

**YOUTH, EDUCATION AND CONFLICTS PREVENTION**



**CARETAKERS  
ANNUAL REPORT 2004 :  
A study case of the English  
department of Cocody University,  
Abidjan - CÔTE D'IVOIRE**

**DECEMBER 2004**

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## FOREWORDS

This document constitutes a major landmark in our collective attempt to play a positive role in our learning environment. It is broad in its scope and inclusive of all categories of our department : human resources , financial resources and facilities. Indeed, we have come a long way in designing, strategizing and now creating a frame work within which all actors of the educational system can voice their proposals to right the wrong of the past.

If we differ in the role we play in the academic system let us agree on the quality of the individuals who would shoulder the future of the nation. A new kind of students raising and exploring challenges of today in a responsible and constructive way is crucial to our collective survival as an academic institution.

This is an opportunity to register our sincere thanks and appreciation to those who directly or indirectly took part in this document. Your contribution will always be a priceless blessing for us.

We sincerely apologize for some imperfections that you will find in this short report we will do our best next time.

Dreaming alone is a mere dream but dreaming together is the beginning of reality.

## ABOUT US

The Network of Education & Peace Caretakers (NEPC) is a network of young people and youth organisations active in the field of peace-building, mostly working in conflict prevention and sustainable progress.

NEPC is a non political, non religious, non governmental organisation which welcomes youth membership regardless of gender, race, ethnicity, social class, nationality, religion, or any other status.

## OUR VISION

Youth committed to build together a world in which peace, justice, solidarity, human dignity and active non violence prevail.

## MISSION STATEMENT

NEPC is committed to **link up youth initiatives for peace network** as key agents for social change and technological innovation and **increase their effectiveness towards a success oriented future.**

## **INTRODUCTION**

Dealing responsibly with educational problems and transforming them in a peaceful way, is a pre-requisite for the successful, sustainable development of any country. Lack of exchange views and best practices, as well as lack of expertise affect the quality Education .

We strongly believe that learning how to think and act in creative and responsible way, is one of the best investment for the new generation of well Educated and responsible citizens. Among the priorities of the World Actions of Program for Youth (WPAY) we have chosen **Education** and **conflict prevention**. The following report although being based on the English Department of Cocody University, Abidjan, represents the general situation in Higher Education in Côte d'Ivoire.

## **PART I : BACKGROUND AND NEED ANALYSIS**

### **1) Background**

In the 1990's, a wind of Democratic change blew in Africa.

This wind soon degenerates in storm with series of untold university crisis.

The reality of Academic unrest shook up the whole university and deeply affected the system. Despite the involvement of countless reforms, successful Academic years continue to remain uncertain.

The English Department of the Cocody University is not an exception. It has been profoundly destabilized by a massive strike, inadequate facilities, demotivation of teachers, outnumbers of students. Today, many students have hard time coping with this academic "traffic jam". All those who have actively participated in or witnessed atrocities perpetuated by their peers, bear physical and psychological scares.

With this report , Students are facing huge and paramount challenges : How is it possible to return to academic normalcy ? What are the requirements ? How can one inspire hopeful future ? Can these reforms be sustainable ? What is the role of Students in this process ?

It is encouraging to see students trying to organize themselves in order to prevent the past from repeating itself. However, not all these are understood in their effort : lack of recognition, insufficient financial resources and scare human resources make their Educational work progress with great difficulties. Fortunately, their Educational commitment remains still unshaken.

Here are some needs analysis to have a clearly cut insight on the situation.

## 2) Needs analysis

In solving the problems of our department, efforts have been made to support the initiatives, paying special attention to the role of Academic authorities and Ministries. No comparable efforts were made to invest, encourage and promote the role of students, who, not only represent an enormous potential for change, but also are the target group of those reforms.

The English Department is the largest department of University Department Languages, Literature and Civilizations (L.L.C) with almost 6,000 students for 28 teachers.

The teaching facilities comprise 1 amphitheater (400 seats) and 8 tutorial rooms (30 seats). One tutorial group comprises 60 students.

As result, it is frequent to see :

- teachers "quarrelling over" one room
- Tutorial groups with no teacher
- Teachers with tutorial groups but with no room
- Tutorial room with no electricity supplies

We need not to be expert in Academic strategies to realize that these obstacles will deeply affect the platform of the Academic system.

