

Côte d'Ivoire - Education

National, Technical Education and
Vocational Training Ministry



Républic of Côte d'Ivoire
Union – Discipline – Labour

EDUCATION STATISTICS BOOKLET 2020-2021



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- The central Directorates and the affiliated departments of the MENETFP which collaborate with the DSPS to improve the quality and the timely provision of education statistical data;
- The staff of the DSPS, and, in particular, the agents of the Division of Statistics and Performance for their unconditional commitment into the timely and regular production and publication of education statistical data.

THE MINISTER'S MESSAGE

Education is an essential pillar of the sustainable development of any nation. Indeed, it trains the agents and actors of development and it improves human capital. For education system to achieve this in an optimal way, it is necessary to have at one's disposal statistical information so that one can be in a position to carry out an appropriate and sustainable planning work for the steering of the education system. In fact, in the current context of the government's social program policy, the issue of educational development requires an appraisal on the basis of reliable figures and indicators.

For this reason I congratulate the Directorate of Strategy, Planning and Statistics (DSPS) which action contributes, through the regular publication of statistical data, to improving the quality of our education system and to assisting in the decision-making process. Moreover, I promote the respect of the timely publication of statistical data. Our readiness to do so is the testimony of our determination to efficiently steer our system in a transparent way.

The government's leitmotif for the development of Côte d'Ivoire, based on the good governance policy advocated by President Alassane OUATTARA, imposes on us to promote this type of approach.

I urge the stakeholders and the partners of the education system to read this publication with insight and make good use of it.

Kandia CAMARA

Minister of National Education,
Technical Education and Vocational Training

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Acronyms and Abbreviations

BAC	Baccalaureate
BEPC	Diploma of Lower Secondary Education
TTAC	Teacher Training and Action Center
CE1	Elementary Class I/Class I
CE2	Elementary Class II
CEPE	Certificate of Basic Education
CM1	Middle Class I/Class III
CM2	Middle Class II/Class IV
CP1	Preparatory Class I/Class V
CP2	Preparatory Class II/Class VI
DDENET	Departemental Directorate of National and Technical Education
DRENET	Regional Directorate of National and Technical Education
EP	Pre-primary Educationist
EPA	Associate Pre-primary Educationist
IA	Associate Primary school Teacher
IEPP	Inspectorate of Pre-primary and Primary Education
INS	National Institute of Statistics
IO	Regular Primary School Teacher
GPI	Gender Parity Index
IS	Primary School Teacher Trainee
MENETFP	Ministry of National Education, Technical Education and Vocational Training
ESDEP	Education Service Delivery Enhancement Project_ESDEP
PTF	Technical and financial partners
IIE	Institution of Islamic Education
CR-PE	Completion Rate in Primary Education
CR-SE	Completion Rate in Secondary Education
GIR	Gross Intake Rate
GER	Gross Enrolment Rate
UNICEF	United Nations International Children's Emergency Fund
* Community School: Education institution set up by a community	

Methodology

1. The reviewing and publication

The statistical data collection campaign for the year 2020-2021 was launched through the reviewing of the questionnaires for the institutions of pre-primary, primary, general and technical secondary education, the institutions of Islamic education, the CAFOP and the literacy centers. All those questionnaires were edited at the same time as the updation of the online input platform was being carried out. These activities took place from 2 th to 3 September 2020.

2. A series of training sessions for the agents of the supply and distribution chain of the questionnaire

The training of the various staff occurred from:

- the training of the DSPS staff
- the training of Statistics Coordination officers with the DRENET and DDENET and statistics staff with the IEPP by DSPS staff
- the training of statistics staff with the IEPP and the secondary schools by Regional Statistics Coordination officers
- the training of the head-masters (head-teachers) of the Pre-primary and primary Schools by statistics staff with the IEPP

It should be noted that the questionnaires were handed out to the Statistics Coordination officers with the DRENET and DDENET at the end of their training session.

3. Data collection and processing

Data collection and processing happened from December 14 th, 2020 to January 15 th, 2021. Each Regional Directorate of National Education and Technical Education collected and entered the education data under the supervision of DSPS staff. Data from institutions of Pre-primary and primary education institutions as well as those from Islamic education institutions and literacy centres were processed in the Inspectorates of Pre-primary and Primary Education. Data related to general and technical

secondary education were inputted on site at those institutions. All data entry activities were carried out online this year.

4. Screening and consolidation of the collected data

Verification of the consistency, completeness and reliability of the data was performed in schools and institutions from December 15 to January 16, 2021 by the Statistical Coordination officers with the DRENET under the supervision of DSPS staff. The education data for the 2020-2021 statistical campaign were finally consolidated during a workshop held in Yamoussokro from February 22 to 28, 2021.

5. Production and dissemination of deliverable documents

The production of the deliverable documents and their dissemination takes place from February 17 to July 31, 2021 in accordance with these subsequent milestones:

- ❖ The presentation of the result of the national data collection campaign:
 - the presentation of the results of the data collection campaign to the office of the MENETFP
 - the presentation ceremony of the results of the data collection campaign to the stakeholders and partners
- ❖ The Production of national deliverables:
 - The French and English versions of the Education statistics booklets
 - The national statistical yearbook
 - The national statistical data analysis report
- ❖ The production of regional deliverables:
 - The regional Education statistics booklets
 - The regional statistical yearbook

- The presentation of the results in the 31 regions and the 02 districts of Côte d'Ivoire.
- The publication online of the various deliverables. They are available for downloading or viewing on the website of the DSPS: www.men-dpes.org

Data Completeness

Table 1: Data Completeness by type of institutions

Type of institutions	Status	Expected forms	Forwarded forms	Response rate	
Pre-primary	Public	2 437	2 437	100%	100%
	Private	1 021	1 021	100%	
	Community	128	128	100%	
Primary	Public	14 874	14 874	100%	100%
	Private	3 137	3 137	100%	
	Community	746	746	100%	
General secondary	Public	616	616	100%	100%
	Private	2 121	2 121	100%	
Technical secondary	Public	4	4	100%	100%
	Private	368	368	100%	
Islamic education institutions		655	655	100%	
Literary schools		2 245	2 245	100%	
Teacher Training and Action Centers		16	16	100%	

*: These figures may have been underestimated for these institutions are non-formal ones and their creation is not dependent on the school map.

**.: In addition to the three technical high schools (Cocody, Yopougon and Bouaké), this figure takes into account the Technical and Preparatory Military school (EMPT) in Bingerville.

Pre-primary Education



3 586 (+ 3,19%)

Pre-primary institutions

7 879 (+4,06%)
classrooms

245 223 (+0,35%)
pupils

10 166 (+0,68%)
Teachers

Overall figures on Pre-primary education

Table 2 : Distribution of the numbers of schools, classrooms, classes, pupils and teachers by status in Pre-primary education in 2020-2021

		Public	Private	*Com.	Total
Numbers of schools		2 437	1 021	128	3 586
Classrooms		5 074	2 563	262	7 899
Number of Classrooms used for instructional purposes		4 865	2 391	256	7 512
Number of class groups		6 359	2 800	259	9 418
Teaching staff in-position		6 531	2 923	401	9 855
Number of pupils	Boys	78 605	35 373	4 241	118 219
	Girls	84 665	37 786	4 553	127 004
	Total	163 270	73 159	8 794	245 223
	% Girls	51,85%	51,64%	51,77%	51,79%
Number of teachers	Males	171	129	152	452
	Females	6 443	2 973	298	9 714
	Total	6 614	3 102	450	10 166
	% Females	97,41%	95,84%	66,22%	95,55%

* *Com.* : Community

Overall figures on Pre-primary education

Table 3 : Evolution of the number of classrooms, pupils and teachers by status in Pre-primary education in 2020-2021

School year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of classroom	5 892	6 421	7 042	7 571	7 899
Public	3 973	4 445	4 823	4 950	5 074
Private	1 886	1 943	2 186	2 388	2 563
Community	33	33	33	233	262
Number of pupils	174 264	180 176	188 147	244 357	245 223
Public	125 562	129 661	133 972	165 866	163 270
Private	47 697	49 616	53 567	70 085	73 159
Community	1 005	899	608	8 406	8 794
Number of teachers	7 604	8 515	9 533	10 236	10 166
Public	5 486	6 220	6 822	6 916	6 614
Private	2 070	2 249	2 666	2 913	3 102
Community	48	46	45	407	450

Overall figures on Pre-primary education

Table 4 : Evolution of the number of classrooms, pupils and teachers in area in Pre-primary education from 2016-2017 to 2020-2021

Area		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Rural	Classrooms	1 582	1 832	1 886	2 250	2 084
	Pupils	38 195	41 786	40 834	64 732	61 262
	Teachers	1 756	2 140	2 167	2 684	2 469
Urban	Classrooms	4 310	4 589	5 156	5 321	5 428
	Pupils	136 069	138 390	147 313	179 625	183 961
	Teachers	5 848	6 375	7 366	7 552	7 697

Overall figures on Pre-primary education

Figure 1 : Proportion of Pre-primary education institutions by status in 2020-2021

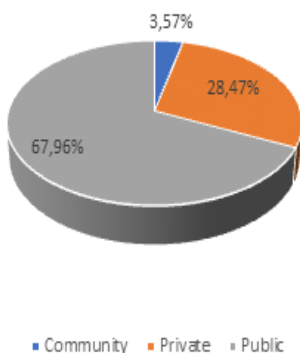
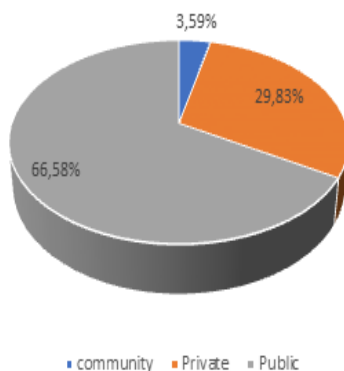


Figure 2 : Proportion of pupils in Pre-primary education institutions by status in 2020-2021



About 7 Pre-primary education institutions out of 10 are public (government) schools and accommodate 66,58 % of the pupils of this education cycle.

Overall figures on Pre-primary education

Figure 3: Proportion of Pre-primary education institutions by status in 2020-

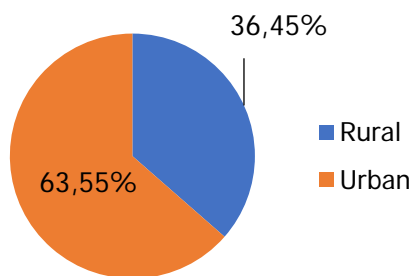
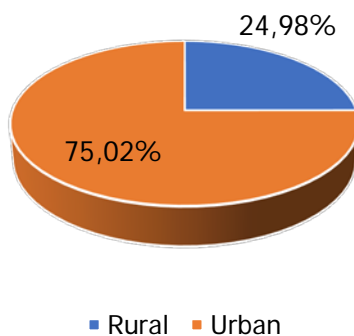


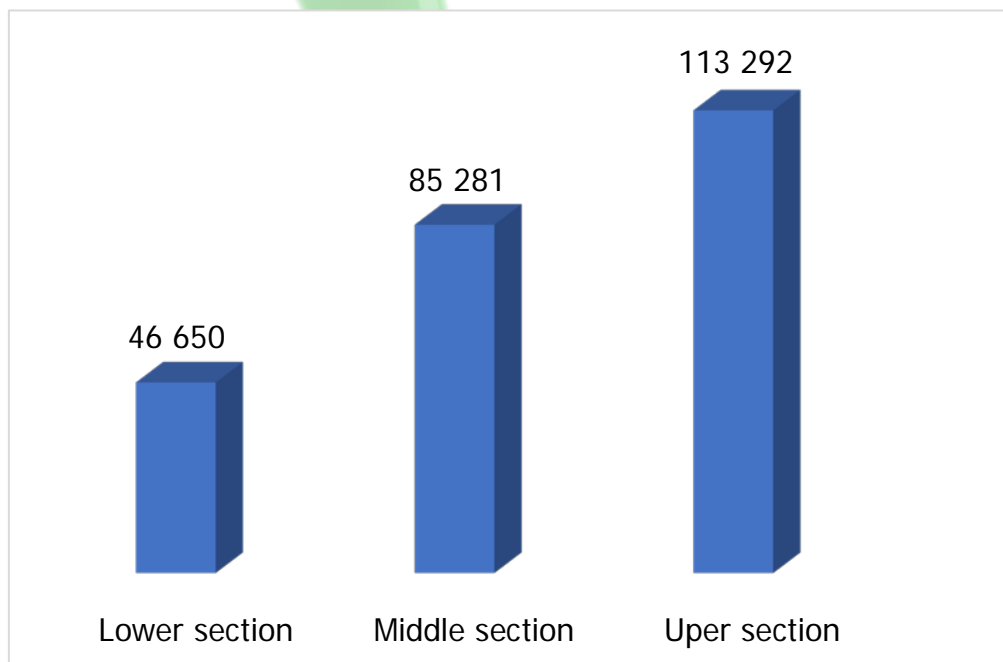
Figure 4 : Proportion of pupils in Pre-primary education institutions by status in 2020-2021



63,55% of Pre-primary education institutions are located in urban area and accommodate 75,02% of the pupils of this education cycle.

Overall figures on Pre-primary education

Figure 5 : Distribution of the numbers of pupils and by grade in Pre-primary education institutions in 2020-2021

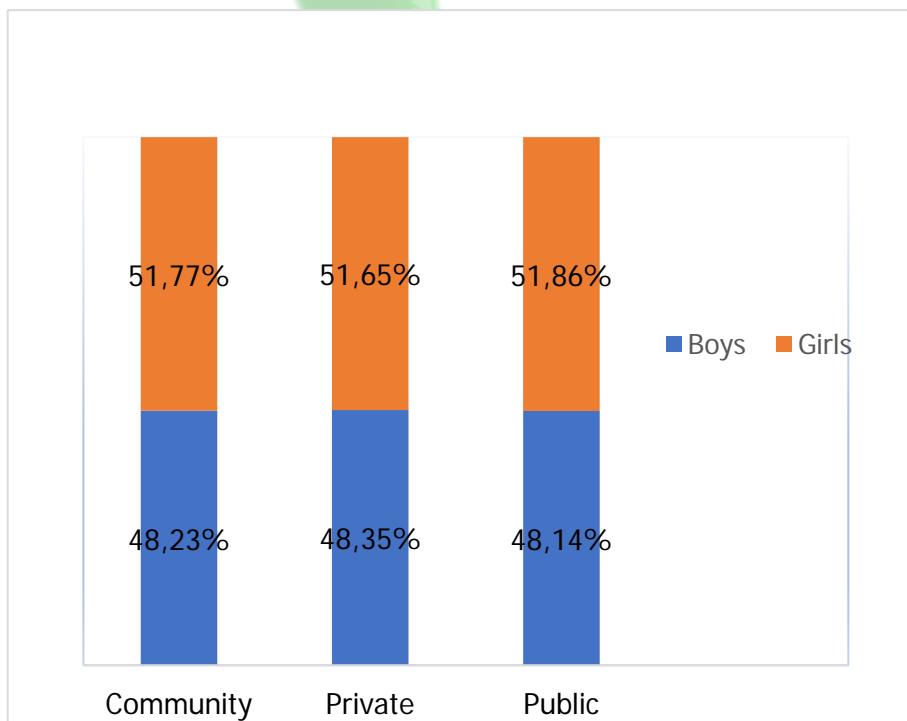


Pre-primary education institutions count 245 223 pupils :

- 46 650 pupils are in lower section, with 19,02% of the number of pupils;
- 85 281 pupils are in middle section , with 34,78% of the number of pupils,
- 113 292 pupils are in uper section, with 46,20% of the number of pupils.

Overall figures on Pre-primary education

Figure 6: Proportion of pupils by gender and by Pre-primary education institutions in 2020-2021



Overall figures on Pre-primary education

Figure 7 : Distribution of the numbers of teachers by area in Pre-primary institutions in 2020-2021

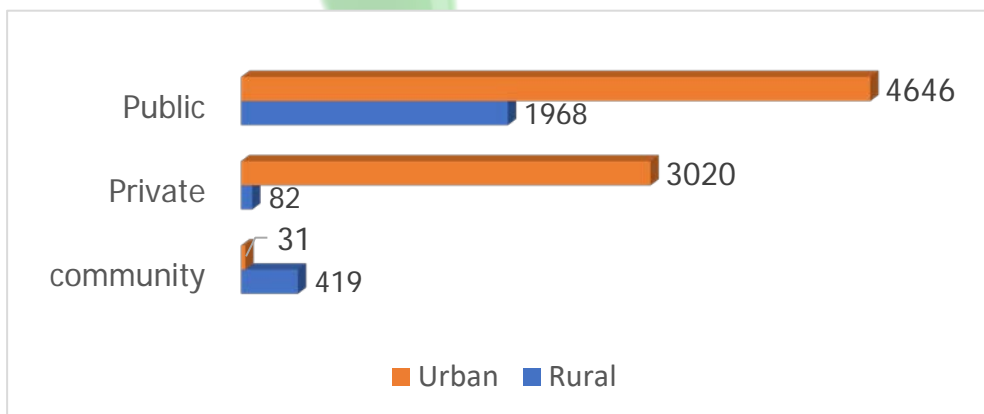


Table 5 : Distribution of classes taught in public Pre-primary institutions by employment ranking of teacher in-position in 2020-2021

Employment ranking	Lower Section	Middle Section	Upper Section
Primary School Teacher trainee	39	66	68
Regular Primary School teacher	1 367	1 540	1 894
Associate Primary School teacher	615	894	1 116
Associate Pre-primary Educationist	126	224	239
Pre-primary Educationist	83	99	129
Contractual	267	430	509
Volunteer	236	345	413
Total	2 733	3 598	4 368
% Volunteer	8,63%	9,58%	9,45%

NB : For a number of classes are run as multi-level and mixed classes, a teacher can be found teaching two or several classes at the same time. There is therefore no need to work out the number of classes taught according to the employment ranking of the teacher in-position.

Overall figures on Pre-primary education

Table 6 : Gross Intake Rate (GIR)(admission rate), Gross Enrolment Rates (GER) and Gender parity Index (GPI) in Pre-primary education in 2019-2020 and 2020-2021

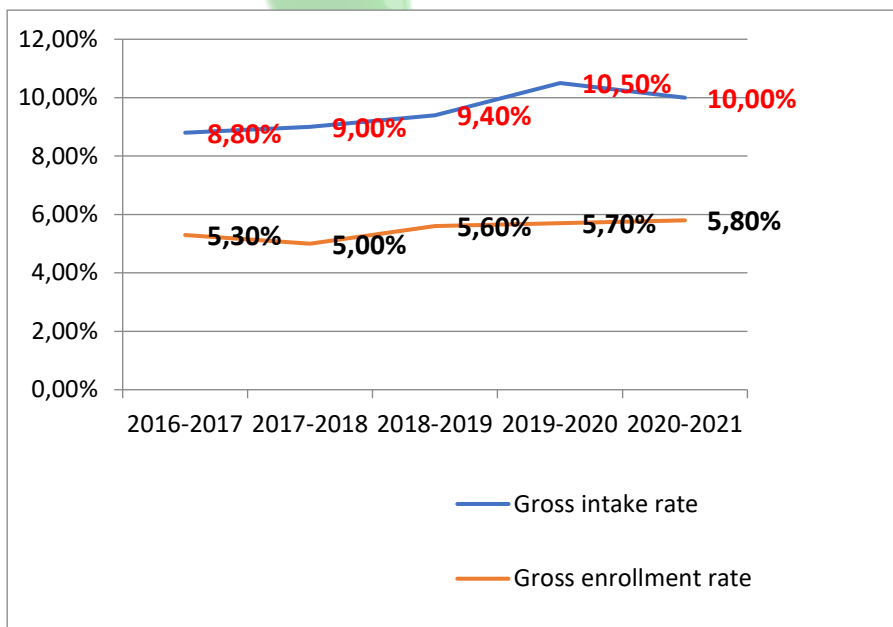
	2019-2020		2020-2021	
	Gross Intake Rate	Gross Enrolment Rates	Gross Intake Rate	Gross Enrolment Rate
Boys	5.4%	10,0%	5,6%	9,8%
Girls	6.0%	11,1%	5,9%	11,0%
Total	5.7%	10,5%	5,8%	10,0%
GPI	1.11	1.04	1,06	1,12

Table 7 : Ratios in Pre-primary education institutions in 2019-2020 and 2020-2021

	2019-2020	2020-2021
Pupil-Classroom ratio	34	33
Pupil-Class ratio	27	26
Pupil-Teacher ratio	25	25

Pre-primary education institutions in administrative regions

Figure 8 : Evolution of Gross Intake Rate (GIR) and Gross Enrolment Rates (GER) in Pre-primary education from 2016-2017 up to 2020-2021



Pre-primary education institutions in administrative regions

Table 8 : Distribution of the number of schools, classrooms, pupils and teachers in administrative regions in Pre-primary education in 2020-2021

Administrative region	number of schools	number of classrooms	Number of pupils		Number of teachers	
			Total	Girls	Total	women
ABIDJAN	961	2 555	84 484	43 726	3 175	3 087
AGNEBY-TIASSA	120	251	7 105	3 715	316	309
BAFING	22	45	1 192	601	49	48
BAGOUE	66	125	4 069	2 168	179	148
BELIER	60	116	3 248	1 706	135	131
BERE	50	97	3 064	1 603	129	98
BOUNKANI	49	100	3 014	1 629	128	96
CAVALLY	43	95	2 711	1 405	98	95
FOLON	22	35	909	510	34	32
GBÊKÊ	194	400	12 883	6 636	566	542
GBOKLE	41	73	1 758	910	88	82
GÔH	102	205	6 834	3 509	290	283
GONTOUGO	83	172	5 650	2 916	206	200
GRANDS PONTS	104	229	6 529	3 343	282	280
GUEMON	78	123	3 082	1 636	144	138
HAMBOL	60	144	4 375	2 244	176	174
HAUT-SASSANDRA	141	284	9 003	4 651	585	562
IFFOU	37	83	2 423	1 288	121	120

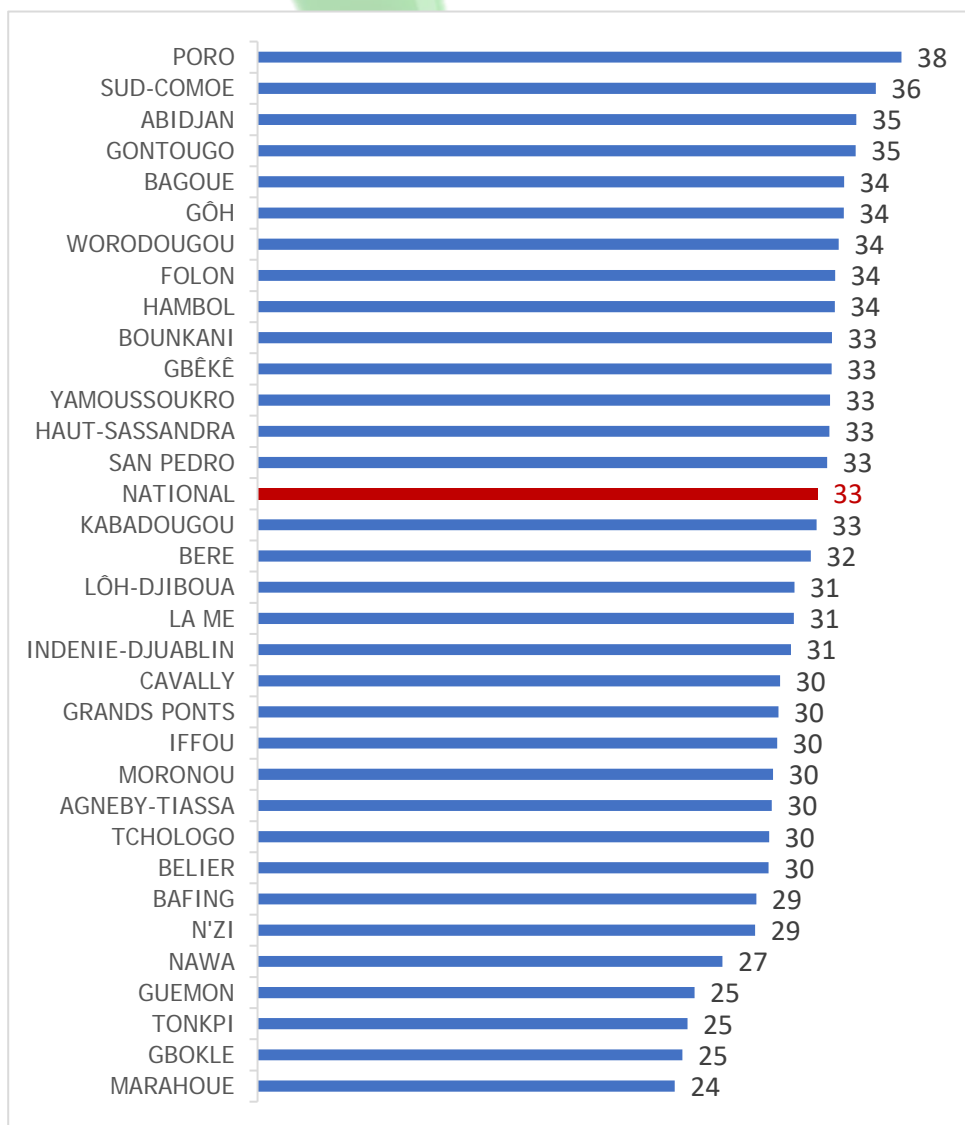
Pre-primary education institutions in administrative regions

Table 8 : Distribution of the number of schools, classrooms, pupils and teachers in administrative regions in Pre-primary education in 2020-2021

Administrative region	number of schools	number of classrooms	Number of pupils		Number of teachers	
			Total	Girls	Total	Female
INDENIE-DJUABLIN	85	212	6 218	3 175	256	251
KABADOUGOU	72	133	4 204	2 117	157	133
LA ME	66	139	4 284	2 227	169	162
LÔH-DJIBOUA	113	195	5 947	3 091	312	303
MARAHOUÉ	83	206	4 913	2 577	278	272
MORONOU	34	65	1 833	950	73	71
NAWA	119	227	5 826	3 026	263	257
N'ZI	42	69	1 914	1 004	83	81
PORO	177	400	13 817	7 066	490	445
SAN PEDRO	93	181	5 943	3 061	216	213
SUD-COMOE	147	296	10 343	5 316	360	348
TCHOLOGO	56	106	2 923	1 531	159	143
TONKPI	171	322	7 896	4 164	353	323
WORODOUGOU	22	46	1 389	704	58	57
YAMOOUSSOUKRO	73	170	5 440	2 799	238	230
NATIONAL	3 586	7 899	245 223	127 004	10 166	9 714

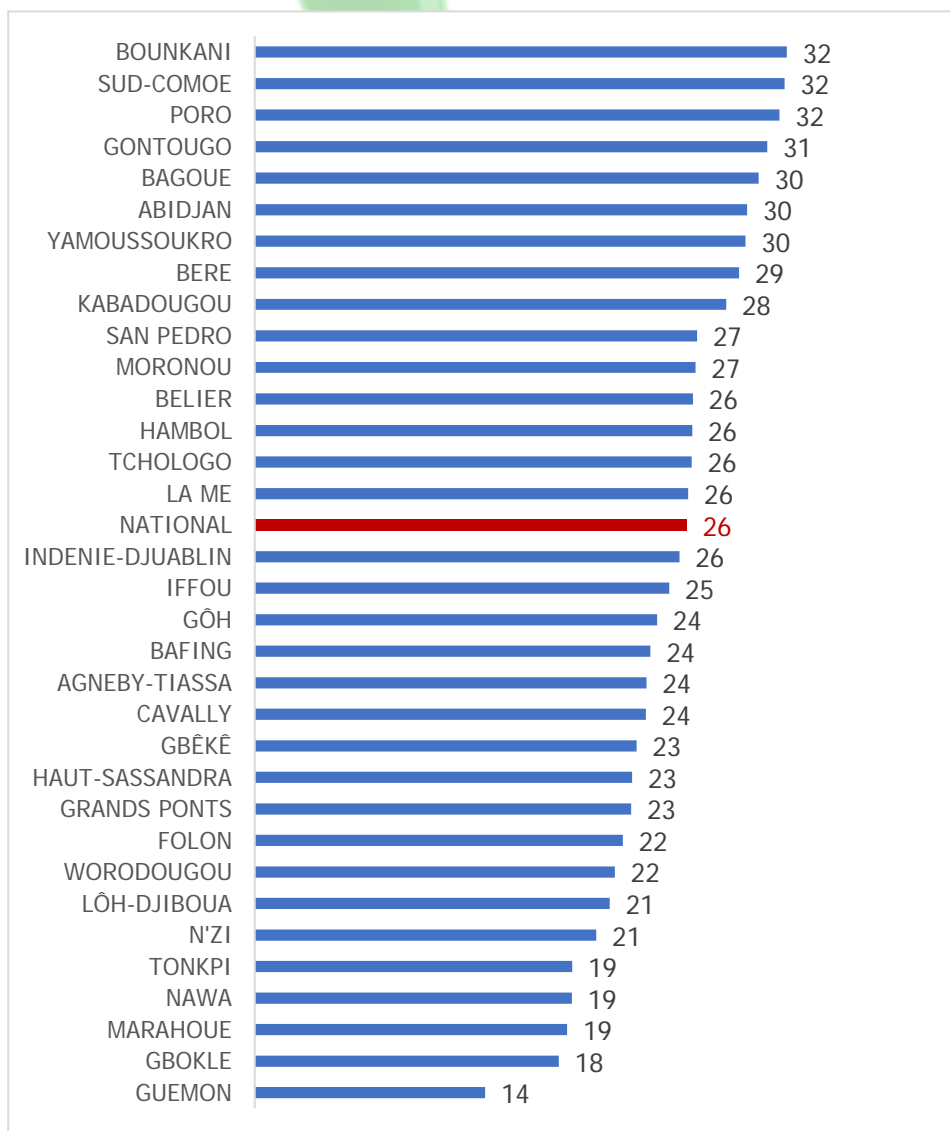
Pre-primary education institutions in administrative regions

Figure 9 : Pupils classroom Ratio in administrative region in Pre-primary education in 2020-2021



