

TRANSFORMING EDUCATION IN CÔTE D'IVOIRE



REFLECTIONS,
LESSONS LEARNED,
NEXT STEPS

DECEMBER 2021



5 Years



TRECC Goals 2016-2021

Our vision

Quality education in Côte d'Ivoire that enables individuals to lead healthy and fulfilled lives, helping them to respond to local and global challenges, and to pursue doing - and being - what they value.

Goal 1

SUPPORT EVIDENCED DECISIONS

Support evidence generation and data-driven decision-making.

Goal 2

EMPOWER CIVIL SOCIETY

Building the capacities of civil society stakeholders to enhance early child development and quality education.

Goal 3

LEVERAGE PUBLIC-PRIVATE PARTNERSHIPS

Leveraging the intellectual and financial capital of the cocoa and chocolate industry to improve early childhood development and quality education.

Goal 4

LEVERAGE EDUCATION MARKETS

Leverage affordable market-based solutions to improve access to quality education.

Goal 5

MOBILIZE ADDITIONAL FUNDING

Promoting capital alignment and broadening the funding base.

Goal 6

BACK GOVERNMENT STRATEGY

Strengthen public policies and programs to support the Government in achieving its strategic objectives.

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TRECC is weaving together innovative partnerships

The Transforming Education in Cocoa Communities (TRECC) partnership improves children’s lives in Côte d’Ivoire through early childhood development and quality education, explains **Sabina Vigani**.

When millions of children finish school lacking basic literacy and numeracy skills, something is clearly not working. Successfully tackling complex and systemic social problems, such as education, needs a new, coordinated and innovative approach. At the heart of this report is how we created a new ecosystem for transformative change.


- systematic processes to generate solid evidence;
- innovation and social entrepreneurship;
- a willingness to tackle demanding social issues.

TRECC is like woven thread

Just as thread is made stronger by plying single strands together, TRECC intentionally weaves different partners together to create a stronger, augmented response. Each partner contributes their specific expertise and, together, the whole is greater than the sum of the parts. Was it easy? Not always. Did we get it right? In many places we did.

Originally, TRECC was designed to promote quality education in Côte d’Ivoire, with a focus on cocoa-growing communities. Yet its significance as a blueprint for social action extends beyond

“TRECC intentionally weaves different partners together to create a stronger, augmented response.”



country borders. We hope other societies tackling their own education and other social crises may benefit from the reflections and lessons that we share here.

Five strands creating thread of change

1. Governments provide backbone leadership

Effective government is essential for successful, scalable, and sustainable change. This is why TRECC is steered by Côte d'Ivoire's Ministries of education, vocational and technical training, family, women's and children's affairs. We work together to ensure the Ministries are well equipped to optimize impact and we try to strengthen relevant Government strategies.

2. Weave private enterprise into social policy

Complex social challenges cannot be solved by the public sector alone. When children in Côte d'Ivoire have a good start in life and learn

at school, they are less likely to be drawn into the spiral of child labor and generational poverty. Cocoa and chocolate companies widely recognize early childhood development and quality education are vital for the industry's sustainability. TRECC incentivizes private industry to implement proven solutions within their sourcing communities through grant-matching mechanisms.

3. Leverage and support actors at the forefront of innovation

Civil society organizations and social entrepreneurs develop relevant solutions for governments to tackle the types of problems that TRECC focuses on. We have partnered with several civil society organizations to identify and choose the solutions that best fit the specific needs and realities of Côte d'Ivoire.

Social ventures respond to unmet needs, which are often changing and difficult to address. However, social ventures need support in dealing with a lack of

capital, inadequate capacities, and immature markets. Côte d'Ivoire is no exception. TRECC has supported many ventures to succeed and effectively contribute to enhancing the learning process and provide opportunities for children to learn.

4. Make decisions based on evidence

Solid evidence about what works, combined with high-quality metrics on results, leads to efficient and effective resource allocation. TRECC commissioned research projects and critical evaluations to guide our support to strengthen service delivery of quality education and early childhood development.

5. Building a strong alliance of philanthropic funders

TRECC has intentionally amplified the capacity of individual philanthropic foundations to create impact. It did so by convening three foundations in a strategic partnership combining more than just financial capital.

TRECC has benefited indeed from the experience and expertise of three leading foundations that agreed to jointly steer the initiative and have set up governance bodies to this effect.

Weaving the fabric of change

TRECC's impact, so far, has been significant:

- 200,956 children and youth have benefited educationally;
- 4,456 educators have been trained;
- 42,532 parents and caregivers have been trained in good parenting, potentially benefitting 152,443 children under the age of five;
- 14 research studies have been commissioned;
- 12 national policies have been impacted.

But what matters most is that these achievements have laid the foundations for achieving system change and sustainable impact at scale. Informed by evidence, the Government has identified relevant approaches for integration into national policies and programs. Our next steps focus on supporting the scaling process so that all children can benefit.

Driven by this goal, the Government of Côte d'Ivoire, TRECC philanthropic partners and 15 cocoa and chocolate companies have agreed to set up in 2022 the Child Learning and Education Facility (CLEF), a funding mechanism which aims to support 5 million children. CLEF additionally offers a clear opportunity for other donors to

“But what matters most is that these achievements have laid the foundations for achieving system change and sustainable impact at scale.”

contribute to, and enlarge, the alliance.

Purpose of the report

We warmly thank our report contributors including the TRECC team, the Jacobs Foundation and key stakeholders (see the Annexes for a list of all partners involved and for a comprehensive summary of our activities). Our goal is to share our reflections, the learning highlights and what constitutes

our new agenda. This agenda will guide future investment decisions in line with the Jacobs Foundation 2030 Strategy.

We hope our reflections will both inform and inspire others working to achieve systemic change in learning and child development, and in social change. We welcome your feedback as part of a global discussion about how best to build and adapt learning ecosystems that enable all children to thrive.

Sabina Vigani is Country Director (Côte d'Ivoire) for the Jacobs Foundation.



The benefits will continue to unfold for decades

*TRECC pioneers collaboration between government, business, philanthropy and educators, says **Fabio Segura**.*

We conceived Transforming Education in Cocoa Communities (TRECC) in 2015 as a program to improve the living conditions of children and young people in Côte d'Ivoire through quality education. However, it was also designed to be an experimental coalition of stakeholders in the field of learning.

Over the past five years, the coalition has brought together the Ivorian government, in all, some 17 cocoa and chocolate companies, 20 civil-society organizations and academic partners, and three foundations. We have combined our energies and capacities to pilot and scale evidence-based education models, gain new insights, and promote innovative public

policies. As a result of this shared and complex effort to build partnership and to understand what works, we can now undertake real transformation by expanding TRECC's impact. As a first step, in November 2021, we all came together - the Government of Côte d'Ivoire, TRECC philanthropic partners and 15 cocoa and chocolate companies - and agreed to create the Child Learning and Education Facility. CLEF aims to provide quality education for five million children and positively influence 10 million parents.

This report describes how TRECC, and its partners, have laid secure foundations since 2015 so that, now, we can confidently build this impressive scale-up. It presents an account of the challenges TRECC has faced and

“It's an unprecedented dialogue between the country's policymakers and researchers on the science of learning.”



“Mobilizing the industry’s capital, assets, and skills to test and refine education models is a major innovation.”

the successes it has achieved. However, the true impact of TRECC extends far beyond program goals and outcome indicators. This program has demonstrated to stakeholders that educational transformations are possible, and that they are urgently needed.

Looking back at what we have achieved together over the past five years, it seems certain that three dimensions of TRECC’s enduring legacy will create positive impacts well beyond the program.

1. In Côte d’Ivoire, quality education is a public policy goal.

The Ivorian Government began this project by affirming its determination to combine efforts to increase access to education, with a focus on promoting learning. This was built into policy with the inclusion of relevant key performance indicators in the 2016-2025 Sectoral Education Plan. Since then, the Ministry of National Education has devoted considerable effort to TRECC’s research and learning agenda, determining what works in the Ivorian context to improve learning outcomes. We are seeing the start of an unprecedented and important dialogue between

the country’s policymakers and scientific researchers about the science of learning. This could shape the future of educational policymaking for decades to come.

2. Child learning and development are important components of the cocoa industry’s sustainability agenda.

TRECC has used its Grant-Matching Mechanism (GMM) to catalyze the largest investment ever made by the cocoa and chocolate industry in child learning and development. Mobilizing the industry’s capital, assets, and skills to test and refine education models is a major innovation in the education community. It also provides a model for private-sector engagement in pursuing the UN’s Sustainable Development Goals (SDGs).

More importantly, all the entities shaping the industry’s future now recognize that child learning and development provide the foundation for sustainability. A critical number of industry pioneers agree, and they have devised relevant knowledge, skills, and business performance

“When you buy salt with your own hand, your memory will not forget.”

metrics to build on, and maintain, that foundation.

3. Re-defining how public-private partnerships can work.

The TRECC partnership model has redefined the relationship between the Government, the private sector, and philanthropic partners. Funders have abandoned old approaches, such as top-down interventions. Instead, all parties have come together as equals to steer the program jointly. Together, they have experimented with and pursued structured learning. TRECC has strengthened the partnership between stakeholders, building it on shared principles of respect, trust, and true collaboration. As a result, Côte d’Ivoire’s education stakeholders are now better able to challenge the status quo as they seek to change and improve critical components of educational policy. They

are better equipped to inspire practical changes that are more effective or more affordable. They are prepared to initiate change-management processes by using new tools and data.

But our work is not done. The realities of COVID-19 have exacerbated the challenges facing education worldwide, including in Côte d’Ivoire. The pandemic has exposed the limitations of current approaches to education. The need for transformation has become more salient and urgent than ever. The future of education in Côte d’Ivoire – and therefore the future of the country itself – will depend largely on the willingness of its society to harness this potential for transformation. It will be vital for institutions to learn from enlightened individuals. Trust across sectors must be consolidated. There must be a willingness to make education a higher priority in the national discourse.

The Gouro people, who live in the Marahoué region of Côte d'Ivoire, have a saying: "Quand tu achètes du sel avec ta propre main, ta mémoire ne peut l'oublier." It means, literally: "When you buy salt with your own hand, your memory will not forget." In a similar vein, when a system's legitimate stakeholders own its transformation and improvement, that is the moment when the system becomes truly

sustainable. The establishment of the Child Learning and Education Facility signals that we are heading in this direction in Côte d'Ivoire.

We look forward to learning more from, and with, the wonderful people of Côte d'Ivoire, as we strive to achieve a systemic transformation that will do justice to the aspirations of the country's people, especially its children.

Fabio Segura is Co-Chief Executive Officer of the Jacobs Foundation.



CHAPTER 1: INTRODUCTION

We've renewed the Jacobs Foundation's entrepreneurial spirit and energized its philanthropy

The Jacobs Foundation is harnessing its industrial history to promote child development and learning. That's helped us to become entrepreneurial philanthropists, says **Sandro Giuliani**.

"We recognized a unique opportunity to bring together the key competencies and resources of the public, private, and philanthropic sectors."

Most philanthropic institutions owe their existence to fortunes earned in the private sector, and are therefore linked to a specific industry. They also have a core set of principles – deeply ingrained in their institutional DNA – that define their mission, business model, thematic and regional focal areas, and operational approach. Foundations should devote far more energy to finding that “sweet spot” where their interests are aligned with those of the respective industry. They should then nurture and expand areas of mutual concern.

With these considerations in mind, we at the Jacobs Foundation started to think about the most effective approach to philanthropy. We remain focused on improving

education for children and youth. We aspire to promote scientific evidence to achieve a social impact. We have clearly defined thematic and regional priorities and are working to become thought leaders within the relevant areas. Since cocoa and chocolate are still a key source of our financial assets, we retain a solid understanding of the main challenges facing this industry.

Focus on one country

These factors, taken together, help to explain why, in 2015, we decided to focus all our international work (aside from our global research funding) for the following five years on a single country. Côte d'Ivoire is, by far, the world's largest producer of cocoa, accounting for roughly 40 percent of the global supply.

"To achieve success, we had to take political, financial, and reputational risks."



The industry is one of the main economic drivers in West Africa. The country and its industry offered us the most promising conditions to strategically align with, and leverage, the private sector in pursuit of our goals for child development.

We were attracted by Côte d'Ivoire's priority of expanding access to quality basic education and the Government's openness to testing innovative forms of public-private partnerships. Additionally, the cocoa and chocolate industry had recognized that child labor and low productivity posed a serious threat to sustaining the industry's growth. It saw education as playing a key role in tackling that challenge. This insight had led to the creation of an industry-wide, precompetitive initiative to examine the relevant issues. We were invited to participate in the design process, in recognition of our expertise in quality education and our relationship with the key actors, which is marked by mutual trust.

A chance for system change

We recognized a unique opportunity. This was a chance to design an integrated program that would bring together the key competencies and resources of the public, private, and philanthropic sectors, focusing them on systemically improving access to quality education for children in rural Côte d'Ivoire. These circumstances gave rise to the “Transforming Education in Cocoa Communities” initiative – TRECC. To achieve success, we had to take risks. We knew that we would need to invest most of our intellectual, social, and financial capital in setting up and managing the initiative. That would mean taking political, financial, and reputational risks, as we concentrated our efforts on a vulnerable environment. Our clear and compelling vision of success gave us courage. Tapping into our entrepreneurial DNA also enabled us to take these necessary risks to pursue opportunities for substantial social impacts.

Sandro Giuliani is a Board Member of the Jacobs Foundation, where he previously served as Managing Director.

Transforming education through a strong, wide-ranging ecosystem

TRECC collaborates with diverse partners, some not typically involved in child development and education.



The TRECC program aims to improve the living conditions of all children and youth in Côte d'Ivoire. It does this by improving access to early childhood development services, providing quality education at the primary level, and offering training opportunities for young people in rural areas. Strong evidence shows that providing children with a good start in life and effective learning opportunities has positive impacts into adulthood. These factors facilitate upward socioeconomic mobility and increase the chances for individuals to lead healthy and fulfilled lives.

To achieve its ambitious goals, TRECC has mobilized a range of diverse stakeholders beyond the organizations and individuals traditionally involved in early childhood development and education. In addition to government and civil-society

organizations, TRECC has brought together philanthropic foundations, cocoa and chocolate companies, social enterprises, and academic partners to form an innovative ecosystem.

Diverse assets and skills

In keeping with this multifaceted ecosystem, TRECC has gathered a diverse set of skills, assets, and funding instruments to achieve its objectives. First, it has worked with the Ivorian government to build capacities, strengthen public policies and programs, and enhance implementation. Second, it has fostered public-private partnerships with the cocoa and chocolate industry to explore new ways of addressing physical, cognitive, and socio-emotional delays in early childhood development. It has helped to combat the learning crisis in primary education, and to remedy a lack of training

opportunities for young people in rural areas that would allow them to gain vital skills for earning a decent living.

The Government of Côte d'Ivoire and the cocoa and chocolate industry are cornerstones of the ecosystem. However, civil-society organizations also play a vital role. They have generated proven solutions that have been adapted and tested in the Côte d'Ivoire context. TRECC's partner research institutions have then assessed these potential solutions for relevance, impact, and scalability, generating

evidence to inform policy and stakeholders' funding decisions.