It is Vital, that students, with multiplies potential or actively involved in the Department, be offered opportunities to understand Academic system's dynamic. These actions could avoid further academic disturbance.

Students need to be empowered to develop a positive role in the department they study in, by dealing with persistent academic problems in a responsible way and actively contribute to the building of a successful future.

In order to do so, students need to get access to knowledge and skill on English learning process and a platform to exchange ideas and experiences.

This report responds to these needs by offering students a possibility, to look out for new ways of actively participating in decision making on issues affecting their life. These are some figures to support our analysis.

### **Monitoring Educational System**

“Monitoring can be defined as a continual and systematic examination of all aspects of a program, project. It is used to identify successes and problems as early as possible in order to make any necessary corrections.”

Here are some results of the current academic year which is not yet finished.

## STATISTICS

Department : English

Academic year : 2003-2004

LEVEL I : DEUG I

Session :1<sup>st</sup>

Modules	UV	Courses	Admitted	Refused	Admission Rate
M 1	101	Writing & Oral Practice	332/998	676	32,26 %
	102	Listening & reading	332/998	676	32,26 %
M 2	103	Theme-Version			
	104	Grammar & Phonetics			
M 3	105	Civilisations			
	106	Literature			
M 4	107	Français			
	108	Allemand			
TOTAUX					

Level I : FIP I

Session :1<sup>st</sup>

Modules	UV	Courses	Admitted	Refused	Admission Rate
M 1	101	Writing & Oral	44/127	83	34,64 %
	102	Listening & Reading	44/127	83	34,64 %

M 2	103	Theme-Version	53/145	92	36,55 %
	104	Grammar & Phonetics	53/145	92	36,55 %
M 3	105	Civilisations	51/127	76	40,15 %
	106	Literature	51/127	76	40,15 %
M 4	107	Français			
	108	Allemand			
TOTAUX					

**Level : DEUG II**

Session :1st

Modules	UV	Courses	Admitted	Refused	Admission Rate
M 1	201	Oral & Writing	252/843	621	29,89 %
	202	Listening & Reading	252/843	621	29,89 %
M 2	203	Thème - Version	201/843	642	23,84 %
	204	Grammar & Phonetics	201/843	642	23,84 %
M 3	205	Civilisations	118/843	725	13,99 %
	206	Literature	118/843	725	13,99 %
M 4	207	Linguistics			
	208	Allemand	71/142	71	50 %
TOTAUX					

**Level II : FIP II**Session :1<sup>st</sup>

Modules	UV	Courses	Admitted	Refused	Admission Rate
M 1	201	Oral & Writing			
	202	Listening & Reading	47/370	323	12,70 %
M 2	203	Thème - Version	161/566	505	28 ,44 %
	204	Grammar & Phonetics	161 /566	505	28 ,44 %
M 3	205	Civilisations	25/566	541	4,41 %
	206	Literature	25/566	541	4,41 %
M 4	207	Linguistics			
	208	Allemand			
TOTAUX					

**Level III : Licence (BA)**Session : 1<sup>st</sup>

Modules	UV	Courses	Admitted	Refused	Admission Rate
M 1	301	Théâtre-poésie	77/958	881	8,03 %
	302	Roman I & II			
M 2	303	Version	208 /677	469	30,72 %
	304	Linguistique			
M 3					



*As you have noticed, the figures are not cheering and the statistics are incomplete. The major reason is that the academic year 2003 –2004 started on September 2003 is not completed until this date 01<sup>st</sup> December 2004 because of the brutal inadequacy between the outnumber of students and the number of teachers. If nothing is done there will be an “intellectual genocide”*

Here are our 5 years action plan to prevent this silent catastrophe: The alternative campaign.

## **PART II : ATTEMPTS OF SOLUTIONS**

### *@lternativ*

The campaign is action-based and encourages the sharing of knowledge, skills and experiences to promote active non-violence as an effective approach in building successful and sustainable academic years.

#### **\*Why ?**

We are all somehow affected by academic or social disturbance. For while academic years across the globe usually provide opportunities and empowerment for students, this is not always the case for students at the Cocody's University. Burdened by inadequate facilities, lack of teachers, outnumber of students..., their primary goal is to move to active life unprepared. For most of them, violence and strike remain the way out of solution.

