

# CURRICULUM REFORM AND TRANSITIONAL JUSTICE

**Written by Wazi Marie-Flore Begou, Associated Consultants: Celestin Doh, Yao Etienne Kouadio and Christian Bouabre**

**Title: Academic Curriculum Reform and Transitional Justice in Côte d'Ivoire**

## **Foreword**

The school is the ultimate guarantor of transferring knowledge, values that give children the ability to flourish in the community in which they live but also allows them to participate in a responsible way in the construction of strong and competitive nations.

Better education undoubtedly represents the central pillar of sustainable development in any Nation<sup>1</sup>.

With this function in mind, Governments have made education one of their priorities by creating institutions, arrangements and frameworks for students. However, it must be noted that these measures taken are constantly called into question by violent situations in many countries and particularly in Côte d'Ivoire.

In fact, the occurrence of serious crises impacts the educational chain, particularly structures, staff and students.

How do the mechanisms for rebuilding communities weakened by punishment, violence, conflicts and atrocities, such as the process of Transitional Justice, affect curriculum reform?  
How does education contribute to the non-repetition of atrocities and the preservation of memorials in communities emerging from crisis?

This is in substance the subject of this study sponsored **by the Global Initiative for Justice Truth and Reconciliation**. This involves highlighting educational initiatives implemented by the Government, civil society taking into account the mechanisms of Transitional Justice in order to measure their scope and making recommendations.

## **Executive Summary**

---

<sup>1</sup> Pocket school statistics 2018-2019

This study is part of the intellectual and methodological capitalization of the reform initiatives of the educational programs and curricula implemented in the context of Transitional Justice<sup>2</sup> in Côte d'Ivoire.

Given the short time for the report to be produced, the research relied on experts who had already worked on the topic with proven experience and influence in the education system. These experts have implemented a rapid data collection strategy. It consisted of documentary research, telephone interviews, informal interviews and visits to libraries.

It emerges from our research that Côte d'Ivoire has certainly carried out several reforms in the education system and curricula since the crises of the 1990s, but they have not really been sufficiently related to Transitional Justice.

And this reflects on the behavior of students who for some reason have no notion of the recent history of their country. This also makes the work of the teaching staff quite difficult, which in most cases does not have a tool to address the Côte d'Ivoire's violent past with students.

The absence of formal guidelines, the lack of educational tools, the process of destroying certain memorial sites are all limitations revealed by data analysis.

It is important to instill a culture of memory in popular consciousness and to put in place structures and mechanisms capable of integrating the history of the violence in the country into the reforms of the educational programs and curricula of young people.



*Figure 1: Dialogue session with students as part of a program implemented by Sites of Conscience in 2018 in Côte d'Ivoire.*

## Section 1: Introduction

### A. Study Methodology

The implementation of this study mobilized experts taking into account the very short time frame for the production of the report. We relied on four essential recruitment criteria: Knowledge of the topic, knowledge of the organization that carried out the study, availability and their actions in the education system and civil society.

---

<sup>2</sup> All the judicial and non-judicial mechanisms put in place to shed light on the violence, provide reparations to victims and consolidate the rule of law extracted from the PRO-GBAGBA Trial Report; JUSTICE IN ORDER?

Among the four experts selected for the study is an NGO manager, two high school teachers and an expert from the Ministry of National Education and Literacy. These people have already collaborated on a large number of initiatives as well as those supported by the Sites of Conscience coalition in communities and schools in Côte d'Ivoire. Their availability and their knowledge of the field, the regular holding of the six (6) scoping meetings and obtaining interviews without too much red tape with several players and facilitating documentary research. The information collected made it possible to perform the following analysis.

### **B. The History of Violence in Cote D'ivoire**

Côte d'Ivoire is a West African country covering 322,463 km<sup>2</sup>.<sup>3</sup> It borders the Atlantic Ocean to the south, Ghana to the east, Liberia and Guinea to the west and Burkina Faso and Mali to the north. It is rich in its cultural diversity with 60 ethnicities grouped into four major groups: the Gour, Mandé, Krou and Akan<sup>4</sup>.

The history of Côte d'Ivoire has been marred by various types of violence. Among other things, political, inter-community, land and electoral conflicts are noted. These crises have significantly affected the population as well as the education system.

#### **Some of the most significant acts of violence in Côte d'Ivoire:**

##### **The Sanwi Kingdom crisis: 1959-1961**

This crisis occurred in the wake of the independence of Côte d'Ivoire.

Based on a land dispute between the Agnis and the Ehoutilés<sup>5</sup>, this conflict would have a bloody outcome when the king of the Sanwi Kingdom requests independence from the Ivorian State. This repression of the Agni people by the Ivorian State has resulted in 2,500 deaths in this area. This conflict will remain latent until 1981 with the arrival of the Pope and my release from prisoners.

##### **The Guébié massacre: 1970**

In the era of the sole party, Kragbe Gnagbe, a young political figure, presents himself as an opponent of the sole party. The creation of his political party, PANA<sup>6</sup>, will not be to the taste of Felix Houphouët Boigny, the father of the nation. He and his people<sup>7</sup> will be severely punished with the payment for the abuses and nearly 4,000 Guébié deaths<sup>8</sup>.

