

# **Measuring the impact of EDHC teaching on student behavior**

2012-2013  
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Fulbright Program

Results of the FPPF Academic Research Project

# Context of the Study

- A research project is part of the requirements of the Fulbright Public Policy Program
- The students:
  - The 9th graders (3eme) are the last to currently receive EDHC instruction and are thus a good test group for evaluation as we can examine everything they have learned in EDHC from the kindergarten level

# Sample

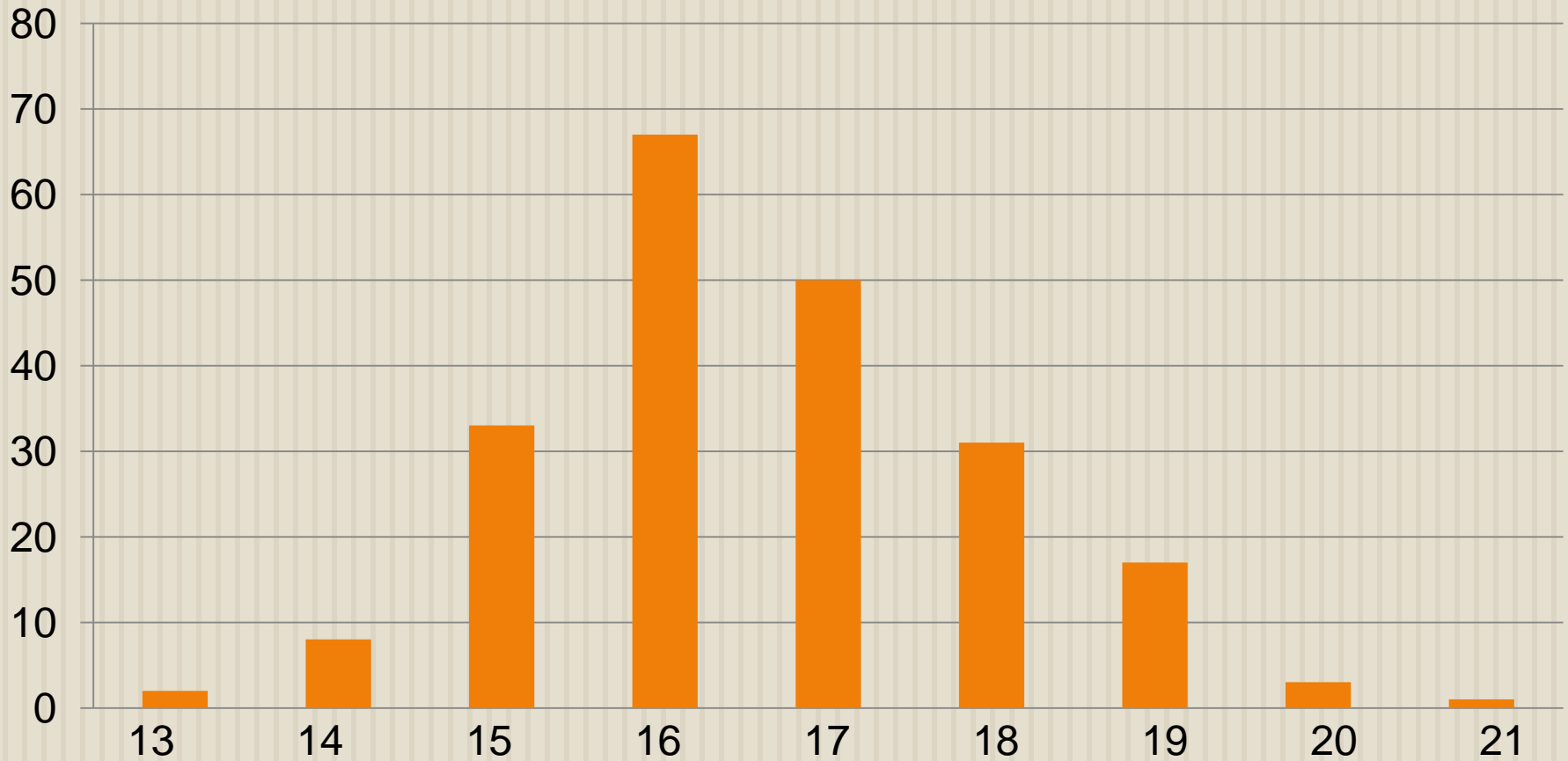
Collège Modern BAD, YAMO USSOUKRO	29
Lycée Municipale de Bouaké, BOUAKE	10
Lycée Moderne de Boundiali, BOUNDIALI	62
Lycée Houphouet-Boigny, KORHOGO	51
Lycée d'Aboisso, ABOISSO	60
Total	212

