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**ARMED CONFLICT AND SCHOOLING OUTCOMES
IN CÔTE D'IVOIRE**

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Abstract

This study examines the impact of the 2002-2007 armed conflict on individual's school attainment. To identify this impact, I use two Households Living Standards Surveys collected before and after the conflict and adopt the difference-in-difference approach. I find that individuals in the cohorts affected by the conflict experience an increase in years of schooling and probability of completing the primary school. However, they are less likely to complete the last grade of the secondary school. I also find that the positive effect of the conflict on years of schooling is stronger for women, while the negative effect on the completion of the upper secondary is lower for them. The increased years of schooling and declining completion rate of the secondary school suggest that students from this level, who experience the conflict, take longer to complete the last grade called Baccalaureate. Therefore, we propose action to improve completion of secondary in regions most affected by the conflict.

Key-Words: ARMED CONFLICT, EDUCATION, CÔTE D'IVOIRE

Résumé

Cet article analyse l'impact conflit armé Ivoirien de 2002-2007 sur les résultats scolaires. Pour ce faire, nous utilisons les données de deux enquêtes niveau de vie des ménages réalisées avant et après le conflit et appliquons la méthode des doubles différences. Nous trouvons que les élèves issus de la cohorte affectée par le conflit enregistrent une augmentation du nombre d'années de scolarité et de la probabilité d'achèvement du primaire. Cependant, ils ont moins de chance d'achever le secondaire général. Nous obtenons aussi que l'impact positif du conflit sur le nombre d'années de scolarité est plus élevé chez les femmes tandis que l'effet négatif sur la probabilité d'achèvement du secondaire est plus faible pour celles-ci. L'accroissement du nombre d'années de scolarité et la diminution de la probabilité d'achèvement du secondaire signifie que les élèves des lycées qui ont été exposés à la guerre mettent plus de temps à obtenir le baccalauréat. Nous avons alors fait des propositions pour accroître le taux de réussite au baccalauréat dans les zones les plus affectées par la guerre.

Key-Words: CONFLIT ARME, EDUCATION, CÔTE D'IVOIRE

1. Introduction

The effect of armed conflict on schooling outcomes has received a significant attention in recent years. Indeed, governments recognized, when adopting the Dakar framework for action in 2000, that armed conflicts were a major obstacle to the achievement of the objective of education for all (UNESCO, 2000). Moreover, with the increasing availability of household data for developing countries affected by civil war, researchers have addressed the impact of armed conflict on individuals' school attainment and enrollment. On the latter issue, Shemyakina (2010) finds that exposure to the conflict in Tajikistan, as measured by past damage to household dwelling, had a large significant negative effect on the enrollment of girls, and little, or no effect on enrollment of boys. The negative effect of armed conflict on education is also underlined by the 2011 Global Monitoring Report on Education for All. According to this report, armed conflict is robbing 28 million children of an education by exposing them to widespread sexual violence, targeted attacks on schools and other abuses. Children in conflict-affected countries are not only less likely to be in primary school, but also more likely to drop out. Survival to the last grade in poorer conflict-affected countries is 65%, whereas it is 86% in other poor countries. Gross enrolment ratios in secondary school are nearly 30% lower in

conflict-affected countries (48%) than in others (67%), and are far lower for girls. The legacy of conflict is evident in literacy levels. Only 79% of young people and 69% of adults are literate in conflict-affected countries, compared with 93% and 85% in other countries (UNESCO, 2011).

On the effect of armed conflict on school attainment, many studies have been conducted. These studies find generally consistently negative effects of full-scale and low-scale conflict on educational attainment, measured by the years of schooling and the probability of completion of primary or secondary school. For example, Akresh and de Walque (2008) find that the Rwanda's 1994 genocide had a strong negative impact on schooling, with exposed children completing one-half year less education. This negative impact of the genocide is stronger for males and for children in non-poor households.

Blattman and annan (2009) show significant negative effects on the human capital outcomes of Ugandan youths abducted into child soldiering. However, their work focuses on those children most directly affected by war and the results are not easily extrapolated to other Ugandan children who might have been indirectly affected by the conflict. This gap is filled by Foltz and Opoku-Agyemang (2011).

