



International
COCOA
Initiative

Quality Education pilot (2019-2021)

Results and learning from a bundle of
interventions to improve access to quality
education in Côte d'Ivoire

May 2022



Project overview

Delivery of a *bundle* of interventions to improve three aspects of education quality:

Location:

8 communities in Côte d'Ivoire

Partners:

Ministry of Education

Timeframe:

March 2019 – June 2021

Emotional & psychosocial protection

- Awareness-raising among teachers, parents, students and community members about child labour and associated risks
- Teacher training on positive discipline alternatives to violence

Physical infrastructure

- Refurbishment of classrooms
- Creation of school libraries
- Equipment for school playgrounds
- Construction and repair of latrines
- Awareness-raising and hygiene kits

Teaching and learning

- Teacher training using the "Teaching at the Right Level" methodology for child-paced learning
- School support by SMS through the iEduk programme
- Set up of reading clubs

Aims of the pilot

1. Test the **effects** of the **intervention bundle** on schools, teachers, and children (school environment, learning outcomes, and child labour)
2. Support government's **capacity to implement these interventions** and assess feasibility for scale-up

Impacts

3 dimensions were explored:

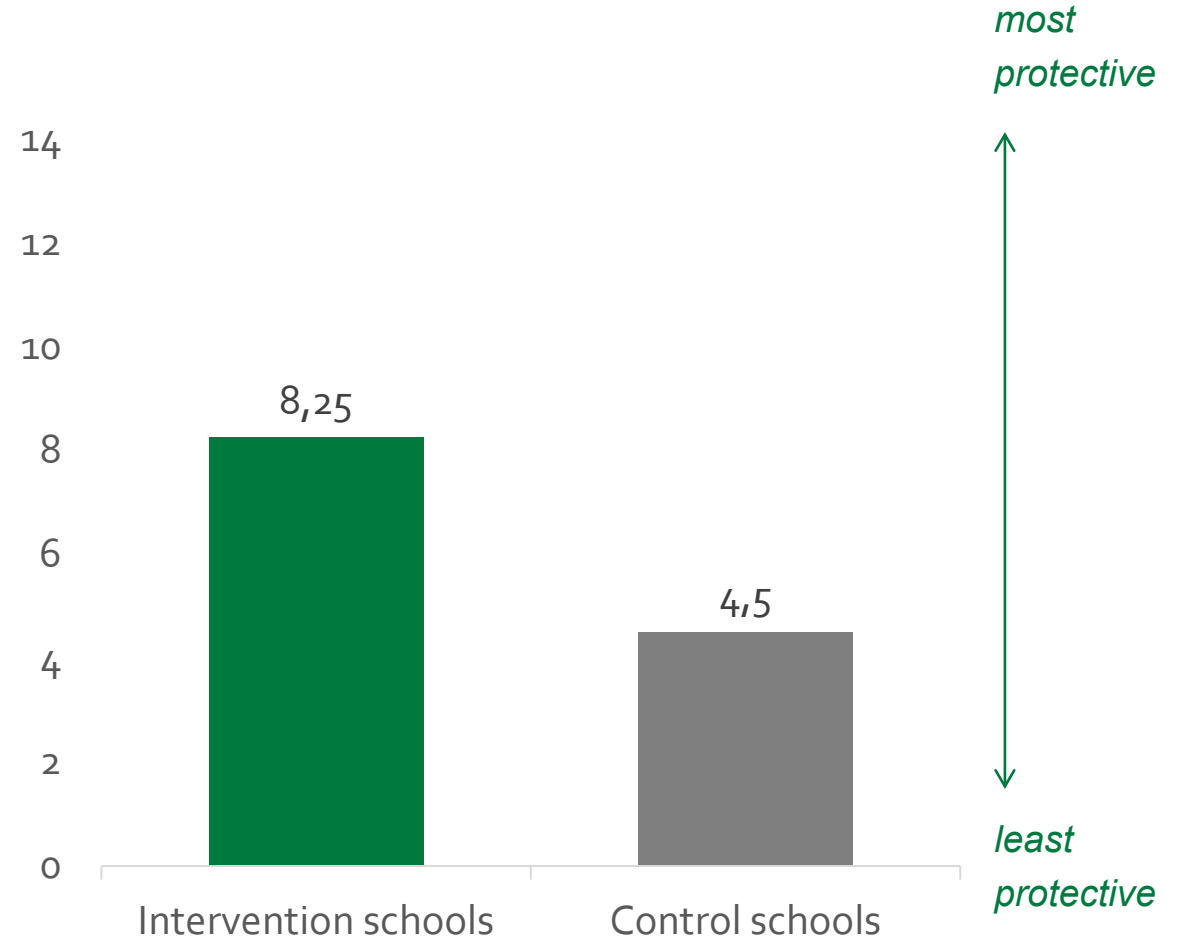
- School environment protection level
- Pupils' learning capacity
- Child labour prevalence