# Data collection instruments and procedures

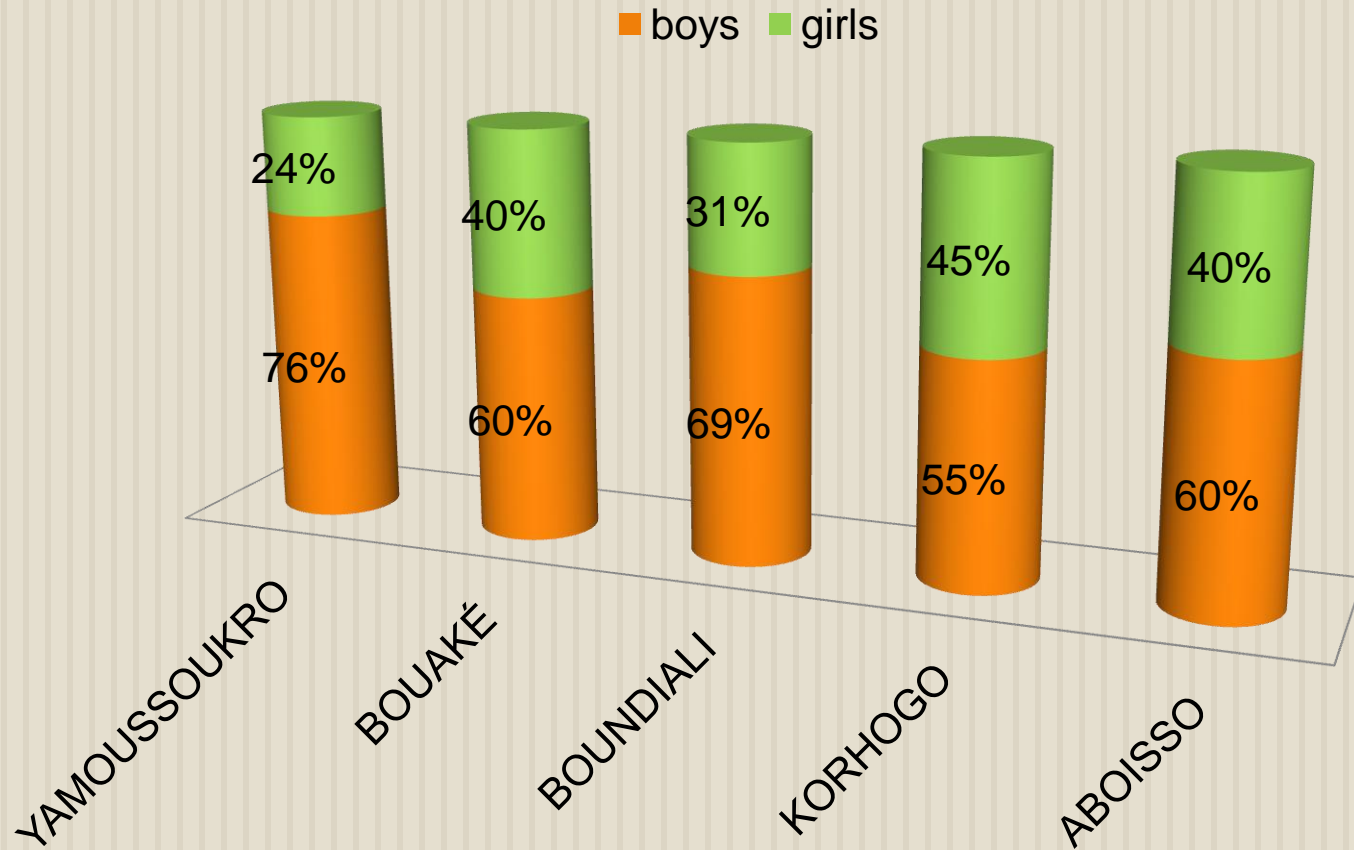
- The questionnaires administered to the students consisted of two parts:
  - ▣ Questions on the EDHC content (two of which were on the 9th grade curriculum specifically)
  - ▣ Questions on values from EDHC teaching: the importance of certain values, student opinion on the importance of EDHC, and citizenship values