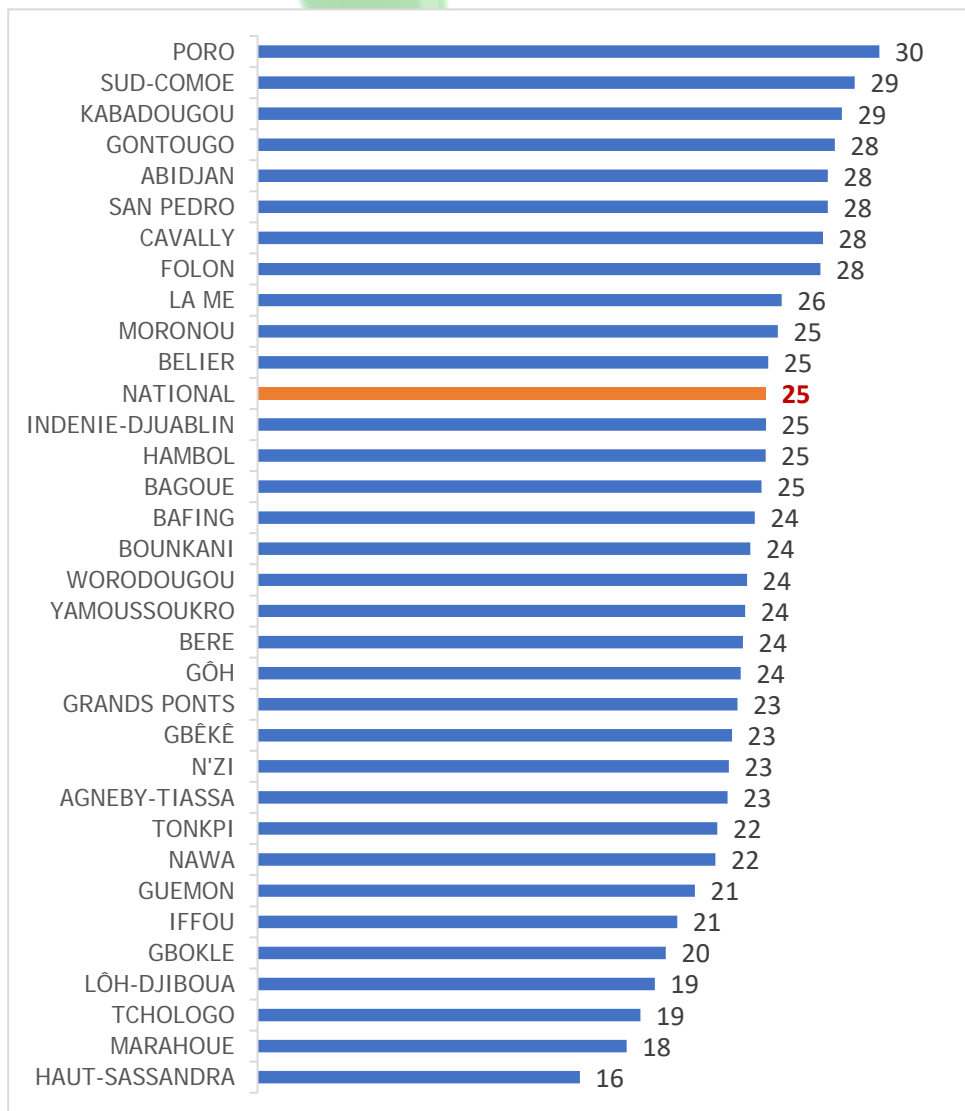
Pre-primary education institutions in administrative regions

Figure 10 : Pupils classroom Ratio in administrative region in Pre-primary education in 2020-2021



Pre-primary education institutions in administrative regions

Figure 11 : Pupils classroom Ratio in administrative region in Pre-primary education in 2020-2021



Pre-primary education institutions in administrative regions

Table 9 : Proportion of Pre-primary education institutions with adequate facilities in administrative region in 2020-2021

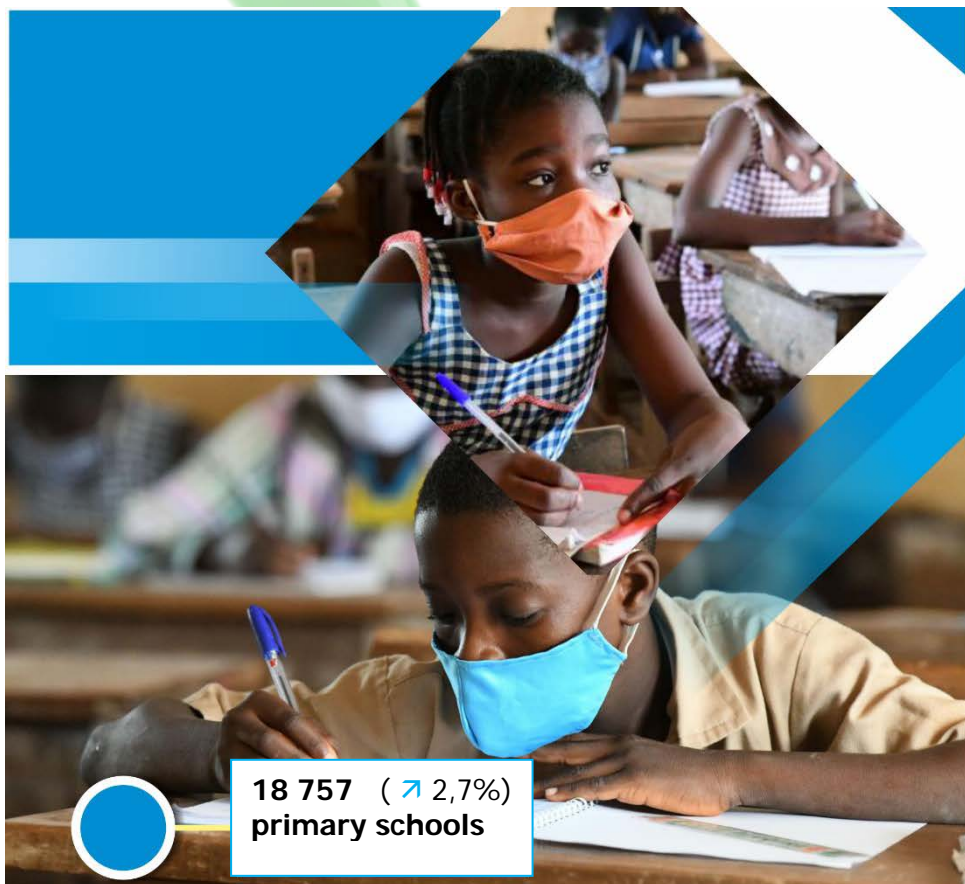
Administrative regions	Number of schools	% schools with water facility	% school with electricity	% school with functional toilet
ABIDJAN	961	92,9%	95,6%	95,2%
AGNEBY-TIASSA	120	49,2%	55,8%	61,7%
BAFING	22	45,5%	27,3%	68,2%
BAGOUE	66	48,5%	19,7%	71,2%
BELIER	60	48,3%	33,3%	75,0%
BERE	50	26,0%	12,0%	72,0%
BOUNKANI	49	28,6%	14,3%	69,4%
CAVALLY	43	55,8%	14,0%	53,5%
FOLON	22	45,5%	31,8%	31,8%
GBÊKÊ	194	48,5%	63,4%	59,8%
GBOKLE	41	53,7%	31,7%	51,2%
GÔH	102	37,3%	32,4%	55,9%
GONTOUGO	83	39,8%	22,9%	43,4%
GRANDS PONTS	104	63,5%	73,1%	56,7%
GUEMON	78	38,5%	12,8%	25,6%
HAMBOL	60	51,7%	40,0%	51,7%
HAUT-SASSANDRA	141	50,4%	36,9%	59,6%
IFFOU	37	54,1%	54,1%	45,9%

Préscolaire dans les régions administratives et districts

Table 9 : Proportion of Pre-primary education institutions with adequate facilities in administrative region in 2020-2021

Administrative regions	Number of schools	% schools with water facility	% school with electricity	% school with functional toilet
INDENIE-DJUABLIN	85	54,1%	48,2%	65,9%
KABADOUGOU	72	37,5%	19,4%	43,1%
LA ME	66	47,0%	63,6%	56,1%
LÔH-DJIBOUA	113	32,7%	33,6%	58,4%
MARAHOUÉ	83	48,2%	44,6%	66,3%
MORONOU	34	47,1%	38,2%	52,9%
NAWA	119	47,1%	39,5%	41,2%
N'ZI	42	40,5%	38,1%	26,2%
PORO	177	38,4%	36,2%	61,6%
SAN PEDRO	93	62,4%	49,5%	71,0%
SUD-COMOE	147	77,6%	77,6%	78,9%
TCHOLOGO	56	35,7%	26,8%	80,4%
TONKPI	171	37,4%	21,6%	28,7%
WORODOUGOU	22	50,0%	13,6%	45,5%
YAMOOUSSOUKRO	73	67,1%	68,5%	75,3%
NATIONAL	3 586	59,8%	55,7%	67,2%

Primary education



18 757 (↗ 2,7%)
primary schools

100 367 (↗ 2,1%)
classrooms

4 102 825 (↗ 0,03%)
pupils

100 263 (↘ 0,8%)
teachers

Overall figures on primary education

Table 10 : Distribution of the numbers of schools, classrooms, class, pupils, repeaters and teachers in status in primary education in 2020-2021

		Public	Private	*Com.	Total
Number of schools		14 874	3 137	746	18 757
Total number of classrooms		79 073	19 274	2 020	100 367
Number of Classrooms used for instructional purposes		76 535	18 430	1 946	96 911
Number of class groups		86 524	19 934	3 271	109 729
Pupils	Girls	1 599 829	364 071	28 658	1 992 558
	Boys	1 707 407	368 444	34 416	2 110 267
	Total	3 307 236	732 515	63 074	4 102 825
	% Girls	48,37%	49,70%	45,44%	48,57%
Repeaters	Girls	140 878	10 066	618	151 562
	Boys	175 074	12 800	835	188 709
	Total	315 952	22 866	1 453	340 271
	% Girls	44,59%	44,02%	42,53%	44,54%
Teachers	Female	27 447	7 281	360	35 088
	Male	51 917	11 714	1 544	65 175
	Total	79 364	18 995	1 904	100 263
	% Female	34,58%	38,33%	18,91%	35,00%
Teaching staff in-position		78 241	18 283	1 891	98 415

*Com. : Community

Overall figures on primary education

Table 11: Evolution of the number of classrooms, pupils and teachers in status in primary education from 2016-2017 up to 2020-2021

School year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total number of classrooms	90 970	94 767	95 866	98 338	100 367
Public	74 874	77 261	77 629	78 523	79 073
Private	13 619	14 731	15 950	17 618	19 274
Community	2 477	2 775	2 287	2 197	2 020
Numbers of pupils	3 772 136	3 900 222	4 003 884	4 101 430	4 102 825
Public	3 169 641	3 255 797	3 308 667	3 336 678	3 307 236
Private	522 732	564 772	625 916	696 078	732 515
Community	79 763	79 653	69 301	68 674	63 074
Numbers of teachers	88 900	93 257	96 255	101 085	100 263
Public	72 748	76 375	78 196	81 424	79 364
Private	3 795	14 362	15 905	17 520	18 995
Community	2 357	2 520	2 154	2 141	1 904

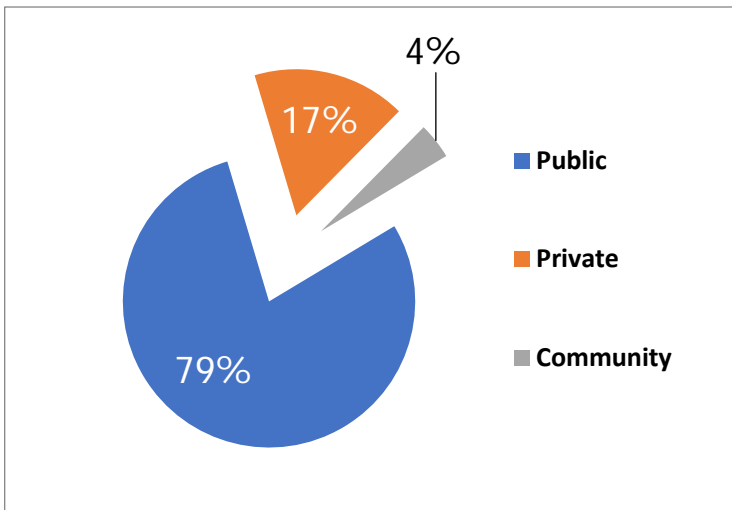
Overall figures on primary education

Table 12 : Evolution of the number of classrooms, pupils and teachers by area in primary education from 2016-2017 up to à 2020-2021

School year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Rural area					
Classrooms	55 753	57 538	55 176	55 977	56 906
Pupils	2 083 061	2 138 811	2 083 054	2 015 444	2 111 258
Teachers	51 580	54 396	53 186	54 939	54 199
Urban area					
Classrooms	35 217	37 229	40 690	42 362	43 461
Pupils	1 689 075	1 761 411	1 920 830	2 085 986	1 991 567
Teachers	37 320	38 861	43 069	46 146	46 638

Overall figures on primary education

Figure 11 : Proportion of schools by status in primary education in 2020-2021



At primary education level, 79% of schools are public school with 81% pupils.

Figure 12 : Proportion of pupils by status in primary education in 2020-2021

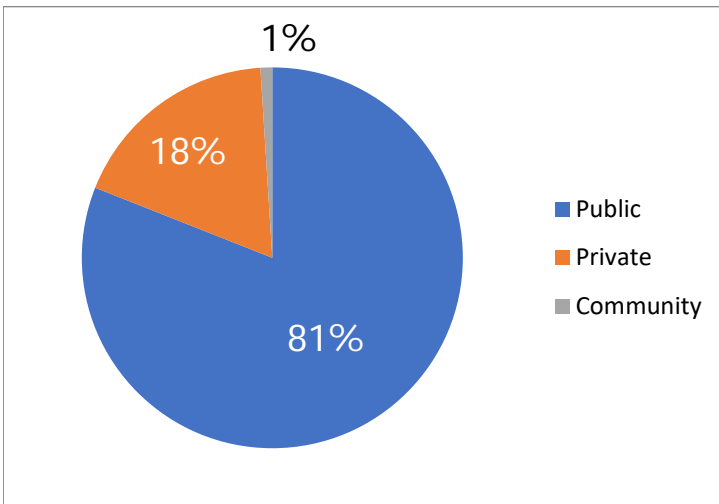


Figure 13 : Proportion of schools by area in primary education in 2020-2021

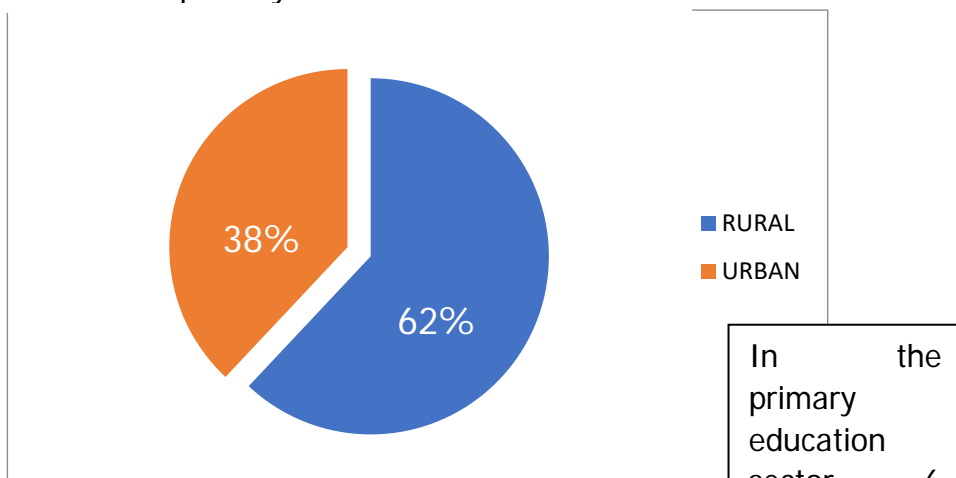
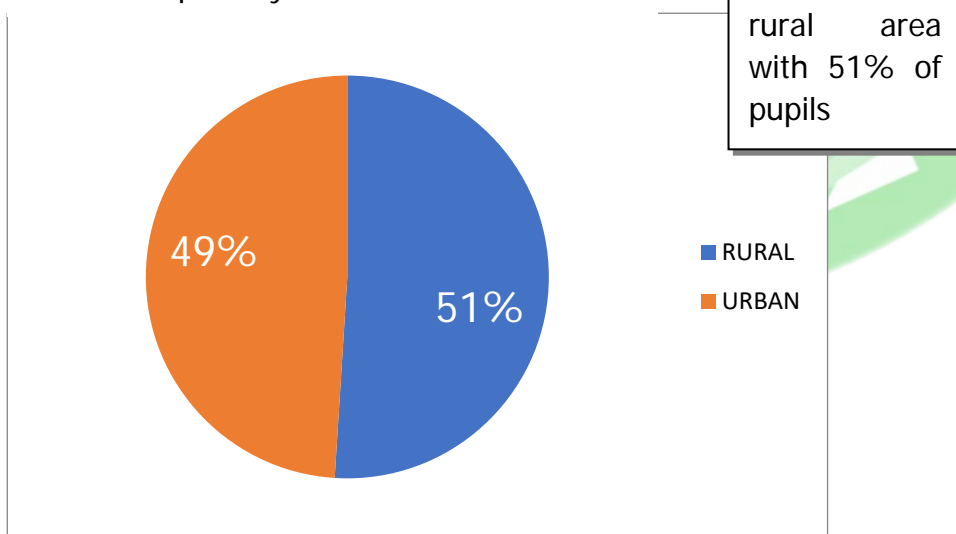


Figure 14 : Proportion of pupils in area in primary education in 2020-2021



In the primary education sector, 6 schools out of 10 are located in rural area with 51% of pupils

Overall figures on primary education

Tableau 13 : Distribution of pupils by status and gender per level in primary education in 2020-2021

Status		Class I	Class II	Class III	Class IV	Class V	Class VI	Total
Numbers of pupils		815 452	707 383	696 863	693 767	629 195	560 165	4 102 825
Public school	Total	645 058	560 232	558 724	564 883	519 464	458 875	3 307 236
	Girls	303 116	271 502	272 695	275 578	253 414	223 524	1 599 829
	Boys	341 942	288 730	286 029	289 305	266 050	235 351	1 707 407
Private school	Total	151 241	134 454	127 773	120 234	102 822	95 991	732 515
	Girls	77 769	66 041	62 650	59 163	50 657	47 790	364 070
	Boys	73 472	68 413	65 123	61 071	52 165	48 201	368 445
Community school	Total	19 153	12 697	10 366	8 650	6 909	5 299	63 074
	Girls	8 631	5 849	4 705	3 959	3 061	2 453	28 658
	Boys	10 522	6 848	5 661	4 691	3 848	2 846	34 416
% public school		79,10%	79,20%	80,18%	81,42%	82,56%	81,92%	80,61%
% du private school		18,55%	19,01%	18,34%	17,33%	16,34%	17,14%	17,85%
% community school		2,35%	1,79%	1,49%	1,25%	1,10%	0,95%	1,54%

Overall figures on primary education

Table 14 : Distribution of pupils from bridging classes by area and gender by class in primary education in 2020-2021

Area		Area	Class III	Class IV	Class V	Class VI
Rural + Urban	Total	543	476	410	482	1 911
	Girls	235	252	189	237	913
	Boys	308	224	221	245	998
Rural	Total	243	193	170	236	842
	Girls	94	99	74	112	379
	Boys	149	94	96	124	463
Urban	Total	300	283	240	246	1 069
	Girls	141	153	115	125	534
	Boys	159	130	125	121	535
% pupils in rural area		44,8%	40,5%	41,5%	49,0%	44,1%

Overall figures on primary education

Figure 15 : Proportion of pupils by gender in primary education in 2020-2021

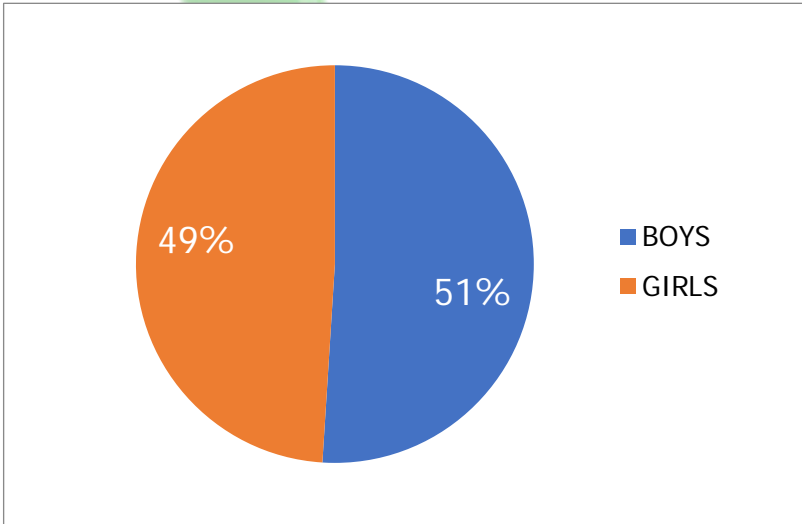
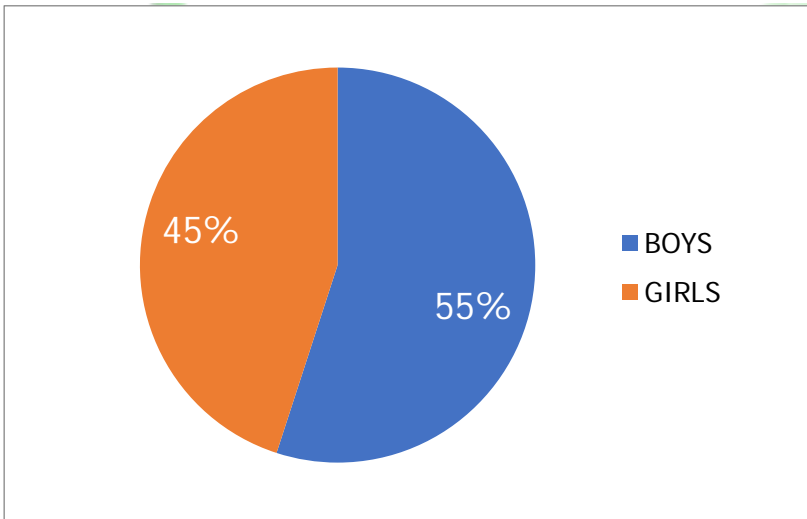


Figure 16 : Proportion of repeaters by gender in primary education in 2020-2021



Overall figures on primary education

Figure 17-A : Distribution of pregnancy by age and area in primary education sector in 2019-2020

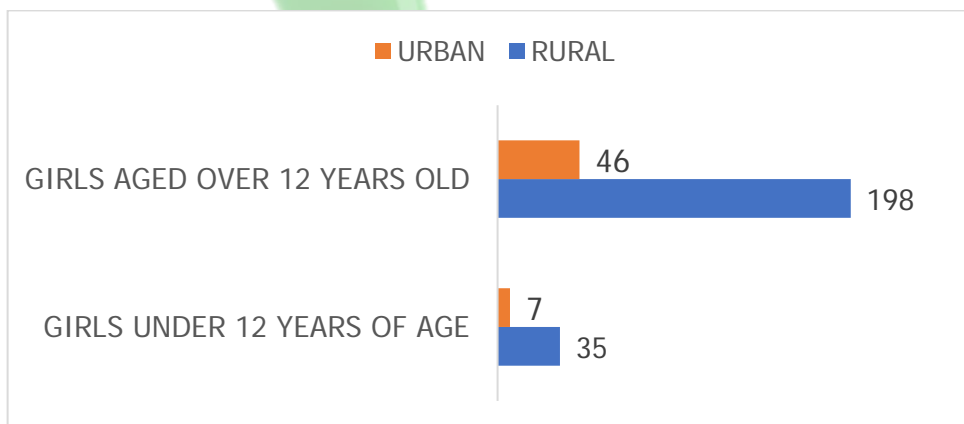
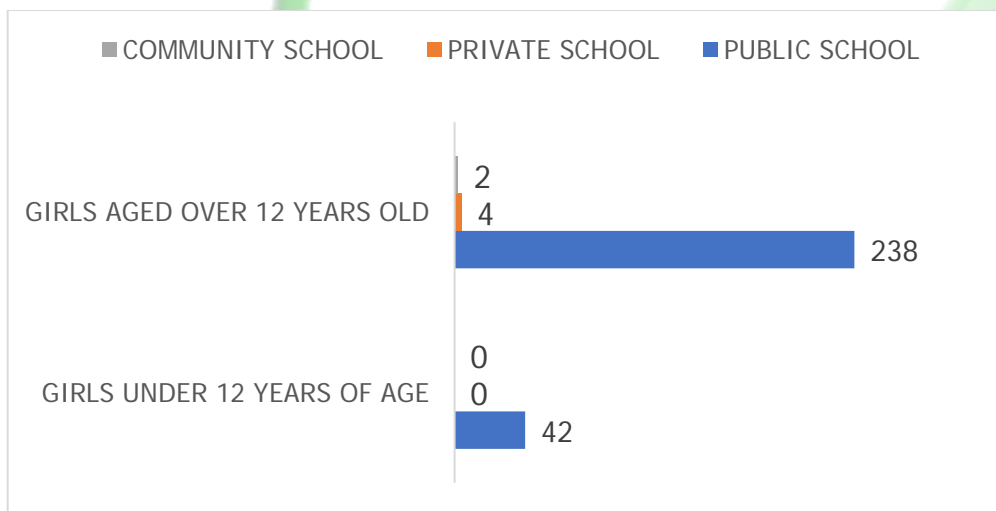
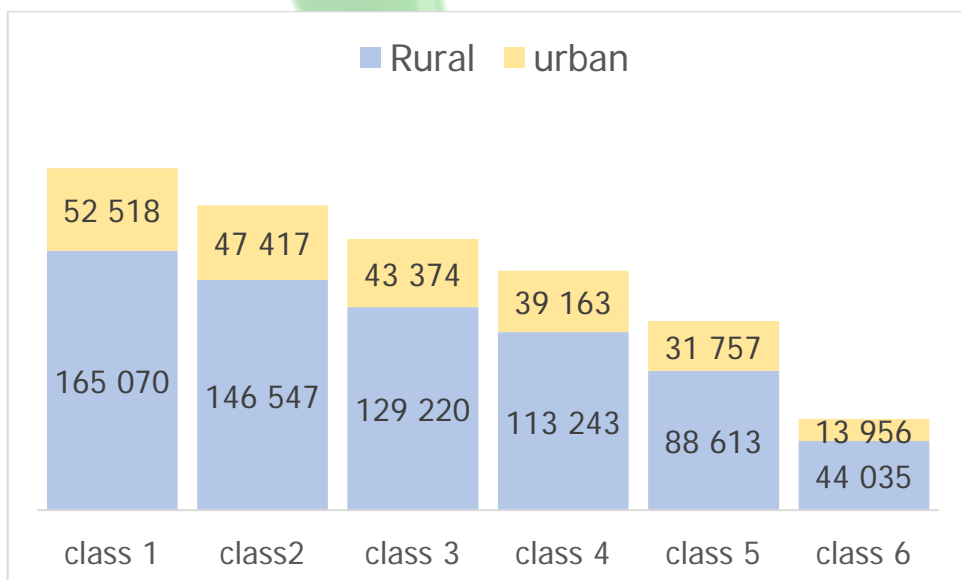


Figure 17-B : Distribution of pregnancy by age in status of school in primary education in 2019-2020



Overall figures on primary education

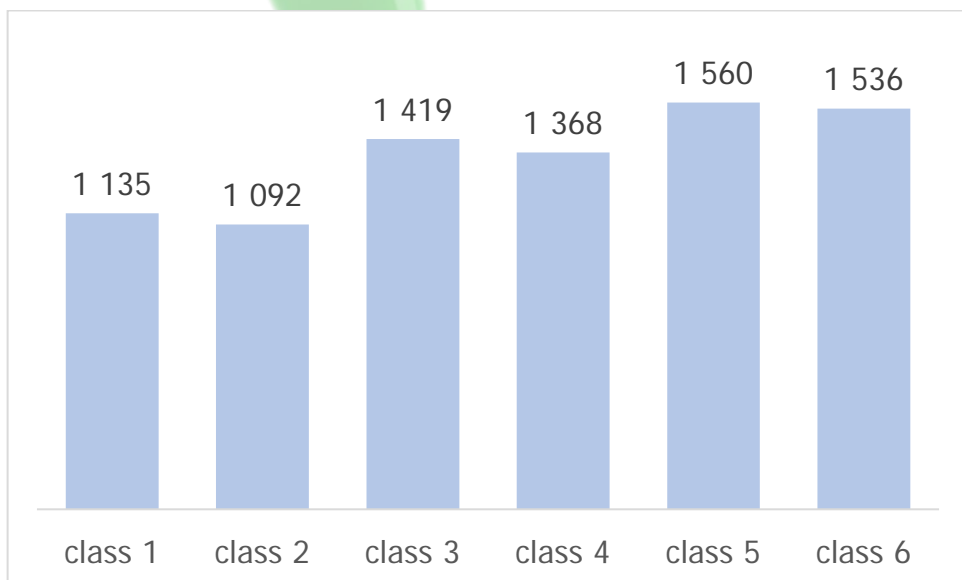
Figure 18 : Distribution of pupils with no birth certificate by level and area in primary education in 2020-2021



- ❖ **914 913** pupils in primary schools are with no birth certificate in 2020-2021 with **1 207 012** in 2019-2020.
- ❖ **75%** of these pupils are found in **rural areas**.