##### **The fight for the advent of the multi-party system: 1990**

The aspirations of the population to access Democracy will raise the winds of claims against the sole party in power. This party's three decades long reign will strengthen the protest movements and get students involved in the struggle. The education system will experience its first hard hit. In fact, faced with increasingly uncontrolled violence, in March 1990 the government ordered the

---

<sup>3</sup> Wikipedia

<sup>4</sup> See the Map of Côte d'Ivoire for the geographical location of these large groups.

<sup>5</sup> People located in eastern Côte d'Ivoire

<sup>6</sup> African National Party

<sup>7</sup> The Guébié, people located in the central west region of the country, specifically in Lakota

<sup>8</sup> People of Ethnia Bété located in the western region of Côte d'Ivoire

closure of all schools as well as the only university. The school year will nevertheless be saved after 6 months of interruptions

### The military coup of 1999

The military coup of December 24, 1999 marked the end of the one-party dominance in Côte d'Ivoire. This coup did not go over smoothly. There were several arrests, imprisonment of PDCI-RDA<sup>9</sup> dignitaries and other consequences were noted.

### La Rébellion armée: 2002



10

Poorly healed social fractures led to rebellion in September 2002, six months after the National Reconciliation Forum<sup>11</sup>. This war divided the country into two zones. The zone under Government control and the zone under the control of the rebels.

This situation has had a considerable impact on the education system. In fact, the intensity of the violence has caused massive displacements of the inhabitants as well as students and teachers to the more secure Government zone and the closure of schools in the occupied zone. Faced with this situation, the government has taken measures to integrate the flow of students from occupied areas with the Outreach or Temporary School program

Figure2: The map of the split of Côte d'Ivoire with the armed rebellion

### The post-election crisis: 2010-2011

This succession of crises would experience an implosion in 2010-2011 with the post-election crisis, resulting from the challenging of the results of the presidential election of October 28, 2010 between the supporters of the incumbent president Laurent Gbagbo and those of Alassane Ouattara. This widespread crisis throughout the territory officially resulted in 3,000 deaths<sup>12</sup>. This war was characterized by its degree of atrocities. Systematic attacks and destruction of villages, civilians killed in front of women and children, women raped, people slaughtered and thrown into wells or giant pits. During the interviews, you are still struck by the rather vivid memories of certain atrocious events, among others these people burned alive in a house overnight in Toulepleu. The attack on the Nahibly<sup>13</sup> refugee camp under the watch of the UNOCI reflects how extreme things were during this crisis.

<sup>9</sup> Parti Démocratique de Côte d'Ivoire-Rassemblement Démocratique Africain [Democratic Party of Côte d'Ivoire - African Democratic Assembly]

<sup>10</sup> <http://geoconfluences.ens-lyon.fr/doc/etpays/Afsubsah/AfsubsahDoc5.htm>

<sup>11</sup> In order to create a climate of cohesion between the inhabitants of Côte d'Ivoire, the Government initiated a National Reconciliation Forum from October to December 2001

<sup>12</sup> Report of the Dialogue, Truth and Reconciliation Commission

<sup>13</sup> Report of the FIDH/Cote d'Ivoire/Attack on the NAHIBLY camp "An opportunity to render justice"

In addition to all these major crises are others which undermine the peace enjoyed by the population, guide their conduct and undermine relations between the communities. In response, education programs focused on a culture of peace have sprung up for communities and young people to ensure that these atrocities are not repeated.

### **C. Ivorian Education System and Academic Curriculum before Reforms based on National Reconciliation**

The education sector has occupied a special place in the development policy of Côte d'Ivoire since its independence. It is based on three levels of public and private education (primary, secondary and higher education). Primary education includes preschool, which is organized into three sections, and the six-year elementary curriculum. Completion of the primary education years leads to the certificate of primary and elementary studies. Secondary education includes general education and technical education covering two cycles: the first cycle up to ninth grade and the second cycle, from tenth grade to twelfth grade. At the end of the first cycle studies, the student takes the exam for the first cycle certificate (BEPC). Completion of the second cycle is marked by a baccalaureate diploma organized into series A, C and D for general education and series B, E, F and G for technical education. Two ministers are in charge of this primary and secondary education sector today in Côte d'Ivoire. They are the Ministry of National Education and Literacy and the Ministry of Technical Education, Vocational Training and Learning. Higher education includes public and private universities and colleges.

The curricula in our education system which are intended to be useful to society have evolved taking into account the economic, political and socio-cultural realities of the country. In this evolution, we can distinguish four major stages, namely:

- 1893-1960: Colonial programs with the objective of training subordinate executives for administration.
- 1960-1975: National construction programs focusing on encyclopedia and the traditional teaching method that stimulate and maintain passivity among students
- 1975-1995: This is the period of the nation's development programs with the objective of training human resources to support progress.
- 1995 to present: This last stage is marked by the teaching of a sovereignty program emphasizing the training of responsible citizens instilled with the realities of their country and open to the world. The main guiding principles for education in Côte d'Ivoire during this period are contained in the National Education Reform Law 95-696 of September 7, 1995 relating to education, amended by Law 2015-635 of September 17, 2015. Taking into account the shortcomings of the system until this date and the international context (the millennium development goals), Côte d'Ivoire experiments with a new pedagogical approach which is the skill-based approach (APC) since 2000. It has been gradually applied to secondary education in different cycles since the 2006-2007 school year. This pedagogical approach affects all primary and secondary education disciplines and emphasizes the appropriation of various resources by students to enable them to solve both academic problems and daily life problems.