# Respondant profile

**Respondant ages**

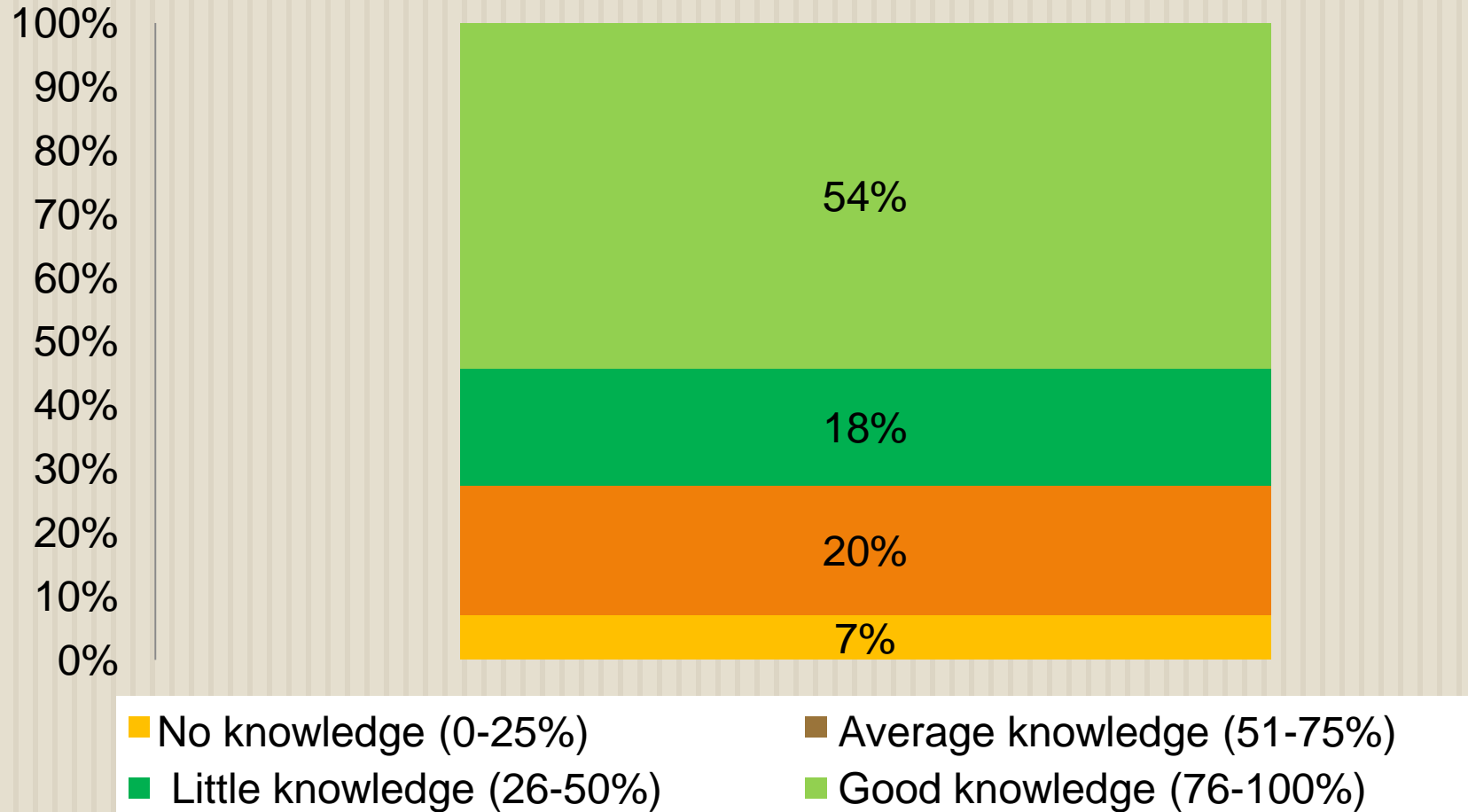


# Breakdown by gender



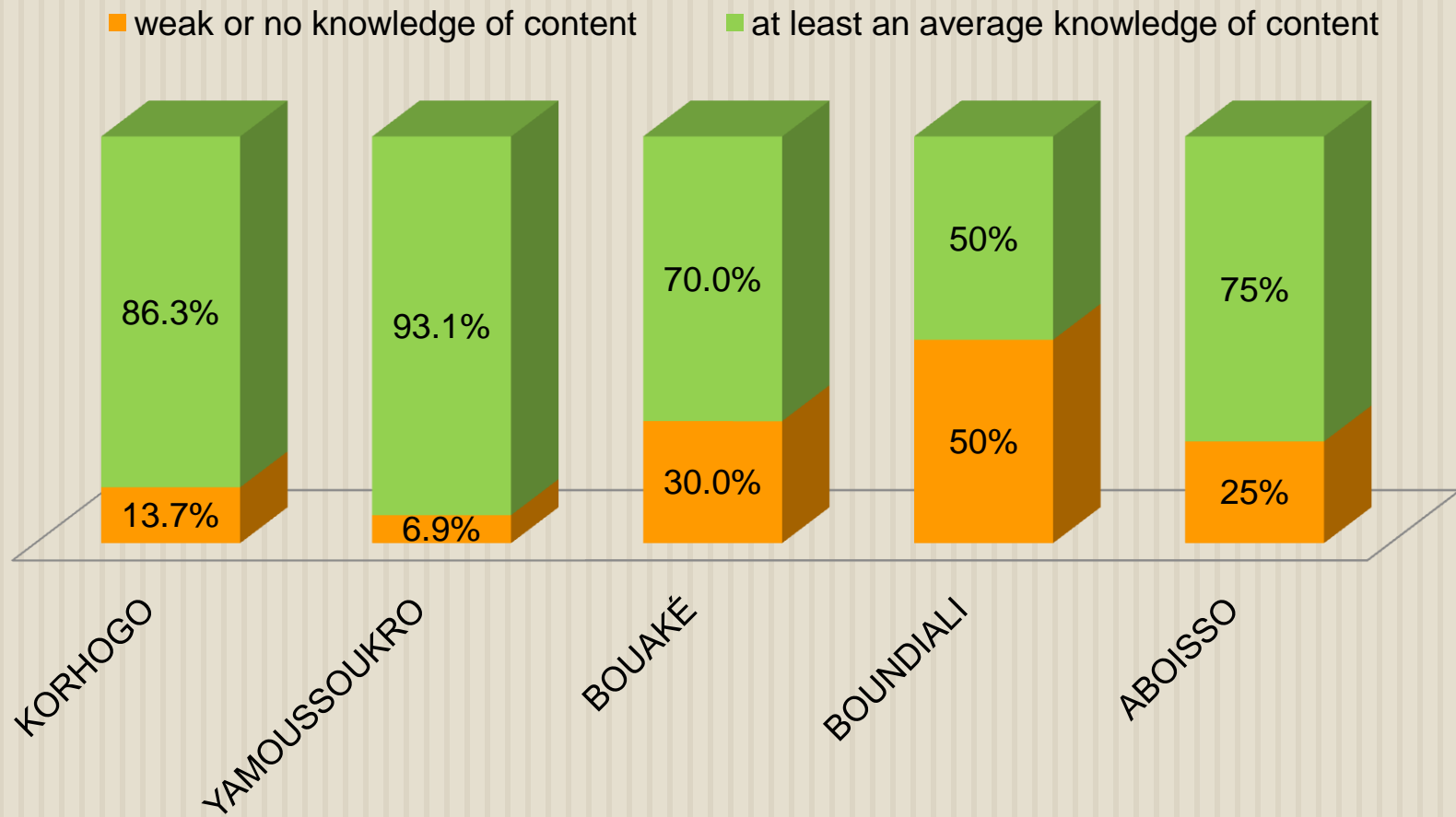
# Questions on the curriculum

# Global Results: Level of knowledge (Curriculum content)





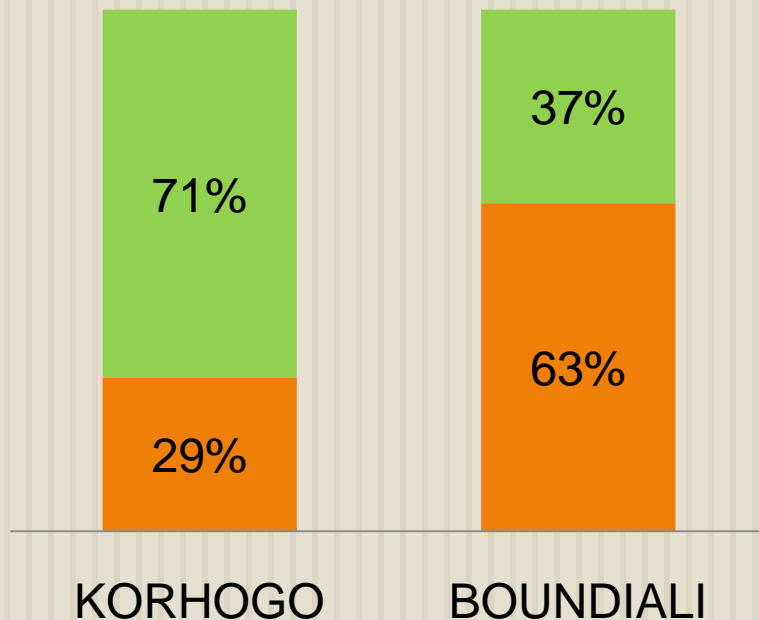
# Results by school



# The North vs. The rest of the country

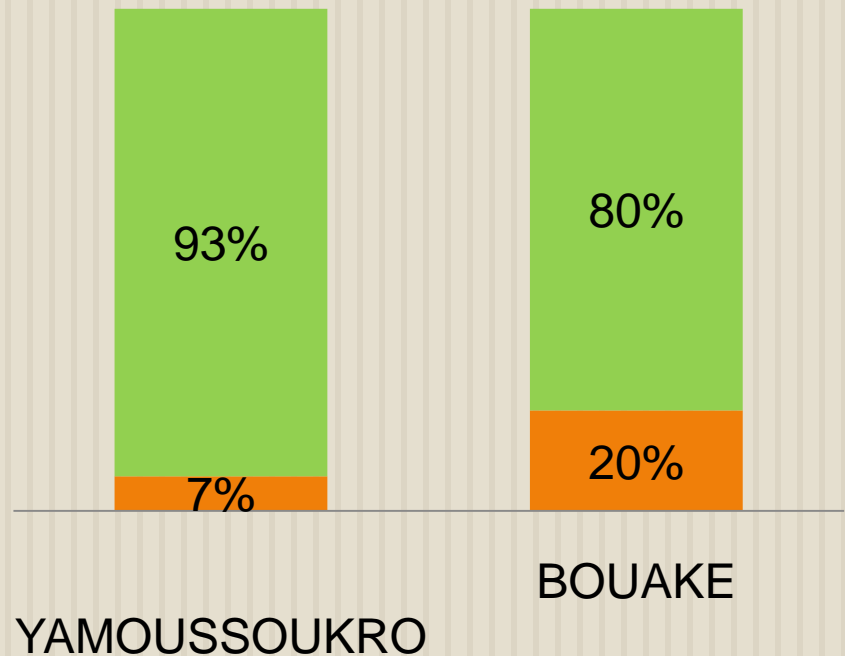
## The North

- weak or no knowledge of content
- at least an average knowledge of content



## Central Region

- weak or no knowledge of content
- at least an average knowledge of content



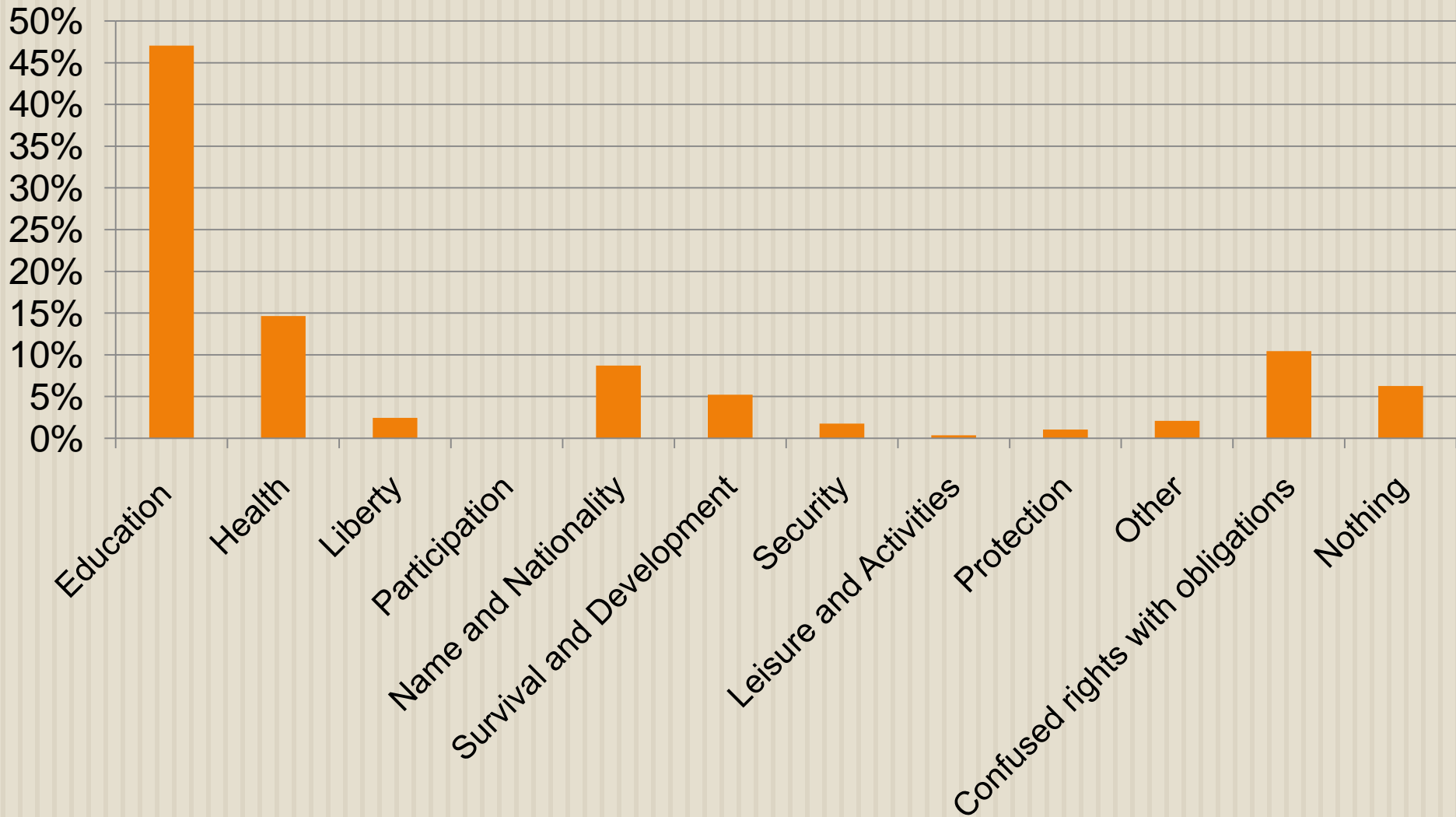
# Explanation

- A study in 2006 by UNESCO demonstrated that students in the North are the most likely to have finished only 2 years of school or to have never been to school
- Those who live in the North are the group the most underprivileged and most likely to be out of school
- The education system in the North was essentially cut off from the rest of the country during the civil conflict (2002-2010): in 2004, the Ministry of Education estimated that at least 50% of students were not in school and only 20% of the teachers in the North stayed in their jobs during the conflict
- This could explain why the oldest students were found in the North (17 years old is the average in the North, whereas 15 is the average elsewhere).