Overall figures on primary education

Figure 19 : Distribution of HIV / AIDS Orphaned and Vulnerable children by level in primary education in 2020-2021



Overall figures on primary education

Table 15 : Number of schools having experienced course disruptions and average duration of school breaks by type of conflict according to the environment in primary school during the previous school year (2019-2020)

		Area		Total
		Rural	Urban	
Teachers' strikes	Number of schools	17	24	41
	Average number of teaching hours lost	44	46	45
Conflict between establishment and administration	Number of schools	6	4	10
	Average number of teaching hours lost	92	60	79
Conflict between schools	Number of schools	1	1	2
	Average number of teaching hours lost	16	200	108
Conflict between students	Number of schools	0	0	0
	Average number of teaching hours lost	0	0	0
Other conflicts	Number of schools	165	160	325
	Average number of teaching hours lost	141	153	147

Overall figures on primary education

Table 16 : Distribution of the number of students victims of violence by type of violence according to the level of primary school education for the previous school year in 2019-2020

Type of violent acts	Levels						Total
	Class I	Class II	Class III	Class VI	Class V	Class VI	
PHYSICAL VIOLENCE							
Assault and battle	1 279	1 103	982	718	540	503	5 114
Beating / Caning	811	697	695	530	470	421	3 622
Chores	664	840	967	1 046	1 102	1 167	5 759
SEXUAL VIOLENCE							
Rape (including sex with adult partner)	1	2	0	0	6	16	25
Sexual harrassment (Girls)	0	0	2	16	23	41	82
Fondling / Sexual molestation	2	6	5	14	25	42	94
Female genital mutilation	13	16	27	73	64	63	256
PSYCHOLOGICAL VIOLENCE							
Forced marriage	0	0	0	0	1	7	8
Insulting or humiliating verbal acts	1 715	1 566	1 595	1 526	1 450	1 340	9 186
Intimidating/Threatening /Blackmailling	579	641	736	741	603	615	3 913

Table 17 : Distribution of the number of pupil deaths by area in primary schools in 2019-2020

Area	Number of deceased pupils in primary schools	
	Total	Girls
Rural	742	296
Urban	533	249
Total	1 275	545

Overall figures on primary education

Figure 21 : Distribution of teachers by environment and by school status in primary education for the school year 2020-2021

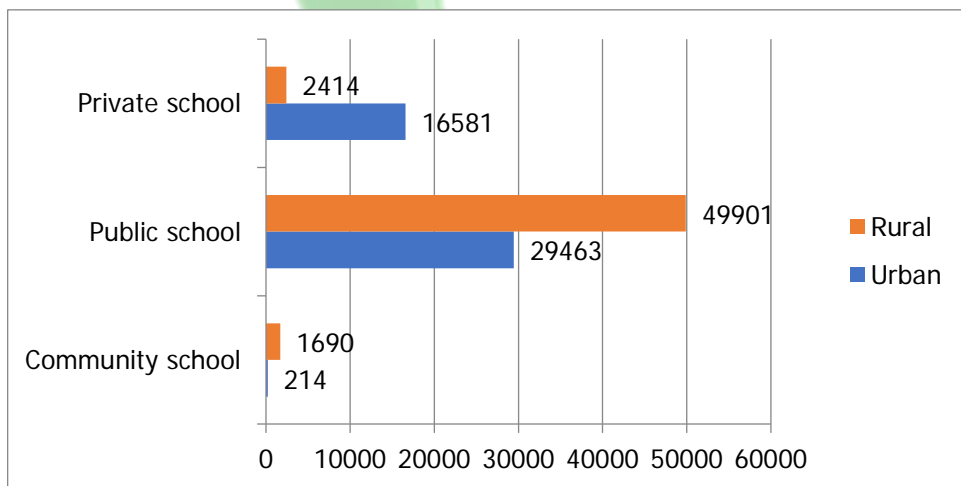
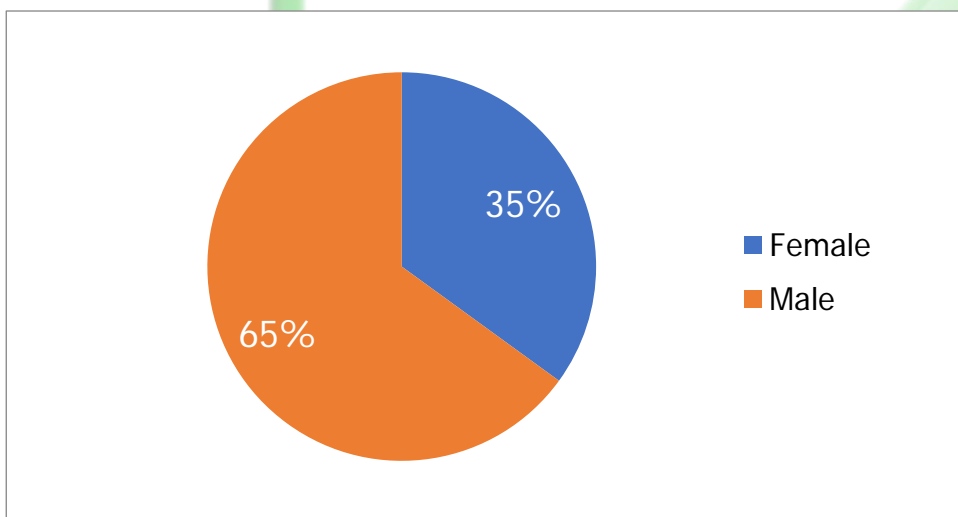


Figure 22 : Distribution of teachers by gender in primary schools in 2020-2021



Overall figures on primary education

Table 18 : Distribution of levels taught in public primary schools by the employment ranking of teacher in-position in 2020-2021

Employment ranking of teacher	Class taught					
	Class I	Class II	Class III	Class IV	Class V	Class VI
Regular teacher	6 512	5 888	7 496	8 892	9 207	10 298
Associate teacher	4 653	4 540	4 028	2 774	3 190	3 154
Teacher trainee	738	1 485	423	783	203	39
Volunteer	654	758	717	689	417	94
Contractual	1 130	1 528	962	1 130	498	70
Levels taught	13 687	14 199	13 626	14 268	13 515	13 655
% Level taught by Volunteers	4,8%	5,3%	5,3%	4,8%	3,1%	0,7%

Overall figures on primary education

Table 19 : Distribution of teachers visited or inspected by area in primary schools in 2018-2019 and 2019-2020

Area	Years	Total teaching staff in-position	Teachers visited By a teacher advisor In 2018-2019 and 2019-2020		Teachers inspected in 2018-2019 and 2019-2020	
			Effectif	%	Effectif	%
Rural	2018-2019	52 888	16 076	30,4%	6 109	11,6%
	2019-2020	54 399	18 904	34,8%	7 143	13,1%
Urban	2018-2019	41 420	15 448	37,3%	3 796	9,2%
	2019-2020	44 324	16 151	36,4%	4 989	11,3%
Total	2018-2019	94 308	31 524	33,4%	9 905	10,5%
	2019-2020	98 723	35 055	36%	12 132	12%

Table 20 : Distribution of teachers inspected by status in primary schools in 2018-2019 and 2019-2020

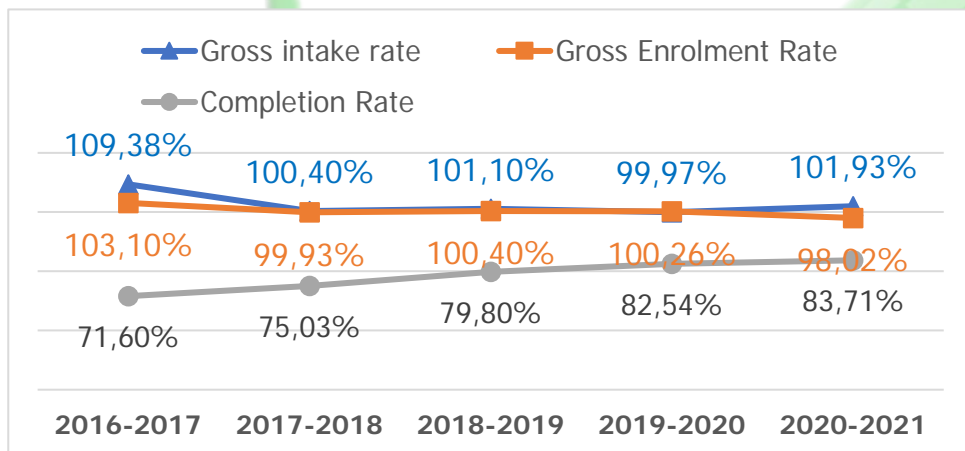
Area	Years	Total teaching staff in-position	Teachers visited By a teacher advisor		Teachers inspected	
			Number of teachers	%	Number of teachers	%
Public	2018-2019	76 976	25 963	33,7%	9 082	11,8%
	2019-2020	79 827	29 086	36,4%	10 782	13,5%
Private	2018-2019	15 187	5 296	34,9%	792	5,2%
	2019-2020	16 775	5 700	34,0%	1 321	7,9%
Community	2018-2020	2 145	265	12,4%	31	1,4%
	2019-2020	2 121	267	12,6%	26	1,2%
Total	2018-2020	94 308	31 524	35,5%	9 905	10,5%
	2019-2020	98 723	35 053	35,5%	12 129	12,3%

Primary education indicators

Table 21 : Gross Intake Rate (GIR)(admission rate), Gross Enrolment Rate (GER), Completion Rate (CR) and Gender Parity Index (GPI) in primary schools in 2020-2021

	Intake Rate (Admission rate)		Enrolment Rate		
	Gross Intake Rate	Net Intake Rate	Gross Enrolment Rate	Net Enrolment Rate	Completion Rate
Total	101,9%	74,3%	98,0%	92,1%	83,7%
Girls	101,24%	74,40%	98,29%	91,3%	85,04%
Boys	102,58%	74,15%	97,76%	92,8%	82,48%
Gender Parity Index	0,99	1,00	1,01	0,98	1,03

Figure 23 : the Gross Intake Rate (GIR), Gross Enrolment Rate (GER), Completion Rate (CR) and Gender Parity Index (GPI) in primary schools from 2016-2017 up to 2020-2021



Primary education indicators

Figure 24 : the Net Intake Rate (NIR) and Net Enrolment Rate (NER) in primary schools from 2016-2017 up to 2020-2021

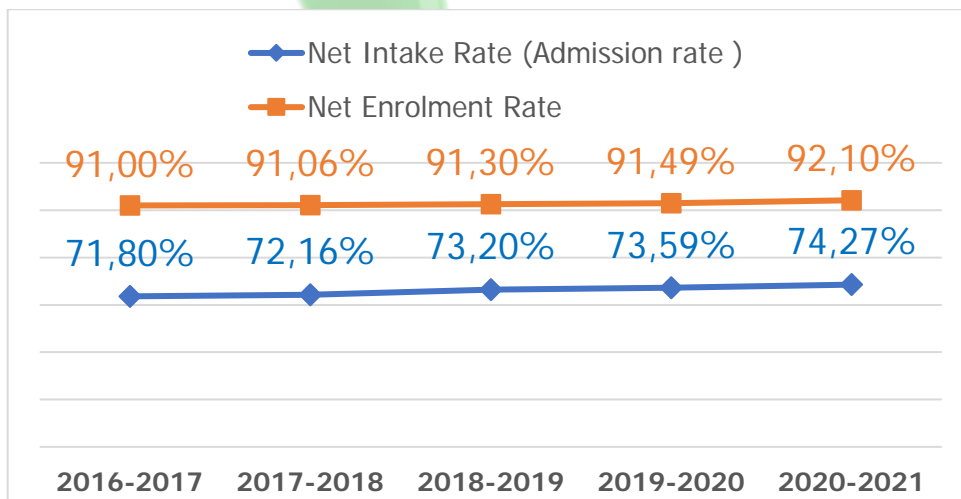
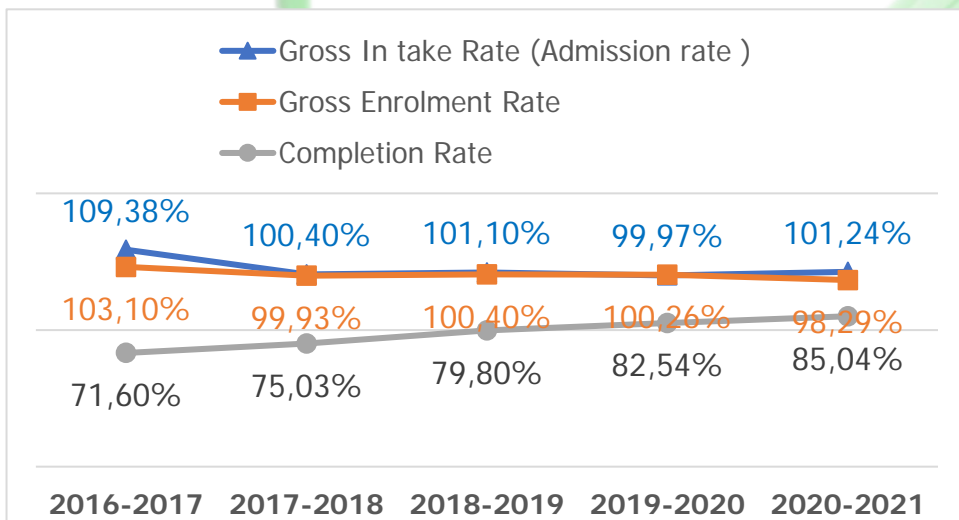


Figure 25 : the Gross Intake Rate (GIR), Gross Enrolment Rate (GER), Completion Rate (CR) for **girls** in primary schools from 2016-2017 up to 2020-2021



Primary education indicators

Table 22 : Promotion rate, Repetition rate, Dropout rate and Gender Parity Index (GPI) by level in primary schools in 2019-2020

Level		Promotion rate	Repetition rate	Dropout rate
Class I	Girls	84,32%	6,01%	9,67%
	Boys	80,33%	8,28%	11,38%
	Total	82,24%	7,19%	10,56%
	Gender Parity Index	1,05	0,73	0,85
Class II	Girls	87,74%	9,03%	3,23%
	Boys	85,42%	10,68%	3,90%
	Total	86,55%	9,88%	3,57%
	Gender Parity Index	1,03	0,85	0,83
Class III	Girls	88,17%	9,12%	2,71%
	Boys	86,79%	10,22%	2,99%
	Total	87,46%	9,68%	2,85%
	Gender Parity Index	1,02	0,89	0,91
Class IV	Girls	84,17%	9,97%	5,85%
	Boys	82,19%	11,21%	6,60%
	Total	83,15%	10,61%	6,24%
	Gender Parity Index	1,02	0,89	0,89
Class V	Girls	88,41%	8,55%	3,04%
	Boys	86,57%	9,50%	3,94%
	Total	87,46%	9,04%	3,50%
	Gender Parity Index	1,02	0,90	0,77
Class VI	Girls	90,69%	2,47%	6,84%
	Boys	91,36%	2,61%	6,03%
	Total	91,04%	2,54%	6,42%
	Gender Parity Index	0,99	0,95	1,13
Primary	Girls	87,09%	7,65%	5,26%
	Boys	85,17%	8,90%	5,93%
	Total	86,10%	8,30%	5,61%
	Gender Parity Index	1,02	0,86	0,89

Primary education indicators

Figure 26 : Promotion rate, Repetition rate and Dropout rate in primary schools from 2016-2017 up to 2019-2020

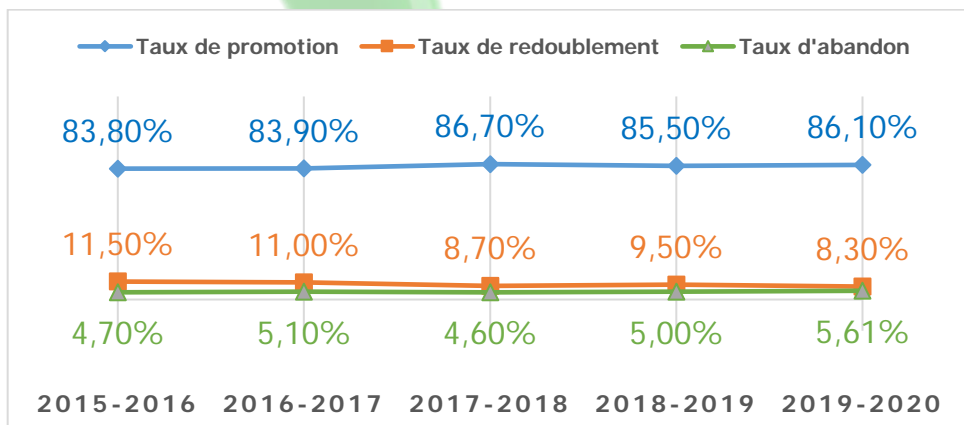
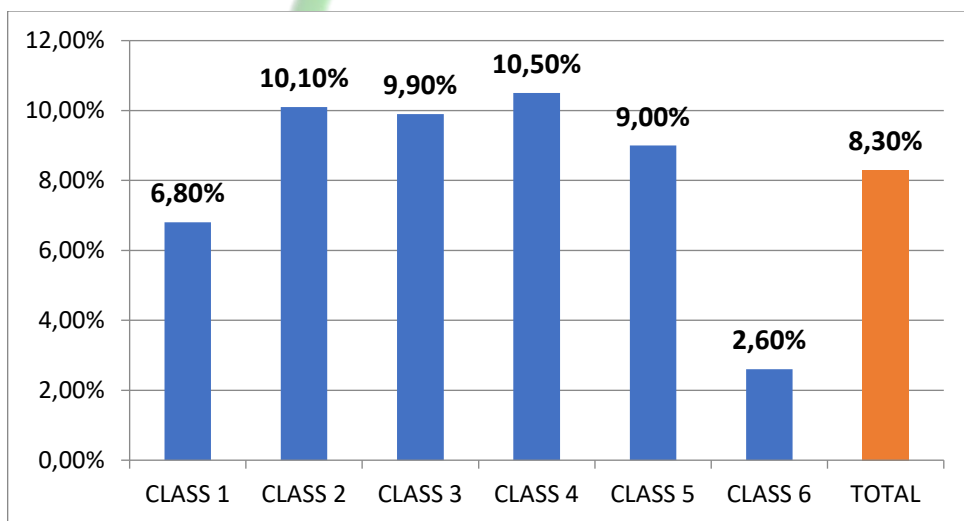
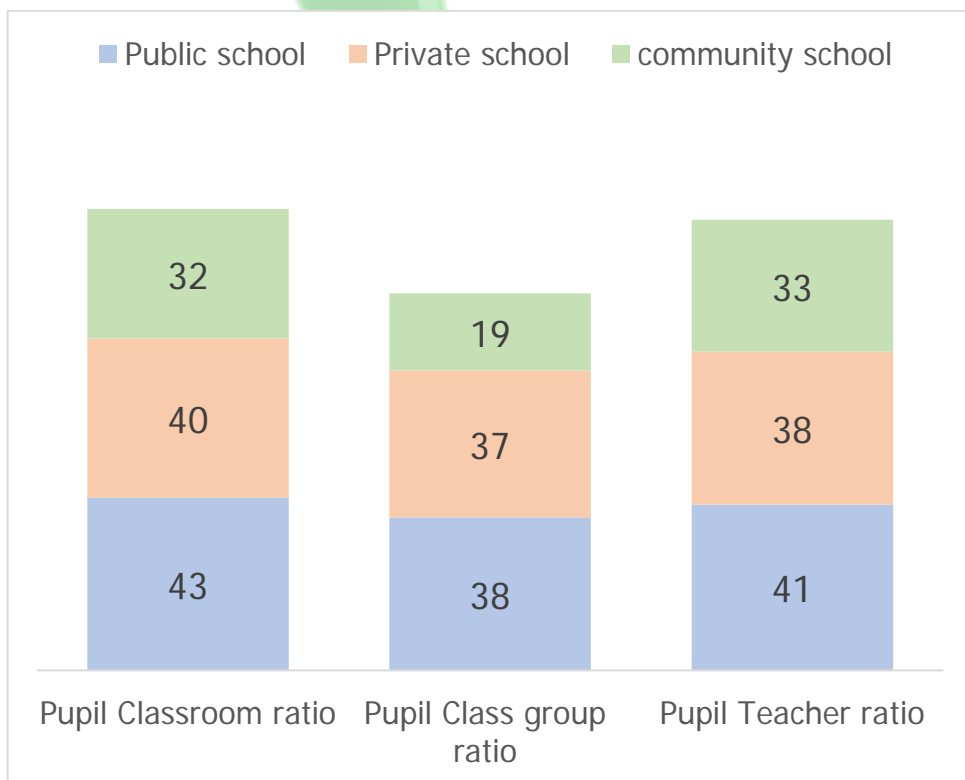


Figure 27 : Proportion of repeaters by class in primary schools in 2020-2021



Primary schools record 340 271 repeaters, with 8.3% of the number of pupils of this cycle compared to 9.2% in 2019-2020.

Figure 28 : Pupil Classroom ratio, Pupil Class group ratio and Pupil Teacher ratio in primary schools in 2020-2021



Primary education indicators

Figure 29 : Distribution of new admissions (class 1) by status in area in 2020-2021

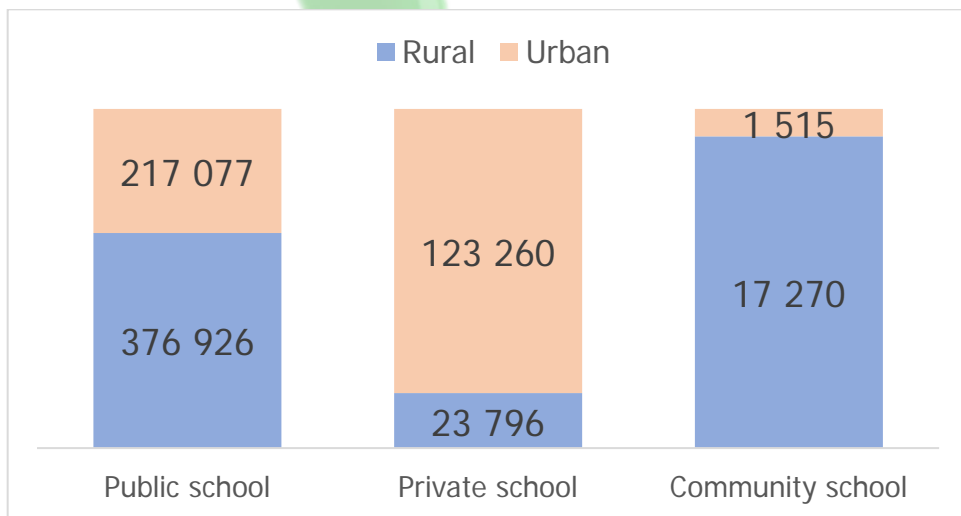
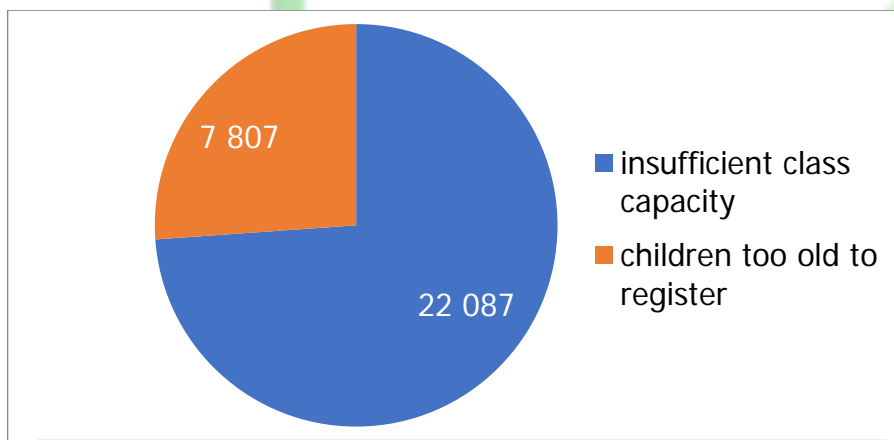


Figure 30 : Proportion of children who were unable to enroll in Class I for reason in 2020-2021



29 894 children were not able to enroll in class 1 this school year against **14 248** in 2019-2020

Primary education indicators

Table 23 : Distribution and proportion of primary schools' pupils by distance to school in 2020-2021

Distance to go to school	Number of pupils by trip distance	% of pupils by trip distance
Less than 3Km	3 799 082	92,60%
From 3 to 5 km	245 157	5,98%
More than 5km	58 586	1,43%

In primary education , 303 743 pupils in primary schools walk at least 3Km to go to school in 2020-2021, with 7,4% number of pupils compared to 321 338 in 2019-2020, with 7,83% of pupils.

Primary education indicators

Table 24 : Distribution of the number of class groups by level in primary schools in 2020-2021

Level	Number of class groups					Total	%Total (mixed, Multilevel, Double shift and double flow)
	Single	Mixed	Multi-level	Double shift	Double flow		
Class 1	14 671	3 185	374	525	48	18 803	21,98%
Class 2	14 376	3 352	404	792	55	18 979	24,25%
Class 3	13 924	3 192	498	898	67	18 579	25,06%
Class 4	13 395	3 489	430	1 257	85	18 656	28,20%
Class 5	13 390	2 856	387	925	56	17 614	23,98%
Class 6	13 214	3 057	244	547	36	17 098	22,72%
Total	82 970	19 131	2 337	4 944	347	109 729	24,39%

Primary education indicators

Table 25 : Distribution of school kits and textbooks by level in public primary schools in 2020-2021

Level	Number of pupils in public schools	School Kits	Reading book	Arithmetic book	% School Kits-pupil Ratio	% Pupils with books in class	
						Reading book - pupil Ratio	Arithmetic book - pupil Ratio
Class 1	645 058	520 839	353 001	326 291	80,7%	54,7%	50,6%
Class 2	560 232	510 813	356 386	328 336	91,2%	63,6%	58,6%
Class 3	558 724	495 104	191 323	196 539	88,6%	34,2%	35,2%
Class 4	564 883	496 137	197 113	177 020	87,8%	34,9%	31,3%
Class 5	519 464	463 227	194 049	158 629	89,2%	37,4%	30,5%
Class 6	458 875	406 251	204 870	171 873	88,5%	44,6%	37,5%
Total	3 307 236	2 892 371	1 496 742	1 358 688	87,5%	45,3%	41,1%

Primary education indicators

Table 26 : Proportion of schools and pupils with no adequate facilities by status and in area in 2020-2021

Status / Area	Schools with no electricity		Schools with no functional latrine		Schools with no water source		Schools with no canteen	
	% schools	% schools	% schools	% schools	% schools	% schools	% schools	% schools
Status								
Public school	71,8%	64,0%	55,4%	51,1%	59,9%	53,2%	59,2%	53,7%
Private school	30,0%	20,0%	17,6%	10,1%	23,0%	16,2%	82,8%	80,1%
Community school	96,5%	94,3%	91,7%	87,2%	89,3%	86,8%	99,6%	99,2%
Area								
Rural	86,2%	81,9%	61,3%	56,4%	67,9%	61,3%	63,8%	54,3%
Urban	33,1%	29,7%	33,3%	31,5%	33,9%	32,1%	66,4%	64,2%
Total	65,8%	56,6%	50,5%	44,3%	54,9%	47,1%	64,8%	59,1%

Primary education in administrative regions

Table 27 : Distribution of the number of schools, classrooms, pupils and teaching staff in-position in primary schools in administrative region in 2020-2021

Administrative region	Number of schools	Number of Classrooms used for instructional purposes	Number of pupils		Number of teaching staff in-position	
			Total	Girls	Total	Female
ABIDJAN	2 420	15 847	724 843	374 085	15 010	8 519
AGNEBY-TIASSA	583	3 142	139 662	67 461	3 143	1 115
BAFING	297	1 027	37 441	17 262	1 064	278
BAGOUE	265	1 329	50 243	24 886	1 399	409
BELIER	400	2 122	77 413	37 026	2 122	681
BERE	366	1 863	64 303	31 380	1 795	482
BOUNKANI	268	1 012	42 025	19 869	1 027	275
CAVALLY	371	1 891	83 143	39 189	1 952	474
FOLON	103	460	15 407	6 671	458	126
GBÊKÉ	874	4 671	196 111	95 077	4 916	1 638
GBOKLE	408	1 856	71 714	34 052	1 851	578
GÔH	721	3 877	164 890	77 715	3 895	1 148
GONTOUGO	719	3 327	132 258	64 136	3 310	932
GRANDS PONTS	379	1 979	78 209	38 367	1 967	941
GUEMON	645	3 103	126 642	58 461	3 163	742
HAMBOL	393	1 891	74 394	36 516	1 887	650
HAUT-SASSANDRA	1 264	6 244	279 483	132 726	6 756	2 129
IFFOU	348	1 787	64 076	31 062	1 737	674
INDENIE-DJUABLIN	389	2 086	93 889	44 850	2 121	690

Primary education in administrative regions

Table 27 : Distribution of the number of schools, classrooms, pupils and teaching staff in-position in primary schools in administrative region in 2020-2021

Administrative region	Number of schools	Number of Classrooms used for instructional purposes	Number of pupils		Number of teaching staff in-position	
			Total	Girls	Total	Female
KABADOUGOU	241	1 105	38 415	18 340	1 101	305
LA ME	386	2 181	96 808	46 618	2 104	797
LÔH-DJIBOUA	756	3 841	174 760	82 064	3 996	1 340
MARAHOUÉ	759	4 037	163 306	75 808	4 105	1 034
MORONOU	263	1 470	68 471	32 805	1 498	417
NAWA	1 040	4 523	198 482	93 605	4 728	1 291
N'ZI	267	1 340	47 263	22 943	1 283	484
PORO	652	3 020	137 270	70 690	3 148	1 104
SAN PEDRO	661	3 370	141 540	68 111	3 373	1 120
SUD-COMOE	637	3 148	134 732	65 926	3 027	1 324
TCHOLOGO	381	1 820	73 146	36 737	1 868	676
TONKPI	970	4 772	195 030	91 218	4 870	1 112
WORODOUGOU	292	1 362	54 582	25 588	1 419	411
YAMOOUSSOUKRO	239	1 408	62 874	31 314	1 422	624
NATIONAL	18 757	96 911	4 102 825	1 992 558	98 415	34 520

Primary education in administrative regions

Table 28 : Distribution of primary school learners by distance to school in administrative region in 2020-2021

administrative region	Total number of pupils	Number of pupils by trip distance of			% pupils less than 3 Km to go to school
		Less than 3 km	From 3 to 5 km	More than 5km	
ABIDJAN	724 843	659 424	50 927	14 492	9,03%
AGNEBY-TIASSA	139 662	129 094	8 083	2 485	7,57%
BAFING	37 441	35 993	1 261	187	3,87%
BAGOUE	50 243	49 918	314	11	0,65%
BELIER	77 413	76 071	1 129	213	1,73%
BERE	64 303	62 428	1 644	231	2,92%
BOUNKANI	42 025	37 870	3 230	925	9,89%
CAVALLY	83 143	76 754	5 136	1 253	7,68%
FOLON	15 407	15 407	0	0	0,00%
GBÊKÊ	196 111	184 572	9 780	1 759	5,88%
GBOKLE	71 714	64 470	6 232	1 012	10,10%
GÔH	164 890	152 504	10 229	2 157	7,51%
GONTOUGO	132 258	128 098	3 745	415	3,15%
GRANDS PONTS	78 209	73 713	3 063	1 433	5,75%
GUEMON	126 642	120 460	5 278	904	4,88%
HAMBOL	74 394	72 288	1 781	325	2,83%
HAUT-SASSANDRA	279 483	241 578	30 898	7 007	13,56%
IFFOU	64 076	61 743	1 950	383	3,64%
INDENIE-DJUABLIN	93 889	87 476	5 297	1 116	6,83%

