

SCHOOL CLIMATE AND PARTICIPATORY MANAGEMENT: THE SOCIAL STAKES OF THE MANAGEMENT COMMITTEES OF PUBLICS SCHOOLS IN COTE D'IVOIRE

Dr. Vasseko KARAMOKO



*Université Félix Houphouët Boigny
Abidjan*

vasseko@yahoo.fr / karamoko.vasseko@laasse-socio.org

Du 2 au 4 Octobre
2017

Colloque international du Lab School Network

Le bien-être dans l'éducation : un objet de recherche pour les sciences humaines et sociales



1. Context, Evidences and Research Questions
2. Research Objectives
3. Methodology
4. Results

1. An Institutionalization of COGES and its denunciation by parents with regard to the weakness of its academic performance

3

- ❑ Since 20 July 1995, the State of Cote d'Ivoire has signed a decree concerning the establishment of Public schools' management committees (COGES).
- ❑ This structure aimed to involve all the stakeholders in the education system with a goal of collective and participatory management of the school. For example, demand for COGES in schools has increased from 3,000 to more than 10,000 COGES to date.

1. An Institutionalization of COGES and its denunciation by parents with regard to the weakness of its academic performance

4

- ❑ But in its daily operation, the reality of the COGES, reveals two specific findings:
 - 1) Parents of students insist on the low COGES yields (routine maintenance of buildings, equipment, pedagogical support, management of financial resources) and demand that it be withdrawn.
 - 2) Some members of the executive committee (parents, teachers, administrators) appointed to run the COGES show their solidarity in maintaining it in spite of the differences (disputes, tensions or conflicts) that oppose them.

2. Research Objectives

5

Understanding the social stakes of maintaining COGES in the Ivorian school field despite the denunciation of the weakness of its performance (student dismissal, obsolete equipment etc.).

1. Identify the discourse intended to legitimize the maintenance of COGES in the Ivorian educational system.
2. Describe and analyze the gap between the objectives and the practices of the actors in the operation of COGES.
3. Analyze the antagonisms, the oppositions, the influences that structure the maintenance of the COGES in the Ivorian educational system.

3. A collection of data based on semi-directive interviews by default to circumvent the perverse effects of sociological intervention

6

- Qualitative Approach carried out at the High School of Port-Bouët in Abidjan.
- The High School of Port-Bouët, dealing with the COGES since 1995. Social frond (recurrence of the tensions and conflicts) within the institution that asks for its withdrawal
- Focus groups, semi-directive interview and observation

4. Social stakes in maintaining COGES in spite of weak performance

7

1. COGES, an ideological construct of well-being. An affair of the State, source of its legitimacy in the School.
2. Maintenance based on the domination of teachers and administrators in the decision-making bodies of COGES.
3. COGES, a social space for the statutory breeding and exercise of power which is at the origin of its maintenance in the establishment.

4.1. COGES, an ideological construct of well-being. An affair of the State, source of its legitimacy in the establishment

8

- The legitimacy and maintenance of COGES are based on three key ideologies: well-being, participation of all stakeholders and the presence of the state. Perceptions of the role of the state as a key pillar:
 - For Parents: COGES is a "good" of the State of Cote d'Ivoire: 1. "Since the State has sent COGES to school there are too many problems". A parent of a student. 2) "When they complain, they say it comes from above." (Another student parent).
 - Some teachers and administrators believe that the presence of the COGES is due to the State to control them. "It is a disguised way to spy on us"; a teacher

4.1. COGES, an ideological construct of well-being. An affair of the State, source of its legitimacy in the establishment

9

- The members of the COGES Executive Board believe that the State created the COGES for parents to participate in the management of the school. "The idea of the creation of the COGES came from the State with the support of the World Bank and Japan". A Member in the coordination of COGES
- The presence of the COGES at school is interpreted significantly by some parents as a "private matter" between the State and the school administrators.
- ❑ It appears from the perceptions of the actors in interaction that the COGES maintains itself because its operation is regulated by the State.

4.1. COGES, an ideological construct of well-being. An affair of the State, source of its legitimacy in the establishment

10

- ❑ Perceptions about the management of state assets are symbolized by significant practices: opacity on the management of COGES funds, difficulties in collection, inadequate didactic materials, failing bank tables, conflicts between parents and teachers, dismissal of pupils, non participation in activities)
- ❑ These practices are based on the fact that the COGES mobilizes economic resources (20 billion CFA / year, and financial enormous in the eyes of the parents). 1€ = 665 CFA

4.2 Maintenance based on the domination of teachers and administrators in the decision-making bodies of COGES

11

- teachers and administrators occupy strategic positions within the COGES, Decree N° 2012-488, Article 14 of 7 June 2012:

POSITIONS	QUALITIES
The President	A Student Parent
The Vice-President	A Professional of the sector
The Secretary General	A Teacher or Trainer
The Secretary General Deputy	A Teacher or Trainer
The Treasurer General	A Student Parent
The Treasurer General Deputy	Elected by Educational Inspectors, Social Assistants or Educators of the School
Members	Two Heads of Classes, Three Parents of Students, Intendant or Treasurer

4.2 Maintenance based on the domination of teachers and administrators in the decision-making bodies of COGES

12

- Out of a total of 12 members, 5 key positions are reserved for the administration. The status of the Secretary-General is allocated to teachers in the allocation of tasks of COGES.
- The information that parents usually receive is that provided in their daily interactions with teachers and the COGES Executive Board.
- This position of teachers and administrators in the COGES office contributes to maintain collaborative relationships with parents and to make COGES stand.