UNESCO. Rapport Mondial de suivi sur l'EPT. <http://www.education-inequalities.org/countries/cote-d-ivoire#?dimension=all&group=all&year=2006>

Sany, Joseph. "Education and Conflict in Côte d'Ivoire, Special Report 235." United States Institute for Peace, 2010

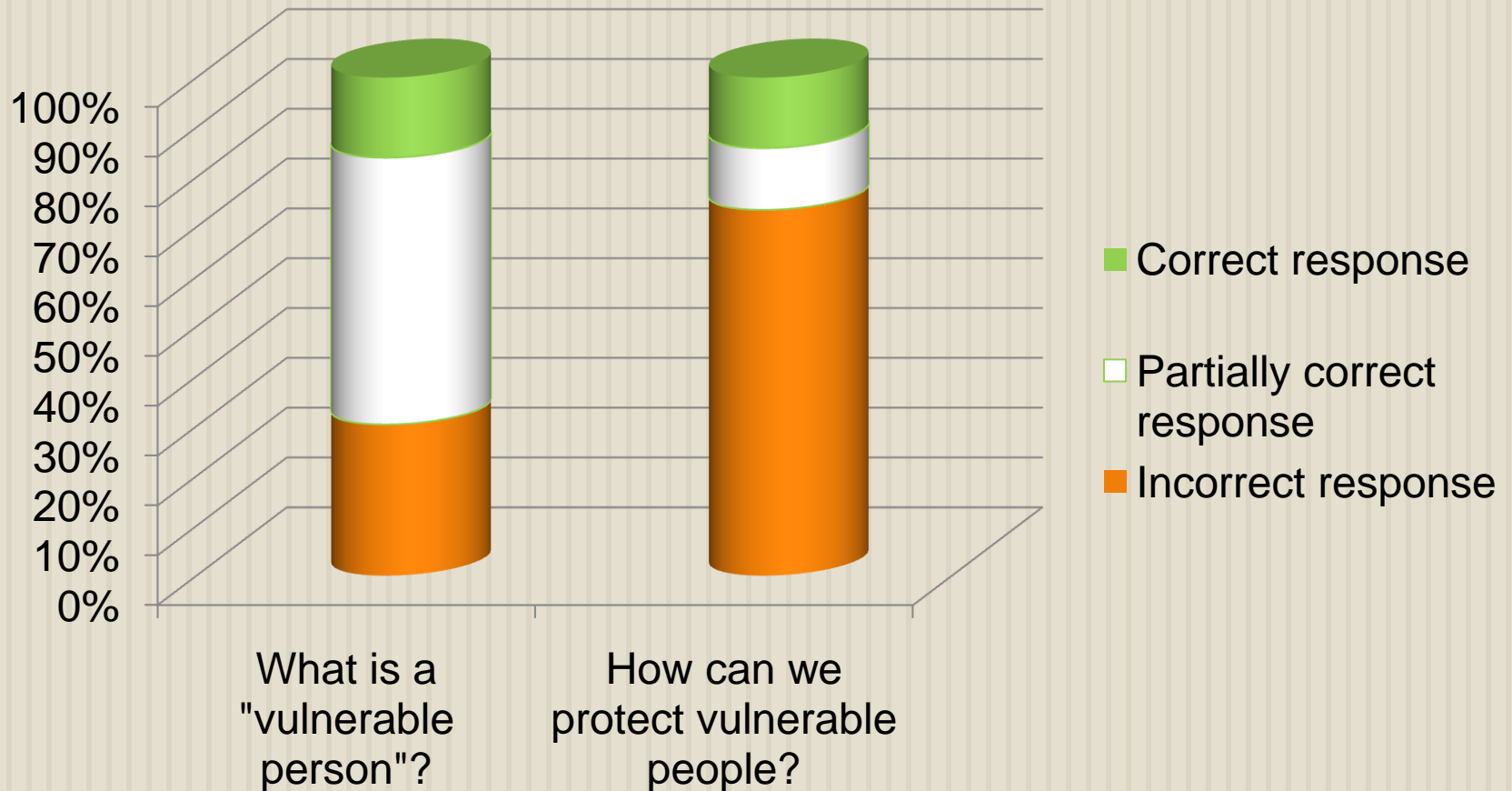
# Question 2: Rights of the Child cited by students



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- Most students responded to this question, indicating that they have a good understanding of at least one right of the child
- The majority cited education as a right of the child (47%). It is important to note that 17 respondents cited education more than once.
- Right to health was second (15%)
- Third place response: respect adults and elders (10.5%)
  - ▣ This is a “obligation” not a right
- Several rights of the child were never or rarely cited (ex: leisure and play; participation)