Primary education in administrative regions

Table 28 : Distribution of primary school learners by distance to school in administrative region in 2020-2021

administrative region	Total number of pupils	Number of pupils by trip distance of			% pupils less than 3 Km to school
		Less than 3km	From 3 to 5 km	More than 5 km	
KABADOUGOU	38 415	37 494	713	208	2,40%
LA ME	96 808	92 883	3 068	857	4,05%
LÔH-DJIBOUA	174 760	163 240	9 184	2 336	6,59%
MARAHOUÉ	163 306	152 912	8 676	1 718	6,36%
MORONOU	68 471	67 385	978	108	1,59%
NAWA	198 482	179 221	15 874	3 387	9,70%
N'ZI	47 263	45 538	1 558	167	3,65%
PORO	137 270	123 627	11 228	2 415	9,94%
SAN PEDRO	141 540	127 012	11 879	2 649	10,26%
SUD-COMOE	134 732	119 997	11 750	2 985	10,94%
TCHOLOGO	73 146	67 898	4 198	1 050	7,17%
TONKPI	195 030	185 963	7 464	1 603	4,65%
WORODOUGOU	54 582	51 930	2 040	612	4,86%
YAMOOUSSOUKRO	62 874	54 121	6 570	2 183	13,92%
NATIONAL	4 102 825	3 799 082	245 157	58 586	7,40%

Primary education in administrative regions

Table 29 : Pupil/classroom ratio and pupil/class group in primary schools by status and in administrative region in 2020-2021

Administrative region	Pupil / Classroom ratio				Pupil / Class group ratio			
	Public	Private	Community	Total	Public	Private	Community	Total
ABIDJAN	57	38	25	46	54	38	25	44
AGNEBY-TIASSA	45	39	29	44	43	38	21	42
BAFING	37	41	33	36	24	35	14	24
BAGOUE	37	46	-!	38	31	45	-	32
BELIER	37	33	35	36	34	32	35	34
BERE	34	39	19	35	31	37	11	31
BOUNKANI	41	63	50	42	34	51	23	34
CAVALLY	45	33	29	44	39	31	19	37
FOLON	33	66	-	33	29	51	-	30
GBÊKÉ	42	40	29	42	37	39	19	37
GBOKLE	38	42	32	39	35	29	16	32
GÔH	44	41	25	43	40	40	20	39
GONTOUGO	39	44	58	40	35	40	33	36
GRANDS-PONTS	41	34	34	40	38	32	21	36
GUEMON	41	35	-	41	34	32	-	34
HAMBOL	39	50	52	39	36	47	23	36
HAUT-SASSANDRA	46	44	30	45	38	37	19	37
IFFOU	36	48	27	36	31	48	16	32
INDENIE-DJUABLIN	46	41	35	45	43	39	26	42

Primary education in administrative regions

Table 29 : Pupil/classroom ratio and pupil/class group ratio in primary schools by status and in administrative region in 2020-2021

Administrative region	Pupil / Classroom ratio				Pupil / Class group ratio			
	Public	Private	Community	Total	Public	Private	Community	Total
KABADOU-GOU	33	48	27	35	30	43	13	31
LA ME	45	39	33	44	44	38	17	43
LÔH-DJIBOUA	46	44	35	45	41	39	20	39
MARAHOUÉ	41	42	32	40	37	37	26	36
MORONOU	47	42	-	47	44	40	-	43
NAWA	45	42	36	44	37	30	14	35
N'ZI	35	38	31	35	32	35	22	32
PORO	47	40	33	45	38	37	14	37
SAN PEDRO	42	44	34	42	38	40	18	36
SUD-COMOE	45	37	35	43	43	30	20	38
TCHOLOGO	40	43	30	40	35	36	20	35
TONKPI	41	39	43	41	35	34	31	35
WORODOU-GOU	40	51	24	40	34	47	19	34
YAMO USSOU-KRO	44	47	29	45	43	44	15	42
NATIONAL	43	40	32	42	38	37	19	37

Primary education in administrative regions

Table 30 : Pupil/Teacher ratio in primary schools by status and by administrative region in 2020-2021

Administrative region	Pupil/Teacher ratio			
	Public	Private	Community	Total
ABIDJAN	56	38	25	46
AGNEBY-TIASSA	45	40	35	44
BAFING	35	41	33	35
BAGOUE	35	49	-	36
BELIER	37	33	35	36
BERE	35	42	19	36
BOUNKANI	40	63	48	41
CAVALLY	43	35	29	43
FOLON	33	42	-	34
GBÊKÊ	40	40	29	40
GBOKLE	38	43	31	39
GÔH	43	42	27	42
GONTOUGO	40	45	52	40
GRANDS PONTS	41	35	36	40
GUEMON	40	36	-	40
HAMBOL	39	50	52	39
HAUT-SASSANDRA	42	45	31	41
IFFOU	37	48	38	37
INDENIE-DJUABLIN	45	41	37	44

Primary education in administrative regions

Table 30 : Pupil/Teacher ratio in primary schools in status and in administrative region in 2020-2021

Administrative region	Pupil/Teacher ratio			
	Public	Private	Community	Total
KABADOUGOU	34	45	27	35
LA ME	47	40	33	46
LÔH-DJIBOUA	44	45	35	44
MARAHOUÉ	40	42	33	40
MORONOU	46	42	-	46
NAWA	42	42	36	42
N'ZI	37	38	31	37
PORO	44	40	33	44
SAN PEDRO	42	44	36	42
SUD-COMOE	47	40	36	45
TCHOLOGO	38	46	32	39
TONKPI	40	41	40	40
WORODOUGOU	38	57	24	38
YAMOUSSOUKRO	44	47	27	44
NATIONAL	42	40	33	42

Primary education in administrative regions

Table 31 : Gross Intake Rate (admission rate) (GIR) and Gross Enrolment Rates (GER) in primary education in 2020-2021

Administrative region	Gross Intake Rate (admission)			Gross Enrolment Rates		
	Girls	Boys	Total	Girls	Boys	Total
ABIDJAN	99,0%	90,2%	94,7%	94,4%	96,4%	95,4%
AGNEBY-TIASSA	128,2%	128,8%	128,5%	129,6%	126,6%	128,0%
BAFING	121,9%	133,4%	128,0%	107,4%	110,9%	109,3%
BAGOUE	59,8%	58,3%	59,0%	68,1%	60,9%	64,3%
BELIER	111,6%	118,1%	115,0%	118,0%	114,6%	116,2%
BERE	91,2%	86,6%	88,7%	88,5%	79,8%	83,8%
BOUNKANI	93,7%	97,6%	95,8%	80,0%	81,1%	80,6%
CAVALLY	115,2%	114,2%	114,7%	111,8%	109,0%	110,3%
FOLON	77,5%	108,0%	93,6%	70,0%	80,9%	75,8%
GBÊKÊ	110,5%	114,8%	112,7%	114,1%	112,7%	113,4%
GBOKLE	113,0%	119,3%	116,3%	104,1%	104,2%	104,1%
GÔH	85,2%	90,7%	88,0%	90,9%	92,2%	91,6%
GONTOUGO	118,7%	113,8%	116,1%	115,1%	108,6%	111,6%
GRANDS PONTS	138,1%	128,1%	132,9%	133,5%	128,4%	130,8%
GUEMON	68,1%	72,1%	70,2%	68,8%	69,8%	69,4%
HAMBOL	83,0%	81,2%	82,1%	89,6%	82,7%	85,9%
HAUT-SASSANDRA	122,1%	109,9%	115,6%	114,8%	108,3%	111,3%
IFFOU	97,5%	99,2%	98,4%	100,9%	95,4%	98,0%
INDENIE-DJUABLIN	91,9%	93,0%	92,5%	88,9%	90,5%	89,7%

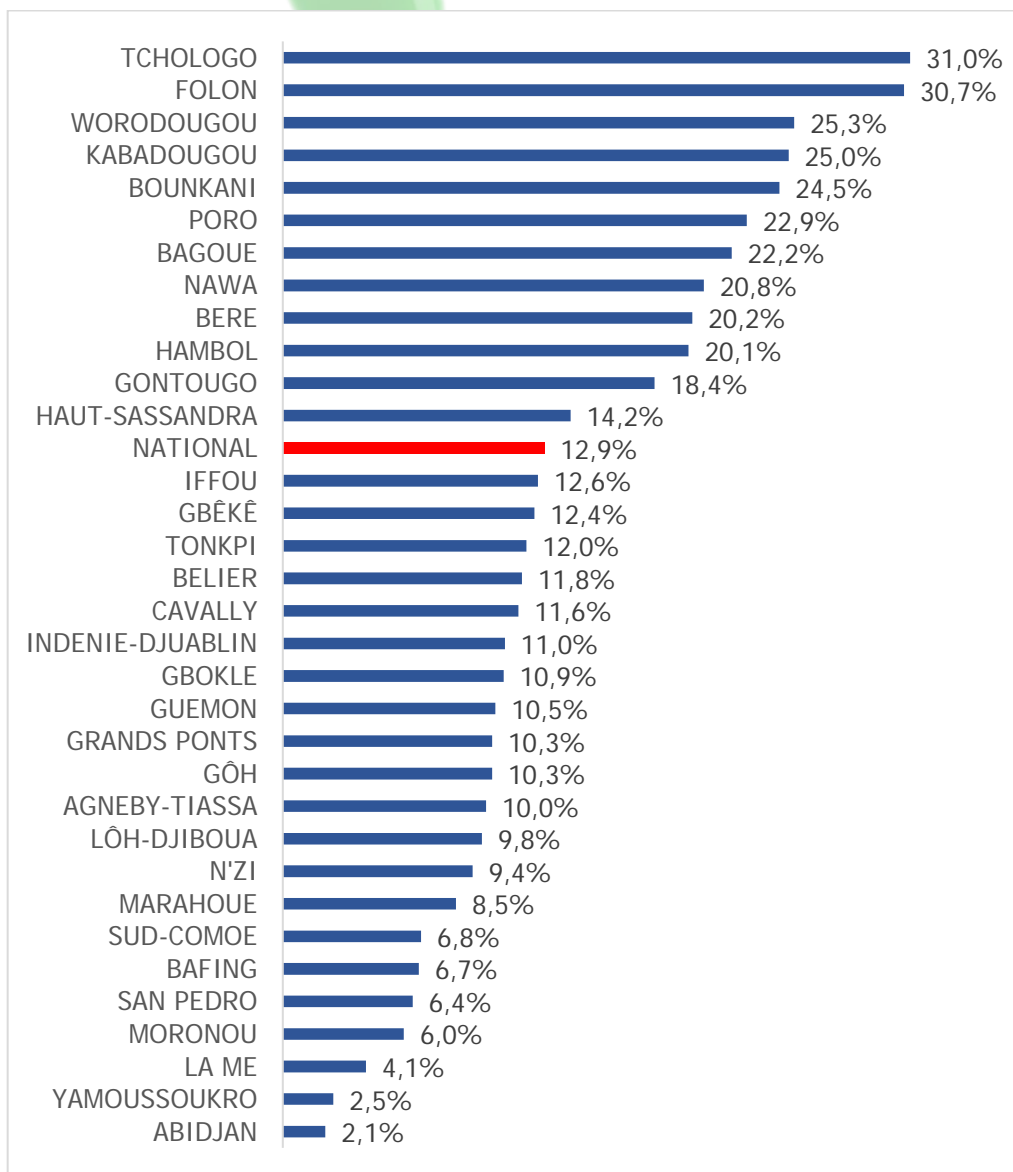
Primary education in administrative regions

Table 31 : Gross Intake Rate (admission rate)(GIR) and Gross Enrolment Rates (GER) in primary education in 2020-2021

Administrative region	Gross Intake Rate			Gross Enrolment Rates		
	Girls	Boys	Total	Girls	Boys	Total
KABADOUGOU	107,8%	108,0%	107,9%	108,4%	100,6%	104,2%
LA ME	70,1%	66,6%	68,3%	71,1%	68,4%	69,7%
LÔH-DJIBOUA	102,7%	106,0%	104,5%	105,4%	102,6%	103,9%
MARAHOUÉ	193,4%	208,8%	201,4%	190,5%	199,3%	195,1%
MORONOU	106,0%	100,1%	102,9%	102,6%	96,7%	99,5%
N'ZI	105,3%	112,4%	109,0%	103,7%	106,4%	105,1%
NAWA	100,9%	94,4%	97,5%	96,4%	90,4%	93,2%
PORO	80,8%	76,7%	78,7%	91,6%	82,1%	86,7%
SAN PEDRO	98,4%	101,7%	100,2%	100,0%	98,9%	99,4%
SUD-COMOE	129,8%	127,0%	128,4%	124,5%	126,3%	125,4%
TCHOLOGO	56,3%	54,5%	55,4%	71,4%	63,7%	67,4%
TONKPI	117,8%	119,3%	118,6%	108,3%	108,4%	108,4%
WORODOUGOU	124,2%	133,2%	128,9%	113,3%	114,2%	113,8%
YAMOOUSSOUKRO	121,5%	127,3%	124,4%	120,7%	121,0%	120,9%
NATIONAL	101,24%	102,58%	101,93%	98,29%	97,76%	98,02%

Primary education in administrative regions

Figure 31 : Proportion of public primary schools with incomplete class by administrative region in 2020-2021



Primary education in administrative regions

Table 32 : Distribution of the number of pregnancies, pupils with disability, pupils with no birth certificate and HIV/AIDS Orphaned and Vulnerable Children (OVC) in primary schools in administrative region in 2020-2021

Administrative region	Number of pregnancies *2019-2020)	Number of pupils with no birth certificate (2020-2021)	Number of HIV/AIDS pupils (2020- 2021)
ABIDJAN	1	33 460	1 162
AGNEBY-TIASSA	11	37 057	522
BAFING	6	7 954	56
BAGOUE	6	4 044	122
BELIER	8	21 664	34
BERE	10	14 267	250
BOUNKANI	7	11 139	34
CAVALLY	10	33 818	184
FOLON	5	2 236	60
GBÊKÊ	36	37 375	434
GBOKLE	3	19 300	197
GÔH	5	55 726	675
GONTOUGO	20	33 613	62
GRANDS PONTS	0	12 519	137
GUEMON	12	39 077	137
HAMBOL	3	12 098	467
HAUT-SASSANDRA	7	92 069	456
IFFOU	7	18 404	198
INDENIE-DJUABLIN	6	18 032	229

*Data on pregnancy are collected in year $n-1$

Primary education in administrative regions

Table 32 : Distribution of the number of pregnancies, pupils with disability, pupils with no birth certificate and HIV/AIDS Orphaned and Vulnerable Children (OVC) in primary schools by administrative region in 2020-2021

Administrative region	Number of pregnancies *2019-2020)	Number of pupils with no birth certificate (2020-2021)	Number of HIV/AIDS pupils (2020- 2021)
KABADOUGOU	17	8 015	157
LA ME	5	13 867	217
LÔH-DJIBOUA	4	57 899	121
MARAHOUÉ	12	70 115	209
MORONOU	12	11 145	219
NAWA	12	58 984	82
N'ZI	8	11 523	99
PORO	6	17 715	180
SAN PEDRO	12	33 657	276
SUD-COMOE	3	17 272	107
TCHOLOGO	4	10 738	168
TONKPI	12	74 675	587
WORODOUGOU	12	14 231	118
YAMOOUSSOUKRO	4	11 225	154
NATIONAL	286	914 913	8 110

* Data on pregnancy are collected in year $n-1$

Primary education in administrative regions

Table 33 : Proportion of pupils and public primary schools with no adequate facilities in administrative regions in 2020-2021

Administrative region	Schools with no electricity		Schools with no functional toilet		Schools with no water facilities		Schools with no hand wash facilities	
	% schools	% pupils	% schools	% pupils	% schools	% pupils	% schools	% pupils
ABIDJAN	6,4%	5,6%	11,7%	11,6%	13,0%	12,7%	9,3%	8,9%
AGNEBY-TIASSA	53,0%	47,8%	55,4%	55,0%	57,1%	54,2%	24,0%	21,3%
BAFING	88,9%	78,9%	67,7%	56,3%	82,2%	68,0%	20,9%	12,8%
BAGOUE	80,4%	73,0%	50,2%	43,7%	51,3%	41,7%	6,0%	6,5%
BELIER	73,3%	69,6%	45,3%	45,8%	56,8%	52,1%	30,0%	28,1%
BERE	95,4%	93,3%	67,5%	61,7%	71,0%	65,4%	19,4%	18,4%
BOUNKANI	91,4%	87,5%	52,2%	41,8%	75,7%	65,3%	23,9%	12,7%
CAVALLY	91,6%	89,6%	47,2%	43,3%	49,9%	43,1%	17,5%	13,2%
FOLON	83,5%	75,4%	30,1%	25,7%	63,1%	57,0%	35,9%	29,7%
GBÊKÊ	59,7%	53,0%	44,9%	41,9%	56,1%	51,8%	16,6%	14,7%
GBOKLE	90,9%	89,2%	66,2%	57,9%	65,7%	58,1%	30,9%	25,3%
GÔH	79,3%	74,6%	62,0%	57,6%	68,8%	64,1%	20,7%	16,8%
GONTOUGO	83,4%	76,9%	53,0%	46,8%	65,6%	57,4%	12,2%	9,8%
GRANDS PONTS	47,8%	38,6%	59,4%	55,1%	49,1%	43,5%	36,4%	32,1%
GUEMON	92,4%	89,6%	62,9%	57,5%	59,5%	53,8%	41,2%	37,6%
HAMBOL	73,8%	62,6%	52,4%	47,5%	60,8%	49,7%	23,7%	20,0%
HAUT-SASSANDRA	85,2%	79,6%	66,6%	61,4%	63,1%	57,9%	24,1%	19,3%
IFFOU	74,7%	65,8%	66,7%	61,6%	71,3%	62,2%	11,5%	8,0%
INDENIE-DJUABLIN	51,9%	45,3%	51,7%	46,9%	52,7%	46,4%	23,4%	20,2%

Primary education in administrative regions

Table 33 : Proportion of pupils and public primary schools with no adequate facilities in administrative regions in 2020-2021

Administrative region	Schools with no electricity		Schools with no functional toilet		Schools with no water facilities		Schools with no hand wash facilities	
	% schools	% pupils	% schools	% pupils	% schools	% pupils	% schools	% pupils
KABADOUGOU	75,1%	63,9%	43,6%	39,3%	49,8%	40,1%	20,7%	19,8%
LA ME	38,9%	33,9%	43,5%	41,6%	54,9%	52,1%	25,4%	24,4%
LÔH-DJIBOUA	75,5%	70,6%	61,6%	56,3%	70,5%	66,1%	17,7%	16,0%
MARAHOUÉ	72,7%	67,0%	68,5%	65,7%	62,2%	55,7%	12,3%	10,2%
MORONOU	60,5%	56,7%	57,8%	55,3%	54,4%	51,3%	18,3%	17,0%
NAWA	79,5%	73,6%	54,4%	48,4%	64,6%	61,3%	23,6%	17,6%
N'ZI	70,8%	66,8%	58,1%	56,3%	67,4%	61,2%	13,1%	11,3%
PORO	72,2%	60,9%	44,3%	36,0%	62,6%	53,7%	7,7%	5,4%
SAN PEDRO	79,7%	72,8%	53,1%	44,6%	57,6%	49,2%	19,7%	15,0%
SUD-COMOE	45,8%	33,7%	43,2%	38,5%	33,9%	25,3%	23,9%	16,2%
TCHOLOGO	79,0%	70,8%	51,4%	44,3%	63,8%	53,0%	9,2%	6,1%
TONKPI	88,2%	84,6%	63,5%	59,4%	66,6%	61,0%	18,0%	15,0%
WORODOUGOU	86,0%	82,1%	67,5%	63,1%	67,5%	60,3%	9,6%	8,1%
YAMOOUSSOUKRO	39,7%	34,0%	45,2%	40,4%	49,4%	44,2%	28,0%	25,7%
NATIONAL	65,8%	56,6%	50,5%	44,3%	54,9%	47,1%	19,1%	15,7%

Primary education in administrative regions

Table 34 : Distribution of teachers visited or inspected in administrative region and district in 2019-2020

Administrative region and district	Total teacher in class in 2019-2020	Number of teachers		%	
		Teachers visited in 2019-2020	Teachers inspected in class 2019-2020	% Teachers visited in class in 2019-2020	% Teachers inspected in class in 2019-2020
ABENGOUROU	2 144	806	278	37,6%	13,0%
ABIDJAN 1	2 926	1 034	371	35,3%	12,7%
ABIDJAN 2	3 095	1 232	293	39,8%	9,5%
ABIDJAN 3	5 031	1 617	417	32,1%	8,3%
ABIDJAN 4	4 605	1 835	503	39,8%	10,9%
ABOISSO	2 999	987	266	32,9%	8,9%
ADZOPE	2 157	931	175	43,2%	8,1%
AGBOVILLE	3 178	1 288	423	40,5%	13,3%
BONDOUKOU	3 326	1 311	438	39,4%	13,2%
BONGOUANOU	1 540	669	162	43,4%	10,5%
BOUAFLE	4 147	1 211	403	29,2%	9,7%
BOUAKE 1	1 294	235	118	18,2%	9,1%
BOUAKE 2	3 623	1 020	389	28,2%	10,7%
BOUNA	1 050	507	284	48,3%	27,0%
BOUNDIALI	1 385	583	332	42,1%	24,0%
DABOU	1 989	722	193	36,3%	9,7%
DALOA	6 787	2 136	803	31,5%	11,8%
DAOUKRO	1 775	724	357	40,8%	20,1%
DIMBOKRO	1 348	457	224	33,9%	16,6%

Primary education in administrative region

Table 34 : Distribution of teachers visited or inspected in class in administrative region and district in 2019-2020

Administrative region	Total teacher in class in 2019-2020	Number of teachers		%	
		Teachers visited in class in 2019-2020	Teachers inspected in class in 2019-2020	% Teachers visited in class in 2019-2020	% Teachers inspected in class in 2019-2020
DIVO	3 988	2 009	489	50,4%	12,3%
DUEKOUÉ	3 199	911	427	28,5%	13,3%
FERKESSEDOUGOU	1 885	530	304	28,1%	16,1%
GAGNOA	3 934	1 692	452	43,0%	11,5%
GUIGLO	1 974	554	225	28,1%	11,4%
KATIOLA	1 928	607	224	31,5%	11,6%
KORHOGO	3 171	574	393	18,1%	12,4%
MAN	4 917	2 366	917	48,1%	18,6%
MANKONO	1 812	405	224	22,4%	12,4%
MINIGNAN	464	172	82	37,1%	17,7%
ODIENNE	1 091	444	172	40,7%	15,8%
SAN-PEDRO	3 405	1 062	387	31,2%	11,4%
SASSANDRA	1 800	698	217	38,8%	12,1%
SEGUELA	1 437	525	194	36,5%	13,5%
SOUBRE	4 643	1 807	550	38,9%	11,8%
TOUBA	1 077	424	132	39,4%	12,3%
YAMOOUSSOUKRO	3 599	968	311	26,9%	8,6%
NATIONAL	98 723	35 053	12 129	35,5%	12,3%

Islamic education institutions



3 807
ISLAMIC
EDUCATION SCHOOL

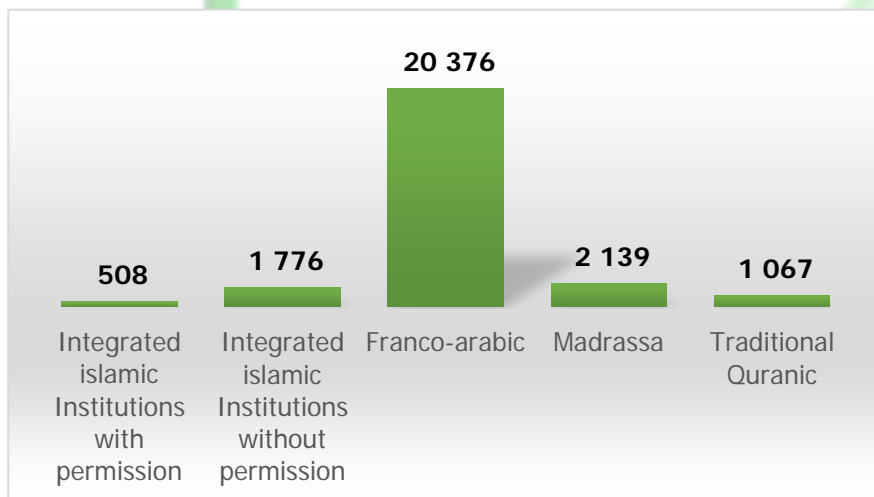
Overall figures on Islamic Education

PRE-PRIMARY

Table 35 A : Distribution of the number of structures, classrooms, student numbers and the number of teachers by type of Islamic preschool education structure for the 2020-2021

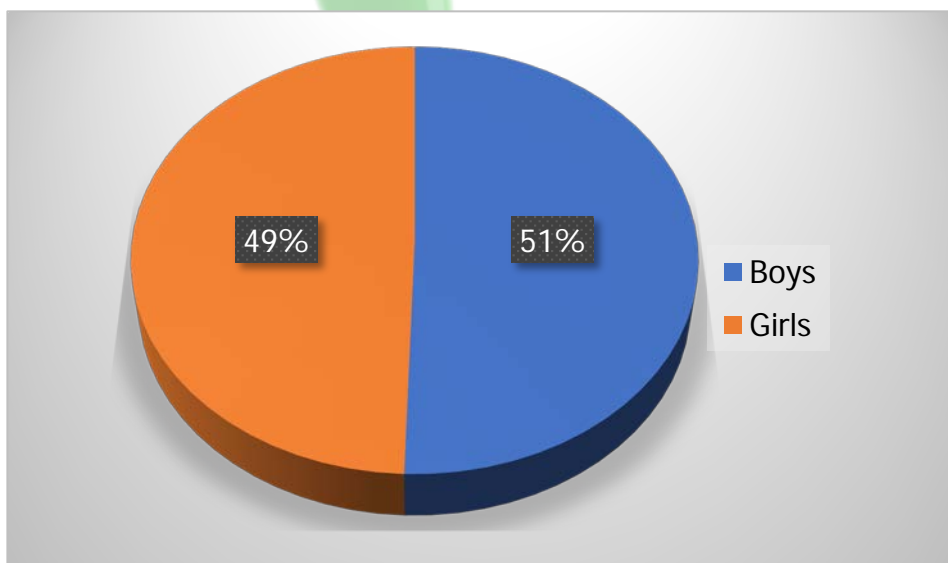
Type de structures islamiques d'éducation		number of structures	Class-rooms	Number of pupils		Teachers	
				Total	Girls	Total	Female
Integrated islamic Institutions	with permission	17	29	508	249	38	32
	without authorization	61	80	1 776	897	101	49
Franco-arabic		482	654	20 376	10 099	887	244
Madrasa		58	66	2 139	1 032	82	14
Traditional Quranic		37	43	1 067	516	50	8
Total		655	872	25 866	12 793	1 158	347

Figure 32 A : Distribution of the number of pupils by type of Islamic Education Institutions in 2020-2021



Overall figures on Islamic Education

Figure 33A : Proportion of pupils by gender in Islamic Education Institutions in 2020-2021



Chiffres globaux des structures islamiques d'éducation

PRIMARY

Table 35 B : Distribution of the number of structures, classrooms, student numbers and the number of teachers by type of Islamic education structure in 2020-2021

Islamic education structure		Number of structures	Class-rooms	Number of student		Number of teachers	
				Total	Girls	Total	Female
Integrated Islamic Institutions	with permission	271	1 613	35 952	16 947	2 148	404
	without authorization	616	2 367	63 883	29 473	3 084	286
Franco-arabic		2 191	6 714	226 465	105 115	7 884	529
Madrasa		299	584	25 033	10 578	573	30
Traditional Quranic		371	535	24 471	8 757	621	12
Total		3 748	11 813	375 804	170 870	14 310	1 261

Chiffres globaux des structures islamiques d'éducation

Figure 32B : Distribution of the number of pupils by type of Islamic

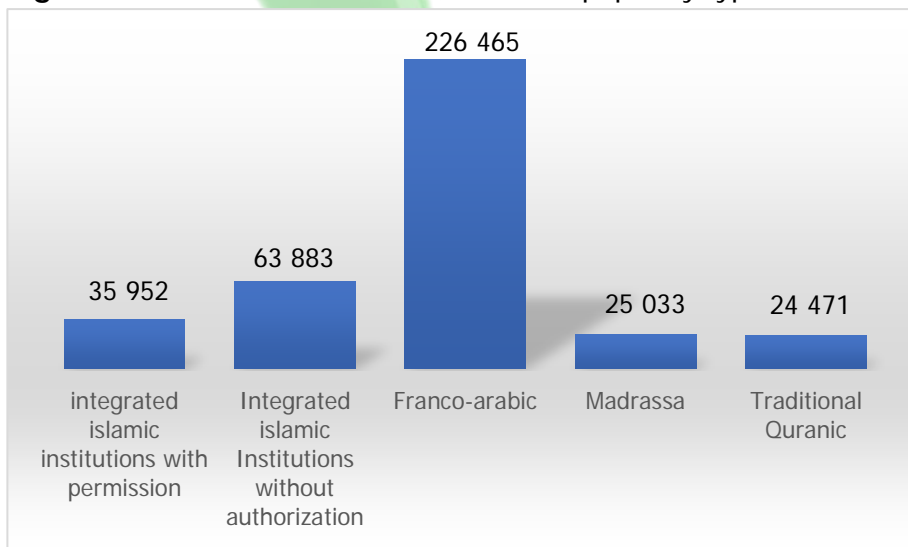
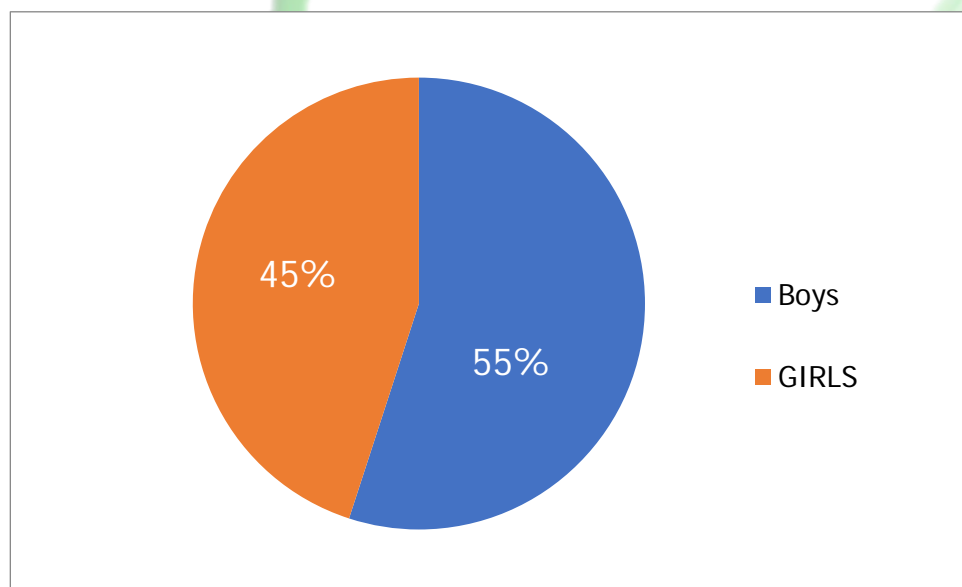