They show that low-intensity conflict in Uganda is associated with an increase in the years of schooling, but declines in levels of educational attainment. Thus, children who experience conflict take longer to complete certain grade levels and are older on completing these grade levels on average. Contrary to Akresh and de Walque (2008), they do not find significant gender-specific effects on educational years or attainment. Moreover, in wealthier households, individuals are better able to absorb the shocks of conflict on educational attainment than poorer persons.

Shemyakina (2010) finds that individuals who were of school age during the Tajikistan war (between 1992 and 1998) were significantly less likely to complete their mandatory education than individuals who had an opportunity to complete this education level before the conflict started. Unlike Akresh and de Walque (2008) and Foltz and Opoku-Agyemang (2011), the negative effects on educational attainment is stronger for girls.

Swee (2008) finds that the Bosnian war negatively and significantly affected the completion of secondary school but had no effect on the completion of primary school. Like Akresh and de Walque (2008), the negative effects of the war on secondary schooling are strongly driven by males.

It emerges from the above literature that the effects of armed conflict on educational attainment in terms of gender, wealth and levels of education (primary versus secondary education) are country-specific. Besides, the 2011 Global Monitoring Report on Education for All states: "With the 2015 target date for reaching the Education for All goals approaching, violent conflict is still one of the greatest obstacles to accelerated progress in education". Therefore, there is a need to pursue study of the impact of armed conflict on education. This paper examines the effect of the 2002-2007¹armed conflict in Côte d'Ivoire on individual's school attainment using the 2002 and 2008 Living Standards Surveys (LSS) collected by The National Institute of Statistics of Côte d'Ivoire (INS). The education system of this country had been described in detail by a report of the World Bank published in 2011. Concerning the completion of school, this report underlined that the primary completion rate in Côte d'Ivoire remains low, only 46%, due to low access to primary grade 1 (30% of primary school aged children are out of school) and low retention over the course of the primary cycle (35% of children entering grade 1 do not reach the end of primary cycle). Moreover, only a

¹ We considered that the armed conflict ended in 2007 because the last Peace Agreement was signed in March 2007 in Ouagadougou. This agreement prompted a period of relative peace for the country and allowed to organize presidential elections in October 2010.

relatively small proportion of an age group reaches upper secondary and higher education. The report also analyzed education coverage at different levels before and after the armed conflict. For the preschool, the gross enrolment rate after the crisis (3.1% in 2006-07) is slightly greater than the gross enrolment rate before the crisis (2.9% in 2001-02). Concerning the primary school, this enrolment rate is lower after the armed conflict (74.3% in 2006-07) than before the conflict (76% in 2001-02). For the secondary school, the gross enrolment rate in lower secondary is higher in the school year following the end of the armed conflict (32.4% in 2006-07) than in the school year preceding the conflict (30.2% in 2001-02); while this rate for upper secondary is slightly lower after (15.8% in 2006-07) than before (16.9% in 2001-02) the conflict. Yet, the report did not disentangle the effect of armed conflict. To do so I follow conflict research in adopting a difference-in-difference approach to study the effect of the conflict on educational attainment. Like Akresh and de Walque (2008) and Foltz and Opoku-Agyemang (2011) we combine two LSS collected before and after the armed conflict (in 2002 and 2008).

The rest of the paper is organized as follows. Section 2 provides some information on data and variables. Section 3 discusses on empirical approaches used

in the paper. Section 5 presents the results and section 4 concludes.

2. Data

We use the 2002 and 2008 Ivorian Living Standards Surveys (LSS) collected by The National Institute of Statistics of Côte d'Ivoire (INS) to examine the impact of conflict on schooling outcomes. The 2002 survey was carried out during the period of January to June, that is, only three months before the civil war burst out in September 2002. Meanwhile the 2008 survey was performed one year after the end of the conflict in March 2007 and, therefore, allows us to examine the short term impact of exposure to conflict on school educational attainment.