4.2 Maintenance based on the domination of teachers and administrators in the decision-making bodies of COGES

13

- ❑ The information asymmetry on COGES texts produces relations of dependence of the parents towards the teachers and contributes to the maintenance of the COGES under the authority of the teachers.
- ❑ The stake of maintaining COGES is to make co-operative relations between the State and the donors work through the financing of educational projects such as school canteens and cooperative activities within schools.
- ❑ In the context of co-management of COGES, the control, privatization of information and its instrumentalization constitute an obstacle to the construction of an ambient school

4.3 COGES, a social space of statutory reproduction and exercise of power at the origin of its maintenance in the school

14

- Presidents (COGES Executive Board) are chosen by parents of Students according to their status, professional experience and administrative management skills.

"To lead the COGES, we prefer teachers to retire. Because they know about it in the affairs of the school. " A Student Parent from the Executive Office.

"There is too much stealing in this COGES case, we need someone who is credible, who can give us clear points." A parent of a student

4.3 COGES, a social space of statutory reproduction and exercise of power at the origin of its maintenance in the school

15

- ❑ In the reality of the COGES, when one of these social categories (retired, unemployed and private actors) presides over the management of COGES, there is a symbolic reconstruction of the identity associated with the profession previously exercised or acquired competence.
- ❑ Participation in the management of COGES is an attempt to remain socially active. In this position, in order to remain in his position, he implements strategies to maintain COGES.
- Raising awareness among parents, denouncing abuses by teachers and the State, organizing meetings outside the administrative staff, taking stock of its management and so on.

4.3 COGES, a social space of statutory reproduction and exercise of power at the origin of its maintenance in the school

16

- Thus, in the administrative practice of the COGES, at the micro-social level (in the lycee), there is a stake in power between the members of the executive board and the administrators of the modern high school in Port-Bouët.

"I was fat on my heart because of my daughter in high school. The state of degradation of the high school was advanced, I wanted to understand the functioning of the COGES ... today I am treasurer really it is not easy with the teachers ". The COGES Treasurer.

"By wanting to give power to the parents of students by dismissing the administration, it is a problem." A high school teacher.

4.3 COGES, a social space of statutory reproduction and exercise of power at the origin of its maintenance in the school

17

- ❑ These power issues are reflected in role conflicts: for example, the principal takes initiatives such as "physical registration" containing the purchase of (notebook, envelope, knitting, stamp, flap shirt, examination fee) without consulting the Executive Committee of the COGES when this task is devolved to the members of the Executive Board.
- ❑ Another example: the COGES Executive Board calls for budgetary management accounts. While tasks "**assisting with the routine maintenance of buildings, equipment and the safeguarding of the heritage and the environment**", which they must carry out in accordance with Article 3 of Decree No. 2012-488 of 7 June 2012) are rarely executed.

4.3 COGES, a social space of statutory reproduction and exercise of power at the origin of its maintenance in the school

18

- ❑ All these practices, which contrast with the construction of a family and cooperative school climate, rely on the control of financial management
- ❑ The capture of material (economic) and intangible gains (reputation, authority, access to public and political authorities) are issues that contribute to the maintenance of COGES.

CONCLUSION

- At the macro level, COGES as a collective welfare instrument, thought of the State, presents itself on the one hand as a strategy of involvement of parents in the financing of the school, and on the other hand as a means of capturing financial resources to donors.
- At the micro level, the main challenge is the control of the school space, which is frustrated by forms of domination and subversion on the part of teachers and members of the COGES Executive Board. The COGES produces enormous economic resources.

CONCLUSION

- The associative form of local governance of the COGES from a formal point of view is reinterpreted and appears in the social practices as a chefferial mode of local governance (Olivier De Sardan) with the basic principle of patrimonialism (Bayart)
- The social construction of collective welfare through the COGES is plagued by utilitarian and strategic logics of the actors who interact around its operation.

Some references

- COMEAU Yvan. Vie quotidienne et participation aux associations communautaires. Erudit, Nouvelles pratiques sociales [en ligne]. 1995, vol. 8, n° 1, p. 121-136.
- CAILLOUETTE Jacques. L'Etat partenaire du communautaire : vers un nouveau modèle de développement
- Olivier de Sardan Jean-Pierre. Les huit modes de gouvernance locale en Afrique de l'Ouest [en ligne]. Working Paper, Nov. 2009, N4,59 p.
- KANOUTE Fasal. Point de vue des parents de milieux défavorisés sur leur implication dans le vécu scolaire de leur enfant. Revue interaction [en ligne]. 2006, Vol. 9, N°2, pp 17-38.

MANY THANKS



Mardi 3 Octobre 2017

COLLOQUE INTERNATIONAL du Lab School Network
Le Bien être dans l'Education: un objet de recherche en sciences humaines et sociales