With serious socio-political crises from 1990 onwards, the education system will integrate themes that deal with national reconciliation at the beginning of the 2000s.

#### **D: Analysis of Reconciliation Processes in Cote D'ivoire**

Faced with the escalation of violence, the Government has established several structures whose action would reduce the risks of resurgence of violence and provide assistance to victims.

Among other things, **the Office for Victims of War (*Direction des Victimes de Guerre, DVG*)**, created by a decree of the President of the Republic in July 2012, was tasked with designing and implementing the government's reparation policy. Its mission was to identify victims; contribute to the reparation of each victim; and raise awareness among the population with the support of civil society organizations and victim associations on the harmful effects of war. In accordance with this mission, it had to draw up the provisional list of victims, manage the litigation, then establish the final list of victims, which involves the production and effective distribution of victim cards. It was after these different phases that the reparations were to take place. Unfortunately, these activities were suspended with the dissolution of the Ministry of Veterans and Victims of War in November 2012. It was not officially attached to any ministry for several months. In terms of achievement, it carried out activities to identify victims of war, the number of which as of March 2013 stood at 70,000, psychological and medical care for 143 victims, and treatment for victims of violence based on gender, the granting of 200 scholarships, legal assistance to victims, and educational support for students by the Ministry of National Education and Technical Education.

**The National Social Cohesion Program (PNCS)**, an inter-ministerial program officially set up on May 10, 2013 for a period of four (4) years, which aims to consolidate the social fabric, cultivate living together, create the conditions for lasting social peace and find solutions to the major problems that threaten national cohesion. The PNCS has identified several projects to be implemented but has struggled with a lack of funding for the implementation of its projects. However, it provided assistance to displaced persons and refugees to whom the program provided assistance in the reintegration and support of students in the education system. The PNCS is not mandated to carry out individual compensation but rather those of a community nature. In its mission, the PNCS was not focused on victims but rather on all Ivorians, on the community as a whole.

**The Observatory for Solidarity and Social Cohesion (*Observatoire de la Solidarité et de la Cohésion Sociale, OSCS*)** contributes to strengthening solidarity and social cohesion by developing early warning mechanisms and decision-making tools. Among other activities, the OSCS has led to the finalization of the national solidarity and social cohesion policy which provided for the identification of the damages suffered, the definition and implementation of the policies and mechanisms for compensation, early recovery and rehabilitation of the basic social and economic infrastructures, as well as the strengthening of the operational capacities of the government structures in this area.

**The National Commission for Reconciliation and Compensation of Victims of Crises occurring in Côte d'Ivoire (CONARIV)**, created in accordance with Order No. 2015 of March 24, 2015, with the

mission of completing the work of the Dialogue, Truth and Reconciliation Commission (CDVR). As such, the Commission was responsible for identifying unrecorded victims and unlisted beneficiaries; proceeding with the census of unregistered victims and of the beneficiaries of unrecorded victims with a view to consolidating a single file; proposing appropriate compensation measures for all victims and all beneficiaries; and repairing the damage suffered or returning property. The work of the CONARIV took place in two phases, in particular the phase of consolidating the victims' file and the so-called victim compensation and return of property, the latter having been entrusted to the National Social Cohesion Program (PNCS). In April 2016, the CONARIV officially submitted its annual report to the Head of State. It appears from this report that out of 874,055 requests for reparations submitted, only 316,954 files were validated, i.e. 557,101 files invalidated for the following reasons: fraud, duplicates, forms not properly completed, victims unable to be contacted and lack of supporting documents.

**The Ministry of Solidarity, Social Cohesion and Compensation for Victims (MSCSIV)**, responsible for continuing the second phase of the activities of the CONARIV through the victim compensation fund provided for this purpose, on the basis of the consolidated file of victims submitted to the President of the Republic. As such, like the PNCS, the mission of the MSCSIV is to participate in the identification of unlisted victims and beneficiaries of unlisted victims as well as in the creation of the single consolidated file of victims of crises occurring in Côte d'Ivoire; participation in the assessment of the damages suffered by victims with a view to determine appropriate compensation; propose, for the validation of the CONARIV with a view to their final approval by the President of the Republic, the measures and procedures for implementing compensation for victims of crises occurring in Côte d'Ivoire; proceed on the basis of the approved report, containing the single consolidated file of victims of the crises that occurred in Côte d'Ivoire, and by means of the Compensation Fund for crises occurring in Côte d'Ivoire, compensation for the losses suffered; and participation in actions to mobilize financial resources with a view to the management and reparation of damages suffered by victims. Since the launch of the pilot phase of compensation in August 2015, the ministry has issued checks and medical and psychological care for 4,500 victims based on the lists provided by the National Commission of Inquiry (NEC) and the former Ministry for Solidarity, Family, Women and Children (Office of Victims of War) and the former Authority for Disarmament, Demobilization and Reintegration (ADDR).