The present academic and social situation commands a great need for a major alternative for a culture of active non-violence. Most importantly, there is a demand of youth to be part of the solution rather than part of the problem. **React**

#### **\*Objectives**

- 1- Raise people awareness about the root causes of academic disturbance
- 2- Bring together committed and active people, empower their capacities for alternatives and belief in the strategic role of youth in prevention and transformation of conflicts.
- 3- Develop youth competence and adapt them in academic issues resolution relevant to their context and multiplying them.
- 4- Advocacy to draw up a national emergency policy to build tutorial rooms, amphitheatres and up date curriculum.

## 5- Introduction of ICT in higher Education.

### *How does it work ?*

#### **\* Discussion forums**

This will be by appointment on related specific topic. This can be where you can learn about project management, active non-violence strategies. Members, willing volunteers and experts will be periodically appointed to train members : ***Participate in the forum !***

#### **\* E-mail groups**

As a member, you will be part of E-mail group to exchange information with other members to facilitate the communication flow. ***Sign up to the E-groups !***

#### **3° Project Bank**

The alternative project Bank (APB) will collect and categorize projects from members of the campaign. Best project will be selected and fund raised for their implementation : ***Write a project !***

#### **4° Resource Center**

The center gathers together information and training material on peace-building, useful web addresses, scholarships, travel opportunities, training seminars. It hosts a collection of inspirational material such as toolkit, ideas essays, dream, action plan, organizational management documents.

#### **5° Newsletter**

The « *@lternativ News* » Newsletter will highlight news and activities being carried out in the frame of the campaign. It will be published quarterly, edited by the NEPC but you are encouraged to contribute. This newsletter will be online and in paper copies to provide means of expression. ***Write an article for the newsletter !***

### ***ACTIVITIES AND IMPLEMENTATION***

- Training session on Academic system
- Training session on Peace Building
- Training session on Conflict Transformation
- Creation of Peace Building Club
- Training of the coordinators of the Peace Building Club
- Training in ICT
- Advocacy for academic survival (hiring of monitors to supply the insufficiency of teachers, to link content of the academic syllabus to the job market)
- Radio and TV Broadcasting
- Publication (Tee shirt printing)

## **PARTNERS**

- UNOY
- United Nations Agencies
- Foreign Embassies
- National Newspapers
- National Radio and TV
- Ministry of Higher Education, Youth, Communication, Family Affair

## **BUDGETISATION AND TIMING :**

### **Timing**

Years	Year 1	Year 2	Year 3	Year 4	Year 5
Activities					
Radio and TV Broadcasting	██████████	██████████	██████████	██████████	
Advocacy for academic survival	██████████	██████████	██████████		
Training in Academic system	██████████	██████████	██████████	██████████	██████████
Training in Peace Building	██████████	██████████	██████████	██████████	██████████
Training in Conflict Transformation	██████████	██████████	██████████	██████████	██████████
Coordinators of Peace Building Clubs	██████████	██████████	██████████	██████████	
Creation of Peace Building Clubs	██████████	██████████	██████████	██████████	

### **Budget**

We think that 60 000 US dollars are necessary to implement this project. In order to be sure of the use of this allocated fund and to prove our good will, we would like to work with an expert in accountancy that will be proposed to us by the donors.

This is one of the Peace building training program that will be implemented from January 2005 to July 2005.

## *Youth Peace Initiative Programme*

### **ABOUT THE PROGRAMME**

**The Youth Peace Initiative (YOUPI) Program is a joint initiative undertaken by the Network of Education & Peace Caretakers, and Winners Academy. The Network developed the Concept as part of its 5 years Program activities for youth. The program will run from January 2005 to July 2005.**

### **OVERALL Objective**

The objective of the program is to enhance the skills of young people to respond effectively to the complex challenges of social transformation. It seeks to train young people who are willing, able and ready to make a meaningful contribution to the creation of Open Societies in Africa. The program's uniqueness lies in its focus on the fact that it has been developed with sensitivity to the African environment, Africa's needs and culture. It will address a wide range of topics such as governance and democracy, leadership and conflict resolution, peace building and human rights.

Activities are centered on on-site practical field training skills, monitoring and civil education. It will combine classroom lectures with stimulation and interactive exercises. In order to achieve this objective, resource person will be drawn from varied professional and academic background.