Table 1 reports the educational attainment for all individuals aged 6 to 35 and then for males and females separately, in 2002 and 2008. The fraction of people with no education did not significantly change between 2002 and 2008 for all individuals and for girls, but increased from 33.72 to 34.42 percent for men. For both genders and for all individuals overall, the proportion with some primary education significantly decreased, while both the proportions with some secondary education and higher education significantly increase between 2002 and 2008. This observed increase in secondary and higher education rates, as noted by Akresh and de Walque (2008), likely reflects the general tendency in

developing countries for schooling outcomes to improve with each new birth cohort. However, the decrease in primary schooling contradicts this tendency. Therefore, these results could be interpreted as providing evidence that the conflict had negatively impacted primary education.

To refine this negative impact we compute educational attainment for the area relatively affected by the conflict² and for the area relatively less affected. The results are reported in table 2 and 3. For both genders and for all individuals overall, the fraction of people with no education significantly decreased in the area less affected by the conflict but increased in the most affected area. Moreover, in both areas the proportion with some primary education significantly decreased however, the fall is higher in the area affected by the conflict than in the area less affected. The significant increase in secondary schooling and higher education underlined by table 1 is observed only for the area less-affected by the conflict. In the area affected by the conflict, there was a small increase that is not statistically significant.

Like Akresh and de Walque (2008), we estimate a separate kernel-weighted local

polynomial regressions of years of schooling against age for individuals aged 6 to 35. The results are represented in Figure 1. This Figure shows that for individuals from ages 6 to 20, years of schooling is higher for those people interviewed in 2008 compared to similarly aged people interviewed in 2002. On the contrary, the number of years of education achieved is consistently lower for people age 20 to 35 when measured in 2008. This decrease in educational achievement from 2002 to 2008 contradicts the general tendency for education outcomes to increase over time in developing countries. People in the 20 to 35 year old age range in 2008 were older than 14 when the armed civil conflict burst out in 2002 and had already completed their primary schooling. Therefore, the armed conflict likely impacted negatively the educational attainment of individuals who were at least in the secondary school in 2002. To check this we compute primary and secondary schooling completion rates by age group and area for individuals age 12 to 35. The results are shown in Table 4. From this table, a comparison-in-means between individuals from the affected and non affected regions indicate that all groups have significantly lower completion rates in primary and secondary school in regions affected by the conflict. Moreover, for each group, the drop in the completion rate decreases with the level of grade. On the whole, Figure 1 and Table 4 suggest the possibility of a negative correlation

² The area mostly affected by the Ivorian conflict includes the ex-area control by the rebellion, the area control by the government in the west closed to the frontier with Liberia and the area between the two zones controlled by the United Nations Forces called “the confidence area”.

between conflict and school attainment in Côte d'Ivoire, which the next section deals with.

3. Identification and estimation

Following the research on the effect of war on schooling outcomes (e.g. Shemyakina (2010) and Akresh and de Walque (2008)), we adopt a difference in differences approach to identify the effect of exposure to conflict on schooling attainment. This approach accounts for any unobserved pre-war differences across regions and focuses on the differences in educational achievements between school aged individuals living in regions that experience conflict between 2002 and 2008 and those living in regions that were conflict free. The objective is to test whether school aged individuals who were exposed to conflict by 2008 have lower educational achievements than similar school aged individuals in 2002 who would not have been exposed. Like previous studies, we also use older individuals who had already completed their schooling in each of the samples as the control group to control for differences in the samples between years.

4. Results

As discussed above, I run the difference-in difference regression by using three measures of schooling attainment: the number of years in school, a dummy for having completed primary

school and a dummy for having completed secondary. I present and discuss the results for the number of years in school firstly and secondly I discuss the difference-in difference results for individual completion rates.

Table 5 presents the results of the difference-in difference regressions using years of schooling as the dependent variable. All specifications control for conflict, child gender, poverty status, age of the household head, the highest level of education in the household, the number of children under five in the household, the rural/urban status of the household, an indicator for the dataset (LSS 2008), young cohort (age 6 to 11), and fixed effects for children's age. We could not control for Districts fixed effects because of our measure of the conflict that take the value 1 if the region owns to the former zone under the control of the rebellion, the regions closed to the border with Liberia or the limit between the two forces controlled by the United Nations.