The final part of the strategy involves TRECC's support for the development of affordable market-based solutions to improve access to quality education. To that end, TRECC has provided capital to small private education companies and EdTech start-ups through specialized funds and direct investments. Lastly, TRECC has promoted capital alignment by creating an alliance of funders to achieve a sustainable impact at scale.



"The Ivorian government and the cocoa and chocolate industry are the cornerstones of the ecosystem."

Supporting government-led innovation: from “blue-sky thinking” to large-scale implementation

The TRECC model has helped develop government policy and strengthened its implementation, explains **Michael Feigelson**. A key ingredient has been trust-based relationships.

The Bernard van Leer Foundation decided to join TRECC because we were excited to work with the public, private and non-profit sectors in a program with large scale ambitions. Initially, there was no plan to focus on early childhood development (ECD). But we thought that ECD would be an important complement to the other areas of work and was a topic where we could add value.

We are excited about the progress. The engagement of private sector companies has been very positive and there are interesting lessons for other industries, especially those with

similar kinds of supply chains, such as coffee and tea. However, we see the main route to impact in the early childhood component as being the work that has unfolded with the national government and other donors linked to the national nutrition plan. This was not foreseen at the outset.

Collectively adjusting to prioritise this work was an important move. Among the partners, there were different views, so we had to discuss, negotiate and compromise. Adjusting and changing course is perhaps harder when you are part of a collective steering process.

“Rules and contracts are no substitute for getting to know one another and building trust-based relationships.”

Trust-based partnership is vital

Trust, built up over time with our colleagues from the different partner organisations, has been important. Rules and contracts are no substitute for getting to know one another and building trust-based relationships. Spending time together early on – even if it feels like you are moving rather too slowly – pays off later. If we want to see more

initiatives that pool resources for bigger, better results, then it’s important to make space for this process of alignment early on and to check-in consistently, so ensuring continued alignment during implementation. This also means staffing the partnership so that someone in the team focusses on keeping the different constituents actively engaged and their voices heard.

Michael Feigelson is Chief Executive Officer at the Van Leer Group and is former Executive Director of the Bernard van Leer Foundation.



KEY ACHIEVEMENTS

Initiating national educational transformation

TRECC has equipped parents and caregivers with improved knowledge and skills and boosted children's learning outcomes, laying the groundwork for national impact.

200,956

children and youth
benefited
educationally

The TRECC initiative was officially launched in Abidjan on 17 February 2016 by the Prime Minister of Côte d'Ivoire and the First Lady, in her capacity as Chair of the National Monitoring Council Against Child Labor. Representatives of cocoa and chocolate companies, civil society organizations, and research partners attended the event, which was hosted by the Swiss embassy in Côte d'Ivoire. A few months later, on 26 October 2016, a Protocol of Agreement, framing the TRECC program, was signed by six ministers

and the CEO of the Jacobs Foundation. The formalization of the partnership was a significant achievement and an important milestone in building a spirit of true collaboration and local ownership of the TRECC initiative.

This section provides an overview of TRECC performance, by comparing actual results with targets set for key performance indicators. Results to date show that TRECC has fulfilled most of its objectives, and performance has often exceeded expectations. A total of 200,956 children and youth have benefited from



4,456

educators trained



innovative educational initiatives (200,000 targeted). This has required training a workforce of 4,456 teachers, school directors, and pedagogical advisors, as well as 1,299 coaches and facilitators.

Literacy and numeracy

At the outcome level, TRECC set ambitious targets. Its goal was for at least 80 percent of children participating in literacy and numeracy enhancement programs in school to develop the skills expected for their grade level. Overall, progress towards this target has been slower than anticipated. Indeed,

after one year of exposure to the Programme d'Enseignement Ciblé (PEC), inspired by Teaching at the Right Level (TaRL), only 30 percent of children had reached the expected grade level. This situation can be attributed to the relatively low baseline in Côte d'Ivoire compared with India, where TaRL was developed and is being scaled.

Progress has been faster in the case of out-of-school children who are attending bridging classes to prepare for their reintegration into formal schooling or to enrol for the first time. On average, 80 percent of children attending bridging

93,623

parents and caregivers
trained in good parenting

“TRECC has helped to strengthen six policies and programs.”

classes have been placed in grade 3 or above. The TRECC-sponsored adaptation of TaRL to the bridging class curriculum has thus enhanced the learning experience, leading to better scores than the standard bridging classes.

Early child development

In the area of child development, 93,623 parents and caregivers have been trained so far in good parenting practices (target 30,000). 241,408 children under the age of 5 have benefited from ECD interventions. A TRECC-sponsored cost-effectiveness evaluation is currently underway to assess the impact of improved parenting practices on children’s health, nutrition, cognition, and socio-emotional skills. Meanwhile, process evaluation data have confirmed parents’ and caregivers’ knowledge acquisition during training. This is a key step toward a positive impact on children’s holistic development. The evaluation of the pilot phase of all projects showed significant growth in parents’ knowledge of ways to stimulate their children and their familiarity with positive parenting practices, as well as good but mixed results regarding

such topics as nutrition, positive discipline methods, and child labor.

In the project that was recently evaluated during the ongoing scale-up phase, there has been a significant increase in the share of parents who are able to identify key hygiene practices and sicknesses resulting from poor hygiene, as well as good nutrition practices and important signs of lack of affection. Self-reported positive discipline has increased from 67 to 87 percent, while self-reported violent discipline has decreased to 1 percent.

Positive parenting practices have become more common, including providing positive reinforcement, ignoring minor misbehavior, and redirecting the child’s attention when misbehavior occurs. To stimulate their children, 15 percent of the trained parents and caregivers have introduced activities such as storytelling, singing, and going for walks.

Informing public policies

In addition to their impact on direct beneficiaries, our efforts to promote sustainable change and impact at scale by informing public policies and programs have yielded positive results:

17
cocoa and chocolate companies, in total, have been involved with TRECC.

“Drawing on the intellectual and financial capital of the cocoa and chocolate industry is the hallmark of the TRECC initiative.”

9
cocoa and chocolate companies are committed to integrating ECD and quality education into their strategies

TRECC has helped to strengthen six policies and programs (target: 3). Parenting education has been included as a key intervention for improving early childhood development in the 2018-2023 national multisector nutrition and early childhood development project, a large initiative involving 14 administrative regions of Côte d’Ivoire. The 2021-2025 national development plan includes, in its strategic guidelines, the development of parental education as a lever for promoting children’s physical, cognitive, and socio-emotional development. The comprehensive parenting curriculum developed with the support of TRECC has been adopted by the National Nutrition Program for training health community workers.

Teacher training

On the education front, the Programme d’Enseignement Ciblé (PEC) has filled a gap in the initial teacher training curriculum by providing practical tools and child-centered practices to help children struggling with foundational skills to catch up to the expected level. The multigrade pedagogical approach, developed and piloted by the Ministry of National Education and Alphabetization, with the technical support of Tide Learning, has opened up new

ways to provide access to quality education even when there are not enough students or teachers for single-grade classrooms. Finally, scaling principles are starting to animate discussions and reflections within the Ministry of National Education and Alphabetization, beyond the TRECC program itself.

Supporting government goals

At the national level, TRECC is seeking to support the Government of Côte d’Ivoire in its efforts to achieve its strategic objectives related to early childhood development (ECD), learning outcomes at the primary school level, and youth employability and entrepreneurship. At this stage, the contribution of TRECC in these areas is difficult to document for several reasons.

To assess progress in relevant ECD indicators at the national level and TRECC’s contribution in that context, we would need to refer to the Multiple Indicator Cluster Survey (MICS). It generates data on key indicators regarding the well-being of children and women. The latest edition of this survey for Côte d’Ivoire, published in 2016, serves as a baseline for TRECC. We will have to wait for the new edition of the MICS, originally expected for 2021 but delayed to 2022, to

14

research studies
commissioned

81

young Ivorian researchers
have been involved

**"Uptake of evidence by
government, companies,
and NGOs has clearly
exceeded expectations."**

55

organisations
supported

assess how relevant indicators have evolved at the national level. TRECC's contribution to meeting the national targets for literacy and numeracy skills at the primary school level shows a significant overperformance, at 149 percent above the achievement targets. However, it is important to note that this calculation relies on the proxy indicator of school completion. The specific indicator of learning outcomes was revised by the Ministry of National Education in 2019 and a baseline assessment was conducted the same year. The follow-up evaluation planned for 2020 was not possible because of the school shutdowns during the pandemic.

Rural youth

Over time, TRECC has revised its ambitions regarding learning opportunities for youth in rural areas. As in the case of early childhood development, TRECC intended to leverage the intellectual and financial capital of a program partner with extensive expertise in vocational and life-skills training. As we could not identify a strategic partner interested in investing in Côte d'Ivoire, the Board of Trustees of the Jacobs Foundation decided

to deprioritize the youth work stream.

Partnering with industry

Leveraging the intellectual and financial capital of the cocoa and chocolate industry is the hallmark of the TRECC initiative. With 12 companies partnering with TRECC through the Grant-Matching Mechanism (GMM), TRECC has fully achieved this objective. Prospects are good for exceeding initial targets, as five companies that were not part of GMM have expressed interest in supporting the Child Learning and Education Facility (CLEF) that will be set up in 2022.

With a view to promoting sustainable change at scale, TRECC has sought to influence the corporate strategies of at least half of its industry partners. Nine of the 12 GMM partner companies have demonstrated their commitment to integrate ECD and quality education into their sustainability strategies – through relevant performance indicators, by communicating publicly about them, and by continuing investments beyond the initial GMM partnership. These numbers have exceeded our target.

92.2 million

Swiss francs (CHF) co-invested

67

percent of impact finance
investees broke even

Evidence for decisions

Evidence generation and data-driven decision-making are two cornerstones of the TRECC initiative. TRECC has commissioned 14 studies (target: 18), which have generated relevant contextualized evidence and data. It has supported seven capacity-building initiatives (target: 8), involving a total of 81 young Ivorian researchers.

Two scientific articles have been accepted for publication in international journals (target: 3). These articles provide insights from the research on literacy acquisition that was conducted with the support of TRECC and co-authored by some recipients of capacity-building support. Some papers are still in preparation or in the pipeline for publication. One of our key performance indicators is acceptance for publication in top journals.

The uptake of evidence generated with the support of TRECC by relevant institutions in Côte d'Ivoire – whether government, companies, or

NGOs – has clearly exceeded expectations. Such evidence has informed decision-making in at least four instances (target: 2). It inspired stakeholders' decisions to scale up certain educational interventions and discontinue others. It led to the fine-tuning of parenting messages in keeping with specific social and cultural constraints or opportunities. It also informed the selection of priority intervention areas where the need was deemed to be greatest. Finally, research supported by TRECC highlighted the lack of access to quality education as one of the main root causes of child labor in cocoa-growing regions of Côte d'Ivoire.

Partnership with civil society stakeholders

TRECC has partnered with civil-society stakeholders, including parents, community-based organizations, NGOs, and social enterprises, to advance early childhood development (ECD) and quality education in Côte d'Ivoire. We have stayed true to our objective of building the capacities of our partners in civil society, by supporting a total of 55 organizations (target:

60), including NGOs and social enterprises, through training and workshops relevant to their core missions, as well as by promoting best administrative and financial practices.

Results at the outcome level provide a mixed picture. On the positive side, capacity-building activities supporting civil-society stakeholders have led to a change of practice or policy in 50 percent of cases, as initially envisaged. In contrast, only 50 percent of recipients of capacity-building support have increased their impact significantly by expanding their reach and increasing

the number of beneficiaries. Similarly, only 60 percent of solutions to educational challenges, developed by civil-society stakeholders and adapted to the Ivorian context, are being scaled up with the support of government, local Civil Society Organizations (CSOs), cocoa and chocolate companies, or other market-based mechanisms. However, it is important to note that NGOs have been gradually transferring responsibilities to public services. After piloting several solutions, the Government prioritized for scale-up those deemed most effective.



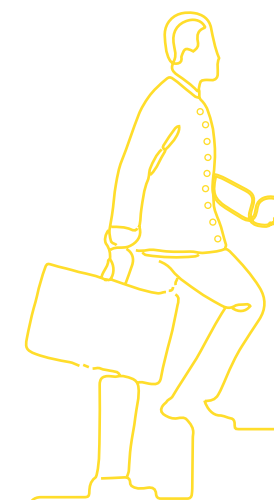
Market-based initiatives

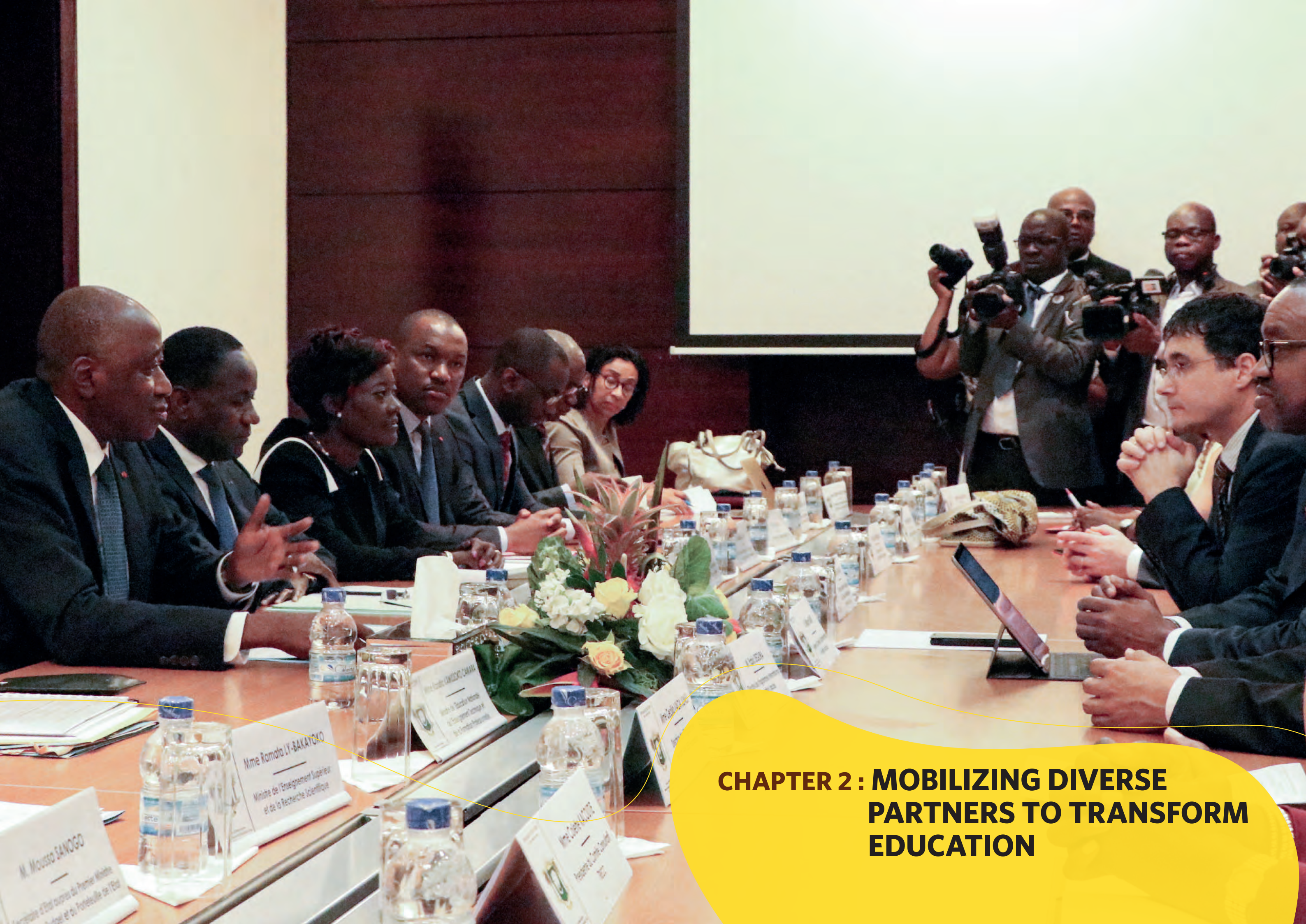
TRECC is an impact investor supporting affordable market-based solutions to improve access to quality education. In this respect, it has overperformed on three out of four key performance indicators. Half of the organizations financed have significantly scaled up their operations (target: 20 percent), while seven solutions to key educational challenges designed by TRECC investees are being scaled up (target: 3). Finally, 67 percent of impact finance investees broke even (target: 50 percent). Nevertheless, despite positive results, the reality is more mixed, and upscaling has been heavily reliant on grants

rather than on markets.