### **VISION**

The Program is grounded on the firm belief in the importance and strategic role of young people in creating open societies.

It will therefore empower young people for future challenges. Young people will be encouraged to further develop their skills to competently deal with social issues and learn how to make active differences in their communities through Active Non Violence.

### **TARGET GROUP**

Young People aged between 15 and 30. The Program will be opened to all young people regardless of sex, religion and social belief. Particular emphasis shall be placed on gender balance. A strong motivation to learn and a commitment to contribute to the creation of open societies will be required of each applicant.

In addition to the above, participants must submit an essay on:

**"Youth and Peaceful social Transformation: Empowerment, Inclusion and Action"**

### **TRAINING ACTIVITIES:**

The working group supervised by Mr. Gnapi Eddy Brice, Trainer and Consultant in Peace Education, will coordinate the Training activities. Resource Persons will be drawn from various academic backgrounds across the country.

### **CORE COURSES**

Participants will be grounded on topics such as:

- Organization Development***
- Transformation and Peace Building***
- Advocacy and Networking***
- Youth Leadership***
- E-learning***
- Entrepreneurship***
- Governance and Citizenship Education***
- Election Observation and Monitoring***
- Human / Educational Right Monitoring***
- HIV/AIDS***

### **FUTURE ACTIVITIES**

The Training Program is committed to pursue its aim of enhancing youth capacity to serve as effective agents for social transformation. In the immediate future the Training Program will:

- Offer ad-hoc training activities on the field to suit the need and request of youth organizations and interesting partners;
- Create a national pool of young democrats, human rights monitors, election observers, peace mediators and negotiators to be readily deployed on the field.

“Peace and Education precede progress”

*With consideration*

**SPECIAL REQUEST :** We would very much appreciate if you could print some tee-shirts for our campaign with the UN logo and ours with such short messages listed

## **DID YOU KNOW THAT ?**

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**THERE** is an **ALTERNATIVE**  
for students to be part of the solution  
rather than part of the Problem.

**“ALTERNATIVE  
Success It Together”**

**A NEP Caretakers’ campaign for successful  
ACADEMIC YEARS**

**Join : [successafrika@yahoo.com](mailto:successafrika@yahoo.com) / (+ 225) 05 72 04 96**

## **DID YOU KNOW THAT ?**

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**STUDENTS** are Key agents for  
social, economic development and  
technological innovation.

**“ALTERNATIVE  
Success It Together”**

**A NEP Caretakers’ campaign for successful  
ACADEMIC YEARS**

**Join : [successafrika@yahoo.com](mailto:successafrika@yahoo.com) / (+ 225) 05 72 04 96**

## **DID YOU KNOW THAT ?**

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Student participation is a process whereby  
they influence and share responsibility  
over decisions, which affect them.

## **DID YOU KNOW THAT ?**

**The participation of STUDENTS**  
as partners in reviewing and  
renewing **educational systems** is  
crucial .

**“ALTERNATIVE  
Success It Together”**

**A *NEP Caretakers*’ campaign for successful  
ACADEMIC YEARS**

**Join : [successafrika@yahoo.com](mailto:successafrika@yahoo.com) / (+ 225) 05 72 04 96**

### **Biography of the special correspondent**

Mr Gnapia Eddy Brice currently serves as General Coordinator the Network of Education & Peace Caretakers. A staunch advocate for youth empowerment, Eddy has been active since 1998 with local youth NGO’s and is co-founder of two of them. He holds a Master degree in African Sociology from the University of Cocody, Abidjan. In April 2004, he completed a Certificate in Peace building, Project Management and Alternative Development from the Network University, The Netherlands. He also actively participated in the Youth



Transforming Conflict Training Seminar organized by the United Nation of Young Peacebuilders in Sierra Leone on April 19<sup>th</sup>, 2004 where he has volunteer himself to serve as translator for UNOY Peacebuilders, The Netherlands.

“Although coming from modest family, Youth can accomplish many things if they are willing to work hard. Dedication is all we need to symphonize our efforts to empower those who will shoulder the future: YOUTH” said Eddy during one of his lecture.

He is currently running for a doctorate degree in African Politics and Alternative Development. This opportunity to serve as a volunteer reporter is a priceless blessing for him and we hope this will not be the last cooperation.

*Best wishes.*

*On behalf on The Caretakers*



***“Peace Precedes Progress”***

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