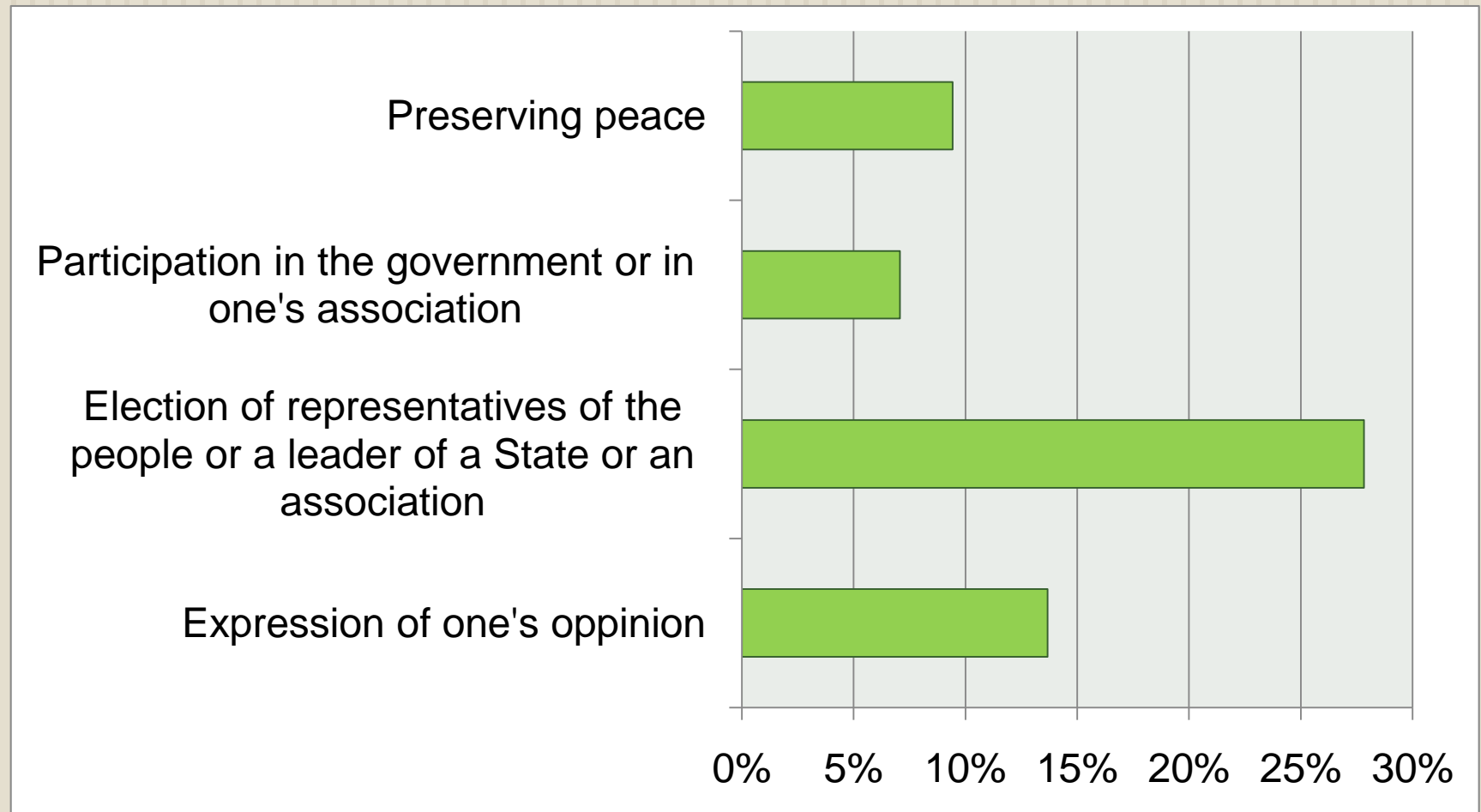
# Question 4 : What is a “vulnerable person” and how can we protect them?



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- This question was the most difficult for students.
- Only 16% of students cited the entire definition directly from the curriculum
- 24% gave a partial response
- Those capable of defining a vulnerable person were not able to identify how to protect them. 63% answered incorrectly or did not answer at all.
- The students in Boundiali had the least correct responses. However, they had supposedly already learned this lesson (lesson 3, at the time of the administration of the survey, they were on lesson 8)
- Having witnessed this lesson being given to students (Abidjan, 14 November 2012), I recognize the difficulty of it, as the curriculum is very theoretical and doesn't demonstrate how students can apply what they learn to their daily lives

# Question 5: Explain the importance of voting.



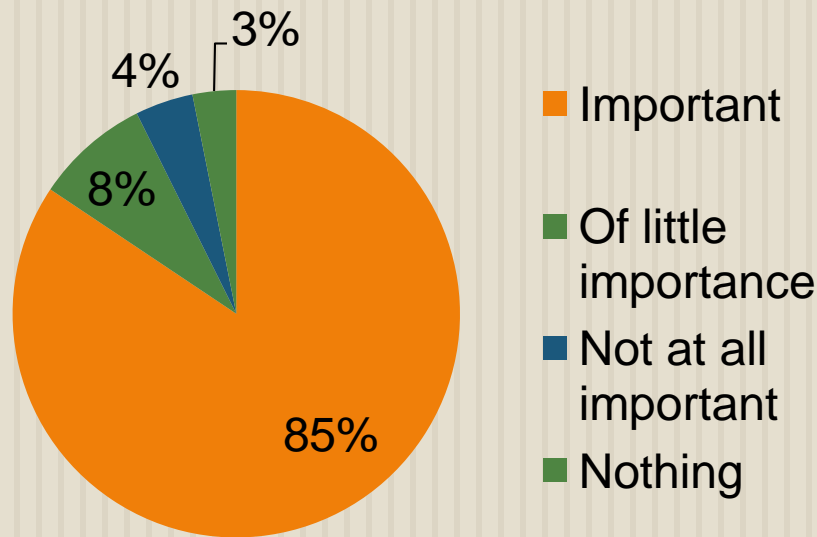


# Question 5: Explain the importance of voting.

- Only one student mentioned specifically “democracy”
- 9 students cited that the vote is a right and a citizen obligation
- Only those students in Aboisso cited the exact definition from the curriculum; even though the other students had already had lesson 5 (which treated this question) by the time of administering the questionnaires