Securing co-investment

To conclude this performance overview, it is important to note the success in leveraging co-investments for TRECC-sponsored activities across the various work streams. In total, 92.2 million Swiss francs (CHF) have been co-invested in TRECC sponsored activities, more than twice as much as the 45.875 million that was anticipated. Beyond recording an overall positive performance, the TRECC program has generated important insights and lessons that will inspire future programming of the Jacobs Foundation. The third chapter of this report provides insights into lessons learned.





CHAPTER 2 : MOBILIZING DIVERSE PARTNERS TO TRANSFORM EDUCATION

A. WORKING WITH THE GOVERNMENT

STRENGTHENING POLICY

Supporting the Government to achieve its objectives

TRECC focusses on working with the Government of Côte d'Ivoire to support its strategic objectives. Ultimately, every funding instrument deployed by TRECC is intended to support government policies and programs.

TRECC is all about partnership. It brings together organizations that might not normally collaborate around early childhood development and education. Each partner has contributed its assets and skills. In this section, we highlight activities and projects supported by TRECC and hear from the stakeholders involved. We focus first on our work with

the Government of Côte d'Ivoire, and then on our partnership with the cocoa and chocolate industry. After discussing our work with academic partners and researchers, we discuss our support for civil-society organizations and social ventures. In each case, we explore how the relationship has worked, achievements, and lessons learned.



Kandia Camara, Côte d'Ivoire's former Minister of National Education (front row, second from left), meeting with officials from TRECC, the Jacobs Foundation and the Bernard van Leer Foundation.

12

national policies impacted

“The Steering Committee fosters mutual understanding of each partner’s perspective and constraints, and mutually agreeable solutions.”

15

Steering Committee meetings held with the Ministry of National Education

The Government of Côte d’Ivoire and the Jacobs Foundation signed a Protocol of Agreement on 26 October 2016, laying out shared commitments and expectations under the TRECC program. The agreement provides for governance mechanisms at the Prime Ministerial and sector ministerial levels for the parties to co-steer the program.

The Jacobs Foundation’s desire for a structured policy dialogue was welcomed but perceived as surprising by the Government. Philanthropic foundations usually delegate responsibilities to implementing partners in the focus country or channel funds through multilateral initiatives. As an entrepreneurial foundation and engaged funder, the Jacobs Foundation set a different tone. In all, it provided inputs to 12 national policies and programs.

The Steering Committee, established by the Minister of National Education, has been both dynamic and effective.

Chaired by the Deputy Director of the Minister’s cabinet, the Steering Committee brings together, on a quarterly basis, senior staff from the Ministry of National Education, the TRECC management team, representatives of the cocoa and chocolate companies, NGOs, and research partners. 15 Steering Committee meetings were held.

Steering committee is key

Substantive discussions held at Steering Committee meetings have fostered alignment with national priorities as well as government ownership of TRECC-financed activities. They have also provided an unprecedented opportunity to listen to one another. Some of those involved, such as the Ministry of National Education and representatives of the cocoa and chocolate industry, were not used to sitting at the same table. The Steering Committee fostered mutual understanding of each partner’s perspective and constraints, and

helped to find mutually agreeable solutions.

Development, which was established in 2020.

The early childhood development (ECD) and youth workstreams have involved several ministries with scattered and, at times, overlapping responsibilities, making it more challenging to establish a single line of responsibility. Nevertheless, TRECC has convened regular stakeholder meetings with the objective of co-steering the program with the Government - three ECD stakeholders’ meetings and three youth stakeholders’ meetings. TRECC has also intensified the policy dialogue through a vital multisector body: the Executive Secretariat of the National Council for Nutrition, Food, and Early Childhood

Embracing co-creation

It took some time for our government partners to adapt to TRECC’s experimental approach and embrace the journey of co-creation. The program seemed confusing at first, with so many different activities and stakeholders. The research and impact finance workstreams were unusual, adding another layer of complexity. Gradually, however, TRECC’s government partners have come to embrace the vision for transformation at scale that is at the heart of the program. All have appreciated the benefits of the multi-stakeholder partnership.



Exploring educational innovations in similar places

TRECC accompanied officials to India and Zambia, observing affordable solutions, explains **Raoul Kone**.

4

visits made by TRECC
to 4 different countries
with senior officials

"We were initially confused by this lack of interest in immediate, loud praise. 'What exactly do these people from TRECC want?' we wondered."

TRECC took us completely by surprise with the originality of its approach. Here was a partner that, for once, was not offering only the tangible material goods – such as school buildings – which provide immediate gratification for donors, who bask in the happiness and appreciation of a community that has received a new school.

We were initially confused by this lack of interest in immediate, loud praise. "What exactly do these people from TRECC want?" we wondered. Over time, we recognized the generosity of this initiative, which has a vision but no hidden agenda, and which seeks to secure the full commitment and involvement of all key stakeholders operating at the national level in addressing

the issues at hand.

Study tour in India and Zambia

An important step was to show key officials within the Ministry how proposed changes have been achieved in similar settings. So TRECC invited us to visit India to explore solutions that have been implemented there to address the learning crisis. Focusing on India helped to overcome resistance to change from those who may have felt that a new educational approach would be too expensive. The cost argument does not apply to Teaching at the Right Level (TaRL), which is geared toward offering relevant and affordable solutions to support children with learning difficulties. The multi-grade pedagogical approach, developed by Tide

4

TRECC field visits in
Côte d'Ivoire
with senior officials

"These countries envied involvement of the cocoa and chocolate industry in supporting Ivorian schools."

Learning in India, recognizes that children learn at different speeds and in different ways. By employing differentiated learning strategies, it is possible to combine grades in very remote rural areas, where the school-age population may be too small to warrant building a standard six-classroom school. After sharing the insights gained in India, TRECC allowed us to experience how other African countries are experimenting with TaRL-inspired solutions. Some have already started to scale up. We went to Zambia and visited the villages of Butche Butche and Kalundu, where the enthusiasm of teachers using "Catch up" – the local version of TaRL – was striking and more impressive than any description could convey. It was clear that the pleasure they took in their work was rooted in the proven effectiveness of

their interventions, which were improving the learning of all the children in their classes.

Peer learning in African countries

After visiting Zambia, we headed to Johannesburg to meet with fellows from other African countries who were adapting TaRL to their settings. The positive experiences with TaRL in Nigeria, Kenya, Botswana, and other countries were further confirmation of the promise of the TaRL-inspired Programme d'Enseignement Ciblé (PEC) in Côte d'Ivoire. We learned a lot from our peers who were more advanced in scaling TaRL. They, in turn, were impressed when we told them that the cocoa and chocolate industry was supporting children's learning and schools in Côte d'Ivoire.

Raoul Kone is Advisor to the Prime Minister on Education and Vocational Training. He was formerly deputy director of cabinet to the Minister of National Education and Vocational Training.



Training officials to scale ECD initiatives

The Harvard Kennedy School has helped develop scaling skills in government, explains **Cecilia Vaca Jones**.

“TRECC has enabled the Ministry to reflect and learn about the scaling process.”

Our program with the Harvard Kennedy School is a five-day executive education course that focuses on training in leading and scaling early childhood initiatives. It involves the development of five original teaching cases. The program includes a combination of lectures and case readings that explore analytical ways of thinking about scaling, such as expansion and replication. It also develops the skills required to manage a scaling process, such as leadership, team building, and negotiation.

On day 1, the teams detail what they hope to scale up and where they are in the process. Each afternoon, they apply lessons from that day’s lectures to refine their presentations. On day 5, they present again to the

full group. TRECC has provided funding for government officials to attend this course, making them better prepared to scale up their ideas and – when they return to Côte d'Ivoire – to accelerate the scaling process.

This training is making a difference. We are in touch with over 50 percent of our participants, and 43 percent of them have taken meaningful action to develop services for infants, toddlers, and caregivers, according to a preliminary analysis of the Harvard Executive Education Course. The course has forged stronger connections among our partners in Côte d'Ivoire, which has facilitated work across sectors and stakeholders aimed at achieving the Government's scaling goals.

Cecilia Vaca Jones is Executive Director of the Bernard van Leer Foundation.

Transforming education nationally

Faustin Koffi details how TRECC pilots and evaluations led the Ministry of National Education to adopt the Programme d’Enseignement Cibl   (PEC) to help children struggling with foundational skills.

C  te d'Ivoire has benefited from TRECC’s support in seeking ways to accelerate the development of our people, which is so essential for our country’s socioeconomic development.

TRECC has distinguished itself by placing the Ministry of National Education at the heart of decision-making and action. While TRECC partners have set very precise objectives, how to achieve those objectives has been determined largely through dialogue with the Ministry, which has played a major role in the decisions made. This dialogue was formalized and conducted regularly through the Steering Committee, bringing together key ministry senior staff and the TRECC management.

solutions for adaptation to the Ivorian context, piloting, and evaluation, with the goal of identifying the most promising one. This approach, which resembles research and development applied by business, was unprecedented.

Evidence-based decisions

The results of the independent evaluation confirmed our positive experience with the Programme d’Enseignement Cibl   (PEC), which was inspired by Teaching at the Right Level (TaRL), a program developed by Pratham in India.

PEC helps children from grades 3 to 6, who are struggling to learn reading and mathematics, to catch up with the expected level.

“Our experience has helped the Ministry to develop expertise, which we can use for scaling up other initiatives.”

Fostering research culture

To address the learning crisis, TRECC introduced 11 evidence-based solutions that had been tested and proved effective in other countries facing similar challenges. Our ministry was invited to select three potential

Mastering the scaling process

With the support of TRECC, PEC has been progressively rolled out from 50 to 200 schools, then to 1,000 schools, and adapted to facilitate its integration into existing administrative structures and processes.



Launch of a Real Time Scaling Lab by the Ministry of National Education and Alphabetization

1,000

*schools have adopted
PEC to enhance
foundational skills*

Here again, TRECC has enabled the Ministry to reflect and learn about the scaling process – which admittedly presents considerable challenges, given that most projects launched in the social sector never go beyond the pilot phase. With the support of the Brookings Center for Universal Education, which has conducted extensive research on the essential ingredients for successfully scaling effective educational interventions, the

Ministry is convening and facilitating a Real Time Scaling Lab.

The Lab allows us to support the scaling-up of the PEC, in accordance with scaling principles and good practices and mindful of the latest insights regarding challenges and remedies. In this case, the PEC has become a vehicle for developing real expertise within the Ministry that can be used for other scaling processes.

Faustin Koffi is General Inspector in charge of Administration and School Life at the Ministry of National Education and Alphabetization in Côte d'Ivoire.

Improving nutrition and boosting ECD

Pooling funds and resources from multiple sectors is creating lasting change, explains **Michelle Thompson**.

The Power of Nutrition is a charitable foundation that unites businesses, governments, foundations, international NGOs, and change agents in a joint mission to banish undernutrition. We are particularly proud of the early results from our partnership with TRECC, the World Bank, and the Government of Côte d'Ivoire. Our five-year Multisectoral Nutrition and Child Development Project (PMNDPE) is the first large-scale investment of its kind in the country.

The program provides essential nutrition services, including antenatal care and nutrition counselling for pregnant women, promotion of exclusive breastfeeding, education about feeding infants and young children, and community-based management of acute malnutrition.

These supports are being rolled out across the 14 administrative regions with the highest rates of stunting. The program is a \$60.4 million co-investment. The \$5m

contributed by TRECC has been crucial: it enabled The Power of Nutrition to leverage a further \$1m from the Bill and Melinda Gates Foundation and \$4.5m from our seed funding.

Value of integrated, multi-sectoral approach

TRECC's partners have prioritized the inclusion of Early Child Development (ECD) in the program alongside nutrition and health. This has allowed us to emphasize the connections between nutrition and ECD and the benefits of combining structures and services to create real and lasting change for the most vulnerable women and children.

As a result, maternal and child health, nutrition, and early childhood development and stimulation are being promoted and prioritized together at the community, regional, and national levels. Through this integrated ECD and nutrition approach, the program will have the best possible impact on children's

"The inclusion of ECD in the program - alongside nutrition and health - emphasizes the benefits of integrated approaches."

"The program provides evidence for replicating similar integrated nutrition and ECD programs."

development – including physical, cognitive, social, and emotional development – giving them a better start in life and a better future.

Fostering behavior change

The community-based nutrition and ECD interventions are currently reaching 35,679 pregnant and lactating women, and 96,559 children under age 5. They provide screening, management of moderate acute malnutrition, monitoring and promotion of optimal child growth, nutrition education, and early childhood stimulation. An additional benefit is that the program has created 735 jobs, including 231 supervisors and

504 coaches.

We also see encouraging early signs of communities adopting a positive approach to early child stimulation. This follows the program's introduction of communication for behavior change and social mobilization. Changes include the creation of child-friendly spaces and play areas where parents and caregivers can interact with children – talking, singing, playing games, and telling stories.

The program highlights the benefits of pooling funds and resources from multiple sectors. It also provides an evidence base for replicating similar integrated nutrition and ECD programs in other regions for maximum success and sustainability.

Michelle Thompson is Director of Partnerships and Brands at The Power of Nutrition.

B. WORKING WITH THE COCOA & CHOCOLATE INDUSTRY

SHARED AGENDA FOR CHILDREN AND YOUTH

A grant-matching mechanism incentivized cocoa and chocolate companies to prioritize investments in early childhood, quality education, and learning opportunities for young people.