The difference-in-differences estimate is the coefficient on the interaction between the young cohort (age 6 to 11), the conflict variable and the variable indicating the LSS 2008. The results suggest a positive and statistically significant relationship between conflict and years of schooling for school age children (6 to 11) as suggested by figure 1. The first regression (column 1) shows that

being in the young cohort in 2008 and in regions affected by the conflict is associated with a 1.078 increase in years of schooling. This result is similar to that obtained by Foltz and Agyemang (2011) and may be explained by analyzing the effect of conflict on grades completion rates. Moreover, being a girl, living in a rural area, having more children under five and being from an area affected by the conflict have all a negative and significant effect on years of schooling, while being from older household heads does not affect years of schooling. On the contrary, being non-poor and having a better educated household all have a positive and significant effect on years of schooling. Some of the results contrast with the findings of Foltz and Agyemang (2011). Precisely, in Uganda, they found that girls do have significantly different years of schooling, older household heads have lower years of schooling and being in rural area has a positive effect on years of schooling.

The second and third regressions (column 2 and 3) explore the heterogeneity of the conflict impact. In column 2, the conflict difference-in-difference variable is interacted with the female dummy variable. We find that the positive effect of the conflict is stronger for women like in Akresh and Damien (2008) and in Swee (2008). A potential explanation for this result might be the greater attention granted by the

government and sponsors to the schooling of women from 2001 onwards or that female schooling outcomes were lower initially, and so they had less to lose after the war. In column 3, the difference-in-difference variable is interacted with the dummy for being non-poor. Results show a negative and significant effect of the conflict on years of schooling for young children in Non-poor households as in Akresh and Damien (2008). These children experience a decline of 0.641 years of schooling. Therefore, it appears the conflict impact on schooling outcomes might have worked by leveling-off educational achievements to a low level for everyone, irrespective of gender or wealth.

To better explain the effect of conflict on grades completion rates, we also estimate the difference-in-differences model using the cohort of individuals aged 11 to 19 as the treatment group. These individuals have the official age of completing at least the primary school. Table 6 shows the set of regressions indicating the effect of conflict on years of schooling for this new cohort. The results demonstrate again that exposure to conflict is positively and significantly associated with years of schooling. Besides, all of the significant variables in Table 5 are still significant with the same sign, except age of the household head, the dummy indicating the 2008 dataset, the interaction between the difference-in-

difference variable and the female dummy and the interaction between the difference-in-difference variable and the dummy for non-poor. The last three variables no longer affect significantly the number of years of schooling while the coefficient on age of the household head is statistically significant and negative, implying that older household heads have lower years of schooling.

The difference-in-difference results for primary and secondary school (lower secondary and upper secondary) completion are reported in Table 7, Table 8 and Table 9. The affected cohort is formed by individuals aged 11 to 19, that is, pupils who have the official age of completing at least the primary school. Results are quite similar to those in Table 6 except the variable indicating the 2008 dataset, the difference-in-difference variable, the interaction between the latter variable and the female dummy. Indeed, being in the LSS 2008 is now positively and significantly associated with the completion of primary school and secondary school.

Exposure to conflict, captured by the difference-in-difference variable, has various effects on completion rates. It corresponds to significant positive effects on the completion of primary schooling (see column 2 and 3 of table 7), negative effects on the completion of the upper secondary schooling (column 2 and 3 of

table 9) and no influence on the completion of the lower secondary school (column 2 and 3 of table 6). A description of the organization of schools in regions affected by the armed conflict may help to understand these effects on the completion rates. Indeed, when the war burst out in September 2002, civil servants, including teachers, were invited by the government to leave the regions affected by the conflict called CNO³ and settled in the southern part of the country that the government controlled. Consequently, the secondary schools did not end the school year 2002-2003 while primary schools succeeded to end this year with the recruiting of pupils from the closed secondary schools as voluntary teachers. In 2004, voluntary teachers were massively recruited with the help of Non Governmental Organizations, the United Nations Mission in Côte d'Ivoire (ONUCl), UNICEF..., in order to reopen secondary schools. These voluntary teachers were mostly students or former students from higher education or secondary schooling and therefore, were not formally trained. However, they may have been successful at providing primary schooling because it has a standardized curriculum that is easy to manage (Berman, 2001). This may explain the positive and significant impact of the exposure to conflict on the completion of primary school. On the contrary, secondary schooling, in

³ CNO is the area located in the Center, North and West of Côte d'Ivoire.

particular upper secondary, requires special skills which informally trained educators could hardly have. This situation combined with the fact that pupils from upper secondary were also used as teachers in primary schools or grammar schools may explain why exposure to the armed conflict in Côte d'Ivoire is negatively associated with the completion of the upper secondary schooling. The insignificant effect on the completion of lower secondary suggests that voluntary teachers may have the skills for this level of education.