### Analysis

The various actions carried out by the different structures put in place did not lead to a true reconciliation. This is due in part to the fact that a prominent role has not been given to the education of populations and young people, a lack of truth on events and a lack of collaboration between certain key players. As a result, repeated violence has since been observed in schools<sup>14</sup>. Intercommunity conflicts are intensifying and spreading more widely. Today, election events are moments of turmoil for inhabitants. The 2020 presidential elections were no exception. We also note the emergence of new security threats<sup>15</sup> over the years, which clearly shows the need to strengthen Transitional Justice initiatives.

---

<sup>14</sup> International Coalition of Sites of Conscience consultation mission report from July 14 to July 18, 2017 in Abidjan and Duékoué

<sup>15</sup> Terrorist attacks and police station attacks

From the above, it is easy to understand that the process suffers from appropriation and ignorance on the part of the various components of society and especially the young generation. There is a need to strengthen transitional justice initiatives with populations and young people for better appropriation.

## Section 2: Reform and Innovations

### A: Education and Program Reforms Integrating Transitional Justice Mechanisms and Assessment

#### 1- Several formal measures or reforms introduced in the education programs.

The Côte d'Ivoire has experienced a period of socio-political unrest that has been exacerbated since the early 1990s. This unrest would reach an unprecedented level in 2010 with a war, stemming from the post-election crisis. Violence and numerous human rights violations during events have deeply divided Ivorian society. This is why, since the end of this post-election crisis in 2011, a wide-scale national reconciliation policy has been defined and initiated by the authorities in order to re-establish a climate of peace and cohesion, crucial for the development of the country. In this reconciliation policy, education plays an important role, with regard to the reforms of teaching programs integrating themes of transitional justice.

To this end, we indicate that the major reforms or measures in education are based on Law 95-697 of September 7, 1995, which will be amended by Law 2015-635 of September 17, 2015. For the most part, the reform law of 1995 provides for the free education of students in all public institutions, with the exception of social benefits and costs relating to textbooks and other school supplies. As for the law of 2015, it stipulates that schooling is mandatory for children of both sexes aged six to sixteen years and also that the state has an obligation to support them within the system. In accordance with the provisions of these laws, several actions have been taken by the authorities.

These include:

The continuation of the policy of improving the schooling rate in general and especially that of young girls since 1993 who benefited from the support of the AfDB (African Development Bank)

The policy of setting up temporary schools following the outbreak of the armed rebellion in September 2002. This crisis, which led to the country being divided into two parts, led to the massive displacement of populations, particularly students from the northern zone, under the control of the rebellion towards the government-controlled zone in the south. In order to allow these thousands of students to still benefit from training and education, outreach or temporary schools (second schools) have been created in public and private institutions that already exist. The policy of improving capacity by building schools and classrooms as part of the various development programs created since the end of the post-election crisis of 2010-2011.

The integration of transitional justice themes into teaching programs in elementary and secondary schools in several disciplines, including in History, Education on Human Rights and Citizenship (EDHC). These include the themes of truth, justice and forgiveness.

The policy of distribution of school kits in primary schools by the Government in accordance with free education.

The student registration policy, a tool for managing and handling enrollment since 1996.

The policy of developing an inclusive school to take into account young people with disabilities.

Implementation during the COVID-19 health crisis of “my school at home”, a remote teaching program broadcast via television and radio. This experience led to the development of a national remote teaching strategy.

-The establishment of an Award for Excellence granted by the President of the Republic, which rewards the best baccalaureate holders by granting scholarships to prestigious schools and universities in the West.

Etc.

## **2- Assessment of these measures.**

The execution of these measures or policies listed above had a positive impact on the Ivorian education system.

In fact, the attendance rate, which was 77% in 2013, according to the sources of the Ministry of National Education) increased during the 2016-2017 school year to 91% according to the National Institute of Statistics.

This rate even hit 99% for young girls. Furthermore, even if the infrastructure remains insufficient, Côte d'Ivoire has increased its capacity in recent years. For example, during the 2011-2018 period, we recorded the construction of 30,621 classrooms in preschool and primary schools, 242 secondary schools, 02 (two) initial teacher training establishments (CAFOP) and 07 (seven) technical and vocational education institutions. With the free kit distribution policy, the State is thus achieving its objective of education for all, as demonstrated by the school attendance rate. The success of the student registration measure and the excellence award are also realities in our system.

Despite these advances related to reforms in recent years, significant challenges remain to be met.

These challenges include:

The increase in capacities in order to improve the quality of the system. In fact, the evolution of the academic offering is not yet consistent with the high educational demand. The excessive numbers in the classrooms (100 or even 120 students per class sometimes instead of 45 according to international standards) are the immediate consequence of this situation and constitute an obstacle to better learning.

Being able to appeal to the sensitivity of young people with the teaching of the themes of transitional justice, in order to put an end to the cycles of violence in Côte d'Ivoire. With the latest violence linked to the 2020 presidential elections, to say the least, young people have not yet appropriated their values and invested them in their daily lives.

Support the development of textbooks, particularly for first and second cycle studies to support the teaching of the themes of violence, atrocities and Transitional Justice concerning Côte d'Ivoire.