School environment:

Intervention schools had more protective school environments and higher levels of pupil well-being at school.

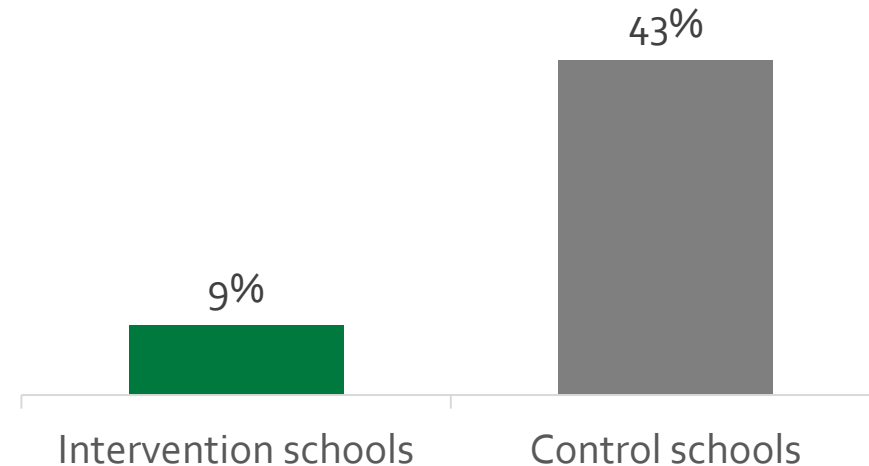
Protective environment score in intervention schools and control schools (N = 12)



School environment:

Teachers in intervention schools were significantly less likely to use of violence to discipline children

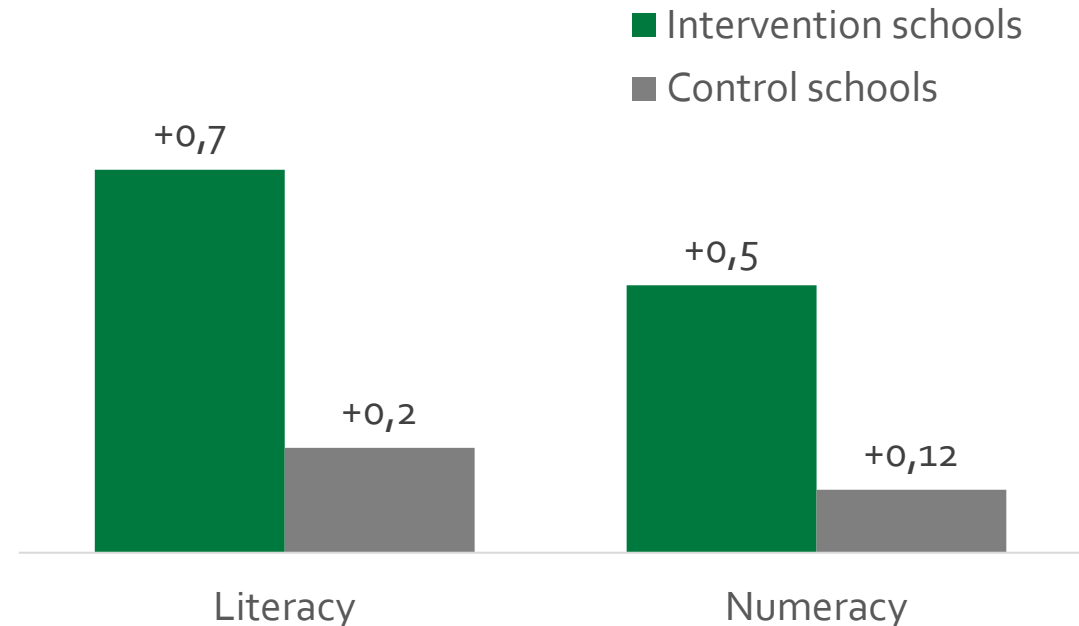
Percentage of pupils reporting being a victim of physical violence by teachers (N = 360)



