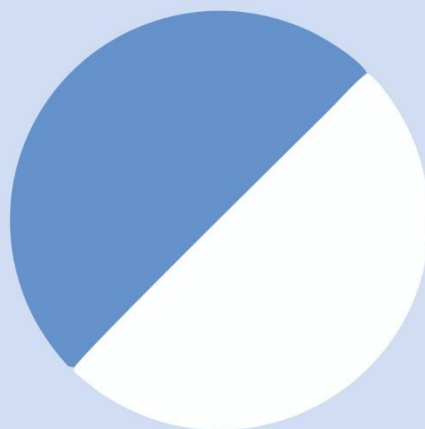
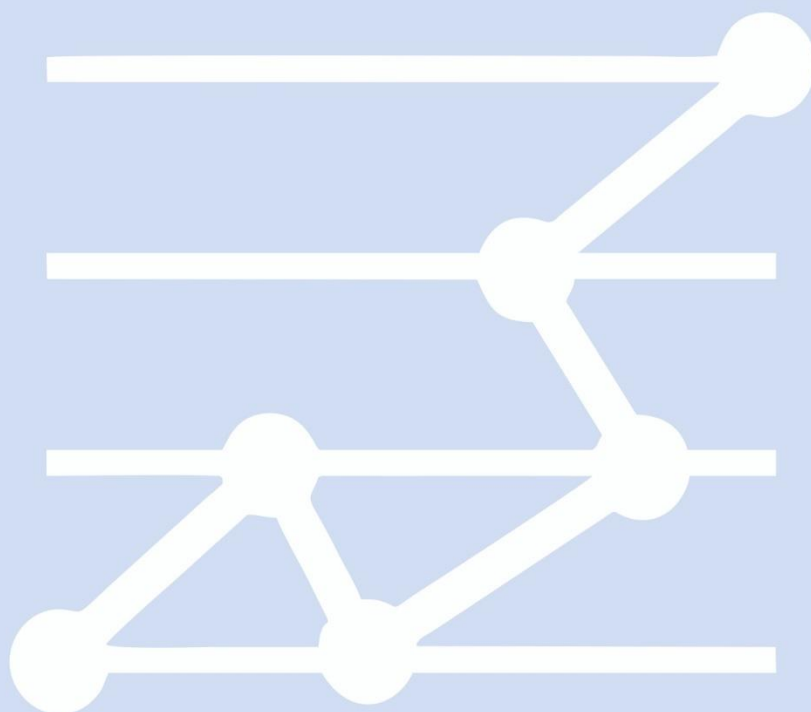
Decentralized Services Of National Education Ministry

Table 66 : Regional Education

Regional Education	Region	Department	Regional Education	Region	Department
Abidjan 1	District Abidjan	Abidjan	Man	Tonkpi	Biankouma
Abidjan 2					Danané
Abidjan 3					Man
Abidjan 4					Sipilou
Yamoussoukro	District Yamoussoukro	Yamoussoukro	Daloa	Haut-Sassandra	Zouan-hounien
		Attiégouakro			Daloa
	Bélier	Didiévi			Issia
		Djékanou			Vavoua
		Tiébissou			Zoukougbeu
Toumodi					
Sassandra	Gbôklé	Fresco	Bouaflé	Marahoué	Bouaflé
		Sassandra			Sinfra
Soubré	Nawa	Buyo	Korhogo	Poro	Zuenoula
		Gueyo			Dikodougou
		Meagui			Korhogo
		Soubré			M'Bengué
San-Pedro	San-Pedro	San-pedro	Ferkessedougou	Tchologo	Sinementiali
		Tabou			Ferkessedougou
Abengourou	Indenié-Djuablin	Abengourou	Boundiali	Bagoué	Kong
		Agnibilékrou			Ouangolodougou
		Bettié			Boundiali
Aboisso	Sud-comoé	Aboisso	Katiola	Hambol	Kouto
		Adiaké			Tengrela
		Grand-bassam			Dabakala
		Tiapoum			Katiola
Minignan	Folon	Kaniasso	Bouaké1	Gbêke	Niakaramandougou
		Minignan	Bouaké2		Bouaké
Odienné	Kabadougou	Gbeleban			Botro
		Madinani	Bouaké Beoumi		
		Odienné	Sakassou		
		Samatiguila			
		Séguélon			

Tableau 66: Regional Education

Regional Education	Region	Department	Regional Education	Region	Department
Gagnoa	Gôh	Gagnoa	Touba	Bafing	Koro
		Oumé			Ouaninou
Divo	Lôh-Djiboua	Divo			Touba
		Guित्रy	Mankono	Bere	Dianra
		Lakota			Kounahiri
Daoukro	Iffou	Daoukro	Mankono		
		M'bahiakro	Séguéla	Worodougou	Kani
		Prikro			Seguela
Bongouanou	Moronou	Arrah	Bouna	Bounkani	Bouna
		Bongouanou			Doropo
		M'Batto			Nassian
Dimbokro	N'Zi	Bocanda			Tehini
		Dimbokro			Bondoukou
		Kouassi-kouassikro	Koun-Fao		
Agboville	Agnéby-Tiassa	Agboville	Sandegué		
		Sikensi	Tanda		
		Taabo	Transua		
		Tiassalé			
Dabou	Grands Ponts	Dabou			
		Grand-lahou			
		Jacqueville			
Adzopé	ME	Adzopé			
		Akoupé			
		Alepé			
		Yakassé-Attobrou			
Guiglo	Cavally	Guiglo			
		Blolequin			
		Taï			
		Toulepleu			
Duekoué	Guemon	Bangolo			
		Duekoué			
		Facobly			
		Kouibly			



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