The partnership between TRECC and the cocoa and chocolate industry has been divided into two successive phases. In the first phase, starting in 2016, TRECC invited companies to invest jointly in community development activities outlined in their own Cocoa Action strategy, in order to increase access to education, provide vocational training opportunities for youth in rural areas, and to empower women. This first stage – known as Grant-Matching Mechanism 1 (GMM1) – focused on maximizing the engagement of those involved

and achieving clear success. The grant-matching mechanism therefore employed a “payment-by-results” approach that shifted some risk to industry partners. Those partners were charged with proposing project activities and implementing partners, as well as responsibility for paying all costs upfront.

The Jacobs Foundation was to pay its share only after the agreed-upon outputs and outcomes had been achieved, as measured by independent evaluators. Four companies – Barry Callebaut, Mars,

12

companies eventually
joined the Grant
Matching Mechanism

***“The Jacobs Foundation
paid its share only after
the agreed-upon outputs
and outcomes had been
achieved.”***

Mondelez and Nestlé – joined the partnership. Projects were carried out in selected cocoa-sourcing communities that were identified by each of these companies.

The “payment-by-results” grant-matching mechanism focused attention on actual results, instead of on mere completion of activities. The independent evaluations, conducted by the École Nationale Supérieure de Statistique et d'Économie Appliquée (ENSEA), an educational institution based in Abidjan, confirmed that targets had been met. It also provided useful insights and lessons from the overall project. These have informed subsequent investments by cocoa and chocolate companies. All of the projects financed under this scheme were completed by 2020; the expected results were achieved and the Jacobs’

direct beneficiaries under GMM1 included: Education - 2,101 children (1,250 out of school children attending bridging classes and 850 children accessing pre-primary education); Women’s empowerment - 12,721 women have been empowered through agroforestry trainings, income generating activities, development of leadership skills, development of functional literacy; Youth - 3,455 youth benefitted from vocational training in agricultural and other jobs.

This first phase of the partnership with the cocoa and chocolate industry laid the groundwork for building understanding and trust between those involved – private companies and philanthropic foundations. It showed each partner how they could join forces to address social challenges, despite having different institutional missions.

Testing whether early education reduces child labor

Mondelez is one of the four companies that have joined the partnership since the first phase. **Cathy Pieters**, of Mondelez International, explains the company’s involvement.

***“The payment-by-results
mechanism helped to keep
our team and implementing
partners focused, to achieve
a greater impact.”***

Cocoa Life, Mondelez International’s cocoa sustainability program, works with cocoa farmers and their families. Our aim is to empower them to make cocoa farming a sustainable business and take charge of their own development. We work with partners from public and private sector organizations to address the complex challenges in the cocoa sector and contribute to thriving cocoa communities.

At Cocoa Life, we believe that the work of children should be education and play. We saw the partnership with TRECC as a great opportunity to pressure-test and prove that investing in early childhood education is critical for preventing child labor. It is also a holistic strategy to help improve family livelihoods

in the cocoa-farming sector. Through our work, we know that secure pre-primary education infrastructure keeps children safe from harm and assures mothers that their children are indeed safe. This provides women with more time to engage in income-generating activities to increase their families’ well-being.

Through this partnership, we have been able to address key Cocoa Life goals around child protection and women’s empowerment, and, ultimately, to increase incomes. The payment-by-results mechanism helped to keep our team and implementing partners focused on creating the right conditions to meet the targets and deadlines that were defined at the outset. As a result, we were able to achieve a greater impact.

Cathy Pieters is Senior Director, Sustainable Ingredients & Cocoa Life at Mondelez International.



Shifting from projects to system change

TRECC's second stage of funding was designed to achieve a sustained impact on early childhood development, quality education, and youth training.

"The companies committed to integrate early childhood development and quality education into their sustainability strategies."

With the second phase of the Grant-Matching Mechanism (GMM2) starting in 2017, TRECC introduced a new type of collaboration with the industry, shifting away from the usual "project mentality" to embrace a longer-term vision and systemic approach. This approach emphasized that private investments and objectives aligned with public policies and strategic goals can be mutually reinforcing.

With the support of expert partners, TRECC identified a set of evidence-based models and solutions to improve early childhood development, promote the acquisition of foundational skills, and provide learning opportunities for young people in rural areas.

Instead of betting on one solution or sponsoring a specific organization, TRECC kept its eye firmly on the problems to

be solved. For each problem, TRECC created space for experimentation aimed at identifying the most promising solutions to achieve sustainable impact at scale.

Scaling up solutions

Twelve cocoa and chocolate companies joined forces with TRECC through GMM2: Barry Callebaut, Blommer, Caboz, Cémoi, Cargill, Hershey's, Mars, Mondelez, Nestlé, Olam, Tony's Chocolonely, and Touton. Matching grants with TRECC philanthropic partners, each company provided funding to pilot one potential solution to address a specific challenge - poor child development, low learning outcomes, untrained and unskilled youth. Each side committed funding for scaling up in the event that the solution received a positive recommendation from the independent evaluator. Most importantly, the companies

"Each company provided funding to pilot one potential solution to address a specific challenge."

committed to integrate early childhood development and quality education into their sustainability strategies. Innovations for Poverty Action (IPA) conducted independent evaluations of each of the pilots and assessed the potential for scaling and the level of government and/or company take-up. Out of those 12 pilots, three were identified by IPA evaluations as fully successful and ready to move to a larger

scale, while two were considered unsuccessful and were to be discontinued. For the remainder, IPA recommended another pilot iteration to address the weaknesses that had been identified. Ongoing activities under GMM2 will be completed by 2022. Beneficiaries under GMM2 included: 54,884 children aged 0-5; 58,135 primary school age children; 140,000 secondary school children and 2,820 young people.



Parenting training helps to tackle child labor

Pablo Perversi, of Barry Callebaut, believes in the power of a strong ecosystem to achieve impact at scale.

“We are looking forward to bringing the partnership to the next level.”

We are extremely proud to be part of the TRECC program, which is a fantastic example of how working together, in a systematic way and, aligned with public policies, can help us to lift more than 500,000 farmers in our supply chain out of poverty and eradicate child labor from our supply chain.

The challenges facing children in cocoa-growing communities are rooted in interrelated, structural issues such as poverty, social exclusion, and lack of access to essential services, including quality education. We aim to create lifelong learning opportunities for all by building a strong ecosystem of local, national, and global stakeholders seeking to address the root causes of child labor and pursue the common goal of ensuring quality education.

Together with TRECC, we have invested in youth vocational training, rural entrepreneurship, teacher training, support for

school management committees, and bridging classes for out-of-school children. We are proud to have assisted 3,600 children with school kits and birth registration, helped 1,840 youth beneficiaries with vocational training, empowered 720 women via agroforestry training, and supported 1,800 parents with parenting education.

Delivering training to parents in early childhood development (ECD) and child labor awareness, in combination with our ongoing community development and Farm Services interventions on the ground, not only helps to prevent child labor; it also benefits the families and communities we are sourcing from.

Building upon these encouraging results and lessons learned, we are looking forward to bringing the partnership to the next level to achieve sustainable impact across cocoa-growing communities.

Pablo Perversi is Chief Innovation, Sustainability & Quality Officer at Barry Callebaut.

Innovation in education boosts school attendance

Taco Terheijden, of Cargill, explains his company's role in TRECC.

“Community-driven initiatives are helping prevent child labor while increasing access to quality education in cocoa communities.”

Cargill is creating stronger, more resilient cocoa-farming communities. Through the Cargill Cocoa Promise, working with strong partners such as TRECC, we are implementing community-driven initiatives to help prevent child labor, while increasing access to quality education in cocoa communities.

Cargill has learned through its Child Labor Monitoring and Remediation System (CLMRS) that one of the causes of child labor is the lack of schools near to cocoa communities. Distance from the nearest school – 5 km on average – is a major constraint that hinders schooling, especially for younger children. To address this situation, TRECC joined forces with the Ministry of National Education, the International Cocoa Initiative (ICI), and TIDE Learning.

The “Reading, Writing, and Numeracy Improvement Project” (PALEC) involves creating multi-grade classrooms for out-of-

school children, adapting a proven multi-grade pedagogical approach to the Ivorian context, and using a technology-based learning tool that makes learning for children more interactive and tracks their progress. In these classrooms, instruction is provided by a facilitator selected by the community and trained by the Ministry of National Education.

The three-year collaboration on this project has shown positive results, with continuous progress in learning for more than 300 children in five communities.

The PALEC schools have reduced the need for infrastructure, materials, and teachers. The children, supported by trained rural staff from their communities, have achieved rapid progress in learning how to read, write, and count. According to the evaluation conducted by Ministry of National Education, children exposed to PALEC have reached the expected levels in numeracy and literacy,

unlike most of their peers in government-run schools. School canteens have provided daily meals, which has encouraged regular attendance, boosted parental engagement, and improved child nutrition. We need to perfect the delivery model and regular school

monitoring so that, working with the Ministry of National Education, we can roll out this approach in more communities. Cargill is committed to working innovatively with partners to help provide quality education for all children in cocoa communities.

Taco Terheijden is Group Strategy Leader at Cargill.



Optimise ECD and skilling up young people

The Hershey Company is preparing tomorrow's leaders, says **Beatrice Moulinitaki**.

"Involving key government actors in the partnership, design, and execution is vital for scaling up and achieving systemic change."

Our plan for sustainable cocoa production is based on four pillars, set out in Hershey's Cocoa For Good strategy: nourishing children, empowering youth, building prosperous communities, and preserving the environment. We have collaborated with TRECC on two programs that are in keeping with our sustainability strategy. The first is youth life skills and economic empowerment, implemented by INADES with the technical support of Aflatoun. The second is early childhood development (ECD) counseling by community health workers, with technical support from Hellen Keller International.

We believe that today's youth become tomorrow's leaders when they are equipped with the skills and resources to build successful futures, in cocoa-growing communities and beyond. This goes back to the legacy of our founder, Milton Hershey, who created a school for disadvantaged kids more than a century ago and who inspires our work today to give underserved children around the

world the support they need to succeed in life. Our collaboration with TRECC on these two programs shows a coherence in Hershey's strategy. Through the program with TRECC, we are empowering youth with new skills and the support they need to thrive.

The project combines financial education with agricultural training, social education, access to savings accounts, and life skills intended to have a positive impact on many aspects of young people's lives. Participants can invest in their own potential, partner with like-minded people, gain market connections, plan for the future, and ultimately secure a sustainable livelihood. We've seen promising results in the pilots and are therefore confident that these supports for young people can be scaled up through our own Cocoa For Good program.

Furthermore, our investment in ECD will help kids get off to a good start to success in school and in life. We are very pleased to see that the ECD curriculum, developed by HKI and enhanced

by contributions from other experts, has been adopted by the Ministry of Health and made part of the national curriculum for community health workers, demonstrating its sustainability.

The challenge in this journey has been to maintain collaboration between so many different actors and stakeholders, including NGOs, the cocoa

and chocolate industry, and the Ivorian Government, and getting the pilot ready for scale-up. We have learned that involving key government actors in the partnership, design, and execution is vital for scaling up and achieving systemic change. This is an important takeaway that we will integrate into our partnerships and program designs in the future.

Beatrice Moulianitaki is former Head of Cocoa Sustainability at The Hershey Company.

C. WORKING WITH RESEARCHERS AND ACADEMIC PARTNERS

Generating evidence for policies and decision making

TRECC has used research and evaluations to inform public policies and programs about what, why, and how interventions work – or do not work.

From the outset, TRECC has made it the cornerstone of its social impact strategy to use research to foster a culture of data-driven interventions and evidence-informed decision making. Research is widely recognized as an essential tool to support development. However, it has not always been prioritized for investment by decision makers, especially those in government, who are focused on quick-fix solutions when pressing issues require an immediate response. TRECC has sought to demonstrate that time and money invested in generating evidence are well spent.

TRECC has tapped into a wide network of top researchers and research institutions, at both the national and international levels, and has commissioned rigorous research studies to explore the living conditions of children and youth in Côte d'Ivoire. These

studies generate scientifically validated data that are relevant locally and support actionable solutions that stakeholders and the Government can implement to strengthen public policy, as well as enhancing program design. Four relevant institutions in Côte d'Ivoire have based program, policies and strategies on evidence generated by TRECC.

One of our main ongoing research projects, involving four seasoned researchers with extensive expertise in the fields of neuroscience, human and machine learning, psychology, and economics, explores the impacts of poverty and educational quality on child labor and children's learning. We expect this to tell us whether, and how, cash transfers and improvements in education quality can, together, influence families' decisions about their children's health and education.

7,000households
were surveyed

It should also show whether these changes improve children's learning outcomes. The cocoa industry and government ministries have cooperated to make this study possible.

TRECC has also partnered with Enveritas to develop an index of quality education and early childhood development in cocoa-growing communities. This large-scale study, surveying more than 2,000 schools and 7,000 households, is unprecedented in Côte d'Ivoire. It has used state-of-the-art technology, including satellite imagery and machine learning, to produce granular data to identify factors in schooling and households that support access to quality education and promote early childhood development. Differences have been mapped across cocoa-

growing communities. This helps decision makers to identify and prioritize localities where needs are greatest.

In addition to funding research, TRECC has embedded a strong capacity-building component in its research projects by bringing in graduate students from local universities to gain first-hand field experience working with Jacobs Foundation research fellows. Some 38 young scholars have benefitted from such research capacity building. Additionally, TRECC has provided scholarship opportunities for several talented young Ivorian students who are interested in issues of child development. In the long run, they are expected to take the initiative and contribute research ideas to the policy dialogue, helping to address Côte d'Ivoire's educational challenges.

Neuroscience 's insights on learning to read

Cognitive neuroscientist **Kaja Jasinska's** project focussed on environments with high illiteracy.

"Being physically part of the TRECC team helped make my research a success."

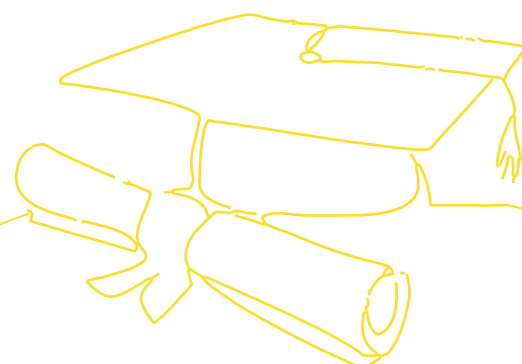
I have been working with TRECC as a Jacobs Foundation Early Career Fellow. My fellowship project was to examine how children learn to read in environments that have an inherently high risk of illiteracy. Côte d'Ivoire's literacy rates are about 50 percent, and even lower in rural communities. Thus, there was a "natural fit" between the TRECC goal of improving education in cocoa communities and my research objective of understanding how, in these communities, complex social, economic, cultural, and educational contexts shape children's development and learning, specifically literacy.

The interim findings of this innovative study have paved the way for designing and implementing other interventions, mainly a phone-based literacy program that focuses on the development of

phonological awareness. This is a critical component in skillful reading, an area in which most children enrolled in our study were lagging behind.