The positive effect on the completion of primary schooling and the negative effect on the completion of secondary education may also be explained by the recruitment of combatants by both parties to conflict. Indeed, recruitment of combatants may have pulled secondary students away from school, while primary students were probably too young to become voluntary combatants (Swee, 2008).

Finally, the interaction term between the difference-in-difference variable and the female dummy has a statistically significant effect only the completion of the upper secondary. This effect is positive; implying that the negative effect of the conflict on the completion of the upper secondary is lower for women. This evidence, according to Swee (2008) is consistent with either or both of the following hypotheses: "(i) budget-

constrained parents substitute away from expenditure on their son's education towards the consumption of other goods, and (ii) youth soldiering is a significant driver of lower secondary schooling attainment".

5. Conclusion

In this paper, we investigate the impact of the Ivorian armed conflict on the schooling outcomes. I use the 2002 and 2008 Ivorian Living Standards Surveys (LSS) collected by the National Institute of Statistics of Côte d'Ivoire (INS) and adopt a difference-in-differences approach. I find that young cohorts (age 6 to 11 and age 11 to 19) exposed to the armed conflict experience an increase in the number of years of schooling. Simultaneously, the cohort (age 11 to 19) becomes more likely to complete the primary school and less likely to complete the last grade of the secondary school as a result of being exposed to the conflict. We also find significant gender-specific effects of conflict on educational years for young children (age 6 to 11) and completion of the secondary school. Precisely, the positive effect of the conflict on years of schooling is stronger for women, while the negative effect on the completion of the upper secondary is lower for women.

The increased years of schooling combined with the increased completion of the primary school and declining completion rate of the secondary school

suggest that the primary schooling was impervious to the Ivoirian armed conflict, while secondary schooling was significantly affected. Indeed, students from this level, who experience the conflict, take longer to complete the last grade called Baccalaureate.

Together our results called for strong action in order to improve the completion of the secondary school for those students who experience the conflict. Specifically, secondary schools located in the former CNO area should be better equipped and the voluntary teachers should be replaced by formally trained teachers. Moreover, students from these schools should benefit from additional reinforcement lectures and particularly those who were combatants or voluntary teachers in primary schools during the conflict.