Figure 33B : Proportion of pupils by gender in Islamic Education Institutions in 2020-2021



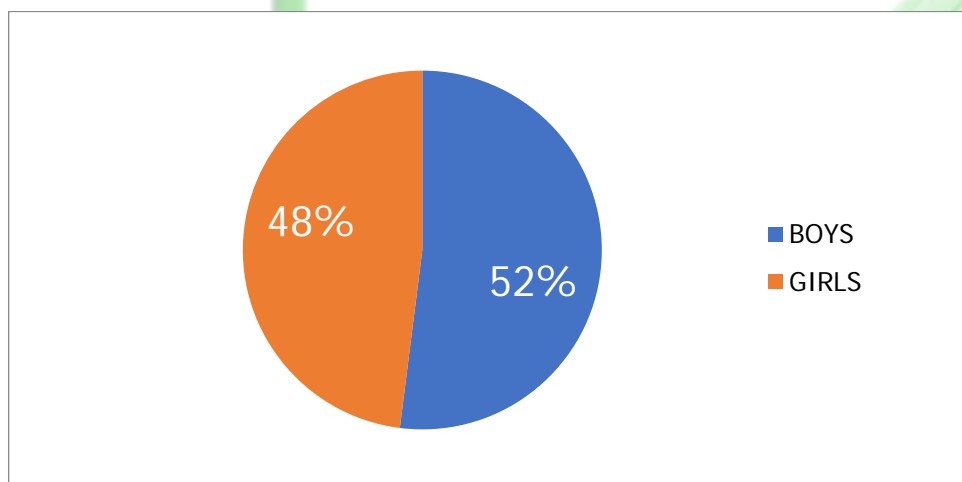
Chiffres globaux des structures islamiques d'éducation

SECONDARY

Table 35 C : Distribution of the number of structures, classrooms, student numbers and the number of teachers by type of Islamic education structure in 2020-2021

Type of Islamic education structure		Numbers of structures	Class-rooms	Number of pupils in secondary 1		Number of pupils in secondary 2		Teachers	
				Total	Girls	Total	Girls	Total	Female
Integrated islamic Institutions	with permission	19	118	1 583	638	139	49	264	16
	without authorization	49	128	844	512	0	0	327	25
Franco-arabic		20	61	1344	719	285	105	158	6
Madrassa		1	4	30	13	22	11	9	1
Traditional Quranic		89	311	3 801	1 882	446	165	758	48

Figure 33C : Proportion of students by sex in secondary school in 2020-2021



Islamic Education Institutions by administrative regions

PRESCHOOL

Table 36A : Distribution of the number of pupils by administrative region and by type of Islamic education institutions in 2020-2021

Administrative region	Integrated Islamic Institutions		Franco-arabic	Madrasa	Traditional Quranic	Total
	with permission	without authorization				
ABIDJAN	191	828	2 669	15	131	3 834
AGNEBY-TIASSA	0	102	474	0	0	576
BAFING	0	33	417	0	0	450
BAGOUE	0	0	800	151	86	1 037
BELIER	0	0	11	0	17	28
BERE	0	0	202	77	0	279
BOUNKANI	0	0	31	0	0	31
CAVALLY	20	25	405	0	0	450
FOLON	0	0	1 245	262	70	1 577
GBÊKÊ	22	113	922	413	0	1 470
GBOKLE	0	0	342	0	0	342
GÔH	0	3	413	8	0	424
GONTOUGO	0	0	124	111	152	387
GRANDS PONTS	2	0	599	45	133	779
GUEMON	0	0	593	0	0	593
HAMBOL	0	0	872	18	13	903
HAUT-SASSANDRA	70	0	969	257	64	360

Islamic Education Institutions by administrative regions

Table 36 A : Distribution of the number of pupils by administrative region and by type of Islamic education institutions in 2020-2021

Administrative region	Integrated islamic Institutions		Franco-arabic	Madrasa	Traditional Quranic	Total
	with permission	without authorization				
IFFOU	0	0	503	98	70	671
INDENIE-DJUABLIN	0	15	886	62	0	963
KABADOUGOU	0	47	570	160	0	777
LA ME	0	9	117	0	0	126
LÔH-DJIBOUA	0	0	1 866	6	0	1 872
MARAHOUÉ	0	101	440	22	67	630
MORONOU	0	0	612	0	0	612
NAWA	0	10	440	119	20	589
N'ZI	0	0	973	0	43	1 016
PORO	107	10	407	0	0	524
SAN PEDRO	0	12	697	0	0	709
SUD-COMOE	0	0	151	0	0	151
TCHOLOGO	0	0	66	0	0	66
TONKPI	46	199	968	154	91	1 458
WORODOUGOU	0	35	280	153	70	538
YAMOOUSSOUKRO	50	276	312	8	40	686
NATIONAL	508	1 818	20 376	2 139	1 067	25 908

Islamic Education Institutions by administrative regions

PRIMAIRE

Table 36B : Distribution of the number of pupils by administrative region and by type of Islamic education institutions in 2020-2021

Administrative region	Integrated islamic Institutions		Franco-arabic	Madrassa	Traditional Quranic	Total
	with permission	without authorization				
ABIDJAN	6 423	9 289	26 782	767	285	43 546
AGNEBY-TIASSA	975	1 758	2 069	372	0	5 174
BAFING	541	522	2 308	180	113	3 664
BAGOUE	696	279	8 535	1 657	965	12 132
BELIER	38	545	877	120	120	1 700
BERE	211	1 254	3 819	396	1 310	6 990
BOUNKANI	414	87	1 439	668	1 363	3 971
CAVALLY	687	2 982	6 062	176	0	9 907
FOLON	133	189	6 340	3 282	244	10 188
GBÊKÉ	2 478	6 244	6 779	1 344	342	17 187
GBOKLE	78	1 249	5 782	0	0	7 109
GÔH	1 986	891	12 405	407	255	15 944
GONTOUGO	1 921	1 844	8 843	3 462	8 678	24 748
GRANDS PONTS	217	947	2 399	269	392	4 224
GUEMON	3 499	1 539	11 847	213	317	17 415
HAMBOL	0	0	3 406	442	805	4 653
HAUT-SASSANDRA	633	2 593	15 045	504	394	19 169

Islamic Education in administrative regions

Table 36B : Distribution of the number of pupils by administrative region and by type of Islamic education institutions in 2020-2021

Administrative region	Integrated islamic Institutions		Franco-arabic	Madrassa	Traditional Quranic	Total
	with permission	without authorization				
IFFOU	474	257	4 477	801	819	6 828
INDENIE-DJUABLIN	908	2 103	6 305	138	87	9 541
KABADOUGOU	911	1 372	4 205	4 440	640	11 568
LA ME	780	1 452	2 801	274	40	5 347
LÔH-DJIBOUA	1 289	835	15 236	801	521	18 682
MARAHOUÉ	716	3 607	6 074	254	717	11 368
MORONOU	1 592	506	1 398	0	273	3 769
NAWA	871	10 743	17 540	572	32	29 758
N'ZI	168	0	456	106	187	917
PORO	1 458	1 513	4 958	776	405	9 110
SAN PEDRO	1 031	947	14 671	1 552	101	18 302
SUD-COMOE	2 401	1 663	8 133	152	51	12 400
TCHOLOGO	582	1 345	2 147	64	1 083	5 221
TONKPI	1 092	1 714	8 546	308	565	12 225
WORODOU-GOU	41	1 828	4 253	488	3 281	9 891
YAMOOUSSOU-KRO	708	1 786	528	48	86	3 156
NATIONAL	35 952	63 883	226 465	25 033	24 471	375 804

SECONDARY

Table 36C : Distribution of the number of pupils by administrative region and by type of Islamic education institutions in 2020-2021

Administrative region	Integrated islamic Institutions		Franco-arabic	Madrassa	Total
	with permission	without authorization			
ABIDJAN	306	203	706	0	1215
AGNEBY-TIASSA	0	0	0	0	0
BAFING	0	0	0	0	0
BAGOUE	2	24	50	0	76
BELIER	0	41	0	0	41
BERE	0	0	0	0	0
BOUNKANI	0	0	0	0	0
CAVALLY	0	30	0	0	30
FOLON	0	10	0	0	10
GBÊKÊ	1005	0	543	0	1548
GBOKLE	0	0	0	0	0
GÔH	0	0	0	52	52
GONTOUGO	172	0	0	0	172
GRANDS PONTS	0	0	85	0	85
GUEMON	0	0	0	0	0
HAMBOL	0	0	0	0	0
HAUT-SASSANDRA	0	0	0	0	0

Islamic Education in administrative regions

Table 36C : Distribution of the number of pupils by administrative region and by type of Islamic education institutions in 2020-2021

Administrative region	Integrated islamic Institutions		Franco-arabic	Madrasa	Total
	with permission	without authorization			
IFFOU	59	0	0	0	59
INDENIE-DJUABLIN	0	210	0	0	210
KABADOUGOU	6	0	0	0	6
LA ME	0	0	0	0	0
LÔH-DJIBOUA	41	64	69	0	174
MARAHOUÉ	0	11	0	0	11
MORONOU	40	80	0	0	120
NAWA	0	0	120	0	120
N'ZI	0	0	8	0	8
PORO	45	78	11	0	134
SAN PEDRO	0	4	0	0	4
SUD-COMOE	0	0	0	0	0
TCHOLOGO	0	80	32	0	112
TONKPI	0	9	5	0	14
WORODOUGOU	0	0	0	0	0
YAMOUSSOUKRO	46	0	0	0	46
NATIONAL	1 722	844	1 629	52	4 247

Literacy centers



49 442 Learners

2 245 Literacy centers

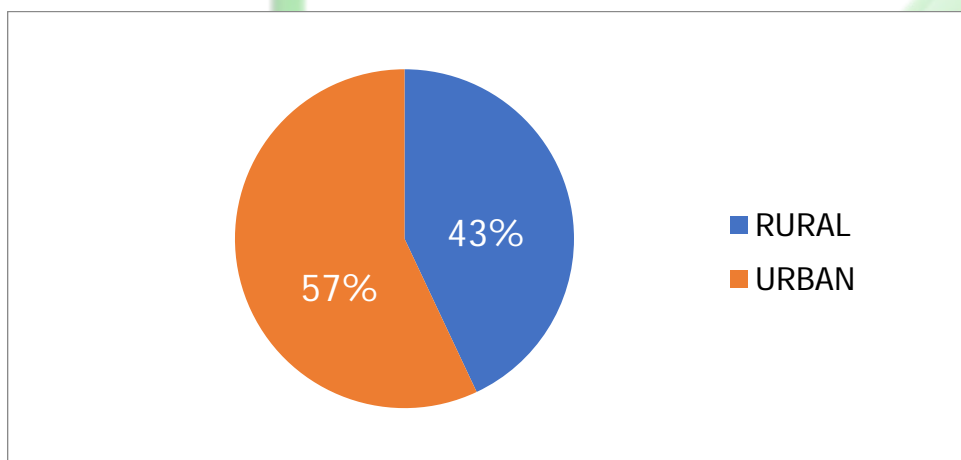
2 245 Facilitators

Overall figures on Literacy

Table 39 : Distribution of the number of literacy, learners and facilitators by literacy level in 2020-2021

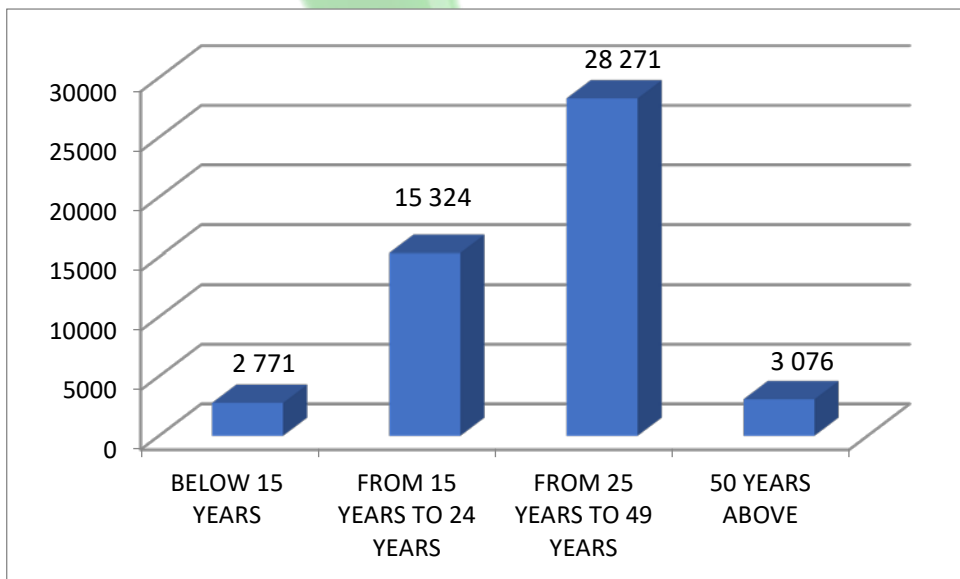
Literacy level	number of literacy	Learners		Facilitators	
		Total	Girls	Total	Female
Level 1	1 303	30 911	18 966	1 303	180
Level 2	595	11 726	7 386	595	88
Post Literacy	347	6 805	4 323	347	39
Total	2 245	49 442	30 675	2 245	307

Figure 34 : Proportion of learners in literacy school by area in 2020-2021



Overall figures on Literacy

Figure 35 : Distribution of learners in literacy school by age groups



Overall figures on Literacy school

Table 40 : Distribution of the number of literacy school and learners by administrative region in 2020-2021

Administrative region	Number of school	learners	
		Total	Female
ABIDJAN	770	13 064	9 007
AGNEBY-TIASSA	38	1 398	747
BAFING	41	1 395	1 359
BAGOUE	38	976	430
BELIER	27	650	436
BERE	17	374	154
BOUNKANI	73	1 833	911
CAVALLY	20	504	263
FOLON	3	65	18
GBÊKÊ	143	2 711	1 544
GBOKLE	8	180	122
GÔH	28	698	425
GONTOUGO	196	5 300	3 143
GRANDS PONTS	43	575	417
GUEMON	29	895	545
HAMBOL	30	624	372
HAUT-SASSANDRA	38	1 017	570
IFFOU	27	716	474

Overall figures on Literacy school

Tableau 40 : Distribution of the number of literacy school and learners by administrative region in 2020-2021

Administrative region	Number of school	Number of learners	
		Total	Female
INDENIE-DJUABLIN	40	832	464
KABADOUGOU	14	414	341
LA ME	38	805	603
LÔH-DJIBOUA	41	945	446
MARAHOUÉ	21	583	340
MORONOU	21	506	383
NAWA	46	1 129	805
N'ZI	9	183	92
PORO	86	2 353	1 081
SAN PEDRO	40	850	401
SUD-COMOE	85	1 261	750
TCHOLOGO	62	1 659	818
TONKPI	89	2 853	1 958
WORODOUGOU	7	161	79
YAMOUSSOUKRO	77	1 933	1 177
NATIONAL	2 245	49 442	30 675

Teacher Training and Action Centers



16
Centers

177
Classrooms

9 795
Teacher Trainees

487
Teachers

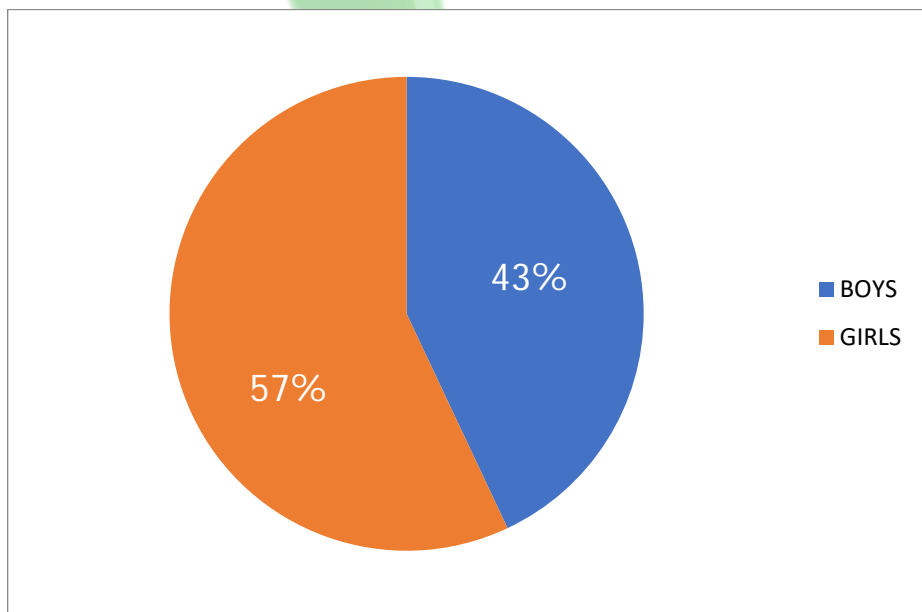
Overall figures on Teacher Training and Action Centers

Table 41 : Distribution of the number of school, classrooms, teacher-trainees and instructors by city in 2020-2021

City	School name	Centers	classrooms	teacher-trainees		Teachers	
				Total	Girls	Total	Female
ABENGOUROU	ABENGOUROU	1	12	643	330	2	29
ABIDJAN 1	CAFOP D'ABIDJAN	1	15	1 378	462	30	48
ABOISSO	CAFOP SUPERIEUR D'ABOISSO	1	8	319	161	2	21
BONDOUKOU	CAFOP DE BONDOUKOU	1	10	650	515	4	33
BOUAKE 1	ENI-CAFOP 2 BOUAKE	1	10	999	749	5	40
BOUAKE 2	CAFOP 1 BOUAKE	1	10	595	371	7	30
DABOU	CAFOP DE DABOU	1	10	604	310	8	26
DALOA	CAFOP DE DALOA	1	6	386	212	9	36
GAGNOA	CAFOP DE GAGNOA	1	12	609	353	5	25
GRAND-BASSAM	GRAND-BASSAM	1	6	480	277	17	37
KATIOLA	CAFOP SUPERIEUR DE KATIOLA	1	5	500	275	2	17
KORHOGO	KORHOGO	1	13	613	331	4	32
MAN	CAFOP MAN	1	10	292	191	3	36
ODIENNE	CAFOP ODIENNE	1	8	300	163	-	29
SAN-PEDRO	CAFOP SAN PEDRO	1	10	979	615	6	16
YAMOOUSSOU KRO	CAFOP SUPERIEUR DE YAMOOUSSOU KRO	1	32	448	256	9	32
NATIONAL		16	177	9 795	5571	113	487

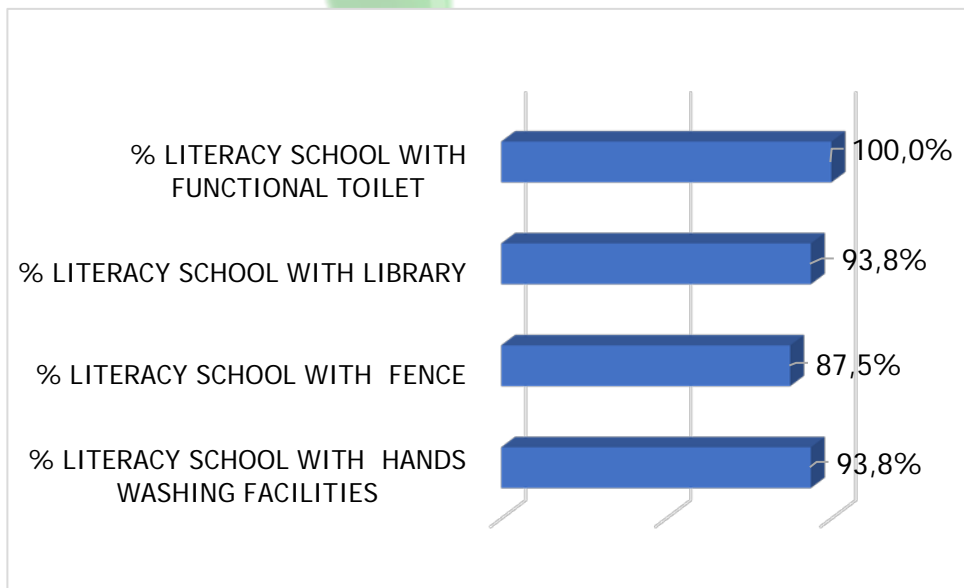
Overall figures on Teacher Training and Action Centers

Figure 36 : Proportion of teacher-trainees by gender in school

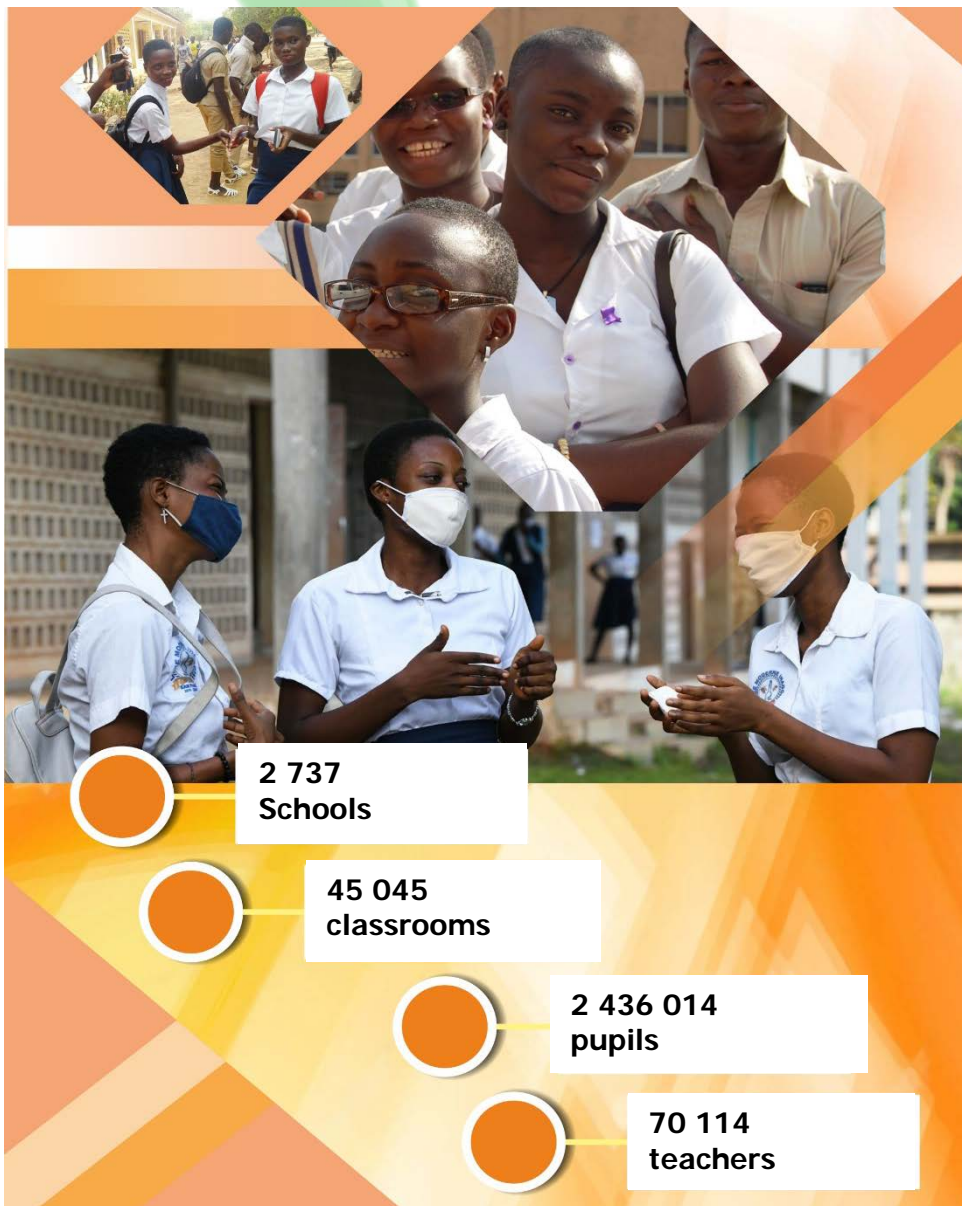


Overall figures on Literacy school

FIGURE 37 : Proportion of Literacy school with adequate facilities in 2020-2021



General Secondary Education



General Secondary Education

Table 42 : Distribution of the numbers of schools, classrooms, class groups, pupils and teachers in General secondary schools in 2020-2021

		Public school	Private school	Total
Schools		616	2 121	2 737
Total classrooms		13 305	31 740	45 045
Number of Classrooms used for instructional purposes		11 935	27 104	39 039
Class groups		16 265	31 419	47 684
Number of pupils	Boys	597 370	716 526	1 313 896
	Girls	509 070	613 048	1 122 118
	Total	1 106 440	1 329 574	2 436 014
	% Girls	46%	46%	46%
Number of repeaters	Boys	104 168	88 369	192 537
	Girls	79 595	63 060	142 655
	Total	183 763	151 429	335 192
	% Girls	43%	42%	43%
Number of teachers	Males	21 787	38 570	60 357
	Females	4 720	5 037	9 757
	Total	26 507	43 607	70 114
	% Females	18%	12%	14%

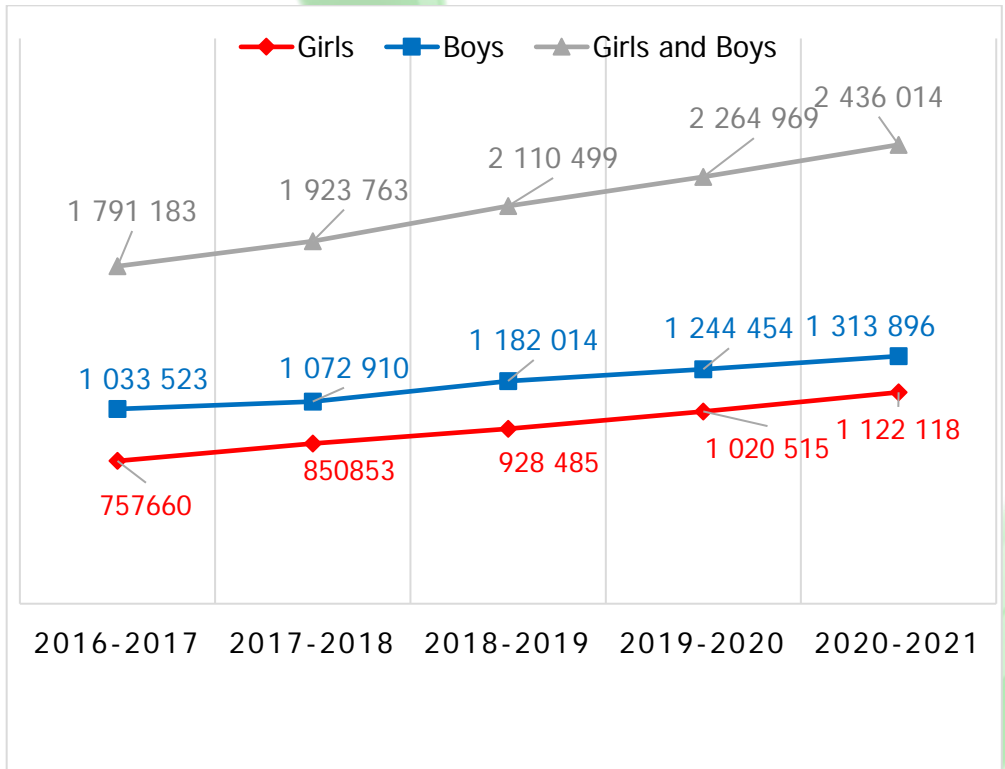
General secondary education

Table 43 : The numbers of classrooms, pupils and teachers by status in General secondary schools from 2016-2017 up to 2020-2021

School year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total classrooms	29 988	33 363	37 101	40 136	45 045
Private	19 567	22 196	25 535	27 871	31 740
Public	10 421	11 167	11 566	12 265	13 305
pupils	1 791 183	1 923 763	2 110 499	2 264 969	2 436 014
Private	892 310	956 046	1 072 909	1 180 380	1 329 574
Public	898 873	967 717	1 037 590	1 084 589	1 106 440
teachers	58 866	59 356	61 338	71 246	71 227
Private	32 607	31 334	39 611	44 477	43 888
Public	26 259	28 022	21 727	26 769	27 339

General secondary education

Figure 37: Number of pupils by gender in General secondary schools from 2016-2017 up to 2020-2021



General secondary education

Figure 38 : Proportion of schools in General secondary education by status in 2020-2021

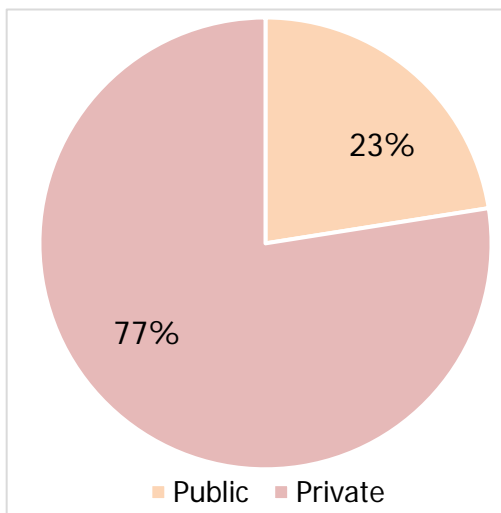


Figure 39 : Proportion of pupils in General secondary education by status in 2020-2021