In fact, the implementation of the APC (Skill-Based Learning) curriculum since 2000 has not been accompanied by the appropriate textbooks.

### **B: Role of Teaching History and EDHC in Promoting Human Rights in the Curriculum**

One of the purposes of the Ivorian education system is the training of citizens who respect human rights, capable of taking ownership of the values of justice, ideas and behaviors specific to a democratic regime and society. And this, through teaching, learning and evaluation focused on promoting the values of democracy.

History, as a discipline in the field of the social universe as well as Education on Human Rights and Citizenship (EDHC) contributes to achieving this purpose. The importance of history is then undeniable in promoting the mechanisms of Transitional Justice since it is the key to understanding the present, but also a factor of social integration, tolerance and reconciliation.

Thus, with regard to the curricula in general secondary education for the disciplines of History and EDHC, in recent years, we can maintain that Côte d'Ivoire has integrated the mechanisms of transitional justice into the teachings. Our remarks are based on specific references that are: For fourth level students (students aged fourteen or so), the third lesson on the first topic is entitled: **Mechanisms for the prevention and resolution of conflicts among the people of Côte d'Ivoire.**

The content provided for the teaching of this lesson is multifold, in particular, knowledge of prevention mechanisms; knowledge of the means of conflict resolution; the proposal of peace promotion activities.

For sixth level students (students aged twelve or so), the third lesson on the first theme is entitled: **Sources of information and human dignity in times of war or violence.** From the content to be covered in this lesson, we have the identification of infringements of human dignity and knowledge of the bases of international humanitarian law (IHL).

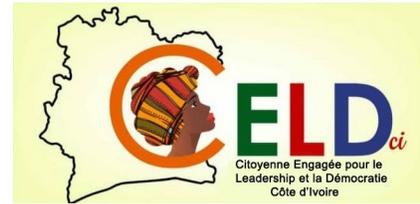
In EDHC, the primary and secondary school curricula are taught to students ranging from the age of 06 and 16, with many topics focusing on the principles of human rights, children's rights, social cohesion and human dignity.

Through these few references in the teachings, it is the themes of truth, non-violence, justice and tolerance relating to transitional justice that young people discover and are led to appropriate with the education system in force. However, the concepts discussed do not touch upon the Côte d'Ivoire's own violent past. This makes these notions abstract in the eyes of students and young people who find it difficult to grasp them.

### **C. The Informal Initiatives aimed at Promoting Truth, Non-Recurrence, Peace And Reconciliation**

Several initiatives have been conducted in Côte d'Ivoire for the benefit of young people and their families in the communities, but very little with respect to schools.

In terms of civil society, our research focused on the work carried out by the International Center for Transitional Justice (ICTJ) in Côte d'Ivoire.



In fact, the hearings conducted by the Dialogue, Truth and Reconciliation Commission in Côte d'Ivoire did not take into account the issue of children who were victims and impacted by the crisis. To overcome this hurdle, the ICTJ has set up a youth organization network to give children the floor. Thus the Action, Justice and Peace Network (RAJP) was born with 15 youth organizations from various backgrounds within it.

The aim of this network was to promote justice and peace in Côte d'Ivoire through the pillars of Transitional Justice. In particular: the right to know, the right to justice, the right to compensation, the right to guarantees of non-repetition.

Several activities have been carried out with other young victims in the different communities across the country. Thanks to these initiatives, young people in the communities were able to fully participate in the process of transitional justice in Côte d'Ivoire. Young people in the communities were able to share their experiences with the crisis, raising awareness through social media and local radio stations, and musical works marked the actions of this network.

Initiatives that have emerged in the artistic community have also contributed to this process of spreading peace through the communities through the organization of a peace caravan.

In 2012, artists of all stripes got together and traveled through the communities affected by the crisis. During this caravan featuring the awareness-raising initiative, food and non-food donations to the victims, and giant concerts calling for peace were offered to the populations.

The implementation of Peace Clubs in high schools and middle schools by the West African Network of Young Female Leaders in Duékoué, Man and Toumodi. These peace clubs aim to make students stakeholders for peace in their environment and ultimately to stimulate a new generation that ensures the non-repetition of atrocities.

### **D: The Sites of Conscience, Government and Civil Company Initiatives for Teaching Atrocities of the Past**

In Côte d'Ivoire, International Coalition of Sites of Conscience has implemented the **Violence Prevention project through Education, Memorials and Dialogue in Côte d'Ivoire**. This project was quite specific and original in its approach.

In fact, this initiative aimed to develop a participatory approach and intergenerational dialogue programs to address the atrocities of the crisis and their impact on young people, women and communities.

In fact, in 2017, the Ivorian Observatory of Human Rights (OIDH) with the support of Sites of Conscience carried out a cross-functional project that took into account victims, women, young students and young people outside the school system.

This initiative was a high impact project because it required the participation and collaboration of the Ministry of Social Cohesion, Women, Family and Children and the Ministry of National Education.

The various project activities, the Body Mapping Workshop, the dialogue sessions organized in communities and schools have enabled each beneficiary of the project to build and share their story and that of their community in relation to crises.

Note that initiatives aimed at teaching the atrocities that have occurred in Côte d'Ivoire. Local stories are almost non-existent. No initiatives by the government or civil society are in line with the production of manuals on the atrocities that have occurred.