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Appendix

Figure 1: Years of Schooling by age

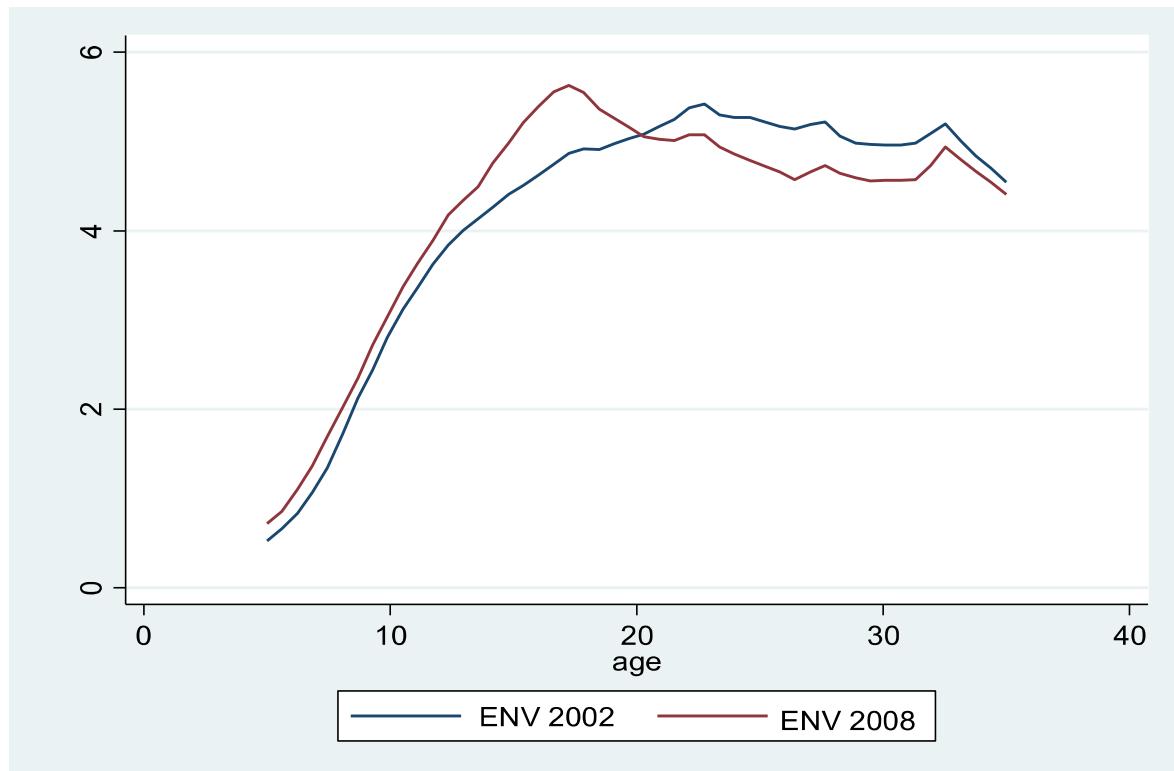


Table 1 : Educational Attainment Before and After the Conflict

Educational Attainment	All individuals			Males			Females			Diff (2)-(1)
	LSS 2002 (1)	LSS 2008 (2)	Diff (2)-(1)	LSS 2002	LSS 2008	Diff (2)-(1)	LSS 2002	LSS 2008		
No Schooling	41,45	41,57	0,001	33,72	34,42	0,007*	48,96	48,77		-0,001
Primary Schooling	39,97	37,08	-0,029***	43,02	39,14	-0,039***	37,01	35,03		-0,020***
Secondary Schooling	16,39	18,14	0,017***	20,33	22,16	0,018***	12,56	14,08		0,0150***
University	2,18	3,2	0,010***	2,92	4,27	0,013***	1,46	2,12		0,006***
Observations	36105	36215		17798	18218		18307	17986		

Notes: summary statistics are restricted to individuals aged 6 to 35. Values for the levels of education are in percentage. *** Significant at 1%, ** significant at 5%; *significant at 10%.

Table 2: Educational Attainment in the total area relatively non-affected by the conflict before and after the Conflict

Educational Attainment	All individuals			Males			Females		
	LSS 2002 (1)	LSS 2008 (2)	Diff (2)-(1)	LSS 2002	LSS 2008	Diff (2)-(1)	LSS 2002	LSS 2008	Diff (2)-(1)
No Schooling	35,55	33,55	-0,020***	28,86	26,69	-0,022**	42,03	40,48	-0,015**
Primary Schooling	42,16	40,46	-0,017***	44,03	41,52	-0,025***	40,34	39,35	-0,01*
Secondary Schooling	19,52	21,69	0,021***	23,52	26,06	0,025***	15,65	17,29	0,016***
University	2,76	4,30	0,015**	3,58	5,72	0,0214***	1,97	2,88	0,009***
Observations	21803	22776		10726	11398		11077	11389	

Notes: summary statistics are restricted to individuals aged 6 to 35. Values for the levels of education are in percentage. *** Significant at 1%; ** significant at 5%; *significant at 10%.

Table 3: Educational Attainment in the area affected by the conflict before and after the Conflict

Educational Attainment	All individuals			Males			Females		
	LSS 2002 (1)	LSS 2008 (2)	Diff (2)-(1)	LSS 2002	LSS 2008	Diff (2)-(1)	LSS 2002	LSS 2008	Diff (2)-(1)
No Schooling	50,44	55,16	0,047***	41,09	47,44	0,063***	59,58	63,15	0,035***
Primary Schooling	36,64	31,36	-0,052***	41,49	35,09	-0,064***	31,91	27,51	-0,044***
Secondary Schooling	11,62	12,13	0,005*	15,50	15,62	0,001	7,82	8,52	0,007*
University	1,29	1,34	0,0004	1,92	1,84	0,0007	0,67	0,82	0,0014
Observations	14302	13439		7072	6831		7230	6608	

Notes: summary statistics are restricted to individuals aged 6 to 35. Values for the levels of education are in percentage. *** Significant at 1%; ** significant at 5%; *significant at 10%.