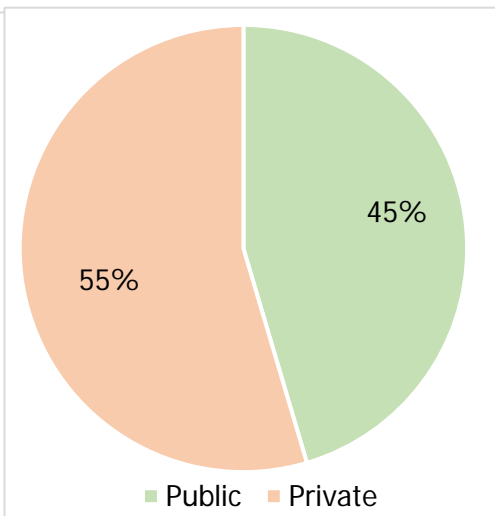
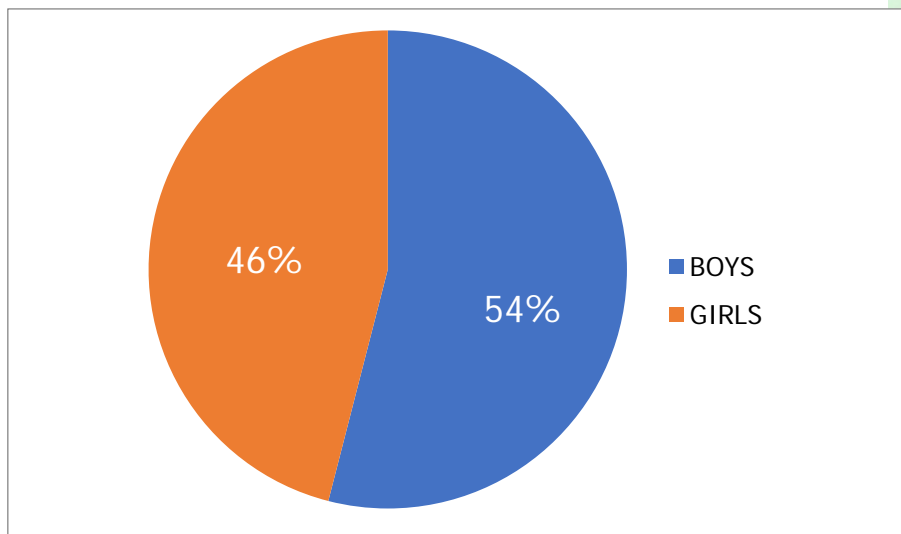


Figure 40 : Proportion of pupils by gender in General secondary schools in 2020-2021



General secondary education

Figure 41 : Distribution of pupils by level in General secondary schools in 2020-2021

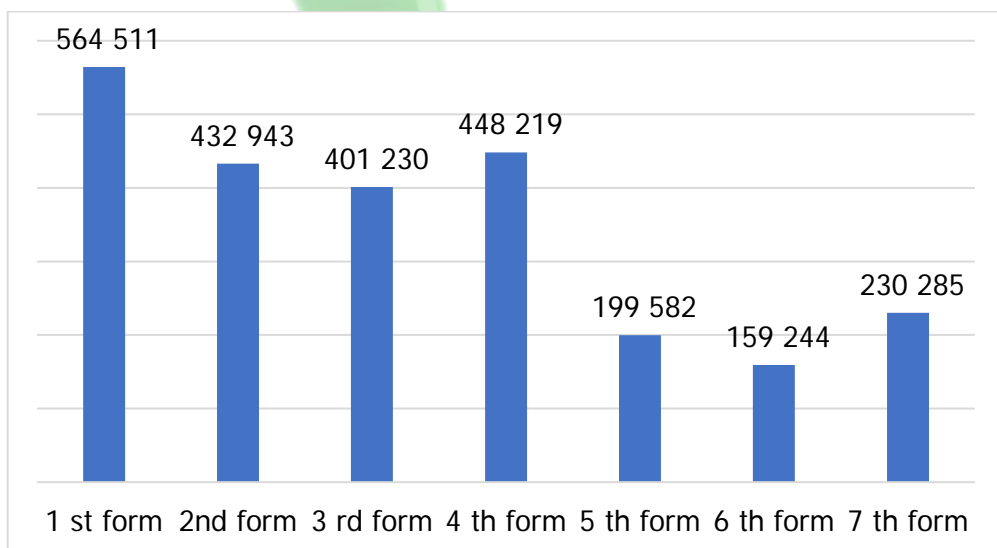
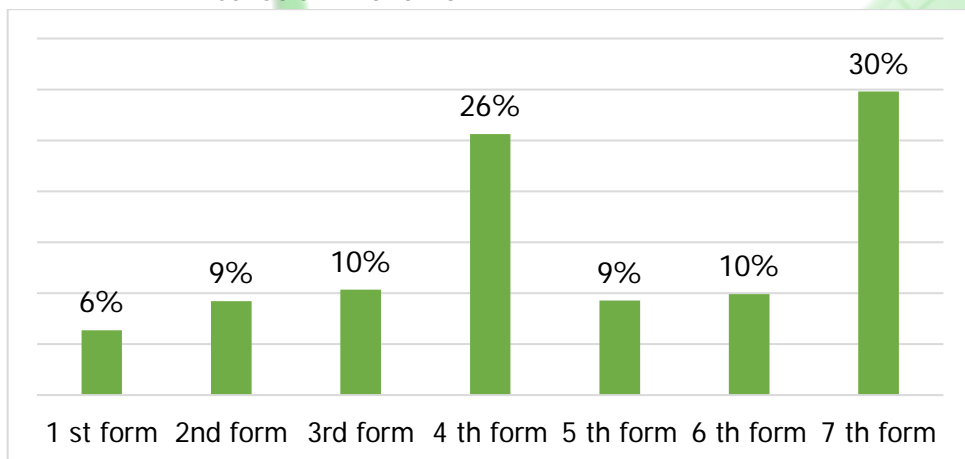


Figure 42 : Proportion of repeaters by level in General secondary schools in 2020-2021



General secondary education

Figure 43 : Proportion of repeaters by gender in General secondary schools in 2020-2021

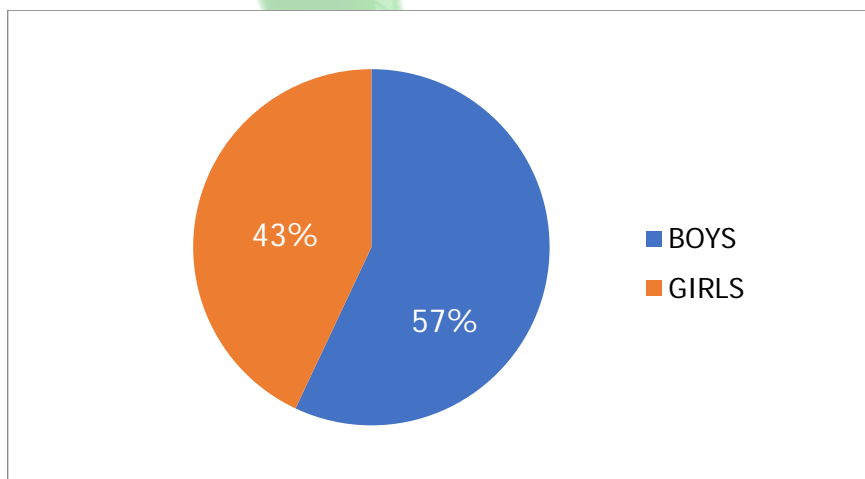
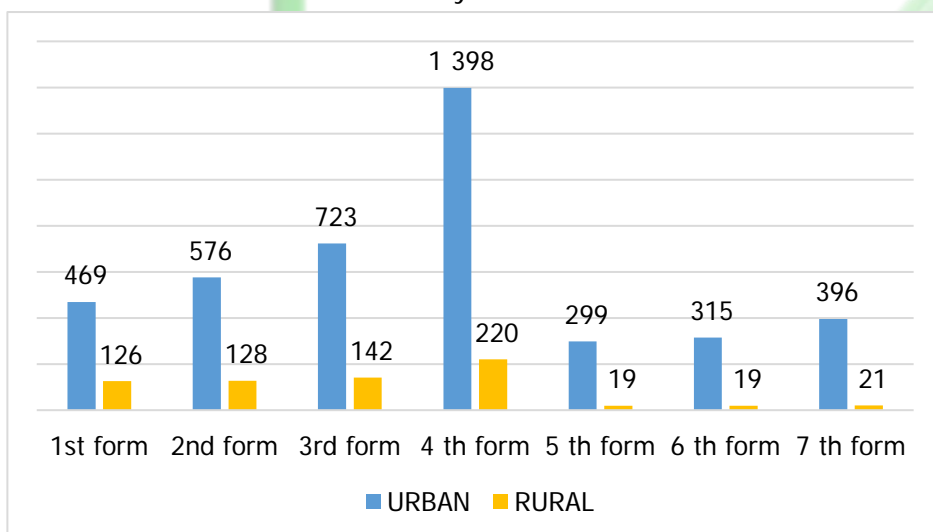


Figure 44 : Distribution of number of pregnancies by level and by area in General secondary schools in 2019-2020



General secondary education

Figure 45 : Distribution of HIV / AIDS Orphaned and Vulnerable Children (OVC) by level in General secondary schools in 2020-2021

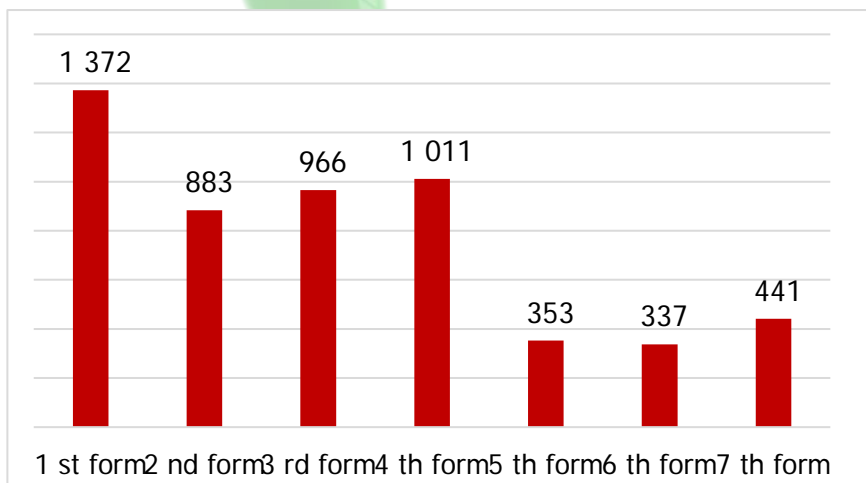
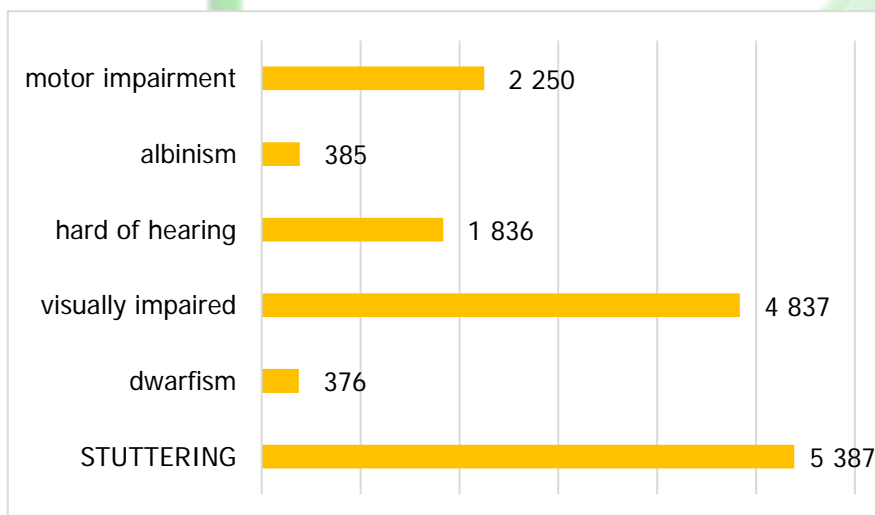


Figure 46 : Distribution of pupils with disabilities by type of impairment in General secondary schools in 2020-2021



General secondary education

Table 44 : Number of general secondary schools having experienced course disruptions and average duration of school breaks by type of conflict depending on the environment (2019-2020)

		Area		Total
		Rural	Urban	
Teachers' strikes	Number of schools	110	22	132
	Average number of teaching hours lost	65	57	64
Conflicts between schools and administration	Number of schools	3	1	4
	Average number of teaching hours lost	48	32	44
Conflict between schools	Number of schools	7	1	8
	Average number of teaching hours lost	22	40	24
Conflict between students	Number of schools	0	0	0
	Average number of teaching hours lost	0	0	0
Other conflicts at school	Number of schools	129	28	157
	Average number of teaching hours lost	191	217	195

General secondary education

Table 45 : Distribution of the number of violence affected pupils by type of violence and by level in General secondary schools in 2019-2020

Type of violence		Level							Total
		1st form	2nd form	3rd form	4th form	5th form	6th form	7th form	
PHYSICAL VIOLENCE	Assault And Battle	899	453	410	274	78	116	192	2 422
	Beating	629	400	269	159	44	59	41	1 601
	Chores	1 526	1 114	1 046	791	282	128	111	4 998
SEXUAL VIOLENCE	Rape	38	54	86	136	85	86	106	591
	Sexual Harassment (Girls)	136	103	157	160	74	102	74	806
	Sexual touch	183	156	149	186	105	65	92	936
PSYCHOLOGICAL VIOLENCE	Genital Mutilation (Girls)	148	87	100	67	34	25	13	474
	Forced Marriage (Girls)	36	28	24	34	8	12	15	157
	Humiliation	1 500	925	841	767	309	221	172	4 735
	Intimidation	841	556	438	400	178	136	78	2 627

General secondary education

Figure 47 : Distribution of teachers by gender and by status in General secondary schools in 2020-2021

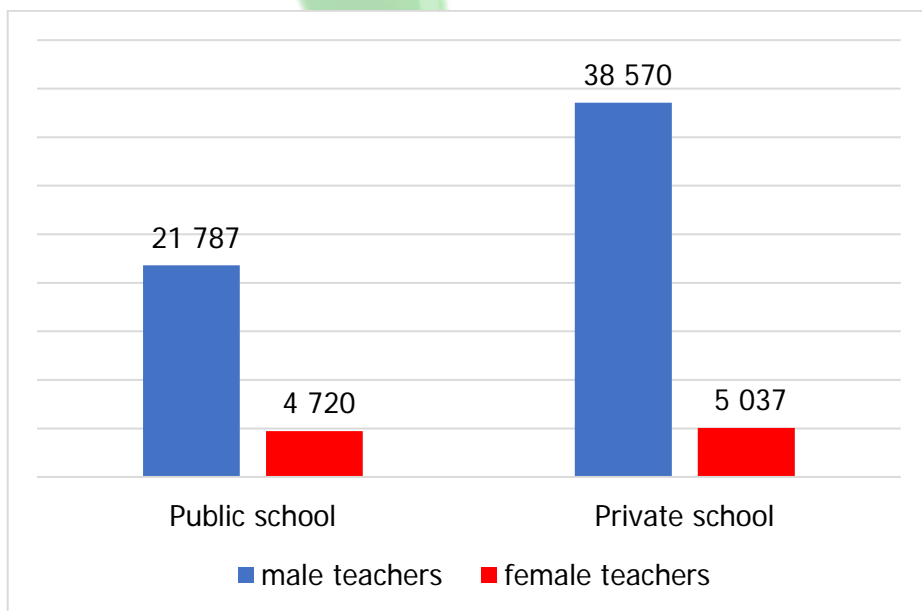
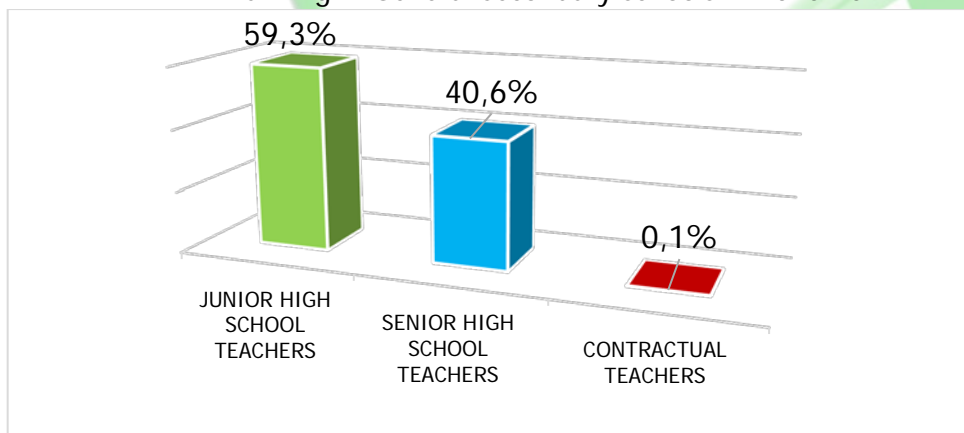


Figure 48 : Proportion of teachers of public school by employment ranking in General secondary schools in 2020-2021

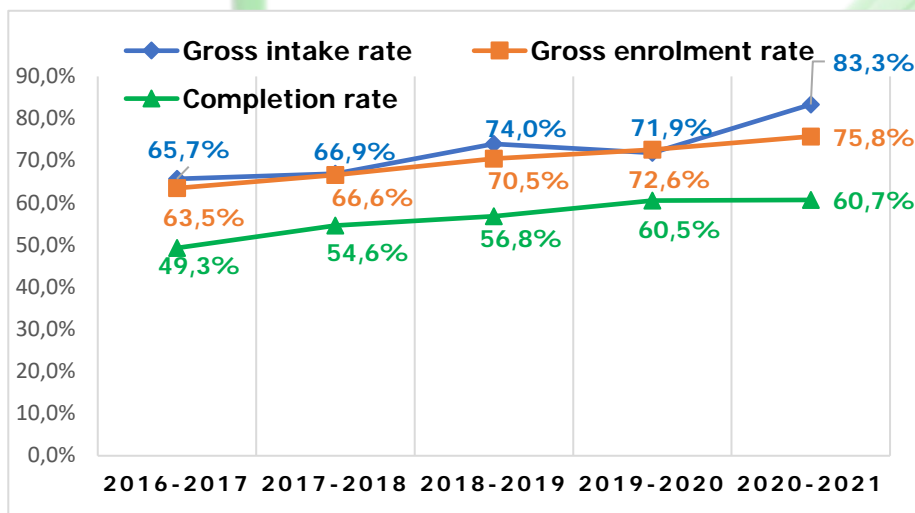


General secondary education Indicators

Table 46 : Gross and Net Intake Rate (GIR / NIR)(Admission rate), Gross and Net Enrolment Rates (GER / NER), Completion Rate and Gender parity Index (GPI) in 1st cycle of General secondary education in 2020-2021

	Intake Rate		Enrolment Rate		Completion Rate
	Gross Intake Rate	Net Intake Rate	Gross Enrolment Rate	Net Enrolment Rate	
Boys	83,8%	22,5%	77,3%	50,6%	59,1%
Girls	82,9%	23,0%	74,0%	49,5%	54,6%
Total	83,3%	22,8%	75,8%	50,0%	57,0%
parity Index	0,99	1,02	0,96	0,98	0,92

Figure 49 : Gross Intake Rate (GIR), Gross Enrolment Rates (GER) and Completion Rate in the 1st cycle of General secondary education from 2016-2017 up to 2020-2021

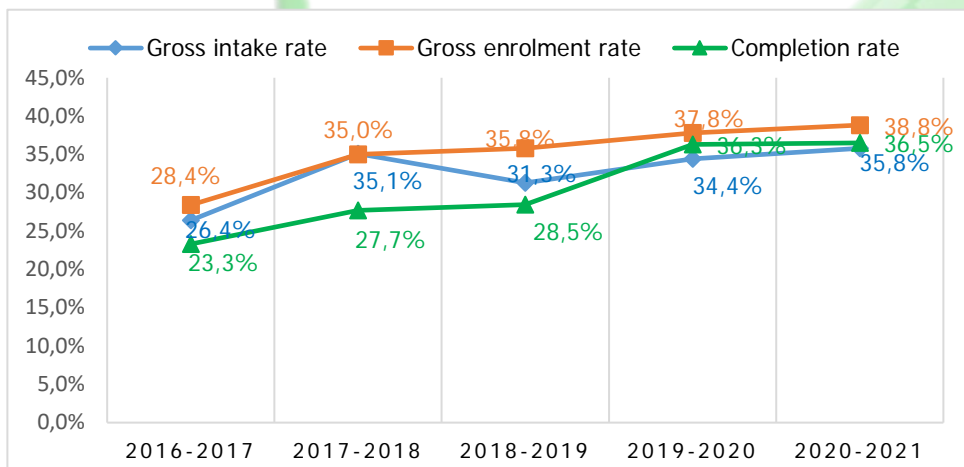


General secondary education Indicators

Table 47 : Gross and Net Intake Rate (GIR / NIR), Gross and Net Enrolment Rates (GER / NER), Completion Rate and Gender parity Index (GPI) in the **2nd cycle of General secondary education** in 2020-2021

	Intake Rate		Enrolment Rate		Completion Rate
	Gross Intake Rate	Net Intake Rate	Gross and Net Enrolment Rate	Net Enrolment Rate	
Boys	37,6%	8,9%	41,4%	22,3%	33,7%
Girls	33,8%	8,1%	36,0%	19,9%	30,5%
Total	35,8%	8,5%	38,8%	21,2%	32,2%
parity Index	0,90	0,91	0,87	0,89	0,90

Figure 50 : Gross Intake Rate (GIR), Gross Enrolment Rates (GER) and Completion Rate in **2nd cycle of General secondary education** from 2016-2017 to 2020-2021

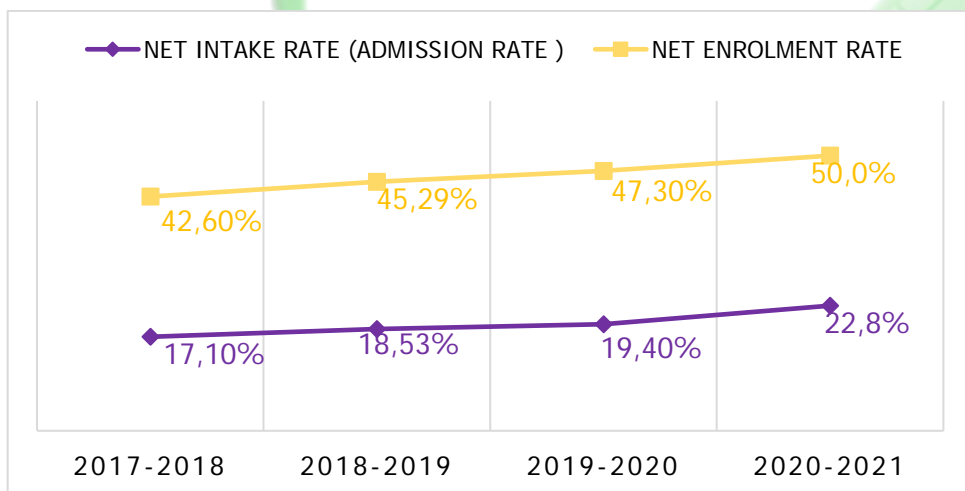


General secondary education Indicators

Table 48 : Gross and Net Intake Rate (GIR / NIR), Gross and Net Enrolment Rates (GER / NER), Completion Rate and Gender parity Index (GPI) in General Secondary education (1st and 2nd cycles) in 2020-2021

	Intake Rate (admission rate)		Enrolment Rate		Completion Rate
	Gross Intake Rate	Net Enrolment Rate	Gross Enrolment Rate	Net Enrolment Rate	
Boys	83,8%	22,5%	62,7%	39,1%	33,7%
Girls	82,9%	23,0%	58,7%	37,5%	30,5%
Total	83,3%	22,8%	60,8%	38,3%	32,2%
parity Index	0,99	1,02	0,94	0,96	0,90

Figure 51 : Net Intake Rate (NIR) and Net Enrolment Rates (NER) in 1st cycle of General secondary education from 2018-2019 up to 2020-2021



General secondary education Indicators

Figure 52 : The Net Intake Rate (NIR) and the Net Enrolment Rates (NER) in 2nd cycle of General secondary education from 2018-2019 up to 2020-2021

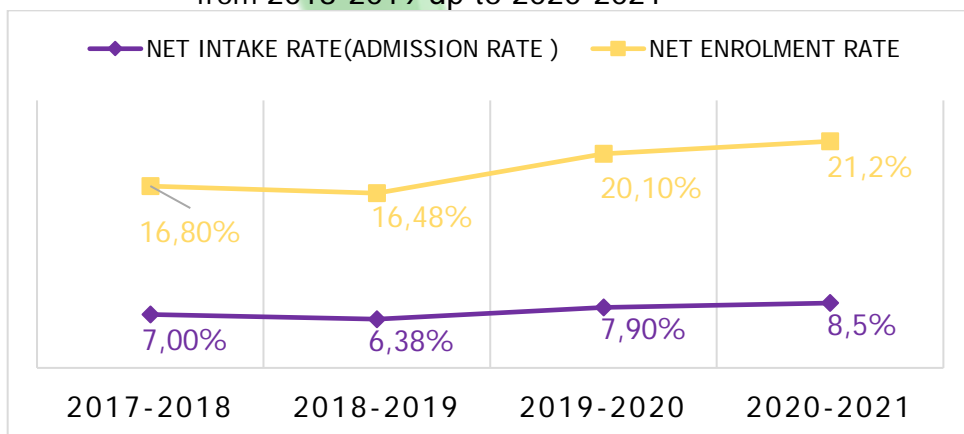
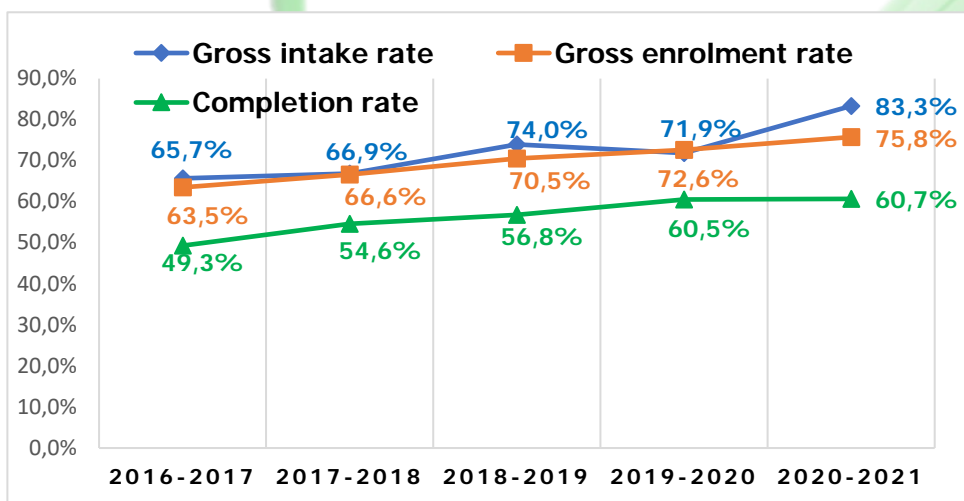
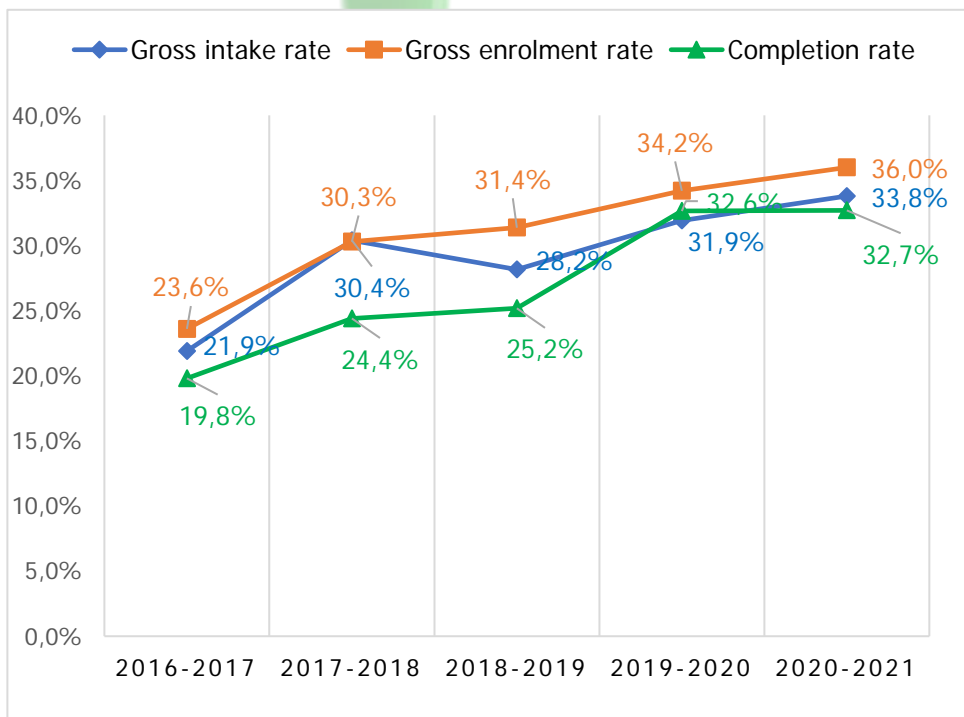


Figure 53 : Evolution of the Gross Intake Rate (GIR), the Gross Enrolment Rates (GER) and the Completion Rate of Girls in the 1st cycle of General secondary education from 2016-2017 up to 2020-2021