Learning outcomes:

Children in intervention schools made significantly more progress in both reading and maths, than children in control schools.

Average progress (measured on ASER test scale: 0-4) made by pupils in literacy and numeracy (N = 1931):



55% of children made progress in literacy **intervention** schools

17% of children made progress in literacy **control** schools

Learning outcomes for the youngest children

Use of *Teaching at the Right Level* methodology, specially adapted as part of this pilot for children in the first two grades of primary school, improved learning.

Just as for older children, children in intervention schools made significantly more progress in literacy and numeracy than in control schools.



Teacher perspectives

“Now the children have become more like friends...the methods allow children to talk and tell stories, even in their local language and this enlivens the class. The atmosphere in the classroom is great. This encourages the children to participate actively and motivates everyone.”

Teachers reported the *Teaching at the Right Level* method had contributed to a better classroom atmosphere and better school results, although requested some adjustments:

- Abandon the requirement to sit on the floor with pupils
- Need to explain new teaching methods to parents

Child labour:

Child labour decreased in both intervention and control communities between baseline and endline, but we see *no significant difference*.

Child labour prevalence at baseline and endline:

	Intervention communities	Control communities	Difference
Baseline (Oct)	37%	41%	4pp
Endline (July)	20%	22%	2pp
Difference	17pp	19pp	-

Possible explanations for the lack of observed impact on child labour include:

- Loss of statistical power due to attrition
- Any effect of the project was masked by seasonal fluctuations in child labour
- It may be too soon to expect improvements to education quality to affect child labour
- The limited focus on awareness-raising after 2019, might have led the issue to be forgotten

Conclusions and learning



Conclusions and Learning

What worked:

- **The activities** that made up the intervention bundle **were mostly feasible to deliver, and appreciated** by teachers, authorities and children.
- The intervention bundle **resulted in a more protective school environment both in its physical and relational aspects**, making a more nurturing environment for children's development.
- **Collaboration with Ministry of Education ensured buy-in** from multiple stakeholders and supports long-term sustainability.

What was challenging:

- **Collaboration with Ministry of Education took longer than expected**, due to competing demands, support from ICI was essential to ensure activities took place and were well-resourced
- **Limited pupil engagement with the SMS-based iEduk component**, due to difficulties with network, electricity and misunderstanding
- Some **small adjustments could be made to improve cultural appropriateness of the Teaching at the Right Level approach**, such as allowing teachers to sit on chairs

Recommendations

- **Continue scaling up the *Teaching at the Right Level* approach**, including for pupils in the first two grades of primary school
- **Include more engagement with parents and the wider community** to reinforce messages delivered in the context of the project
- **Integrate teacher training on positive discipline**, the deconstruction of gender stereotypes and growth mindset into future education-related interventions
- **Conduct further research** to better understand how improvements to quality education affect child labour prevalence

www.cocoainitiative.org | info@cocoainitiative.org

ICI Secretariat in Switzerland
Chemin de Balaxert 9
1219 Châtelaine | Switzerland
+41 22 341 47 25

ICI National Office in Côte d'Ivoire
Il Plateaux, 7ème Tranche, Lot 3244, Ilot 264
Abidjan-Cocody | Côte d'Ivoire
+225 27 22 52 70 97

ICI National Office in Ghana
No. 16, Djanie Ashie Street
East-Legon | Accra | Ghana
+233 302 998 870



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