Table 4: Descriptive statistics on the completion of primary school and first and second cycle of the secondary school (to correct)

	Primary school			Secondary School					
Grade				BEPC			BAC		
Age	12-19	20-27	28-35	12-19	20-27	28-35	12-19	20-27	28-35
Non-Affected	0.362 (0.481)	0.365 (0.481)	0.347 (0.476)	0.065 (0.247)	0.189 (0.392)	0.167 (0.373)	0.010 (0.101)	0.077 (0.268)	0.092 (0.289)
Affected	0.209 (0.407)	0.223 (0.416)	0.214 (0.410)	0.036 (0.186)	0.106 (0.307)	0.083 (0.275)	0.005 (0.070)	0.032 (0.176)	0.038 (0.192)
Diff	0.153***	0.142***	0.132***	0.029***	0.083**	0.079**	0.005***	0.045***	0.046***

***significant à 1%

Table 5: Conflict and years of Schooling in Côte d'Ivoire (treated group is individuals aged 6 to 11)

Years of schooling	(1)	(2)	(3)
LSS2008	-0.121 (0.034)***	-0.121 (0.034)***	-0.116 (0.034)***
female	-1.480 (0.031)***	-1.540 (0.033)***	-1.540 (0.033)***
Non-poor	0.472 (0.034)***	0.471 (0.034)***	0.505 (0.035)***
Age household head	0.001 (0.001)	0.001 (0.001)	0.001 (0.001)
rural	-0.901 (0.038)***	-0.902 (0.038)***	-0.901 (0.038)***
war	-0.938 (0.036)***	-0.939 (0.036)***	-0.935 (0.036)***
Young*war*LSS2008	1.078 (0.058)***	0.542 (0.073)***	0.762 (0.083)***
Highest education level	0.268 (0.007)***	0.268 (0.007)***	0.268 (0.007)***
Number of children under five	-0.288 (0.013)***	-0.286 (0.013)***	-0.287 (0.013)***
Female* Young*war*LSS2008		1.152 (0.086)***	1.161 (0.085)***
Non-poor* Young*war*LSS2008			-0.641 (0.085)***
Child age Dummy Variables	Yes	Yes	Yes
Observations	72320	72320	72320
R-squared	0.32	0.32	0.32

Robust standard errors in parentheses * significant at 10%; ** significant at 5%; *** significant at 1%

Table 6: Conflict and years of Schooling in Côte d'Ivoire (treated group is individuals aged 11 to 19)

Years of schooling	(1)	(2)	(3)
LSS2008	0.025 (0.033)	0.025 (0.033)	0.025 (0.033)
female	-1.451 (0.032)***	-1.451 (0.032)***	-1.451 (0.032)***
Non-poor	0.539 (0.034)***	0.539 (0.034)***	0.540 (0.034)***
Age household head	-0.006 (0.001)***	-0.006 (0.001)***	-0.006 (0.001)***
rural	-1.019 (0.039)***	-1.019 (0.039)***	-1.019 (0.039)***
war	-0.845 (0.034)***	-0.845 (0.034)***	-0.845 (0.034)***
Young*war*LSS2008	0.946 (0.370)**	0.921 (0.388)**	1.521 (0.596)**
Highest education level	0.272 (0.007)***	0.272 (0.007)***	0.272 (0.007)***
Number of children under five	-0.329 (0.014)***	-0.329 (0.014)***	-0.329 (0.014)***
Female* Young*war*LSS2008		0.355 (1.163)	0.233 (1.229)
Non-poor* Young*war*LSS2008			-0.955 (0.743)
Child age Dummy Variables	Yes	Yes	Yes
Observations	72320	72320	72320
R-squared	0.28	0.28	0.28