### **E: Evaluation of the Youth Education and Violence Prevention Project**

The “**Preventing Violence Through Memory, Dialogue and Education in Côte d'Ivoire**” project initiated in Côte d'Ivoire by the International Coalition of Sites of Conscience (ICSC) in Côte d'Ivoire had several components, including “Youth Education and Violence Prevention”.

Following the violence that has occurred in our country in recent years, the realization of this project in secondary schools has shown successes but also revealed challenges. In terms of successes, we noted the following points:

The involvement of beneficiaries in the development of the project.

For the implementation of the project, a needs identification mission was held, which made it possible to better understand the challenges of the education system and to adjust the project according to reality.

This has materialized in the choice of priority schools and during the dialogue sessions teachers have to choose the topics based on the realities of each school.

#### **-Preparation of facilitators**

Before the Dialogue sessions, facilitators have completed a training session, which allowed for a better adoption of the project. This promoted good targeting of participants, the proper holding of meetings and especially group management during meetings.

Despite the rather sensitive and direct topics addressed by the various groups, no incidents were recorded.

The strong mobilization of targets, namely the students for whom this project is intended. This mobilization is related to the knowledge and know-how of teachers who have been involved in the implementation of said project. They managed to get the students to join this project through the coordination of dialogue sessions.

The active involvement of stakeholders. This project has brought together different parties, including: the ICSC, the Ivorian Observatory of Human Rights (OIDH), the Ministry of National Education, the Heads of Institutions, Teachers and Students and the Ministry of Solidarity, Social Cohesion and the Fight Against Poverty (Ministry of Reconciliation). Each of these parties has perfectly fulfilled its mission in view of the relevance of this project in the current context of Côte d'Ivoire.

The organization of this project evaluation workshop in Kigali, Rwanda. This workshop, held from October 27 to 30, 2018, allowed participants to discover successful experiences in the culture of

nonviolence and implementing transitional justice in other countries in Africa and elsewhere in the world.

**As part of the challenges to be met as part of this project, we note, among other things:**

Taking into account a larger number of beneficiaries of this project.

In fact, this project covered only five institutions and only involved fifteen (15) to twenty (20) young people, i.e. seventy-five (75) to one hundred (100) participants. Given that we know that the demographic weight of this youth in Côte d'Ivoire is around eleven million<sup>16</sup> (11,000,000) students, it would be ideal to reach more people if we want actions with an impact.

**The long-term commitment of this project**

This violence prevention project through memory, dialogue and education only covered two school years (2017-2018 and 2019-2020) with two different partners. This reduced timeframe does not make it possible to have an impact on society and did not promote added value to the project in its implementation in schools.

**The limitation of financial resources**

The very limited budget did not allow for true monitoring of the project by the other stakeholders, among others the Ministry of National Education and civil society partners working on the same issue.

## **Section 3: Lessons, Reflections and Recommendations**

### **A. Lessons and Reflections**

From the analysis of the successive reforms undertaken by the State of Côte d'Ivoire in the field of education and the different outcomes experienced by the implementation of these reforms, we can draw several lessons and reflections, a few of which we present below:

**The adequate training of teachers, coaches and supervisory staff and their availability in sufficient numbers promotes the achievement of the purpose of the reforms.**

This reduces the number of students per class and increases the efficiency of teachers, coaches and staff by reducing the student/teacher and student/staff ratio. The reforms introduced are therefore more likely to achieve the objectives set. Because the authority of teachers and any sort of supervisory staff is reduced when the ratio is too high. The large number of students in schools is not likely to facilitate their close monitoring because it increases the risk of carelessness and therefore violence.

**The inadequacy or non-existence of clear rules or regulations governing reforms does not allow their uniform and strict implementation.**

In fact, program reforms are not always accompanied by clear guidelines or instructions regarding their implementation, in particular with regard to the methods by which new content should be

---

<sup>16</sup> 2020 Ivorian Education System Statistical Analysis Report

transmitted. Each teacher therefore acts according to their own understanding. The content is therefore not taught in a uniform manner. This reduces their impact.

### **Organizing extracurricular activities involving students helps ease tension and the learning climate in schools.**

Activities designed to promote peer training are often appreciated by students. This increases the chances of achieving their objectives. Experience shows that the school environment is calming down and the tensions between students and between them and their teachers or authority figures are diminishing, or even disappearing when students are empowered and understand the merits of the activities carried out.

### **Non-existence of “sites of conscience” in Côte d’Ivoire**

Incidences of violence, atrocities and repression have in fact colored the history of Côte d’Ivoire. Despite this fact, there are really no memorial sites serving as a mechanism for preventing violence and which guarantee the non-recurrence of atrocities.

Monuments have been erected, however they suffer from not being acknowledged or respected by all populations (political party, social groups). In reality, each power in place builds these monuments according to its own leanings. Thus, the creation and management of monuments does not facilitate their use by the education system.

### **Lack of a citizen culture focused on preserving memory initiative sites in Côte d’Ivoire.**

In Côte d’Ivoire, the people, even decision-makers, are not sufficiently aware of the importance of preserving certain stories or places of violence.