The TRECC team introduced me to the local university leadership, government officials, and other relevant actors and stakeholders. As an academic, I had not previously worked with that type of network. It was very helpful to spend time among non-academics with very pragmatic agendas. It helped me to identify ways in which research could fill in critical gaps for decision makers.

Being physically part of the TRECC team, attending meetings, and visiting communities for extended periods helped make my research a success. TRECC facilitated government approval for the research, and it organized my first field visit. Both of these



supports opened up subsequent opportunities.

Working with Ivorian students

I learned how to work with a variety of stakeholders, for example by sharing information with government partners. I identified specific ways in which research can generate answers. It became clear that involving Ivorian students and trainees in our research efforts had mutual benefits. Ivorian graduate students and early-career researchers understood local realities, making them well

placed to shape the research program. However, few had much research experience. It therefore took longer to publish our research, and considerable time was devoted to training.

We learned how to recruit students and retain them long enough to make the experience meaningful. Those who remained over a longer period of time received more focused training in statistical analysis and contributed to co-authored as well as first-authored publications and to first-authored presentations at conferences.

Kaja Jasinska is an Assistant Professor in the Department of Applied Psychology and Human Development, and the Scientific Director of the Brain Organization for Language and Literacy Development (BOLD) Laboratory at the University of Toronto.



Evaluation helps us learn while scaling

Partnership with Innovations for Poverty Action has been vital in assessing what works best, explain **Loïc Watine** and **Benjamin Tan**.

Innovations for Poverty Action (IPA) was commissioned by TRECC to build and implement a robust monitoring, evaluation, and learning (MEL) framework across programs in three thematic areas: early childhood development, quality primary education, and youth training.

IPA was responsible for conducting independent evaluations of the efficacy of 12 pilot projects. It also provided technical assistance to TRECC implementing partners in collecting and using monitoring data to learn and adapt their programming. Our role has been to provide TRECC partners – Government, foundations, cocoa and chocolate companies, as well as NGOs – with reliable

evidence to inform programmatic decisions within and beyond TRECC.

To help guide decisions about scaling up promising pilots over time, we collaborated with TRECC to establish a "path to scale" process. This set out clear and transparent criteria for decision-making, including identifying key results to be achieved and determining how sustainability and scalability were to be demonstrated. Only pilots meeting all success criteria would move to the next stage on the path to scale.

Pilots not meeting all success criteria would require an additional iteration to address the weaknesses highlighted by the evaluation or, if there



“Thinking about scaling as an iterative process focusses on learning and innovation.”

was little chance that those weaknesses could be remedied, they would be abandoned. Out of those 12 pilots, three were identified as fully successful and ready to be scaled up, while two

were deemed unsuccessful and were to be discontinued. For the remainder, we recommended another pilot iteration to address the specific weaknesses that had been identified.

Case study : The PALEC pilot

The PALEC pilot is a good illustration of using the Path to Scale framework to iterate and correct course. Inspired by the Rishi Valley school in India, the Ministry of National Education, with the support of Tide Learning, has adapted to the Ivorian context an approach that relies on a wide range of resources to help children grow as independent learners, in accordance with their aptitudes and skills.

PALEC was first tested in five government-run schools and five community schools. IPA's evaluation recommended discontinuing the intervention in formal school settings, where combining two grades led to groups that were too large and hard to manage, and produced mixed results.

In community schools located in remote rural areas, where the school-age population is smaller, IPA's evaluation found more encouraging results but also identified several weaknesses to be addressed, most notably related to the technology components of the intervention. Based on IPA's overall recommendation to iterate further before considering increased scale, the Ministry of National Education and Tide Learning conducted two additional iterations in community schools to further adapt and improve delivery of PALEC and address the weaknesses identified in the initial pilot. IPA is now evaluating this adjustment phase to provide an updated recommendation for the future of PALEC.

“External evaluation should be used judiciously when making decisions on the path to scale.”

Three lessons

The first lesson is that thinking about scaling as an iterative process is a powerful way to focus on learning and innovation.

TRECC and its partners could have structured the initiative in a more conventional fashion, selecting a couple of interventions and pushing for their immediate implementation at scale in Côte d'Ivoire. Instead, the initiative started with more measured investments in a larger set of promising interventions. We believe that this has been a key to the success of the initiative so far. It has allowed for the realities of implementation in the Ivorian context to inform the ultimate selection, while, at the same time, encouraging (and providing support for) learning during the process to ensure optimal adaptation.

The second lesson relates to the most useful indicators to focus on at an early pilot stage, which are not necessarily the ones you would think of first.

A typical approach, when funding similar grants with

similar goals, is to impose a set of “common indicators” across all interventions, allowing for aggregation and comparison. In practice, however, this approach often risks stifling innovation by focusing on indicators that are not very useful for informing iterative improvements at the pilot stage.

The indicators that generally come to mind, as the lowest common denominators, most often concern either reach (e.g., number of parents or teachers trained) or final outcomes (e.g., child development outcomes or student learning levels). Reach obviously doesn't provide sufficient information about the success of an intervention, but simply tracking final outcomes is not very informative either; outcomes typically change a great deal, irrespective of the intervention (children grow!). So even if an intervention is completely ineffective, that may not be apparent because there would still be improvements in final outcomes over time.

It is still critically important to measure effects on final outcomes at some point, but a proper impact evaluation design is needed. This requires a comparison group and a larger

3

scale than is appropriate at an early pilot stage, and more time for impacts to emerge. The most useful indicators to focus on at an early pilot stage are somewhere between reach and final outcomes, such as changes in the knowledge and practices of parents or teachers. Those indicators provide faster feedback loops, and any changes that are observed are likely to be due primarily to the intervention.

TRECC has taught us that, in some cases, those intermediate indicators can be common across interventions (which was largely the case for TRECC's parenting interventions), but sometimes they are not, because the pathways for impact differ (which was the case for TRECC's primary-school interventions).

The third lesson is that external evaluation should be used judiciously when making decisions on the path to scale.

There is a trade-off between the credibility of external data collection and the more sustainable, responsive, and nimble nature of internal

monitoring data.

In the initial pilot evaluations, IPA conducted a full process assessment of each pilot, collecting data concerning a wide range of criteria. From TRECC's perspective, this provided high-quality, credible data on which to base the pilot scale-up or iteration decisions. External data will always carry more weight than data collected by an implementer.

IPA's evaluations also contained valuable feedback for governments and technical partners about issues with, and potential improvements to, their programs. However, many of the insights gleaned from IPA's evaluations could have been collected through stronger internal monitoring systems – in a way that would have been more fully owned by program management and therefore more likely to be internalized and applied. Internal monitoring is also faster, cheaper, and more naturally aligned with managerial needs than an external evaluation.

Ultimately, for the next – ongoing – phase, we settled on an approach that marries

the best of both worlds, by providing technical support to government and technical partners as they collect the majority of data (particularly where process quality is not in doubt). Meanwhile, IPA external data collection is reserved for information where independence is particularly valuable, such as

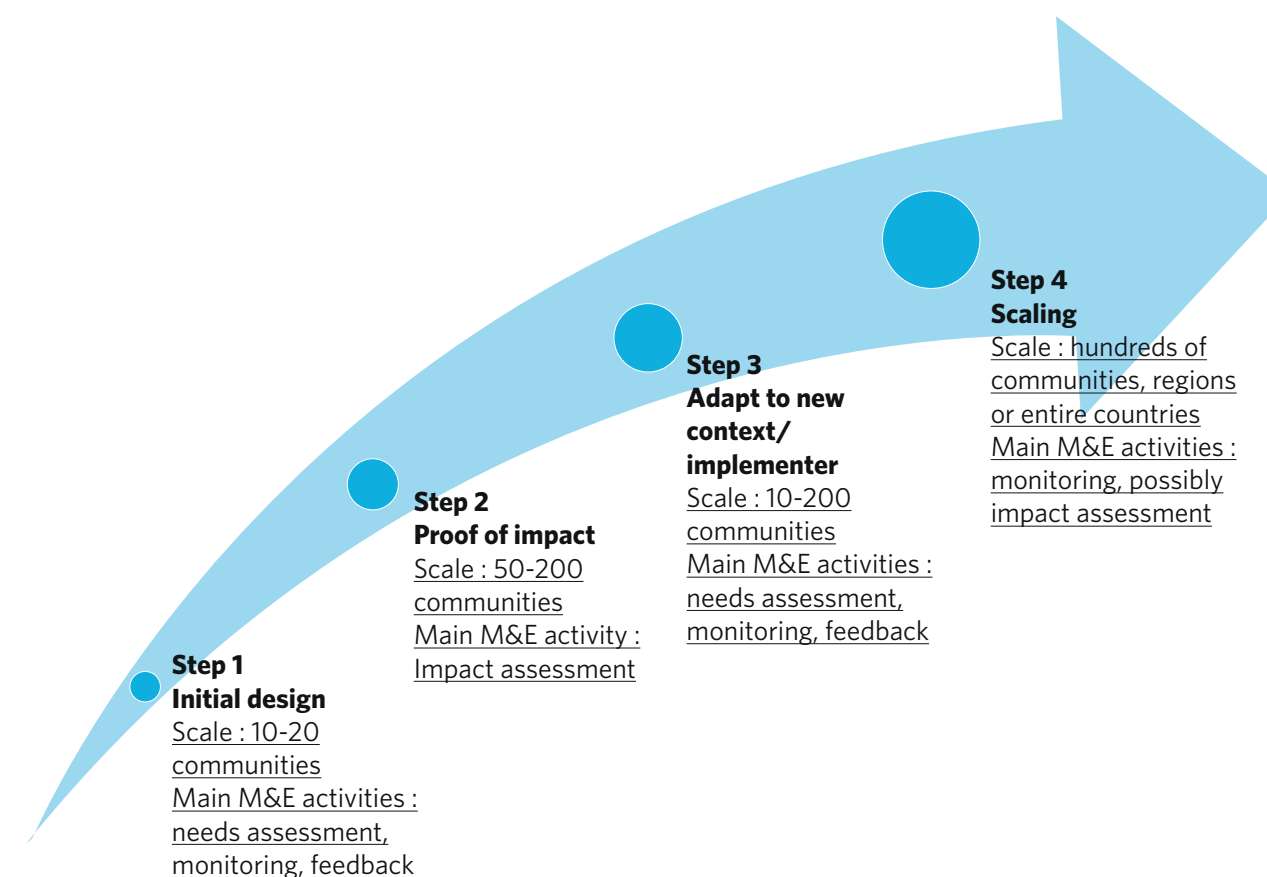
double-checking the quality of tests administered by teachers or collecting impact evaluation data.

In this way, we are building sustainable capacity for strong monitoring, evaluation and learning over time while also providing critical information to inform scale-up decisions.

Loïc Watine is Director of the Right-Fit Evidence Advisory Unit, Innovations for Poverty Action.

Benjamin Tan is Associate Director, Right-Fit Evidence Advisory Unit, Innovations for Poverty Action.

An evidence-based path to scale used by TRECC



DEVELOPING LOCAL RESEARCH CAPACITY

Supporting the next generation of researchers

Young researchers are needed to improve education across Africa, says the **International Society for the Study of Behavioral Development**.

“Our goal is to expand capacity to design, implement, evaluate, and disseminate interventions.”

The International Society for the Study of Behavioral Development (ISSBD) program targets the next generation of researchers, educators, and policymakers. Our aim is to develop capacity, particularly in the area of human development. The initiative in Côte d'Ivoire builds on past capacity-building collaborations in Africa involving the Jacobs Foundation and ISSBD and it reinforces local research capacities.

Our goal is to expand capacity to design, implement, evaluate, and disseminate interventions that improve the well-being and educational outcomes of children and youth in Côte d'Ivoire and other low-resource countries. This collaboration involves two programs: a scholarship program for six PhD students in Côte d'Ivoire and 10 fellowships for post-doctoral researchers from other West African countries.

COVID-19 challenges

This program has faced important challenges. First, the Covid-19 pandemic prevented face-to-face interaction with the fellows, and as a result, communications were mainly virtual. This situation delayed full deployment of the program and the fellows' individual work. The PhD fellows also lacked critical foundational skills, and a limited command of English kept them from fully benefiting from the program. Nevertheless, progress has been made, thanks to a custom-designed series of online seminars and a virtual curriculum that matched the fellows' needs.

A database of curated resources has been developed and made available to the fellows. The ISSBD team and fellows' local supervisors have provided ongoing support, allowing the fellows to advance their work in the field.



D. WORKING WITH NON-GOVERNMENTAL ORGANIZATIONS

Non-governmental organizations have played a key role in generating innovations for the TRECC program, aimed at addressing challenges related to early childhood development (ECD), quality education, and learning opportunities for youth in rural areas. While their solutions were new to Côte d'Ivoire, they were backed by solid evidence of impact from other countries facing similar challenges. A total of 20 “generating organizations” have been invited to work with relevant sector ministries to adapt their evidence-based solutions to the Ivorian context. These NGOs provided training for hundreds of ministry officials, pedagogical advisors, teachers, coaches, facilitators, and community health and social workers, who, in turn, trained thousands more. A total of 80 training materials have been developed or adapted across the different work streams.

But learning has not been a one-way street. The NGOs have had the opportunity to test their solutions in a new context and

fine-tune them in accordance with local circumstances. Through a partnership with Innovations for Poverty Action (IPA), they benefited from a robust monitoring, evaluation, and learning system. TRECC has also been very intentional in promoting peer learning among partner NGOs, by organizing workshops to share knowledge and tools, and by building a community of practice focused on ECD.

NGOs working specifically on early childhood development have received additional support from the Johns Hopkins Center for Communication Programs (CCP) and Busara, both specialized in communication for social and behavior change. Through formative research conducted under the TRECC program, CCP and Busara identified deeply rooted social norms and practices that can either interfere with or encourage good parenting practices. The results of formative research have informed the design of parenting messages and improved parenting training.



80
training materials
developed by TRECC

Adapting 'catch-up' from India to Côte d'Ivoire

Rukmini Banerji's organization, Pratham, made sure local stakeholders were empowered in the process.

"Partnership has made the program truly Ivorian, with ownership and commitment on the ground."

The Targeted Education Program - or Programme d'Enseignement Ciblé (PEC) - is designed to help third- to fifth-grade (and even older) children catch up quickly when they have fallen behind in reading and arithmetic. PEC was suggested in 2018 to the Ivorian Government as a possible solution to address the country's learning crisis. In Côte d'Ivoire, as in many other countries, most children cannot read a simple story by the end of primary school.

The PEC program was inspired by the Teaching at the Right Level (TaRL) model, pioneered during the early 2000s by Pratham, an Indian NGO under my leadership. The program completed its pilot phase in Côte d'Ivoire in 2019 and is being progressively scaled up.

Starting with 50 pilot schools, PEC was extended to 200 schools in 2020, and currently involves 1,000 schools. The plan is to reach all 18,000+ primary schools in the country. For us, at Pratham, and for TaRL Africa, the partnership and journey in Côte d'Ivoire has been exciting and unique.