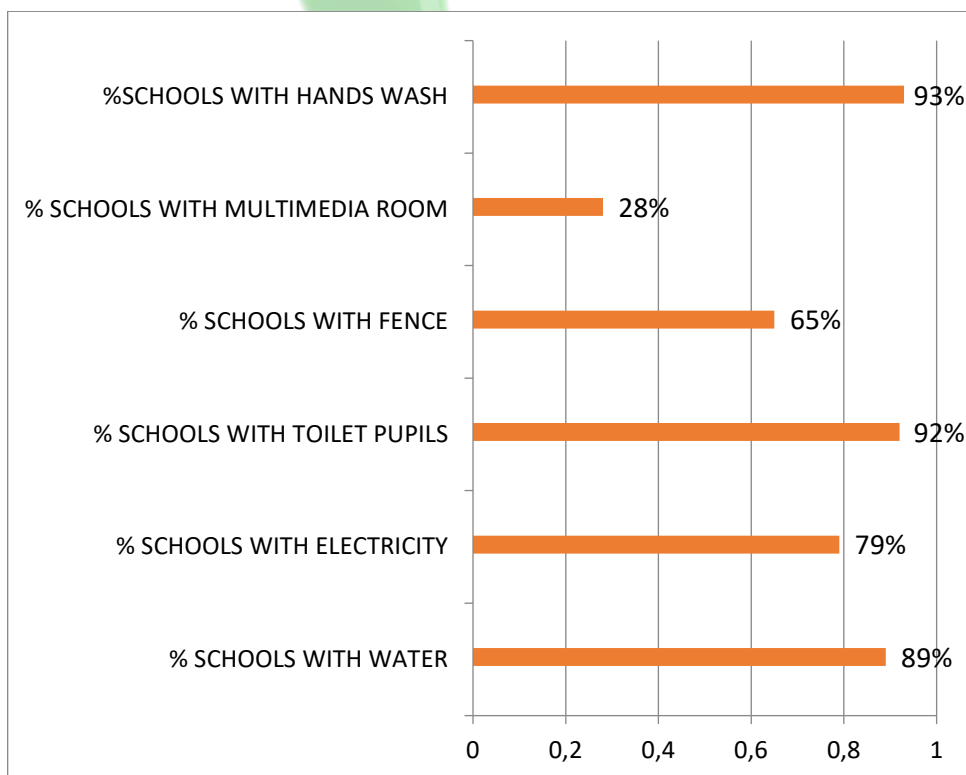
General secondary education Indicators

Figure 54: Evolution of the Gross Intake Rate (GIR), the Gross Enrolment Rates (GER) and the Completion Rate of **Girls** in the **2nd cycle of General secondary education** from 2016-2017 up to 2020-2021



General secondary education Indicators

Figure 55: Proportion of General secondary schools with adequate facilities in 2020-2021



General Secondary education in administrative regions

Table 49 : Gross Intake Rate (GIR)(admission rate) by cycle in administrative region in 2020-2021

Administrative region	Gross Intake Rate in secondary 1			Gross Intake Rate in secondary 2		
	Total	Boys	Girls	Total	Boys	Girls
DISTRICT ABIDJAN	94,7%	99,1%	91,0%	61,3%	66,3%	57,3%
AGNEBY-TIASSA	110,5%	112,0%	108,8%	43,1%	44,6%	41,5%
BAFING	67,8%	69,6%	65,9%	17,5%	21,1%	13,4%
BAGOUE	64,8%	62,2%	67,8%	19,5%	20,2%	18,7%
BELIER	90,1%	87,9%	92,6%	26,9%	27,9%	25,7%
BERE	75,2%	79,9%	69,8%	18,3%	21,4%	14,7%
BOUNKANI	52,7%	54,7%	50,6%	13,6%	13,6%	13,5%
CAVALLY	76,1%	75,3%	77,1%	28,3%	32,1%	23,6%
FOLON	48,3%	51,0%	45,1%	8,2%	10,1%	5,9%
GBÉKÉ	105,7%	103,3%	108,3%	50,4%	54,8%	45,7%
GBOKLE	66,7%	68,1%	65,0%	17,0%	19,6%	13,9%
GÔH	78,9%	80,2%	77,4%	34,5%	37,9%	30,4%
GONTOUGO	84,2%	81,4%	87,4%	24,4%	25,9%	22,6%
GRANDS PONTS	111,2%	108,0%	114,6%	44,7%	45,7%	43,7%
GUEMON	69,0%	74,0%	63,1%	26,5%	31,1%	21,0%
HAMBOL	77,2%	73,4%	81,6%	26,0%	29,7%	21,7%
HAUT-SASSANDRA	107,3%	107,2%	107,5%	41,4%	46,4%	35,4%
IFFOU	76,7%	76,7%	76,6%	30,5%	33,9%	26,4%
INDENIE-DJUABLIN	75,2%	75,0%	75,6%	29,2%	31,6%	26,6%

General Secondary education in administrative regions

Table 49 : Gross Intake Rate (GIR)(admission rate) by cycle in administrative region in 2020-2021

Administrative region	Gross Intake Rate in secondary 1			Gross Intake Rate in secondary 2		
	Total	Boys	Girls	Total	Boys	Girls
KABADOUGOU	74,4%	72,4%	76,8%	19,7%	21,2%	17,7%
LA ME	97,3%	95,6%	99,2%	32,1%	32,2%	32,0%
LÔH-DJIBOUA	106,7%	108,2%	105,0%	43,4%	49,2%	36,7%
MARAHOUÉ	84,6%	87,8%	80,9%	27,4%	31,0%	23,0%
MORONOU	95,5%	97,2%	93,4%	26,9%	28,2%	25,3%
NAWA	84,5%	85,8%	83,2%	33,0%	39,0%	26,2%
N'ZI	78,0%	76,5%	79,8%	28,9%	31,5%	25,7%
PORO	84,8%	82,6%	87,1%	36,0%	39,2%	32,7%
SAN PEDRO	89,3%	89,9%	88,5%	36,1%	40,5%	31,3%
SUD-COMOE	102,3%	103,2%	101,4%	47,6%	50,5%	44,8%
TCHOLOGO	47,7%	43,9%	51,9%	20,1%	20,4%	19,7%
TONKPI	89,3%	94,8%	83,1%	35,6%	40,7%	29,9%
WORODOUGOU	78,6%	77,5%	79,9%	18,6%	22,5%	14,0%
DISTRICT YAKRO	121,1%	127,0%	115,2%	55,2%	61,7%	48,8%
NATIONAL	83,3%	83,8%	82,9%	35,8%	37,6%	33,8%

General Secondary education in administrative regions

Table 50 : Gross Enrolment Rates (GER) by cycle in General secondary education in 2019-2020 in administrative regions in 2020-2021

Administrative regions	Gross Enrolment Rate in secondary 1			Gross Enrolment Rate in secondary 2		
	Total	Boys	Girls	Total	Boys	Girls
DISTRICT ABIDJAN	89,8%	95,3%	85,1%	62,5%	68,3%	58,1%
AGNEBY-TIASSA	102,7%	105,3%	99,8%	47,2%	51,2%	42,6%
BAFING	54,7%	60,6%	47,9%	15,0%	18,6%	10,9%
BAGOUE	61,4%	58,8%	64,4%	27,4%	29,4%	24,9%
BELIER	81,5%	83,5%	79,2%	30,1%	33,8%	25,6%
BERE	57,7%	62,1%	52,6%	16,1%	19,4%	12,2%
BOUNKANI	42,5%	44,8%	39,9%	14,4%	15,9%	12,8%
CAVALLY	72,4%	74,7%	69,6%	31,2%	35,2%	26,2%
FOLON	39,5%	44,7%	33,4%	8,1%	10,4%	5,3%
GBÉKÉ	97,5%	99,8%	95,1%	54,9%	61,5%	47,7%
GBOKLE	59,4%	63,3%	55,1%	24,7%	28,2%	20,6%
GÔH	72,8%	75,2%	70,0%	37,9%	43,1%	31,7%
GONTOUGO	70,1%	70,4%	69,7%	31,5%	35,5%	26,8%
GRANDS PONTS	110,0%	109,0%	111,1%	53,0%	55,9%	50,0%
GUEMON	60,4%	66,0%	53,7%	25,5%	30,2%	19,8%
HAMBOL	66,6%	66,4%	66,8%	27,6%	31,1%	23,6%
HAUT-SASSANDRA	99,9%	101,2%	98,2%	47,4%	53,5%	39,8%
IFFOU	74,9%	75,2%	74,5%	36,7%	41,0%	31,3%
INDENIE-DJUABLIN	69,8%	70,9%	68,7%	37,5%	39,9%	34,8%

General Secondary education in administrative regions

Table 50: Gross Enrolment Rates (GER) by cycle in General secondary education in 2019-2020 in administrative regions in 2020-2021

Administrative regions	Gross Enrolment Rate in secondary 1			Gross Enrolment Rate in secondary 2		
	Total	Boys	Girls	Total	Boys	Girls
KABADOUGOU	73,2%	73,4%	73,1%	30,1%	33,5%	25,7%
LA ME	90,9%	90,0%	92,0%	37,6%	38,4%	36,7%
LÔH-DJIBOUA	101,4%	106,8%	95,2%	48,1%	55,4%	39,7%
MARAHOUÉ	77,2%	82,0%	71,3%	37,0%	43,0%	29,8%
MORONOU	85,0%	86,5%	83,1%	36,4%	38,3%	34,2%
NAWA	74,5%	78,3%	70,2%	34,9%	42,0%	27,0%
N'ZI	74,5%	75,7%	73,1%	36,1%	40,4%	30,9%
PORO	81,2%	80,1%	82,5%	36,9%	40,9%	32,7%
SAN PEDRO	80,7%	83,0%	78,2%	41,4%	46,3%	36,0%
SUD-COMOÉ	93,8%	94,4%	93,3%	50,7%	53,8%	47,7%
TCHOLOGO	47,3%	45,1%	49,7%	20,4%	21,8%	18,8%
TONKPI	77,8%	84,5%	70,2%	36,4%	42,8%	29,2%
WORODOUGOU	73,9%	78,7%	68,4%	19,0%	23,6%	13,4%
DISTRICT YAKRO	106,7%	109,3%	104,1%	60,9%	69,4%	52,4%
NATIONAL	75,8%	77,3%	74,0%	38,8%	41,4%	36,0%

General Secondary education in administrative regions

Table 51: Gross Enrolment Rates (GER) of boys and girls in secondary 1 and 2 in General secondary education in administrative regions in 2020-2021

Administrative regions	Gross Enrolment Rates (secondary 1 + secondary 2)		
	Total	Boys	Girls
DISTRICT ABIDJAN	78,4%	84,3%	73,6%
AGNEBY-TIASSA	80,6%	83,7%	77,2%
BAFING	39,6%	44,7%	33,8%
BAGOUE	48,2%	47,4%	49,2%
BELIER	61,2%	63,6%	58,2%
BERE	42,0%	46,0%	37,3%
BOUNKANI	31,8%	33,8%	29,6%
CAVALLY	56,4%	59,2%	52,9%
FOLON	27,9%	31,9%	23,1%
GBÊKÊ	80,6%	84,5%	76,3%
GBOKLE	46,1%	49,8%	42,0%
GÔH	58,9%	62,4%	54,9%
GONTOUGO	54,8%	56,5%	52,8%
GRANDS PONTS	87,4%	87,9%	86,9%
GUEMON	47,2%	52,4%	41,0%
HAMBOL	51,6%	52,8%	50,2%
HAUT-SASSANDRA	79,1%	82,2%	75,2%
IFFOU	59,7%	61,5%	57,7%
INDENIE-DJUABLIN	56,8%	58,4%	55,1%

General Secondary education in administrative regions

Table 51: Gross Enrolment Rates (GER) of boys and girls in secondary 1 and 2 in General secondary education in administrative regions in 2020-2021

Administrative regions	Gross Enrolment Rates (secondary 1 + secondary 2)		
	Total	Boys	Girls
KABADOUGOU	57,0%	58,2%	55,5%
LA ME	69,2%	68,8%	69,5%
LÔH-DJIBOUA	80,3%	86,4%	73,4%
MARAHOUÉ	61,4%	66,6%	55,1%
MORONOU	65,6%	67,2%	63,7%
NAWA	59,0%	64,1%	53,4%
N'ZI	59,2%	61,5%	56,5%
PORO	64,0%	64,9%	63,1%
SAN PEDRO	65,4%	68,7%	61,8%
SUD-COMOE	76,6%	78,3%	75,0%
TCHOLOGO	37,2%	36,4%	38,1%
TONKPI	61,7%	68,3%	54,2%
WORODOUGOU	52,9%	57,5%	47,5%
DISTRICT YAKRO	87,3%	92,4%	82,2%
NATIONAL	60,8%	62,7%	58,7%

General Secondary education in administrative regions

Table 52 : Distribution of the numbers of General secondary schools, classrooms, class groups and pupils by administrative region in 2020-2021

Administrative region	schools	Class-rooms	class groups			pupils		
			1st cycle	2nd cycle	Total	Boys	Girls	Total
ABIDJAN	607	12 156	8 378	4 524	12 902	293 250	315 345	608 595
AGNEBY-TIASSA	84	1 379	1 090	424	1 514	43 932	35 838	79 770
BAFING	18	245	162	37	199	6 394	4 276	10 670
BAGOUE	45	559	425	169	594	17 064	15 086	32 150
BELIER	40	717	505	172	677	20 634	15 597	36 231
BERE	34	406	378	117	495	15 016	10 547	25 563
BOUNKANI	18	241	192	51	243	7 437	6 036	13 473
CAVALLY	43	598	483	186	669	21 034	15 448	36 482
FOLON	7	83	67	22	89	2 609	1 603	4 212
GBÊKÉ	127	2 199	1 599	773	2 372	68 005	56 921	124 926
GBOKLE	31	411	397	125	522	14 886	11 039	25 925
GÔH	101	1 763	1 275	528	1 803	54 348	41 118	95 466
GONTOUGO	77	1 194	809	356	1 165	32 295	25 969	58 264
GRANDS PONTS	52	917	607	301	908	24 427	22 252	46 679
GUEMON	78	1 102	983	301	1 284	40 743	26 882	67 625
HAMBOL	37	620	473	172	645	20 382	16 832	37 214
HAUT-SASSANDRA	240	3 488	2 478	931	3 409	101 972	76 610	178 582
IFFOU	39	622	479	190	669	19 715	15 233	34 948
INDENIE-DJUABLIN	49	846	642	311	953	30 155	25 881	56 036

General Secondary education in administrative regions

Table 52 : Distribution of the numbers of General secondary schools, classrooms, class groups and pupils by administrative region in 2020-2021

Administrative region	Schools	Class-rooms	Class groups			Pupils		
			1st cycle	2nd cycle	Total	Boys	Girls	Total
KABADOUGOU	25	385	241	85	326	9 389	6 990	16 379
LA ME	67	1 086	781	289	1 070	30 448	26 819	57 267
LÔH-DJIBOUA	111	1 799	1 372	567	1 939	57 474	42 440	99 914
MARAHOUÉ	108	1 615	1 242	471	1 713	53 751	36 852	90 603
MORONOU	44	755	626	249	875	22 915	18 153	41 068
NAWA	124	1 678	1 485	559	2 044	54 838	41 086	95 924
N'ZI	23	432	344	140	484	15 287	11 837	27 124
PORO	104	1 602	1 077	382	1 459	44 335	41 439	85 774
SAN PEDRO	92	1 257	1 102	437	1 539	43 402	35 621	79 023
SUD-COMOE	82	1 437	1 002	461	1 463	38 789	36 919	75 708
TCHOLOGO	32	495	373	133	506	15 986	15 092	31 078
TONKPI	112	1 578	1 176	479	1 655	55 410	38 941	94 351
WORODOU-GOU	31	388	357	116	473	12 128	8 551	20 679
YAMOUSSOU-KRO	55	992	689	337	1 026	25 446	22 865	48 311
NATIONAL	2 737	45 045	33 289	14 395	47 684	1 313 896	1 122 118	2 436 014

General Secondary education in administrative regions

Table 53: Distribution of the numbers of pregnancies, pupils with disability, HIV / AIDS Orphaned and Vulnerable Children by administrative region in 2020-2021

Administrative region	Number of pregnancies *2019-2020	Number of pupils with disability	HIV / AIDS Orphaned and Vulnerables Children
ABIDJAN	311	2 004	594
AGNEBY-TIASSA	162	681	234
BAFING	35	49	0
BAGOUE	129	195	107
BELIER	117	463	208
BERE	49	104	0
BOUNKANI	108	102	107
CAVALLY	89	37	32
FOLON	34	16	2
GBÊKÊ	249	996	100
GBOKLE	74	133	1
GÔH	135	807	125
GONTOUGO	327	763	194
GRANDS PONTS	108	422	464
GUEMON	62	235	82
HAMBOL	107	561	77
HAUT-SASSANDRA	261	777	200
IFFOU	143	43	101
INDENIE-DJUABLIN	217	408	51

**Data on pregnancy are reported in year n-1*

General Secondary education in administrative regions

Table 53: Distribution of the numbers of pregnancies, pupils with disability, HIV / AIDS Orphaned and Vulnerable Children by administrative region in 2020-2021

administrative region	Number of pregnancies *2019-2020	Number of pupils with disability	HIV / AIDS Orphaned and Vulnerables Children
KABADOUGOU	64	134	333
LA ME	146	624	521
LÔH-DJIBOUA	211	1 114	7
MARAHOUÉ	220	362	422
MORONOU	84	186	119
NAWA	271	547	418
N'ZI	82	287	60
PORO	176	824	70
SAN PEDRO	191	762	29
SUD-COMOE	192	704	220
TCHOLOGO	124	303	32
TONKPI	204	114	49
WORODOUGOU	81	112	216
YAMOOUSSOUKRO	88	202	169
NATIONAL	4 851	15 071	5 344

* Data on pregnancy are reported in year n-1

General Secondary education in administrative regions

Table 54 : Proportion of General secondary schools with adequate facilities by administrative region

Administrative region	Number of schools	% schools with hands washing	% schools with multimedii a room	% schools with fence	% schools with toilet for pupils	% schools with electricity	% schools with water
ABIDJAN	607	97%	45%	97%	99%	99%	98%
AGNEBY-TIASSA	84	95%	23%	64%	88%	80%	90%
BAFING	18	89%	22%	39%	67%	44%	67%
BAGOUE	45	91%	24%	42%	67%	56%	67%
BELIER	40	90%	25%	55%	63%	83%	88%
BERE	34	74%	9%	24%	82%	53%	65%
BOUNKANI	18	67%	11%	56%	78%	61%	61%
CAVALLY	43	91%	28%	42%	84%	63%	74%
FOLON	7	86%	0%	14%	86%	29%	57%
GBÉKÉ	127	91%	28%	85%	94%	87%	91%
GBOKLE	31	90%	19%	42%	90%	68%	87%
GÔH	101	94%	26%	64%	99%	82%	93%
GONTOUGO	77	91%	22%	51%	84%	81%	83%
GRANDS PONTS	52	90%	27%	77%	88%	87%	92%
GUEMON	78	85%	21%	51%	92%	51%	77%
HAMBOL	37	89%	16%	32%	84%	65%	73%
HAUT-SASSANDRA	240	92%	15%	60%	95%	60%	90%
IFFOU	39	87%	21%	54%	97%	77%	82%
INDENIE-DJUABLIN	49	94%	18%	43%	86%	78%	96%

General Secondary education in administrative regions

Table 54 : Proportion of General secondary schools with adequate facilities by administrative region

Administrative region	Number of schools	% schools with hands washing	% schools with multimedia room	% schools with fence	% schools with toilet for pupils	% schools with electricity	% schools with water
KABADOU-GOU	25	96%	40%	52%	80%	80%	84%
LA ME	67	97%	25%	49%	94%	84%	85%
LÔH-DJIBOUA	111	95%	15%	60%	98%	77%	91%
MARAHOUÉ	108	93%	14%	59%	89%	69%	80%
MORONOU	44	86%	23%	32%	73%	80%	82%
NAWA	124	99%	47%	54%	99%	81%	97%
N'ZI	23	87%	17%	52%	87%	96%	87%
PORO	104	92%	27%	64%	85%	75%	87%
SAN PEDRO	92	92%	14%	51%	100%	75%	95%
SUD-COMOE	82	98%	29%	57%	90%	88%	98%
TCHOLOGO	32	91%	31%	44%	75%	59%	78%
TONKPI	112	88%	26%	43%	91%	63%	79%
WORODOU-GOU	31	94%	26%	32%	77%	45%	74%
YAMOUS-SOUKRO	55	95%	40%	91%	93%	93%	100%
NATIONAL	2 737	93%	28%	65%	92%	79%	89%

Technical secondary education



372 schools

4 722 classrooms

56 747 pupils

8 063 teachers

Technical secondary education

Table 56 : Distribution of the numbers of schools, classrooms, class groups, pupils and teachers in technical secondary schools in 2020-2021

		Public school	Private school	Total
schools		4	368	372
classrooms		116	4 606	4 722
class groups		105	2 175	2 280
Pupils	Boys	2 181	27 080	29 261
	Girls	1 069	26 417	27 486
	Total	3 250	53 497	56 747
	% Girls	32%	49%	48%
Repeaters	Boys	186	2 545	2 731
	Girls	130	1 977	2 107
	Total	316	4 522	4 838
	% Girls	41%	44%	44%
Teachers	Males	357	6 501	6 858
	Females	95	1 110	1 205
	Total	452	7 611	8 063
	% Females	26%	15%	15%

Technical secondary education

Figure 57 : Proportion of Technical secondary schools by status in 2020-2021

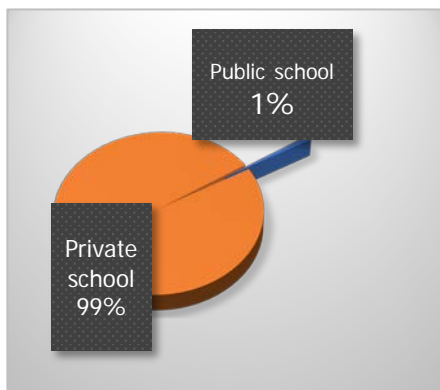


Figure 58: Proportion of pupils in Technical secondary schools by status in 2020-2021

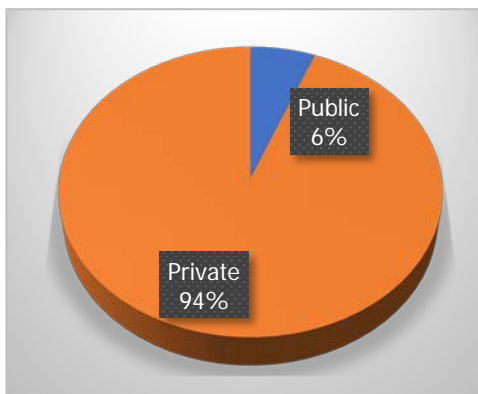
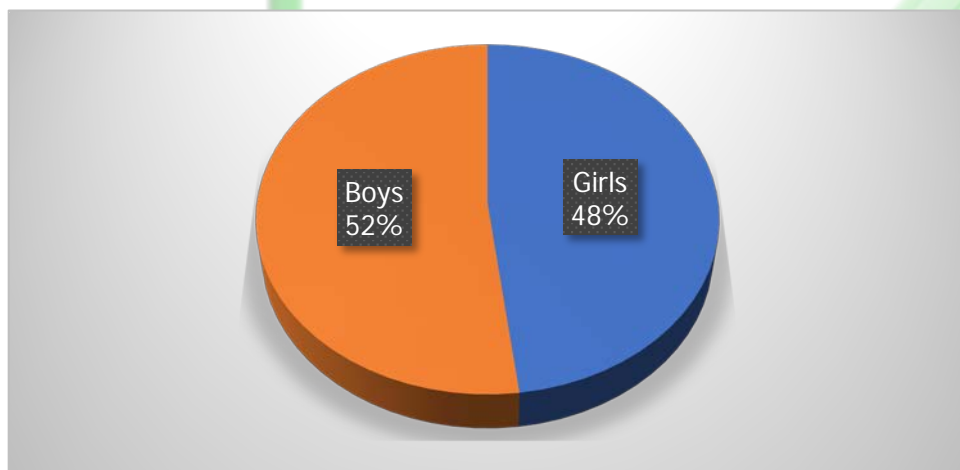


Figure 59 : Proportion of pupils in Technical secondary schools by gender in 2020-2021



Technical Secondary Education

Figure 60 : Distribution of pupils in Technical secondary schools by level in 2020-2021

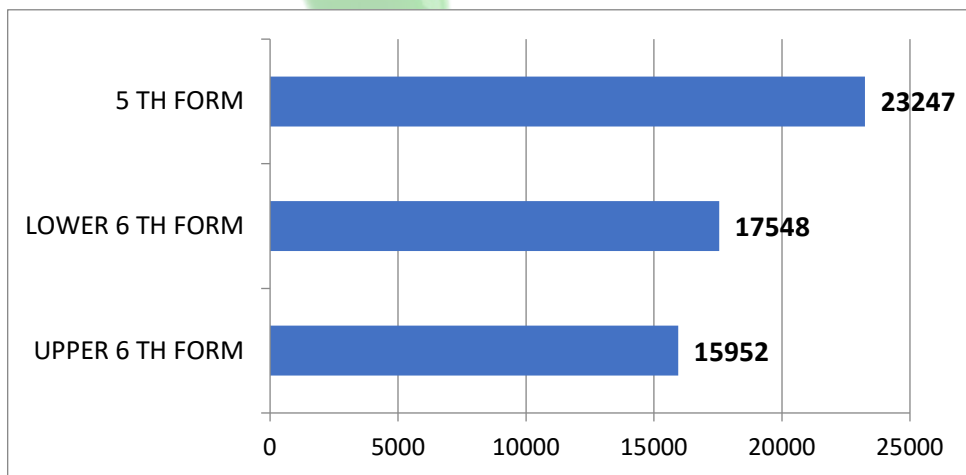
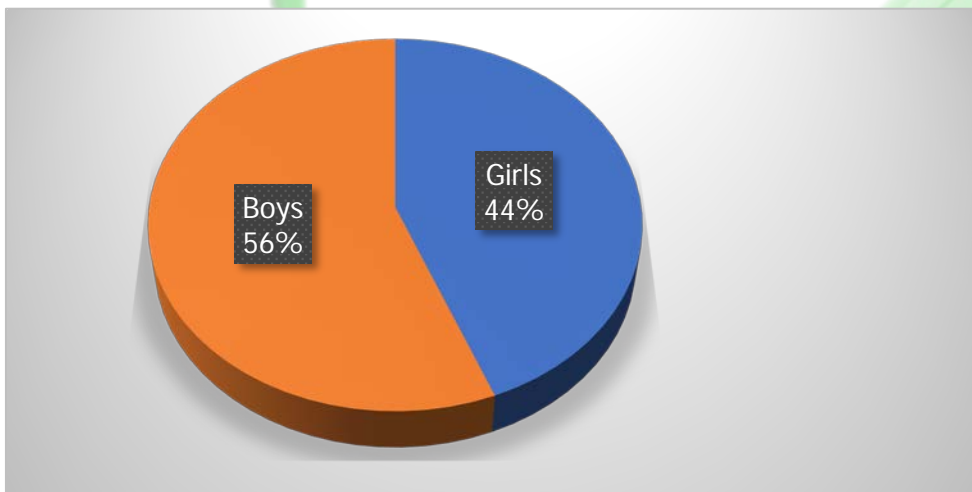
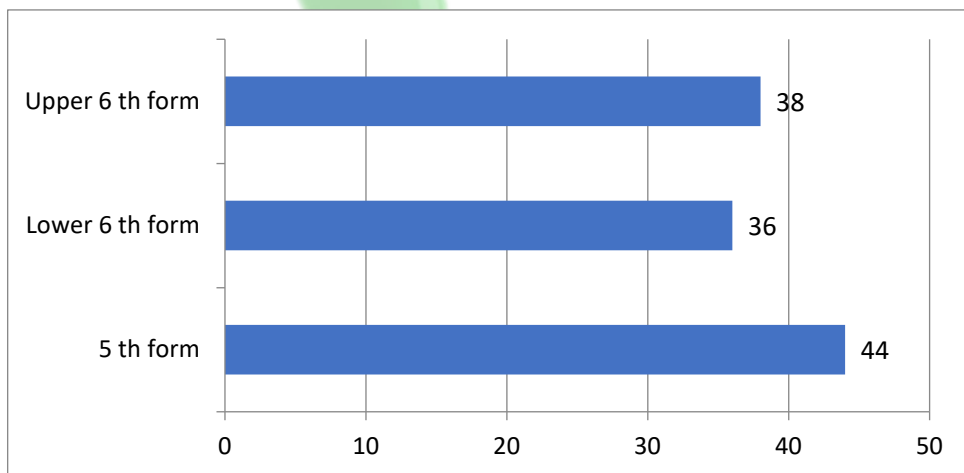


Figure 61 : Distribution of repeaters in Technical secondary schools by gender in 2020-2021



Technical Secondary Education

Figure 62 : Distribution of pregnancies in Technical secondary schools by level in 2019-2020



118 recorded on-going pregnancies occurred in the course of the school year 2019-2020 compared to **125** in 2018-2019

Technical Secondary Education

Table 57 : Number of technical secondary schools having experienced course disruptions and average duration of school breaks by type of conflict in 2019-2020

	Number of schools	Average number of teaching hours lost
Teachers' strikes	33	51
Conflicts between schools and administration	2	96
Conflict between schools	2	16
Conflicts between students	0	0
Other conflicts at school	17	112

Technical Secondary Education

Table 58 : Distribution of the number of violence-affected pupils in Technical secondary schools by type of violence by level in 2019-2020

Types of violence	Level			
	5th Form	Lower 6th Form	Upper 6th Form	Total
Assault and battle	9	0	2	11
Beating	3	0	0	3
Chores	41	13	6	60
Rapes	0	0	3	3
Sexual harassment	0	0	0	0
Sexual fondling / molestation	0	0	0	0
Female genital Mutilation	0	0	0	0
Forced marriage	0	0	0	0
Insulting / Humiliating remarks	32	10	21	63
Intimidation	13	7	4	24

Technical Secondary Education

Figure 63 : Distribution of teachers by status in Technical secondary schools in 2020-2021