In fact, in the transitional justice process, the question of the truth has been one of the strong aspirations of the people. To date, the people still do not know what actually happened and to what extent the 2010 crisis has impacted the people.

Also, the reconciliation initiatives implemented by governments and other organizations focus on “the idea of moving forward, peace, living in harmony” so as not to relive the atrocities without, however, relying their non-recurrence strategies on the facts that led to the break to begin with. Even places where atrocities have taken place tend to disappear in plain sight.

This is the case of the Nahibly refugee camp in Duékoué. Today, this site has been razed to make way for a real estate development.

It remains urgent to raise the need for the preservation of such sites in the minds of the people for the education of our youth and for the reconstruction of a country emerging from crisis. Strong partisan sentiment within communities guides the history of violence. For this same reason, there may be various interpretations.

### **The involvement of a greater number of stakeholders in the development of reforms for educational programs and curricula is the guarantee of greater success in their implementation.**

When some players are not involved enough in the development of reforms to understand their necessity, they adopt attitudes of indifference, distrust or even opposition. This is not likely to promote the achievement of the expected results. But when teachers, mentors, parents of students, the students themselves, religious and traditional communities, NGOs, technical and financial partners, etc. are associated with and understand the merits of reforms, they are more

active in supporting government actions, in terms of awareness, mobilization, control and monitoring, etc.

Some informal initiatives have had a more positive impact thanks to the government's institutional support. In fact, awareness-raising campaigns through sports activities, caravans and other festivals for peace and reconciliation were conducted in schools and allowed to ease tensions in certain establishments thanks to the authorizations granted by the school administration. Because students, teachers, mentors and parents - the main targets - consider informal initiatives as entertainment activities and poorly perceive the educational objectives when these initiatives do not have institutional support from the educational authorities.

As with government actions, the success of informal initiatives often carried out by NGOs and other associations depends on the understanding that the targets have of these activities and their effective involvement. The sustainability of these actions depends on the level of adoption by the beneficiaries. Otherwise, these initiatives, even if they have been very successful, will not take root over time and will not survive the withdrawal of the partner.

Furthermore, many other actions initiated by NGOs have had a limited impact due to the reduced number of targeted establishments and the time allotted for implementation. This is very often linked to the budgets allocated by their partners.

In order for certain behaviors to be permanently established as habits, it is necessary to cultivate them over a more or less long period and to implement them on a larger or smaller sample. Promote project-program execution in order to guarantee proper adoption of the project by the beneficiaries and the various stakeholders in order to ensure good sustainability. Set up meeting and exchange links between the various project stakeholders<sup>17</sup> for better monitoring. This involves the availability of an adequate and flexible budget.

## **B. Recommendations**

Schools are likely to be impacted by all kinds of crises and not just those related to violence. Natural disasters (earthquakes, floods, volcanic eruptions, etc.), health crises (epidemics or pandemics) may also disrupt or even interrupt the smooth running of schools. To do this, the various entities should give themselves the means and always be ready to provide appropriate and effective answers, the principle being to ensure the continuity of education. Thus:

### ***Governments and Boards of Education:***

Implement mechanisms capable of ensuring the resilience of the education system by developing, for example, remote learning strategies.

In 2020, when the COVID-19 health crisis hit, several countries did this. Côte d'Ivoire has tried it successfully. On this basis, a National Strategy for Remote Education is being developed by the Ministry of National Education and Literacy.

Train system stakeholders on the topics related to education in crisis, set up a fund to acquire teaching and learning materials, build temporary reception centers, etc. in the event of a crisis. Create and train a network of teachers capable of providing a rapid and appropriate response in a crisis situation,

---

<sup>17</sup> Financial and technical partners, beneficiaries, authorities, etc.

Include modules related to school management in crisis situations in the curricula of teachers in training and students,

Create a department responsible for memorial sites in the education system,

Work on the preservation and dissemination of memorial sites,

Pass a law that governs the creation of memorial sites and monuments,

Create a memorial in Côte d'Ivoire that traces the history of violence in Côte d'Ivoire.

### ***Civil society organizations:***

As part of their mission to complement government actions, civil society organizations will have to develop humanitarian aid actions and mobilize technical and financial partners to carry them out.

Promote the importance of memorial sites in the education system;

Advocate for the inclusion of memorial sites in the education system,

Encourage stakeholders to mobilize around the issue of memorial sites in the education system.

Lead decision-makers to understand the need to keep track of violence, atrocities and repression that have colored the country's history for future generations

Encourage memory site clubs in schools

### ***International organizations and institutions***

Supporting governments and civil society organizations in the implementation of programs and projects aimed at ensuring the continuation of education in the event of a humanitarian crisis. The expected support may be financial (provision of funds), material (provision of teaching and learning equipment and materials) or technical (provision of expertise) in matters of education management in emergency situations, etc.

Support the construction of memorial sites with regard to other experiences,

Support the development of a directive on the creation of memorial sites that encourages

Governments to integrate them into the education system.

Support the creation of memorial clubs in schools.