TaRL in French

PEC was the first TaRL program that was designed for French-language reading instruction. Our experience in India over the past 15 years has been in local language teaching. We were keen to see whether, and how, the TaRL approach would work in French. Thanks to a wonderful collaboration between the Ministry and French language experts, our team developed appropriate

18,000+
primary schools to be reached
by PEC

materials and strategies. The instructional approach was tested and successfully piloted. This development has not only strengthened the case for French TaRL; it has also made us more confident about using TaRL for second-language instruction. Our experience is supporting program development in other African contexts.

Government leadership

In most TaRL programs, whether in India or Africa, we have had small field teams supporting program development and delivery, alongside government partners. Côte d'Ivoire is unique in that Ministry officials have led the entire pilot process as well as scaling up, from strategic thinking at a national level to managing and leading all program activities

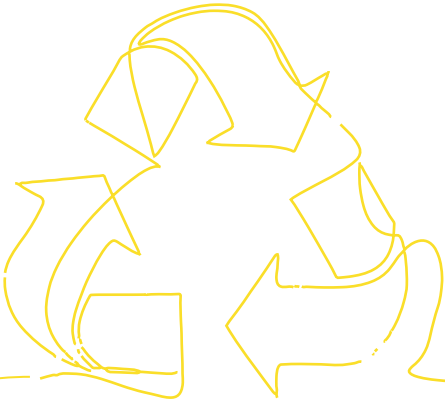
on the ground. This experience is a valuable example for other governments and partners

Collaboration with partners

TRECC's collaboration with industry partners in Côte d'Ivoire has also been unique. Working with the Government, industry, and funding partners has made the program truly Ivorian, with ownership and commitment on the ground.

It has been easy for us to take ideas and lessons from other contexts and adapt them to the Ivorian context, thanks to our partners' eagerness to learn and innovate. We hope that, together, we can provide innovative opportunities for learning for all children, not only in Côte d'Ivoire but across Africa.

Rukmini Banerji is Chief Executive Officer of Pratham and a member of the board of Teaching at the Right Level (TaRL) Africa.



Building professional skills to support families around early childhood development

The TRECC partnership has strengthened social workers, teachers and health workers to work with families, says **Aissatou Balde** of the International Rescue Committee (IRC).

“The strong links between state partners and implementing organizations, supported by TRECC, enhance sustainability”

The early years of life are critical in determining a child’s future. However, significant barriers prevent millions of children from reaching their full potential. Côte d’Ivoire is no exception, notably in rural areas, where 27.4 percent of children under age 5 are stunted, and 39 percent of them are below where they should be on the Early Childhood Development Index. Robust evidence shows how the right interventions can mitigate problems that harm child development. Through the IRC’s “Families Make the Difference” (FMD) curriculum, we promote good parenting practices and family relationships to prevent domestic violence and child labor while also encouraging positive child development. This program operates in 211 communities across seven regions of Côte d’Ivoire, with the support of TRECC partners.

The IRC’s role is to strengthen the capacities of public service officials to provide counseling and advice to parents and caregivers of children aged 0 to 5. These professionals include social workers from the Ministry of Women, Family, and Children, community health workers from the Ministry of Health, and teachers from the Ministry of National Education.

The FMD program has trained 477 public service officials who, in turn, have held parenting sessions with 7,600 parents and caregivers of children aged 0 to 5, thus improving the well-being of around 30,000 children.

Working with TRECC has proved to be a win-win experience, as our FMD parenting curriculum has been enhanced through collaboration with other partners in the TRECC ecosystem. Working closely with the

211
communities reached by the IRC parenting program

Minister of Health, for instance, IRC was able to reinforce the nutrition messages in its parenting curriculum.

Another example is a workshop organized with PATH, an NGO specializing in promoting health. PATH has developed powerful visuals to show parents ways to stimulate a newborn. With the approval of PATH, we have included these visuals in our curriculum. Finally, with the support of the Johns Hopkins Center for Communication Programs and Busara, we have developed two prototype interventions to test and compare the most effective ways to honor and motivate parents who are role models in their communities.

The strong links with government partners supported by TRECC have been of tremendous value

in enhancing sustainability and expanding parental education programs in Côte d’Ivoire. Traditionally, the IRC has always worked closely with government partners and the TRECC initiative has further strengthened this relationship. The scaling phase, after the pilot, has been a process of genuine co-creation in which we jointly developed a theory of change and a plan for monitoring and evaluation.

Building upon the experience gained and lessons learned through the TRECC initiative, IRC is now supporting the National Multisector Project on Nutrition and Early Childhood Development in an effort to promote good parenting practices in 14 regions in the northern part of the country. This significantly increases our reach and impact.

Dr Aissatou Balde is the International Rescue Committee’s Country Director for Côte d’Ivoire.



Quality education aims to reduce child labor

The International Cocoa Initiative has developed a strategic partnership with TRECC, says **Matthias Lange**.

The International Cocoa Initiative and TRECC have been collaborating since 2016 to achieve a common goal – fighting against child labor by improving access to quality education in cocoa-growing communities. True to their respective missions, ICI and TRECC have drawn on each other's expertise in pursuing this goal.

TRECC has been an engaged funder since the very beginning, and it is genuinely interested in learning from project implementation and encouraging knowledge sharing. Over time, our relationship has evolved into a strategic partnership that has helped to strengthen ICI capacities in two key areas of our work.

First, with the support of TRECC, we have invested in improving our capacity to collect data, conduct robust analyses, and undertake effective,

comprehensive monitoring and evaluation of activities. With increased capacity, we have been able to analyze, in a timely manner, changes in child labor in cocoa communities before, during, and after the partial lockdown in Côte d'Ivoire caused by COVID-19. Second, we have boosted the knowledge and skills of ICI staff with respect to education.

Together with TRECC, Nestlé, and Cargill, and under the leadership of the Ministry of National Education, we have been involved in testing evidenced-based approaches to child-centered teaching and learning, inspired by Teaching at the Right Level (TaRL) and by TIDE's multi-grade approach, to ensure that children learn, do not drop out of school and, ultimately, fulfill their potential.

The experience we have gained from collaborating with TRECC has further underlined the

"TRECC has been an engaged funder, genuinely interested in learning from project implementation and encouraging knowledge shared."

importance of the quality of education available to children in cocoa-growing communities. With the support of TRECC, ICI has conducted research demonstrating that the rate of child labor in cocoa-growing communities is significantly lower when the quality of education is higher. Learning how quality education

is also linked to the right to be protected from harm, for example involvement in child labor, has strengthened the argument for mainstreaming activities initiated under the TRECC program into many of our programs. Most importantly, we have made quality education a key element in our new 2021-2025 strategy.

Matthias Lange is Executive Director of the International Cocoa Initiative.



E. WORKING WITH SOCIAL VENTURES

LEVERAGING MOBILE PHONES

TRECC helps make markets work for education

It's been trying to support sustainable business models around learning and training to thrive in Côte d'Ivoire.

14

companies have been supported, producing 23 products and services

Philanthropy in education has historically been carried out through grant-based mechanisms, with donations supporting the delivery of education services, research into what works, and similar activities. Ultimately, if education innovations are to be scaled up, they must be either taken over by governments or delivered using a sustainable business model. The development of such models creates an opportunity to attract investment capital, which is still relatively new in education. Such investments have been deployed only on a limited basis in emerging markets like Côte d'Ivoire.

The TRECC Impact Finance portfolio was designed to test whether sustainable business

models could be developed and thrive in Côte d'Ivoire. A mark of success is that 14 companies in the TRECC portfolio produced 23 products and services in the Ivorian market. To support this work, the Jacobs Foundation took on the role of impact investor for the first time in its history, in an effort to support business activity in education and related, adjacent fields, and, in particular, entities providing quality education. Beyond investing, TRECC has supported investees through capacity building in selected areas that are important for success, such as pedagogical training, marketing, and digital communication, among many others. There were some 26 capacity building initiatives benefitting 13 companies in the TRECC portfolio.

26

capacity building initiatives benefitted 13 companies

Smart ways to support millions of remote learners

*TRECC supports Eneza Education, an EdTech company that provides curriculum-aligned revision materials for learners on multiple devices, says **Hien Christelle**.*

"Partnership with TRECC has also helped a young company like ours to develop sound processes . . . Investments made by the Jacobs Foundation have helped Eneza throughout the costly stage of creating content."

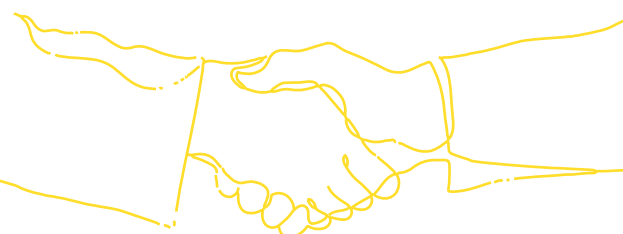
Eneza Education provides digital education services to primary- and secondary-school learners as well as other digital services for learning. Over the past three years, it has operated in Côte d'Ivoire, Kenya, and Ghana, as well as, more recently, in Rwanda. Through mobile phones, interactive SMS, and the internet, we help African students to access quality content. Not relying exclusively on the internet is key to addressing educational inequalities and the needs of rural areas.

So far, more than 300,000 learners in Côte d'Ivoire have used our services, taking a total of more than 2 million lessons. Investments made by the Jacobs Foundation via its TRECC program have helped Eneza throughout the costly stage of creating content.

COVID-19

To ensure alignment with the national curriculum, we worked for over a year with dozens of education officials and experts who helped to produce content that has been officially endorsed by the National Commission for the Approval of Teaching and Learning Materials.

The benefits of digital education services became clear with the onset of the COVID-19 pandemic. Schools were closed, and many students were unable to gain access to the curriculum from home. TRECC stepped in to ensure that students could access virtual classrooms and carry on with their studies. Our server capability has been scaled up so that it can cope with increased traffic; the platform can now handle over 500,000 users and a larger number of



simultaneous interactions per second than before. This support has led to great success amid a terrible crisis.

Partnership with TRECC has also helped a young company like ours to develop sound processes. It has enabled us to employ the best governance practices and draw on the many diverse skills

of the TRECC team, which has been so supportive.

Our next major challenge is to reach and retain more learners using SMS or web platforms and build success in Côte d'Ivoire. TRECC investment will help us through slow periods when it can initially be difficult to increase market share.

Hien Christelle is Director, Eneza Côte d'Ivoire.



Courses, quizzes, and lessons to train young people

*Chalkboard Education is backed by the Jacobs Foundation to increase its EdTech capacities for children and young people in cocoa communities, explains **Adrien Bouillot**.*

Chalkboard Education is an e-learning company. It provides offline-first, mobile, learning solutions to schools, NGOs, companies, and universities that are willing to train people in remote areas. Our application can be installed remotely through a simple SMS. It works on all devices and does not require access to the internet. Trainees can read and listen to course materials. They can complete quizzes and surveys easily, while project managers track their progress in real time, thanks to our unique Analytics dashboard.

In 2017 we began collaborating with TRECC, which has helped us grow. TRECC offers its expertise in the education sector, connects us with potential clients in the public and private sectors, and assists in critical areas such as compliance. It has even helped us financially in times of difficulty; during the Covid pandemic, for example, it helped us manage a gap in our cash flow.

Today, Chalkboard Education is being used in a dozen countries around the world, notably in

Africa and South America. We have helped improve the lives of tens of thousands of trainees, mostly women and rural residents, through training and capacity building programs.

Côte d'Ivoire represents only a small fraction of our activities; we focus mainly on English-speaking markets, as they are bigger consumers of EdTech. However, we are proud to work in cocoa-producing areas, where we provide training in keeping children safe and preventing child labor, on behalf of the International Cocoa Initiative. We intend to expand our activities in the cocoa sector, and Côte d'Ivoire is an excellent showcase for our expertise.

We also want to help young people across Africa to access impactful and meaningful training. It is essential to develop and distribute tools to help educators and trainers scale their impact. Thanks to TRECC, we have grown into a mature and stable company that is capable of undertaking this mission.

"We provide training in keeping children safe and preventing child labor."

Adrien Bouillot is Founder and CEO, Chalkboard Education.



CHAPTER 3 : INSIGHTS ON LESSONS LEARNED

Having spent the last five years helping to develop an ecosystem to support the transformation of education systems, we have learned invaluable lessons through our partnership with, and implementation of, the TRECC program.

Five years down the road, a comment by former Ivorian Prime Minister Daniel Kablan Duncan still resonates. He was speaking at the time of the signing of the Protocol of Agreement framing the TRECC program between the Republic of Côte d'Ivoire and the Jacobs Foundation. Public-private partnerships, said the Prime Minister, are most common in the areas of construction and public works. It is usually about a government

granting a concession to a private company to build and manage infrastructure. With TRECC, he went on, we are exploring new types of public-private partnerships, as the education sector is one of the most important responsibilities of the state. Such partnerships, he concluded, are rarer and probably more difficult, but worth exploring to help governments address pressing social needs.

The Prime Minister was right. Bringing to the table such diverse stakeholders that are not used to talking to each other, let alone collaborating, is not a simple task. But TRECC was built on the conviction that, as the African proverb says, "If you want to go fast, go alone; but if you want to go far, go together."



TRECC reflects on principles underpinning success

1. Mobilizing a coalition of strategic partners

A first important lesson is that weaving multi-stakeholder partnerships for systemic change requires time, dedication, careful listening, and transparent communication. TRECC has brought together institutions, organizations, and individuals with radically different institutional missions, working methods, and mindsets.

TRECC has been instrumental in bringing parties closer together, keeping the focus on common goals rather than differences, enhancing mutual understanding amidst different perspectives, and promoting synergies. When the TRECC initiative was conceived, few

could have imagined how critical and time-intensive the function of an intermediary would be.

We have learned how cooperation works in practice. TRECC has benefited from the wealth of skills and experiences of its three strategic partners. With the Bernard van Leer Foundation and the UBS Optimus Foundation joining the Jacobs Foundation, TRECC has leveraged not only additional financial capital to support the acceleration of ECD and improvement of quality education in Côte d'Ivoire.

It has also mobilized additional knowledge and expertise, as well as expert networks, adding value to the overall initiative.

"If you want to go fast, go alone; but if you want to go far, go together."

"Disruptive innovations often raise eyebrows and are difficult to integrate into existing government systems."

"Involving stakeholders early on is crucial for subsequent up-take of research and evaluation findings."

2. Working as a reliable partner to the Government

Working with the Government to support public policies and programs has been the guiding star of the TRECC initiative. First, TRECC had to build its reputation and credibility.

The signing of a formal partnership with the Government of Côte d'Ivoire, laying out how TRECC would operate, as well as the expectations and commitments of each side, was a first critical step. Through regular meetings of the formal governance bodies, we have steered the TRECC program jointly with the Government.

Without a country-based team, it is unlikely that we would have achieved very much. Strengthening public policies requires a strong and trust-based relationship with the Government. We must understand its vision, its constraints, and how to support its strategic objectives. We needed to get to know one another, spend time together outside of formal meetings, disagree at times, and find common ground.