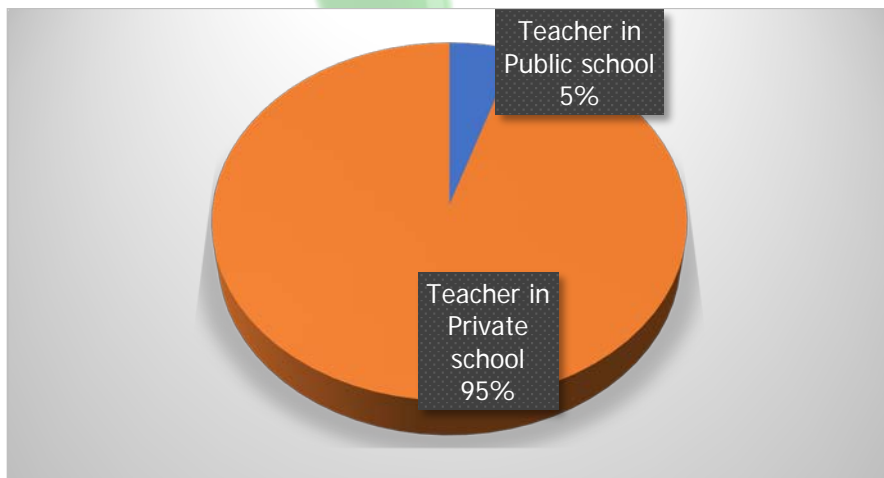
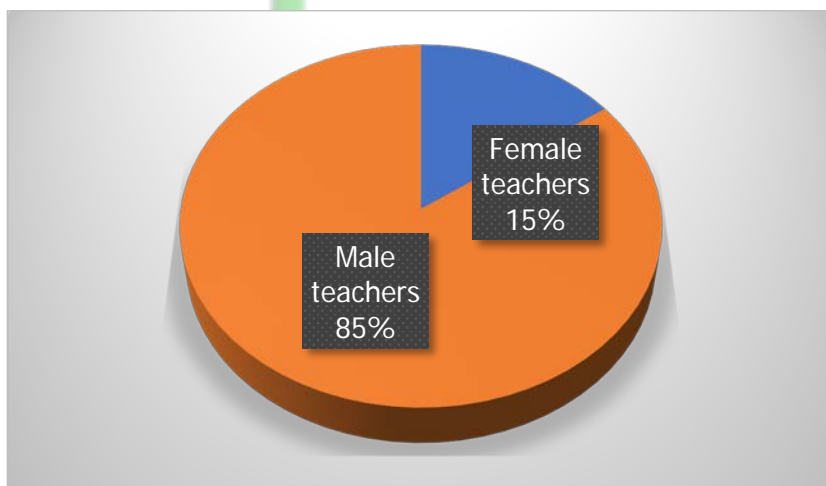
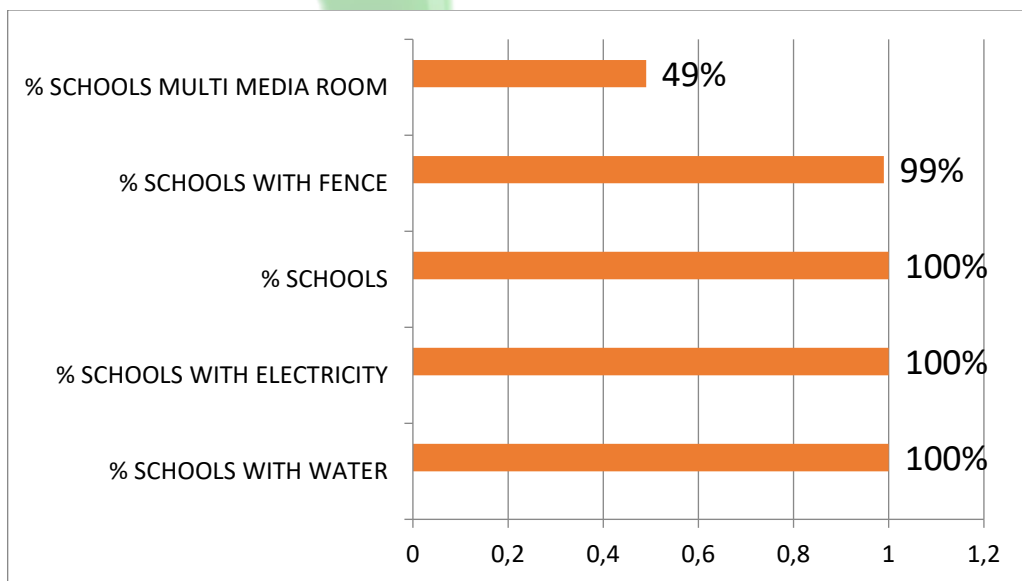


Figure 64 : Distribution of teachers by gender in Technical secondary schools in 2020-2021



Technical Secondary Education

Figure 65 : Proportion of Technical secondary schools with adequate facilities in 2020-2021



Technical Secondary education in administrative regions

Table 59 : Distribution of the number of Technical secondary schools, classrooms, class groups, pupils and teaching staff by administrative region in 2020-2021

Administrative region	schools	classrooms	class groups	pupils			Teachers	
				Total	girls	boys	Total	Female
ABIDJAN	172	2 320	1 166	31 072	16 264	14 808	3 097	485
AGNEBY-TIASSA	12	91	61	1 271	544	727	199	37
BAFING	2	12	7	182	56	126	26	3
BAGOUE	1	4	1	9	6	3	6	0
BELIER	6	79	31	793	433	360	112	26
BOUNKANI	1	25	3	19	7	12	8	0
CAVALLY	1	6	3	77	15	62	10	2
GBÈKÉ	23	242	148	3 094	1 073	2 021	449	48
GBOKLE	4	50	10	153	43	110	50	4
GÔH	12	122	63	1 447	607	840	163	27
GONTOUGO	7	78	37	811	366	445	132	26
GRANDS PONTS	4	60	33	1 139	516	623	62	8
GUEMON	2	53	16	447	134	313	55	4
HAMBOL	1	11	2	36	11	25	8	1
HAUT-SASSANDRA	15	204	70	1 719	717	1 002	193	17
IFFOU	4	67	24	560	238	322	61	9
INDENIE-DJUABLIN	7	98	38	885	450	435	156	25

Technical Secondary education in administrative regions

Table 59 : Distribution of the number of Technical secondary schools, classrooms, class groups, pupils and teaching staff by administrative region in 2020-2021

Adminis- trative region	schools	Class- rooms	class groups	pupils			Teachers	
				Total	Girls	Boys	Total	Female
KABADOU-GOU	1	3	3	64	26	38	24	5
LA ME	6	113	30	585	268	317	57	6
LÔH-DJIBOUA	11	154	56	1 295	576	719	198	26
MARAHOUÉ	7	42	35	795	335	460	109	13
MORONOU	6	68	35	870	437	433	112	25
NAWA	8	108	35	1 009	406	603	108	18
N'ZI	3	32	25	497	181	316	47	4
PORO	12	110	61	1 360	714	646	196	25
SAN PEDRO	8	112	61	1 593	791	802	164	25
SUD-COMOE	9	95	57	1 319	728	591	169	33
TCHOLOGO	1	5	5	74	36	38	15	4
TONKPI	10	130	48	903	386	517	95	12
WORODOU- GOU	1	16	8	164	55	109	9	2
YAMO USSOU- KRO	15	212	108	2 505	1 067	1 438	362	67
NATIONAL	372	4 722	2 280	56 747	27 486	29 261	6 452	987

Technical Secondary education in administrative regions

Table 60 : Proportion of Technical secondary schools with adequate facilities by administrative region in 2020-2021

Administrative region	technical schools	% technical schools with fence	% technical schools with electricity	% technical schools with water	% technical schools with functional toilet	% technical schools with multimedia room
ABIDJAN	172	97%	100%	99%	99%	49%
AGNEBY-TIASSA	12	75%	100%	100%	100%	67%
BAFING	2	100%	100%	100%	100%	50%
BAGOUE	1	100%	100%	100%	100%	0%
BELIER	6	83%	100%	100%	100%	17%
BOUNKANI	1	0%	100%	100%	100%	0%
CAVALLY	1	0%	100%	0%	0%	100%
GBÊKÊ	23	96%	100%	100%	96%	26%
GBOKLE	4	75%	100%	100%	100%	50%
GÔH	12	100%	100%	92%	100%	42%
GONTOUGO	7	71%	100%	100%	100%	29%
GRANDS PONTS	4	100%	100%	100%	100%	75%
GUEMON	2	100%	100%	100%	100%	50%
HAMBOL	1	100%	100%	100%	100%	0%
HAUT-SASSANDRA	15	100%	100%	100%	100%	40%
IFFOU	4	75%	100%	100%	100%	50%
INDENIE-DJUABLIN	7	71%	100%	100%	100%	57%

Technical Secondary education in administrative regions

Table 60 : Proportion of Technical secondary schools with adequate facilities by administrative region in 2020-2021

Administrative region	technical schools	% schools with fence	% technical schools with electricity	% technical schools with water	% technical schools with functional toilet	% technical schools with no multimedia room
KABADOUGOU	1	100%	100%	100%	100%	100%
LA ME	6	100%	100%	100%	100%	83%
LÔH-DJIBOUA	11	91%	100%	100%	100%	55%
MARAHOUÉ	7	100%	100%	100%	100%	86%
MORONOU	6	83%	100%	100%	100%	33%
NAWA	8	88%	100%	100%	100%	38%
N'ZI	3	100%	100%	100%	100%	33%
PORO	12	100%	100%	100%	100%	42%
SAN PEDRO	8	100%	100%	88%	100%	63%
SUD-COMOE	9	78%	100%	100%	100%	67%
TCHOLOGO	1	100%	100%	100%	100%	0%
TONKPI	10	80%	100%	100%	100%	80%
WORODOUGOU	1	100%	100%	100%	100%	100%
YAMOOUSSOU-KRO	15	100%	100%	100%	100%	40%
NATIONAL	372	93%	100%	99%	99%	372

School Examinations in 2020

- BEPC (Diploma of Lower Secondary Education)
- BAC (Baccalaureate)

Summary of Examination Results

Table 61 : Summary of the BEPC Examination Results 2020

Deliberation rate	100 %
Pass rate	53,17 %
Girls' Pass rate	53,44 %
Boys' Pass rate	52,94 %

Table 62 : Summary of the BAC Examination Results

Deliberation rate	100 %
Pass rate	40,08 %
Girls' Pass rate	40,94 %
Boys' Pass rate	39,39 %

BEPC Examination Results in 2020

Table 63 : Proportion of passes at the BEPC examination by gender and by administrative region in 2020

Administrative region	APPEARED			PASS			% <i>Pourcentage of Pass</i>		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
ABIDJAN 4	21 512	19 466	40 978	16 912	14 536	31 448	78,62	74,67	76,74
ABIDJAN 2	12 542	11 116	23 658	9 599	8 331	17 930	76,53	74,95	75,79
ABIDJAN 3	21 991	18 171	40 162	15 997	13 393	29 390	72,74	73,71	73,18
MAN	3 868	5 629	9 497	2 712	3 801	6 513	70,11	67,53	68,58
ABIDJAN 1	9 713	8 346	18 059	6 419	5 661	12 080	66,09	67,83	66,89
GRAND BASSAM	2 851	2 385	5 236	1 766	1 540	3 306	61,94	64,57	63,14
MANKONO	1 791	2 863	4 654	977	1 645	2 622	54,55	57,46	56,34
DUEKOUÉ	4 650	7 734	12 384	2 628	4 326	6 954	56,52	55,93	56,15
DALOA	10 784	14 465	25 249	5 751	8 054	13 805	53,33	55,68	54,68
TOUBA	606	1 102	1 708	344	582	926	56,77	52,81	54,22
GAGNOA	7 783	10 147	17 930	4 198	5 450	9 648	53,94	53,71	53,81
YAMOOUSSOUKRO	7 202	8 414	15 616	3 593	4 505	8 098	49,89	53,54	51,86
BOUAKE 2	6 808	8 304	15 112	3 287	3 978	7 265	48,28	47,90	48,07
ABOISSO	3 751	4 134	7 885	1 694	2 032	3 726	45,16	49,15	47,25
DANANE	1 710	2 895	4 605	801	1 356	2 157	46,84	46,84	46,84
SAN-PEDRO	6 001	7 383	13 384	2 753	3 447	6 200	45,88	46,69	46,32
DABOU	3 959	4 459	8 418	1 819	2 075	3 894	45,95	46,54	46,26
TIASSALE	3 516	4 330	7 846	1 598	2 021	3 619	45,45	46,67	46,13
KORHOGO	7 731	7 887	15 618	3 421	3 755	7 176	44,25	47,61	45,95
SOUBRE	7 344	10 556	17 900	3 161	4 945	8 106	43,04	46,85	45,28
AGBOVILLE	3 515	4 463	7 978	1 561	2 013	3 574	44,41	45,10	44,80

BEPC Examination Results in 2020

Table 63 Proportion of passes at the BEPC examination by gender and by administrative region in 2020

Administrative region	APPEARED			PASS			% of Pass		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
SASSANDRA	1 634	2 361	3 995	682	1 041	1 723	41,74	44,09	43,13
GUIGLO	2 832	3 943	6 775	1 019	1 775	2 794	35,98	45,02	41,24
KATIOLA	2 811	3 551	6 362	1 087	1 529	2 616	38,67	43,06	41,12
DIVO	8 130	10 988	19 118	3 199	4 538	7 737	39,35	41,30	40,47
BOUNA	1 058	1 193	2 251	400	509	909	37,81	42,67	40,38
ODIENNE	1 388	1 906	3 294	513	813	1 326	36,96	42,65	40,26
BOUAKE1	3 757	4 029	7 786	1 473	1 619	3 092	39,21	40,18	39,71
FERKESSEDOUGOU	3 169	3 301	6 470	1 197	1 363	2 560	37,77	41,29	39,57
DIMBOKRO	2 265	3 132	5 397	840	1 257	2 097	37,09	40,13	38,85
BONGOUANOU	3 301	3 922	7 223	1 221	1 577	2 798	36,99	40,21	38,74
ABENGOUROU	4 959	5 600	10 559	1 819	2 209	4 028	36,68	39,45	38,15
DAOUKRO	3 110	4 311	7 421	993	1 742	2 735	31,93	40,41	36,85
ADZOPE	5 063	5 744	10 807	1 747	2 193	3 940	34,51	38,18	36,46
BOUNDIALI	2 581	2 653	5 234	877	991	1 868	33,98	37,35	35,69
BOUAFLE	4 578	7 133	11 711	1 601	2 534	4 135	34,97	35,53	35,31
SINFRA	2 462	3 590	6 052	789	1 294	2 083	32,05	36,04	34,42
SEGUELA	1 448	2 232	3 680	406	800	1 206	28,04	35,84	32,77
MINIGNAN	182	386	568	52	121	173	28,57	31,35	30,46
TOTAL	212 697	245 100	457 797	113 667	129 749	243 416	53,44	52,94	53,17

BAC Examination Results_in 2020

Table 64 : Proportion of passes at the BAC examination by gender and by administrative region in 2020

Administrative region	APPEARED			PASS			% of Pass		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
YAMOOUSSOUKRO	3 830	5 617	9 447	1 837	2 701	4 538	47,96	48,09	48,04
FERKESSEDOUGOU	848	1 194	2 042	387	564	951	45,64	47,24	46,57
GRAND BASSAM	2 157	1 902	4 059	904	857	1 761	41,91	45,06	43,39
DABOU	2 182	2 708	4 890	988	1 128	2 116	45,28	41,65	43,27
ABIDJAN 1	11 752	11 312	23 064	5 026	4 723	9 749	42,77	41,75	42,27
AGBOVILLE	1 677	2 352	4 029	763	927	1 690	45,50	39,41	41,95
TIASSALE	1 336	2 167	3 503	553	904	1 457	41,39	41,72	41,59
ABIDJAN 3	24 377	21 390	45 767	9 242	7 526	16 768	37,91	35,18	36,64
ABIDJAN 2	13 023	11 043	24 066	4 797	3 994	8 791	36,83	36,17	36,53
KORHOGO	2 772	4 203	6 975	988	1 554	2 542	35,64	36,97	36,44
MAN	2 187	3 973	6 160	814	1 410	2 224	37,22	35,49	36,10
BOUAKE 2	3 658	6 223	9 881	1 253	2 295	3 548	34,25	36,88	35,91
DAOUKRO	1 391	2 363	3 754	470	873	1 343	33,99	36,94	35,78
GAGNOA	3 997	6 820	10 817	1 455	2 276	3 731	36,40	33,37	34,49
DIVO	3 734	6 613	10 347	1 233	2 259	3 492	33,02	34,16	33,75
KATIOLA	869	1 366	2 235	261	475	736	30,03	34,77	32,93
BOUAKE1	2 391	2 987	5 378	809	954	1 763	33,84	31,94	32,78
ABIDJAN 4	20 904	20 309	41 213	6 669	5 964	12 633	31,90	29,37	30,65
SINFRA	829	1 705	2 534	243	530	773	29,31	31,09	30,51
ADZOPE	2 029	2 985	5 014	636	858	1 494	31,35	28,74	29,80
ABOISSO	1 782	2 332	4 114	503	708	1 211	28,23	30,36	29,44

BAC Examination Results_in 2020

Table 65 : Proportion of passes at the BAC examination by gender and by administrative region in 2020

Administrative region	APPEARED			PASS			% of Pass		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
SOUBRE	2 853	5 586	8 439	760	1 605	2 365	26,64	28,73	28,02
ABENGOUROU	3 310	4 724	8 034	862	1 304	2 166	26,04	27,60	26,96
ODIENNE	450	875	1 325	105	247	352	23,33	28,23	26,57
BOUAFLE	2 130	4 446	6 576	583	1 117	1 700	27,37	25,12	25,85
DIMBOKRO	899	1 586	2 485	228	407	635	25,36	25,66	25,55
SEGUELA	318	653	971	77	164	241	24,21	25,11	24,82
SAN-PEDRO	3 224	4 563	7 787	699	1 067	1 766	21,68	23,38	22,68
ISSIA	1 186	2 587	3 773	247	578	825	20,83	22,34	21,87
BONDOUKOU	2 219	3 965	6 184	431	914	1 345	19,42	23,05	21,75
DANANE	708	1 611	2 319	129	373	502	18,22	23,15	21,65
DALOA	5 368	8 831	14 199	1 019	2 052	3 071	18,98	23,24	21,63
BOUNA	323	524	847	58	121	179	17,96	23,09	21,13
GUIGLO	960	1 817	2 777	155	397	552	16,15	21,85	19,88
BONGOUANOU	1 779	2 719	4 498	298	576	874	16,75	21,18	19,43
TOUBA	126	278	404	15	62	77	11,90	22,30	19,06
MANKONO	332	717	1 049	53	146	199	15,96	20,36	18,97
SASSANDRA	723	1 334	2 057	113	243	356	15,63	18,22	17,31
DUEKOUÉ	1 879	3 776	5 655	262	576	838	13,94	15,25	14,82
BOUNDIALI	1 083	1 473	2 556	112	219	331	10,34	14,87	12,95
TOTAL	137 595	173 629	311 224	56 337	58 780	124 728	40,94	39,39	40,08

CONCLUSION

The summary of statistical data presents the overall situation of the Ivorian education system, for the school year 2020-2021, through various indicators. It expounds in detail the overall numbers and key indicators of the Ivorian education system for the current statistical campaign. Thus, in order to help with school governance, the Flash Education Statistics 2020-2021 mainly provides information on access, schooling career, quality determinants, school environment and educational facilities, by level of education. It brought to light the efforts made by the authorities, the stakeholders and the partners in relation to the development of education in Côte d'Ivoire. The analysis of the statistical data enabled us to understand that the various progress and achievements made in terms of access, quality, internal efficiency and management are indicative of the evolutionary trends of indicators at all the levels. And the data collected indicate that the extension of the government's social action has greatly impacted on the situation of schooling by boosting access and student retention. The evolution of the indicators is the translation of the determination and the endeavor of the government to transform human capital, through its social policy program under implementation. This policy has gradually reduced disparities in the education system, giving all school-aged children a chance to go to school through the institution of a policy of inclusion. It accounts for the improvement in the performance of the education system and indicates that education is on the emerging trajectory to development.

Appendix

- **Appendix 1** : Distribution of the class groups and number of pupils by stream in technical and general secondary schools in
- **Appendix 2** : Organization of the education structure
- **Appendix 3** : Definition and calculation method of primary education indicators

Appendix 1: Distribution of the class groups and number of pupils by stream in the second cycle of technical and general secondary schools

Table 66: Distribution of the class groups and number of pupils by level and by stream in general secondary education

LEVEL / STREAM	CLASS GROUPS	NUMBER OF PUPILS	
		Total	Girls
LITERARY STREAM			
Fifth form A	2,293	98,208	48,685
Lower Sixth Form A	2,020	79,798	40,018
Upper Sixth Form A	2,542	118,878	57,733
Total A Stream	6,855	296,884	146,436
SCIENCE STREAM			
Fifth form C	2,014	84,547	30,201
Lower Sixth Form C	233	4,020	1,229
Upper Sixth Form C	221	3,701	1,017
Total C Stream	2,468	92,268	32,447
Lower Sixth Form D	1,793	66,898	23,833
Upper Sixth Form D	2,187	97,550	32,311
Total D Stream Total	3,980	164,448	56,144
Total C and D Stream Combined	6,448	256,716	88,591

Appendix 1: Distribution of the class groups and number of pupils by stream in the second cycle of technical and general secondary schools

Table 67: Distribution of the class groups and number of pupils by level and by stream in technical secondary education

LEVELS / STREAMS	CLASS GROUPS	NUMBER OF PUPILS	
		Total	Girls
FIFTH FORM (5th h form)			
5th form AB	113	2,727	1,190
5th form G1	230	4,519	3,971
5th form G2	365	11,079	4,541
5th form F2	45	1,579	197
5th form T1	9	252	69
5th form T2	6	181	30
5th form T3	6	164	47
Total Fifth form	774	20,501	10,045
LOWER SIXTH FORM (Lower 6th Form)			
Lower 6th Form B	96	1,824	759
Lower 6th Form G1	113	1,800	1,664
Lower 6th Form G2	256	6,262	2,539
Lower 6th Form E	2	50	9
Lower 6th Form F1	4	115	11
Lower 6th Form F2	30	645	96
Lower 6th Form F3	3	62	18
Lower 6th Form F4	6	173	43
Lower 6th Form F7	5	163	60
Lower Sixth Form	515	11,094	5,199
UPPER SIXTH FORM (Upper 6th Form)			
Upper 6th Form B	187	5,780	2,513
Upper 6th Form G1	170	3,026	2,814
Upper 6th Form G2	292	9,306	3,651
Upper 6th Form E	2	28	1
Upper 6th Form F1	4	74	10
Upper 6th Form F2	37	828	129
Upper 6th Form F3	4	92	15
Upper 6th Form F4	3	70	10
Upper 6th Form F7	3	76	39
Total Upper 6th Form	702	19,280	9,182

Table 69: Overview of the levels of education by age group

	Age groups	Levels		Official entry age
Pre-primary Education	3 to 5 years	LS	Lower Section	3 years
		MS	Middle Section	4 years
		US	Upper Section	5 years
Primary Education	6 to 11 years	CP1	Preparatory Class I / Class I	6 years
		CP2	Preparatory Class II / Class II	7 years
		CE1	Elementary Class / Class IIII	8 years
		CE2	Elementary Class II / Class VI	9 years
		CM1	Middle Class I / Class V	10 years
		CM2	Middle Class I / Class VI)	11 years
1 st Cycle General Secondary Education	12 to 15 years	6 ^{ème}	First Form / Junior High School 1	12 years
		5 ^{ème}	Second Form / Junior High School 2	13 years
		4 ^{ème}	Third Form / Junior High School 3	14 years
		3 ^{ème}	Fourth Form / Junior High School 4	15 years
2 nd Cycle General and Technical Secondary Education	16 to 18 years	2 nd	Fifth Form / Senior High School 1	16 years
		1 ^{ère}	Lower Sixth Form / Senior High School 2	17 years
		Tle	Upper Sixth / Senior High School 3)	18 years

1. Intake Rate in Primary Education

1-1. Gross Intake Rate (GIR) in Primary Education

The **Gross Intake Rate (GIR) in Primary Education** is the total number of new entrants in CP1 expressed as a percentage of the population of children aged the official theoretical school-entrance age.

$$\text{GIR} = \frac{\text{Total number of pupils in Class 1} - \text{Total number of repeaters in Class 1}}{\text{Total number of children aged 6}} \times 100$$

1-2. Net Intake Rate (NIR) in Primary Education

The **Net Intake Rate (NIR) in Primary Education** is the total number of new entrants in Class 1 aged 6 expressed as a percentage of the population of children aged the official theoretical school-entrance age.

$$\text{NIR} = \frac{\text{Total number of pupils aged 6 in Class 1} - \text{Total number of repeaters aged 6 in Class 1}}{\text{Total number of children aged 6}} \times 100$$

2. Enrollment rate in Primary Education

2-1. Gross Enrollment Rate (GER) in Primary Education

The **Gross Enrollment Rate (GER) in Primary Education** is the number of pupils enrolled in Primary schools expressed as a percentage of the total population of children aged from 6 to 11.

$$\text{GER} = \frac{\text{Number of pupils enrolled in Primary schools}}{\text{Total population of children aged from 6 to 11}} \times 100$$

2-2. Net Enrollment Rate (NER) in Primary Education

The **Net Enrollment Rate (NER) in Primary Education** is the number of pupils of the 6-11 years age-group enrolled in Primary schools expressed as a percentage of the total population of children of the 6-11 years age-group.

$$\text{NER} = \frac{\text{Number of pupils of the 6-11 years age-group enrolled in Primary schools}}{\text{Total population of children of the 6-11 years age-group}} \times 100$$

3. Completion Rate (CR) in Primary and Gender Parity Index (GPI)

3-1. Completion Rate (CR) in Primary Education

The **Completion Rate (CR) in Primary Education** is the ratio of the number of new entrants in class 6 to the number of children aged 11 years multiplied by 100

$$\text{CR-PE} = \frac{\text{Number of pupils in class 6} - \text{Number of repeaters in class 6}}{\text{Total population of children aged 11}} \times 100$$

3-2. Gender Parity Index (GPI)

Gender Parity Index (GPI) is the ratio of female to male values of a given indicator. GPI measures the standard of genders equity.

E.g.: GPI in relation to GIR

$$\text{GPI} = \frac{\text{GIR for Girls}}{\text{GIR for Boys}}$$

Appendix 4: Summary of the Intake and Enrolment rates by level of education

Table 70: Intake Rate, Enrolment Rate and Gender Parity Index (GPI) by level of Education in 2019-2020

		Intake Rate (admission rate)		Enrolment rates		Completion Rate
		GIR	NIR	GER	NER	
PRE-PRIMARY	Total	5.7%	N/A	10.5%	N/A	N/A
	Girls	6.0%	N/A	11.1%	N/A	N/A
	Boys	5.4%	N/A	10.0%	N/A	N/A
	GPI	1.11	N/A	1.04	N/A	N/A
PRIMARY	Total	101.22 %	73.59 %	100.30 %	91.50 %	82.15 %
	Girls	99.97 %	73.84 %	100.27 %	90.96 %	82.54 %
	Boys	102.40 %	73.35 %	100.34 %	92.01 %	81.80 %
	GPI	0.98	1.01	1.00	0.99	1.01
1ST CYCLE SECONDARY	Total	74.9%	19.4%	72.6%	47.3%	60.5%
	Girls	74.3%	19.4%	69.7%	45.9%	57.2%
	Boys	75.4%	19.3%	75.3%	48.5%	63.6%
	GPI	0.99	1.01	0.92	0.95	0.9
2ND CYCLE SECONDARY	Total	34.4%	7.9%	37.8%	20.1%	36.3%
	Girls	31.9%	7.5%	34.2%	18.5%	32.6%
	Boys	36.5%	8.3%	41.1%	21.5%	39.5%
	GPI	0.87	0.9	0.83	0.86	0.83

Appendix 5: education in administrative region services

Table 71: Location of education in administrative region

Education in administrative region	Region	Department
Abidjan 1	District Abidjan	Abidjan
Abidjan 2		
Abidjan 3		
Abidjan 4		
Yamoussoukro	District Yamoussoukro	Yamoussoukro
	Bélier	Attiégouakro
		Didiévi
		Djékanou
		Tiébissou
		Toumodi
Sassandra	Gbôklé	Fresco
Soubré	Nawa	Sassandra
		Buyo
		Gueyo
		Meagui
San-Pedro	San-Pedro	Soubré
		San-Pedro
Abengourou	Indenié-Djuablin	Tabou
		Abengourou
		Agnibilékrou
Aboisso	Sud-comoé	Bettie
		Aboisso
		Adiaké
		Grand-bassam
Minignan	Folon	Tiapoum
		Kaniasso
Odienné	Kabadougou	Minignan
		Gbeleban
		Madinani
		Odienné
		Samatiguila
		Séguelon

Appendix 5: education in administrative region services

Appendix 5: education in administrative region services

Table 72: Location of administrative Regions

education in administrative region	Region	Department
Man	Tonkpi	Biankouma
		Danané
		Man
		Sipilou
		Zouan-hounien
Daloa	Haut-Sassandra	Daloa
		Issia
		Vavoua
		Zoukougbeu
Bouaflé	Marahoué	Bouaflé
		Sinfra
		Zuenoula
Korhogo	Poro	Dikodougou
		Korhogo
		M'Bengué
		Sinementiali
Ferkessedougou	Tchologo	Ferkessedougou
		Kong
		Ouangolodougou
Boundiali	Bagoué	Boundiali
		Kouto
		Tengrela
Katiola	Hambol	Dabakala
		Katiola
		Niakaramandougou
Bouaké1	Gbêke	Bouaké
Bouaké2		Botro
		Bouaké Beoumi
		Sakassou

Appendix 5: education in administrative region services

Table 73: Education in administrative region

education in administrative region	Region	Department
Gagnoa	Gôh	Gagnoa
		Oumé
Divo	Lôh-Djiboua	Divo
		Guitry
		Lakota
Daoukro	Iffou	Daoukro
		M'bahiakro
		Prikro
Bongouanou	Moronou	Arrah
		Bongouanou
		M'Batto
Dimbokro	N'Zi	Bocanda
		Dimbokro
		Kouassi-kouassikro
Agboville	Agnéby-Tiassa	Agboville
		Sikensi
		Taabo
		Tiassalé
Dabou	Grands Ponts	Dabou
		Grand-lahou
		Jacquenville
Adzopé	ME	Adzopé
		Akoupé
		Alepé
		Yakassé-Attobrou
Guiglo	Cavally	Guiglo
		Blolequin
		Taï
		Toulepleu
Duekoué	Guemon	Bangolo
		Duekoué
		Facobly
		Kouibly

Appendix 5: education in administrative region services

Appendix 5: education in administrative region services

Table 74: Education in administrative region

Education in administrative region	Region	Department
Touba	Bafing	Koro
		Ouaninou
		Touba
Mankono	Bere	Dianra
		Kounahiri
		Mankono
Séguéla	Worodougou	Kani
		Seguela
Bouna	Bounkani	Bouna
		Doropo
		Nassian
		Tehini
Bondoukou	Gontougo	Bondoukou
		Koun-Fao
		Sandegué
		Tanda
		Transua



DEPARTMENT OF STRATEGIES,
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