Tableau 7: Difference-in-Difference regressions: primary schooling completion

Dependent Variable	(1)	(2)	(3)
LSS2008	0.014 (0.003)***	0.014 (0.003)***	0.014 (0.003)***
female	-0.102 (0.003)***	-0.102 (0.003)***	-0.102 (0.003)***
Non-poor	0.047 (0.003)***	0.047 (0.003)***	0.047 (0.003)***
Age household head	-0.001 (0.0001)***	-0.001 (0.0001)***	-0.001 (0.0001)***
rural	-0.089 (0.003)***	-0.089 (0.003)***	-0.089 (0.003)***
war	-0.054 (0.003)***	-0.054 (0.003)***	-0.054 (0.003)***
Young*war*LSS2008	0.094 (0.045)**	0.141 (0.053)***	0.137 (0.079)*
Highest education level	0.016 (0.0004)***	0.016 (0.0004)***	0.016 (0.0004)***
Number of children under five	-0.028	-0.028	-0.028
Female* Young*war*LSS2008		-0.170 (0.094)*	-0.170 (0.094)*
Non-poor* Young*war*LSS2008			0.006 (0.091)
Child Age Dummy Variables	Yes	Yes	Yes
Observations	72320	72320	72320
R-squared	0.21	0.21	0.21
Prob> F	0.0000	0.0000	0.0000

Robust standard errors in parentheses * significant at 10%; ** significant at 5%; *** significant at 1%

Tableau 8: Difference-in-Difference regressions: Secondary schooling completion (1st certificate)

Dependent variable	(1)	(2)	(3)
LSS2008	0.009 (0.002)***	0.009 (0.002)***	0.009 (0.002)***
female	-0.055 (0.002)***	-0.055 (0.002)***	-0.055 (0.002)***
Non-poor	0.027 (0.002)***	0.027 (0.002)***	0.027 (0.002)***
Age household head	-0.0001 (0.00007)	-0.0001 (0.00007)	-0.0001 (0.00007)
rural	-0.049 (0.002)***	-0.049 (0.002)***	-0.049 (0.002)***
war	-0.011 (0.002)***	-0.011 (0.002)***	-0.011 (0.002)***
Young*war*LSS2008	0.007 (0.031)	0.010 (0.039)	0.041 (0.058)
Highest education level	0.011 (0.0002)***	0.011 (0.0002)***	0.011 (0.0002)***
Number of children under five	-0.015 (0.001)***	-0.015 (0.001)***	-0.015 (0.001)***
Female* Young*war*LSS2008		-0.009 (0.056)	-0.003 (0.055)
Non-poor* Young*war*LSS2008			-0.053 (0.063)
Child Age Dummy Variables	Yes	Yes	Yes
Observations	72320	72320	72320
Prob>F	0.0000	0.0000	0.0000
R-squared	0.16	0.16	0.16

Robust standard errors in parentheses * significant at 10%; ** significant at 5%; *** significant at 1%

Tableau 9: Difference-in-Difference regressions: Secondary schooling completion (BAC)

Dependent variable	(1)	(2)	(3)
LSS2008	0.004 (0.001)***	0.004 (0.001)***	0.004 (0.001)***
female	-0.022 (0.001)***	-0.022 (0.001)***	-0.022 (0.001)***
Non-poor	0.010 (0.001)***	0.010 (0.001)***	0.010 (0.001)***
Age household head	-0.0001 (0.00004)***	-0.0001 (0.00004)***	-0.0001 (0.00004)***
rural	-0.016 (0.001)***	-0.016 (0.001)***	-0.016 (0.001)***
war	-0.004 (0.001)***	-0.004 (0.001)***	-0.004 (0.001)***
Young*war*LSS2008	-0.010 (0.005)**	-0.019 (0.005)***	-0.014 (0.006)**
Highest education level	0.007 (0.0002)***	0.007 (0.0002)***	0.007 (0.0002)***
Number of children under five	-0.005 (0.0005)***	-0.005 (0.0005)***	-0.005 (0.0005)***
Female* Young*war*LSS2008		0.032 (0.011)***	0.033 (0.011)***
Non-poor* Young*war*LSS2008			-0.007 (0.008)
Child Age Dummy Variables	Yes	Yes	Yes
Observations	72320	72320	72320
Prob>F	0.0000	0.0000	0.0000
R-squared	0.12	0.12	0.12

Robust standard errors in parentheses * significant at 10%; ** significant at 5%; *** significant at 1%