Being present in Côte d'Ivoire has enabled a policy dialogue of the early childhood development (ECD) and education sectors, together with other donors. In February 2021, the Jacobs Foundation was elected to coordinate the education-sector group for a two-year term. This recognizes the positive role which philanthropic foundations can play in supporting education systems, through their expertise, resources, and networks.

We have learned that disruptive innovations, no matter how effective, often raise eyebrows and are difficult to integrate into existing government systems. As one official put it, governments don't like revolutions. Innovations that enhance existing practices are easier to accept.

We've learned that the most innovative aspects of a program can be unexpected. So, for example, our government partners found that attention devoted to the scaling process since the inception of the program is unique in their experience.

3. Generating evidence for decision-making

TRECC seeks to generate solid evidence on early childhood development (ECD) and quality education. We want to encourage its use by Government, industry, and civil-society organizations. Involving stakeholders and getting their buy-in early has proved crucial for subsequent up-take of research and evaluation findings.

It has always been a challenge to balance rigorous research with project timelines and implementation objectives. The first step is to arrive at a shared understanding of the research purpose and how it adds value to the project objectives. A second, critical step is to establish and maintain clear communication between the researchers and the project management team so

that issues can be anticipated or addressed when they arise.

Sometimes, officials don't feel empowered or comfortable discussing research projects. The Steering Committee, established by the Ministry of National Education, has been a good place to introduce and discuss research proposals, elicit feedback from Ministry officials, and present results. It is important that individuals can understand research methodology and findings and integrate them into their work.

We will address these important lessons during the next phase of the TRECC program. We want to work more closely with our government partners to ensure better links between research, evidence, and public policies.

"It's a challenge to balance rigorous research with project timelines and implementation objectives."

4. Integrating ECD and quality education into corporate strategies

Our partnership with the cocoa and chocolate industry is the hallmark of the TRECC initiative. We have learned how to create a sustainable partnership with industry.

Investments made by companies within the framework of the TRECC partnership were, for the most part, unprecedented. It was therefore essential to convince these companies that such investments would not only boost early childhood development and enhance quality education, but also reduce and prevent child labor. The best way to persuade companies was by presenting

convincing evidence.

Research supported by TRECC has highlighted lack of access to quality education as one of the root causes of child labor. It has also demonstrated links between high-quality school management and improved teaching, on the one hand, and lower rates of child labor on the other. The ongoing randomized control trial is testing whether improving the quality of education leads to a reduction in child labor. This could provide an important contribution to the research community and help shape the sustainability strategies of the cocoa sector.

"Partnership with the cocoa and chocolate industry is the hallmark of the TRECC initiative."



5. Developing R & D for education

We have learned that putting reliable evidence at the center of decision-making builds trust among stakeholders. It also creates a space for learning and experimentation.

TRECC has invited its industry partners to share the risk of piloting potential solutions that are new to Côte d'Ivoire but clearly are evidence-based.

Together, our partners provided funds to pilot those solutions, to identify the most relevant,

effective, and scalable for Côte d'Ivoire. Crucially, an independent third party - Innovations for Poverty Action - assessed the results and provided recommendations for action.

All stakeholders have followed IPA's recommendations, and the most promising solutions are currently being implemented in additional schools and communities selected by the companies within their sourcing regions.

5 million
children will benefit

CLEF has a target capitalization of 110 million Swiss francs (CHF). It aims to support 5 million primary school children in acquiring literacy and numeracy skills. It expects to build 2,500 classrooms and will promote parental involvement. The founding partners - the Government of Côte d'Ivoire, 15 cocoa and chocolate companies and two philanthropic foundations - have committed in total to 68.02 million Swiss francs (CHF) to CLEF and will be

seeking new partners to achieve the full capitalization.

As CLEF is vital for sustaining the impact that has already been achieved by individual initiatives and for scaling effective solutions, it provides a blueprint for multi-stakeholder partnerships and alliances. The opportunity for a similar partnership, focussed on early childhood development and nutrition - the Early Learning and Nutrition facility (ELAN) - is currently being discussed with our partners.

6. Accelerating scale-up of evidenced solutions

"CLEF aims to support 5 million primary school children in acquiring literacy and numeracy skills. It expects to build 2,500 classrooms and will promote parental involvement."

We have learned that achieving systemic change and large-scale impact requires major shifts, supporters at all levels of the system, aligning of resources, and long-term investments. So, we presented a bold idea: launching a joint financing mechanism to scale impact and extend the promising solutions we have identified across the cocoa-growing regions and beyond.

We asked the Government of Côte d'Ivoire to contribute to the financing mechanism. We encouraged companies to join forces and work systemically beyond their sourcing communities, to help the Government of Côte d'Ivoire reach a point of no return in the scaling process. The proposal was well-received and has led to an agreement to set up the Child Learning and Education Facility (CLEF) in 2022.

"Social enterprises face challenges in offering quality education at affordable prices."

7. Capacity building with social enterprises

This experience has helped us understand the challenges that social enterprises face in offering quality education and services at affordable prices. It can be difficult to develop and scale business models in education, especially in lower-income countries such as Côte d'Ivoire. There is limited ability and willingness to pay for education at scale. It is, understandably, difficult to scale business models designed for higher-income populations. Supporting early-stage businesses requires significant time and resources. Entrepreneurs often lack crucial business skills. Investors must take a more

activist and hands-on approach - both formally, via boards, and informally, in discussions with management and key employees. The younger the company, the more support it will likely require.

In order to realize a return on investment, investors must be able to exit their investments. Normally, they can do this through public markets, or they can sell to traders or financial investors. These options are not available to early-stage education companies in small developing markets.

Thus, investors must be prepared to remain invested for the long term, not least because forcing an early exit may be detrimental

“The Jacobs Foundation will provide capital to help address the evidence gaps in the (EdTech) sector.”

to a young company.

It should also be noted that “quality” education is difficult to measure. Without rigorous data on learning outcomes, KPIs may be the best available proxies for learning. Moreover, because parents and others may lack expertise in assessing the quality of education – and don’t demand rigorous evaluations of effectiveness – businesses in this field lack incentives to demonstrate that their products actually improve learning.

These lessons have led the Jacobs Foundation to take a step back and design a new approach to education investment. This approach takes advantage of its track record as a research funder as well as its recent experience in impact investing.

The Foundation will provide capital to help address the evidence gaps in the education technology (EdTech) sector and identify the most effective EdTech solutions.





TRECC Goals and Achievements 2016-2021

Our vision

Quality education in Côte d'Ivoire that enables individuals to lead healthy and fulfilled lives, helping them to respond to local and global challenges, and to pursue doing - and being - what they value.

Goal 1

SUPPORT EVIDENCED DECISIONS

Support evidence generation and data-driven decision-making.

Goal 2

EMPOWER CIVIL SOCIETY

Building the capacities of civil society stakeholders to enhance early child development and quality education.

Goal 3

LEVERAGE PUBLIC-PRIVATE PARTNERSHIPS

Leveraging the intellectual and financial capital of the cocoa and chocolate industry to improve early childhood development and quality education.

Goal 4

LEVERAGE EDUCATION MARKETS

Leverage affordable market-based solutions to improve access to quality education.

Goal 5

MOBILIZE ADDITIONAL FUNDING

Promoting capital alignment and broadening the funding base.

Goal 6

BACK GOVERNMENT STRATEGY

Strengthen public policies and programs to support the Government in achieving its strategic objectives.

CHAPTER 4 : ANNEXES

Goal

1

SUPPORT EVIDENCED DECISIONS

OBJECTIVE

Competent Ivorian and international academics produce solid evidence linking quality education and rural livelihoods, which is used by governments, industry, and CSOs to strengthen public policy and enhance program design.

ACHIEVEMENT

TRECC has commissioned 14 studies which have generated relevant contextualized evidence and data. It has supported 7 capacity-building initiatives, involving a total of 81 young Ivorian researchers. Two scientific articles have been co-authored by Jacobs Foundation research fellows and TRECC research capacity building recipients have been accepted for publication in international journals. Evidence generated has informed government decisions to scale promising educational approaches, as well as the selection of priority intervention areas based on needs. It has helped partner NGOs to fine-tune parenting programs in keeping with specific social and cultural constraints and opportunities. Finally, it has informed Government and cocoa company' sustainability strategies by positioning quality education as a key pathway to addressing child labor.

OUTCOME TARGET

At least two relevant institutions in Côte d'Ivoire (Government, companies, or major NGOs) should have based programs, policies or strategies on evidence created by TRECC.

OUTPUT TARGET

18 studies commissioned, 8 research capacity building initiatives supported, three scientific articles accepted for publication.

Goal

2

EMPOWER CIVIL SOCIETY

OBJECTIVE

To help society stakeholders - particularly parents and community-based organizations, NGOs and social enterprises - to advance quality education.

ACHIEVEMENT

A total of 55 organizations, including NGOs and social enterprises, have benefitted from training and peer learning opportunities, while more than 93,600 parents and caregivers have been trained in good parenting practices. 50% of NGOs have enhanced their practices and programs as a result of capacity-building provided by TRECC.

OUTCOME TARGET

50% of capacity building activities should lead to an improvement in civil society organization's (CSOs') practices or policies.

OUTPUT TARGET

60 organizations strengthened; 30,000 caregivers equipped with ECD skills.

Goal

3

LEVERAGE PUBLIC-PRIVATE PARTNERSHIPS

OBJECTIVE

Cocoa and chocolate companies should engage in impactful educational interventions, contributing to individual fulfillment and thriving communities.

ACHIEVEMENT

12 companies have engaged in the Grant Matching Mechanisms. A total of 200,956 children and youth have benefitted from education interventions. 10 out of 12 partner companies, having engaged in the Grant Matching Mechanisms (GMM), have implemented a scale-up or follow-on investment, while four new companies have committed to joining the Child Learning and Education Facility (CLEF) and Early Learning and Nutrition (ELAN) programs. With a total of 17 companies committed to these programs, we have been able to influence the corporate practices of 83% of partner companies. It has been challenging to provide reliable performance measurement in terms of literacy and numeracy skills acquisition for beneficiary children. Time of exposure to enhanced pedagogies was reduced by a protracted teachers' strike in 2019 and the COVID-19 pandemics in 2020. Available data indicate that 78.76% of out-of-school children attending bridging classes have been reintegrated and expected in grade 3 or above in formal schools after one year. The remaining 21.24% were returned to grades 2 or 1. An evaluation conducted by the Ministry of National Education in 2020 of the children exposed to multigrade pedagogy found a satisfactory performance in reading and good performance in mathematics, a situation that contrasts positively compared with the before national average. After one year of exposure to the Programme d'Enseignement Ciblé (PEC), 30% of children had reached the expected grade level. This is a lower performance than in India, where PEC takes its inspiration from Teaching at the Right Level. This is due to the comparatively low baseline in Côte d'Ivoire.

OUTCOME TARGET

50% of partner companies should enhance their corporate strategies; 80% of beneficiary children should achieve expected grade levels in literacy and numeracy after two years of interventions.

OUTPUT TARGET

12 companies should be engaged; 160,000 children and youth to benefit from education initiatives.

Goal

4

LEVERAGE
EDUCATION
MARKETS

OBJECTIVE

Côte d'Ivoire becomes a hub for education enterprises providing affordable market-based solutions.

ACHIEVEMENT

50% of the organizations financed have significantly scaled up their operations, while seven solutions to key educational challenges designed by TRECC investees are being scaled up. Some 67% of impact finance investees have broken even, although upscaling has been heavily reliant on grants rather than on markets.

OUTCOME TARGET

20% of the organizations have significantly scaled up their operations; at least three solutions are being scaled-up; 50% of impact finance investees are achieving breakeven.
Côte d'Ivoire becomes a hub for education enterprises providing affordable market-base solutions.

Goal

5

MOBILIZE
ADDITIONAL
FUNDING

OBJECTIVE

An alliance of funders should empower local stakeholders to jointly pursue educational transformations.

ACHIEVEMENT

The Bernard van Leer Foundation and UBS Optimus Foundation joined TRECC as program partners in 2016. They have contributed additional intellectual and financial capital and jointly steered the program. A total of 104.4 million Swiss francs (CHF) has been co-invested by other stakeholders in joint activities.

OUTCOME TARGET

Three program partners should contribute additional intellectual and financial capital; an additional 45.875 million Swiss francs (CHF) is leveraged in co-investments.

Goal

6

BACK
GOVERNMENT
STRATEGY

OBJECTIVE

The Government of Côte d'Ivoire will have developed a national quality education strategy for Early Childhood Development (ECD), primary, and vocational training.

OUTCOME TARGET

70% of national targets in the areas of Early Childhood Education (ECD), learning outcomes and youth entrepreneurship should be met with TRECC support.

OUTPUT TARGET

Three national policies or programs will have been strengthened.