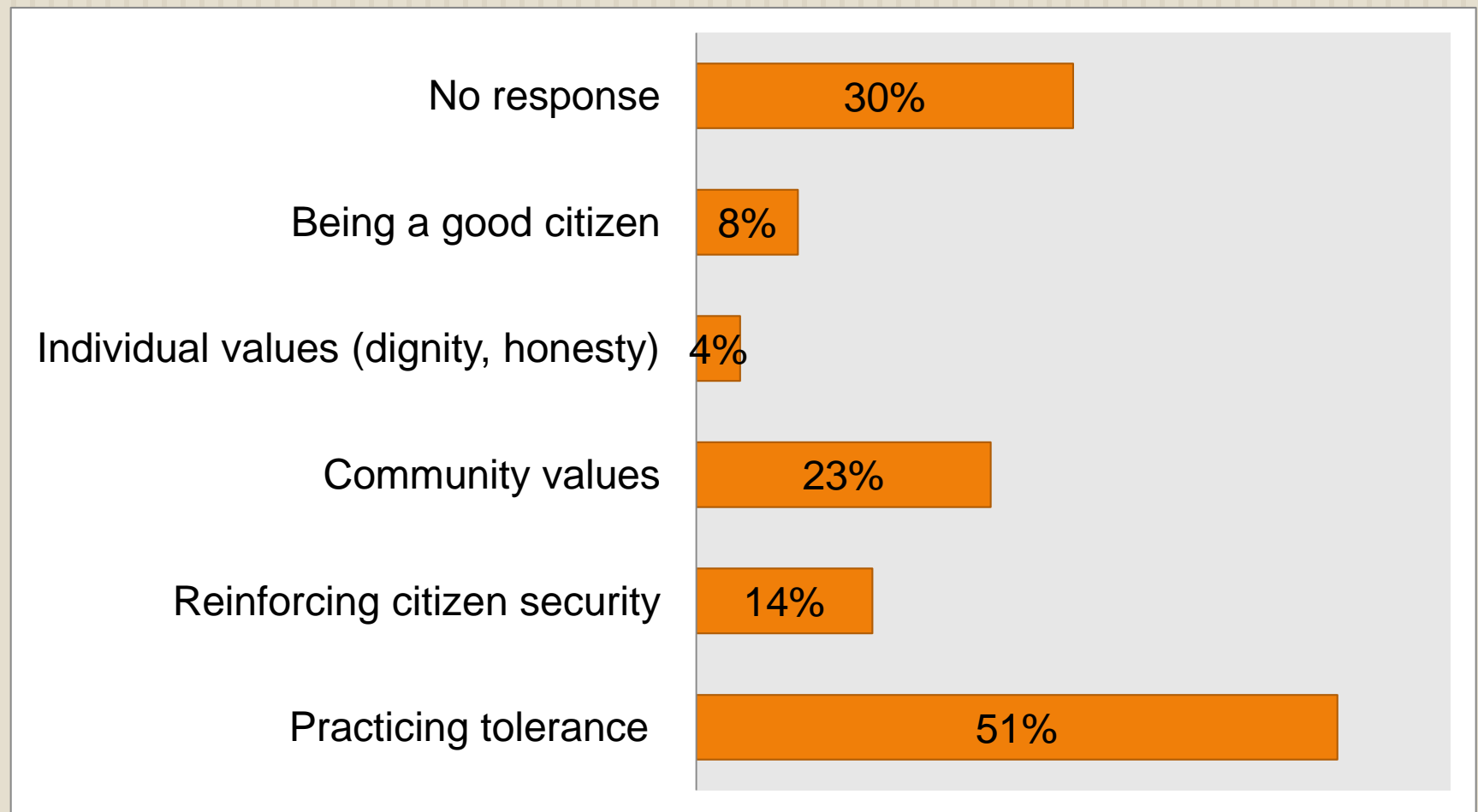
# Questions on student behavior

# Importance of peaceful values

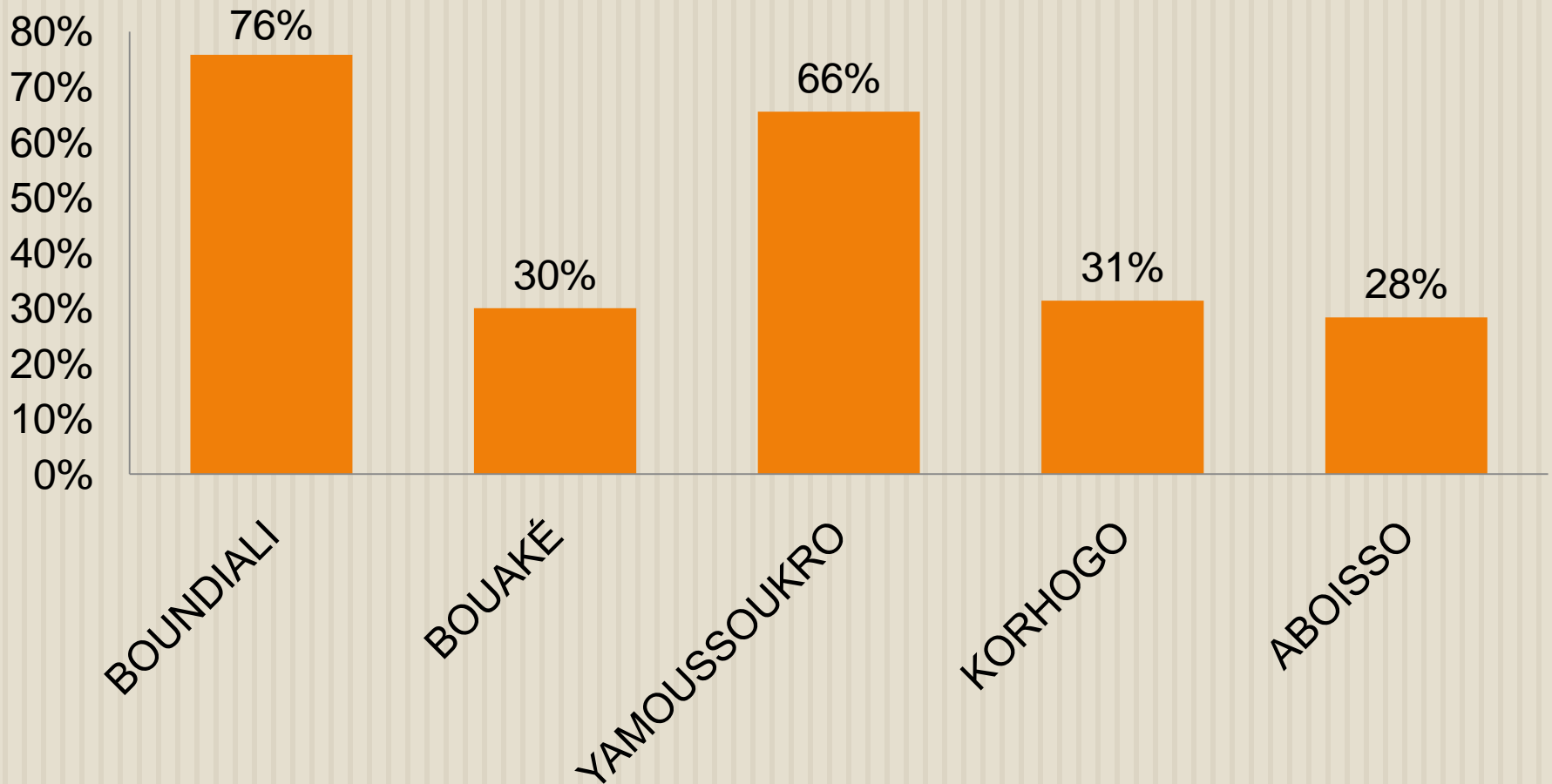


- Important
  - “Respecting the school rules”
- Of little importance
  - “Avoiding fights”
  - “Respecting other people’s opinions”
- Not at all important
  - “Using dialogue to resolve a problem”

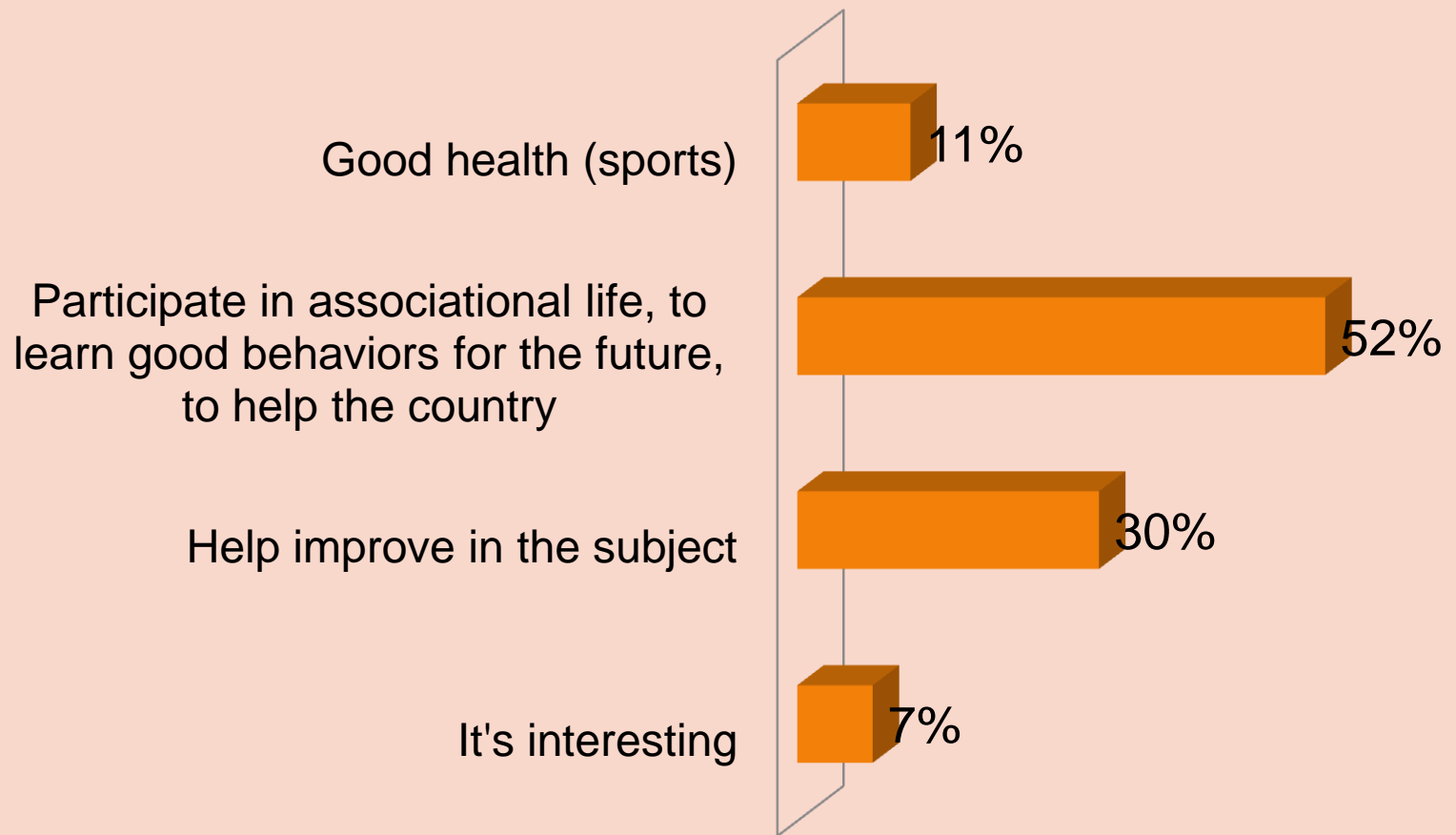
# Name three good behaviors that will allow Ivoirians to live together in peace



# Associational activity of students



Level of participation in clubs by school



## Why participate in clubs?

“Because humans have the right to participate in the associational life of their community, to have a safe future, to come together united and to learn how to overcome social and family problems” (Respondent # 75, Yamoussoukro)

# What is a good citizen?

- **The responses demonstrate that students have a weak understanding of how rights work**
  - Out of those who cited being a good citizen means “paying one’s taxes”, 50% state only this
  - 4 students said that they must “respect the rights of the State”
  - 10 % of the respondents said to be a good citizen means to respect one’s own rights

# Why do we learn EDHC?

- The students demonstrated that they recognized the importance of EDHC in their daily lives
- However, their reasoning remains in the first part of understanding, indicating that they recognize the importance of knowing one's rights, but do not know how to apply what they learn



# Recommendations

- Add a summary or the integral declaration of the rights of the child to the curriculum so that teachers have it on hand
- Encourage teachers to put an accent on how to treat specific situations and how to apply what students learn
- Reinforce the importance of learning social values at school