Promote field trips to share the experiences of teachers and students to memorial sites

## **Acronyms and Abbreviations**

**APC:** Apprentissage Par Compétence (Skill-Based Learning)

**CAFOP:** Centre d'Animation et de Formation Pédagogique (Educational Training and Coordination Center)

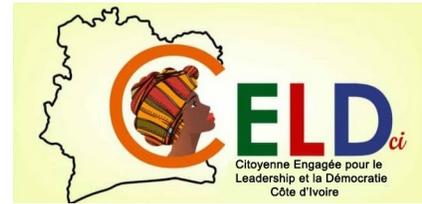
**CDVR:** Commission Dialogue vérité et Réconciliation (Dialogue, Truth and Reconciliation Commission)

**CELDci:** Citoienne Engagée pour la Leadership et la Démocratie Côte d'Ivoire (Citizens Committed to Leadership and Democracy of Côte d'Ivoire)

**CONARIV:** Commission Nationale pour la Réconciliation et l'Indemnisation des Victimes des Crises survenues en Côte d'Ivoire (National Commission for Reconciliation and Compensation of Victims of Crisis occurring in Côte d'Ivoire)

**COVICI:** Confédération des Organisations des Victimes des Crises Ivoiriennes (Confederation of the Organizations of Victims of Ivorian Crises)

**DSPS:** Direction des Stratégies de la Planification et des Statistiques (Department of Statistics and Planning Strategies)



**EDHC:** Education aux Droits de l'Homme et à la Citoyenneté (Education on Human Rights and Citizenship)

**FPC:** Formation par Compétence (Skill-Based Training)

**GTIT:** Groupe de Travail sur les initiatives de transitions (Working Group on Transition Initiatives)

**OIDH:** Observatoire Ivoirien des Droits de l'Homme (Ivorian Observatory of Human Rights)

**PNCS:** Programme National de Cohésion Sociale (National Social Cohesion Program)

**RAJP:** Réseau Action Justice et Paix (Action, Justice and Peace Network)

## Thanks

This short-term study owes its completion to the promptness and candid collaboration of the Ministry of National Education and Literacy and partners of Ivorian civil society.

Our warm thanks go to the experts associated with this study who have given their time to produce this report.

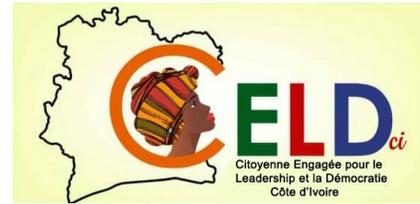
Recognition and gratitude to the Global Initiative for Justice Truth and Reconciliation institution for counting Côte d'Ivoire among the beneficiary countries and for the choice made by our organization to conduct this study. It thus raises a veil on the issue of transitional justice and the academic curriculum reform.

## Map of Major Violent Events in Côte d'Ivoire from 1959 to 2011



**GIJTR**

Global Initiative for Justice,  
Truth & Reconciliation



: Confined to a zone



: Event with an impact on the entire country



1959-1961 : Crisis of the SANWI Kingdom: 2,500 DEATHS



1970 : Guébié Massacre: 4,000 deaths



1990 : Fight for a multi-party system



1999 : Military coups



2002 : Armed rebellion, splitting of the country in two, massacre of police officers in BOUAKE

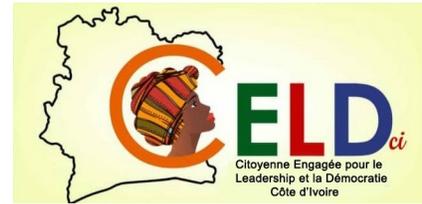


2010-2011 : Post-election crisis 3,000 deaths



**GIJTR**

Global Initiative for Justice,  
Truth & Reconciliation



## A Few Key Messages from the Interviews as Part of the Study

We need to talk about  
violence and its  
consequences on young  
people

We must drive a  
culture for memorial  
sites for the entire  
population

It is important to create a memorial  
department within the Ministry of  
National Education that works to take  
into account the country's violent  
history in the design of educational  
programs and curricula

The education  
system is the  
crucible for the  
construction of a  
Nation

Advocate for the  
construction of a  
memorial site in Côte  
d'Ivoire

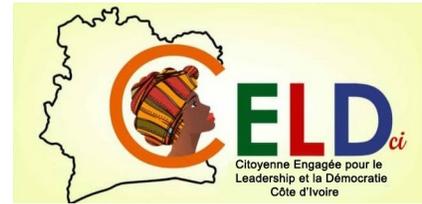
Develop educational  
manuals covering the  
violence in Côte d'Ivoire  
that promote  
Transitional Justice for  
young people

Create training programs on crisis  
management for students,  
teachers and teaching staff



**GIJTR**

Global Initiative for Justice,  
Truth & Reconciliation



## A Few Images



Figure 1: Opening ceremony of the Body Mapping Workshop

with the victims of the post-election crisis



Figure 2: Consultation meeting within the framework of the implementation of the violence prevention project through memorials, dialogue and education in Côte d'Ivoire with the support of ICSC



Figure 3: Body Mapping Workshop



Figure 5: Dialogue session in high schools and middle schools in Côte d'Ivoire



Figure 4: Youth from the Action, Justice and Peace Network during the youth consultation project on their experiences of violence



Figure 6: Project banner conducted by the RAJP to take into account the specific needs of young people in the Transitional Justice process in Côte d'Ivoire