ACHIEVEMENT

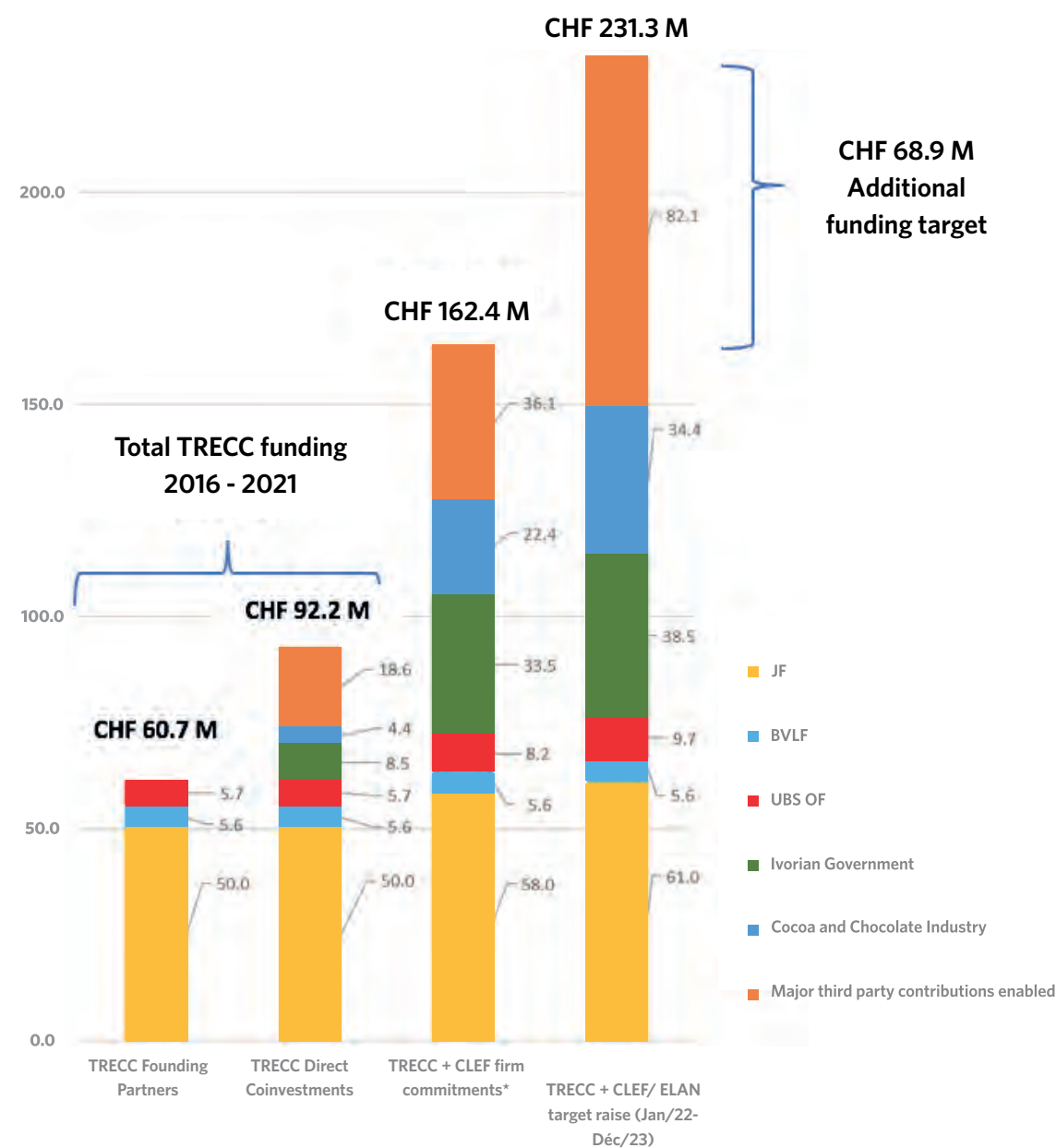
TRECC has helped to strengthen six policies and programs. Parenting education has been included as a key intervention for improving ECD in the 2018-2023 national multisector nutrition and early childhood development project. This is a large initiative involving 14 administrative regions of Côte d'Ivoire. The 2021-2025 National Development Plan refers to parental education as a lever for promoting children's physical, cognitive, and socio-emotional development. The comprehensive parenting curriculum, developed with the support of TRECC, has been adopted by the National Nutrition Program to train health community workers. On the education front, the Programme d'Enseignement Ciblé (PEC) has provided practical tools and child-centered practices to help children, struggling with foundational skills, to catch up to the expected level. The multigrade pedagogy that has been developed has opened up new ways to provide access to quality education even when there are not enough students or teachers for single-grade classrooms. Through the Real Time Scaling Lab, the Ministry of National Education and Alphabetization has started to reflect and plan for scaling successful educational interventions. TRECC's contribution to transformation at a national level is hard to demonstrate because data is not yet available. Assessing progress towards relevant ECD targets at the national level will require the new edition of the Multiple Indicator Cluster Survey (MICS), which has been delayed until 2022. The indicator for literacy and numeracy skills at the primary school level was revised by the Ministry of National Education in 2019 and a baseline established that year. The follow-up national evaluation, planned for 2020, was not possible because of school shutdowns during the pandemic, and the results for 2021 are not yet available. Over time, the Board of Trustees of the Jacobs Foundation has decided to deprioritize the youth work stream in order to focus on ECD and primary education, thus avoiding fragmentation of resources.

TRECC FINANCIALS

Between 2016 and 2021, the TRECC Program generated a total of 92.2 M Swiss francs (CHF 92.2 M) in funding by philanthropy, government, the cocoa and chocolate industry, and third-party funders/investors. Following the agreement to set up the Child Learning and Education Facility in 2022, commitments by all stakeholders have risen to CHF 162.4 M. The aim is to leverage an additional CHF 68.9 M from all parties to reach CHF 231.3 M in committed funding by Dec/2023.

Figure 1: Total TRECC and CLEF Funding Disaggregated by Contributors

TRECC funding in execution (2016-2021), CLEF commitments (2021) and CLEF funding targets (2023)



DIRECT FUNDING BY TRECC PHILANTHROPIC FOUNDATIONS

STATEMENT OF OPERATIONS TRECC CONSOLIDATED

(In Thousand of CHF)	2015	2016	ACTUAL 2017	2018	2019	2020	FORECAST 2021	Total
INCOME								
Grant openings from JF	3 313	13 849	12 158	8 022	6 983	5 114	580	50 016
Grant openings from BVLF	0	0	2 251	1 133	1 105	529	560	5 578
Grant openings from UBS OF	0	0	0	2 629	1 120	1 380	0	5 129
Total Income	3 313	13 849	14 409	11 783	9 208	7 023	1 140	60 723
ADMINISTRATIVE EXPENSES								
Advisory Committee	0	-30	-12	-8	0	0	0	-49
Personnel expenses & Business Fellowship Program	-322	-280	-584	-665	-643	-763	-722	-3 981
Administration and other expenses	0	-378	-238	-274	-222	-184	-265	-1 562
Total Administrative Expenses	-322	-689	-833	-947	-866	-947	-987	-5 591
OPERATING INCOME	2 991	13 160	13 575	10 836	8 342	6 075	153	55 132
RESTRICTED FUND (Grants Approved)								
RESEARCH								
Studies	0	-655	-387	-1 480	-4 154	-1 425	0	-8 101
RCT Studies	-86	-165	0	0	-947	0	0	-1 198
TRECC Early Career Research Fellows	0	-165	-400	-165	-220	0	0	-950
Local research capacity building	0	-100	-261	-313	-50	0	0	-724
Total Research	-86	-1 085	-1 047	-1 958	-5 372	-1 425	0	-10 973
CAPACITY BUILDING								
Capacity building initiatives	0	-300	-542	-406	0	0	0	-1 248
Pipeline/market development	0	-181	-65	-80	-70	0	0	-395
Total Capacity building	0	-481	-607	-486	-70	0	0	-1 644
MATCHING GRANTS (GMM)								
Rounds (GMM-GMM3)	0	-4 239	-5 628	-1 908	-2 707	0	-10 734	-25 216
Evaluation	0	-411	-1 000	-598	-1 200	0	0	-3 209
Administration costs	-58	-24	-73	-31	-271	0	0	-456
Total Matching Grants	-58	-4 673	-6 701	-2 536	-4 178	0	-10 734	-28 881

IMPACT FINANCE

Capacity Building /Set-up DD and administration	0	-495	-194	-69	-73	-84	-117	-1 032
Total Impact Finance	0	-495	-194	-69	-73	-84	-117	-1 032

ENGAGEMENT

Fundraising support mandate (WCF/JF)	-75	-120	-151	-76	0	0	0	-422
Total Engagement	-75	-120	-151	-76	0	0	0	-422

POLICY STRENGTHENING

Interventions	0	-500	-6 203	-404	-97	-85	0	-7 289
Operations	-28	-13	-45	-51	-49	-25	0	-212
Total Policy Strengthening	-28	-513	-6 248	-455	-147	-110	0	-7 500

KNOWLEDGE MANAGEMENT

Learning organization budget	0	-194	-43	-23	-74	-88	0	-422
Communications and media outreach	0	0	-20	-49	-65	-49	0	-183
Total Knowledge Management	0	-194	-63	-72	-139	-137	0	-605
Total Restricted funds	-247	-7 562	-15 009	-5 652	-9 979	-1 756	-10 852	-51 057

ALLOCATIONS

Allocations to IF loan investments	0	-1 040	0	0	-34	0	0	-1 074
Allocations to IF fund investments	0	-990	0	0	0	0	0	-990
Allocations to IF equity investments	0	0	-1 249	-239	-523	0	0	-2 011
Total Allocations	0	-2 030	-1 249	-239	-557	0	0	-4 075

NET INCOME	2 744	3 568	-2 683	4 945	-2 194	4 320	-10 699	0
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Direct financial contributions to the TRECC program in the period 2016-2021 added up to CHF 60.7 M, including grant provision by Jacobs Foundation (CHF 50 M), Bernard Van Leer Foundation (CHF 5.6 M), and UBS Optimus Foundation (CHF 5.1 M). This figure excludes CHF 31.5M from government, cocoa and chocolate industry, and third parties (as illustrated in figure 1).

Administrative expenses during the period, including local operations, direct field verification, stakeholder, business/organizational capacity building to local grantees, Steering Committee management, and stakeholder coordination operations amounted to CHF 5.5 M, which is below 9.2% of total direct philanthropy funding (CHF 60.7 M), and 6% of total TRECC funding (CHF 92.2 M).

Total restricted funding and allocations amounted roughly to CHF 55 M, of which CHF 51 M were grants approved (92.8%), and CHF 4 M were impact finance investments (7.2%).

TRECC Project List

Research

Studies	PROJECT	OBJECTIVE
	Income sufficiency	This study aimed to contribute to the cocoa sector's body of knowledge and investigated why households grow cocoa, and analysed major aspects of cocoa production and marketing.
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Koninklijk Instituut voor de Tropen (KIT)	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2016	241.5
	PROJECT	OBJECTIVE
	Children's rights assessment in cocoa communities	Conducted a child rights assessment in cocoa communities in Côte d'Ivoire, and identified opportunities for action at an industry level to address the root causes of the issues identified.
	IMPLEMENTING PARTNER	FUNDING PARTNER
	National Institute of Statistics (INS) Côte d'Ivoire	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2016-2017	28.0
	PROJECT	OBJECTIVE
	Child labor risk index	Developed a child labor proxy risk index to identify and rank a community's level of risk, monitored progress on child labor alleviation and informed community selection for intervention.
	IMPLEMENTING PARTNER	FUNDING PARTNER
	International Cocoa Initiative (ICI)	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2016-2017	357.9

Studies	PROJECT	OBJECTIVE
	Lessons learned, youth development project, Uganda	Codification and transfer of lessons learned from the youth development project implemented in Uganda.
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Hans R. Neumann Stiftung (HRNS)	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2017	28.1
	PROJECT	OBJECTIVE
	Real Time Scaling Lab, research design	Conducted stakeholder mapping and key informants interview to develop a research design adapted to the Ivorian education context.
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Brookings Center for Universal Education	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2016-2017	145.1
	PROJECT	OBJECTIVE
	Phonological awareness (phase I)	Phone-based literacy intervention targeting phonological awareness and letter sound mapping to improve outcomes for primary school children in reading and writing (phase I).
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Eneza, Kaja Jasinska (University of Delaware), Amy Ogan (Carnegie Mellon University)	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2017-2022	241.5
	PROJECT	OBJECTIVE
	ECD media campaign	Conducted intensive (saturation +) mass media campaigns to improve effective parenting behaviors in Côte d'Ivoire.
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Development Media International (DMI)	Jacobs Foundation, UBS Optimus Foundation, Bernard Van Leer Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2018	764.5

Studies

PROJECT

Real Time Scaling Lab, research implementation

IMPLEMENTING PARTNER

Brookings Center for Universal Education

TERM

2018-2021

OBJECTIVE

Generated evidence and provided practical recommendations and guidance to key stakeholders around the process of scaling evidence-based solutions in education.

FUNDING PARTNER

Jacobs Foundation, UBS Optimus Foundation, Bernard Van Leer Foundation

TOTAL FUNDING (In thousands of CHF)

715.2

PROJECT

Subsidies scheme for lower secondary education (phase I)

IMPLEMENTING PARTNER

Education Partnerships Group (formerly ARK)

TERM

2019

OBJECTIVE

Conducted a critical analysis of existing subsidies schemes, including their targeting approach and disbursement system and assessed their effectiveness in improving the learning environment and outcomes for students in Côte d'Ivoire.

FUNDING PARTNER

Jacobs Foundation, UBS Optimus Foundation

TOTAL FUNDING (In thousands of CHF)

300.0

PROJECT

Quality education survey

IMPLEMENTING PARTNER

Enveritas

TERM

2019-2021

OBJECTIVE

Nationwide survey on quality education and early childhood development

FUNDING PARTNER

Jacobs Foundation

TOTAL FUNDING (In thousands of CHF)

2,500.0

PROJECT

Subsidies scheme for lower secondary education (phase 2)

IMPLEMENTING PARTNER

Education Partnerships Group (formerly ARK), Chaire UNESCO Côte d'Ivoire

TERM

2019

OBJECTIVE

Conducted a critical analysis of existing subsidies schemes including their targeting approach and disbursement system and assessed their effectiveness in improving the learning environment and outcomes for students in Côte d'Ivoire.

FUNDING PARTNER

Jacobs Foundation, UBS Optimus Foundation

TOTAL FUNDING (In thousands of CHF)

300.0

Studies

PROJECT

Phonological awareness (phase 2)

IMPLEMENTING PARTNER

Eneza, Kaja Jasinska (University of Delaware), Amy Ogan (Carnegie Mellon University)

TERM

2019

OBJECTIVE

Phone-based literacy intervention targeting phonological awareness and letter sound mapping to improve outcomes for primary school children in reading and writing (phase 2).

FUNDING PARTNER

Jacobs Foundation

TOTAL FUNDING (In thousands of CHF)

379.5

PROJECT

Feasibility study family and school based interventions to improve ECD outcomes

IMPLEMENTING PARTNER

Kaja Jasinska, Pi (University of Delaware)

TERM

2019

OBJECTIVE

Investigated specific educational and economic conditions in a number of cocoa-growing communities to inform the development of a full research proposal that addresses learning crisis through family and school-based interventions.

FUNDING PARTNER

Jacobs Foundation

TOTAL FUNDING (In thousands of CHF)

20.0

PROJECT

ECD formative research

IMPLEMENTING PARTNER

John Hopkins Center for Communication Programs, Busara Center for Behavioral Economics

TERM

2019

OBJECTIVE

Unpacked cultural norms and barriers hindering caregivers from adopting best parenting practices and provided technical assistance to TRECC's local partners in designing, implementing interventions to improve ECD outcomes in Cote d'Ivoire.

FUNDING PARTNER

Jacobs Foundation, Bernard Van Leer Foundation

TOTAL FUNDING (In thousands of CHF)

55.0

PROJECT

Social institution and gender index study (pre-CLEF)

IMPLEMENTING PARTNER

OECD Development Centre

TERM

2019-2021

OBJECTIVE

Conducted national survey to measure the prevalence of discriminatory gender norms and their impact on educational outcomes.

FUNDING PARTNER

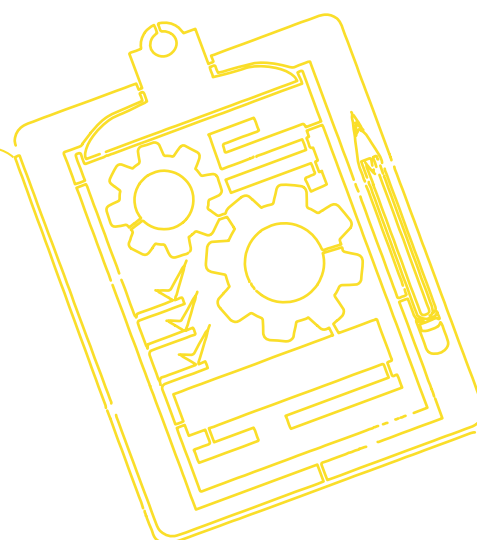
Jacobs Foundation, UBS Optimus Foundation

TOTAL FUNDING (In thousands of CHF)

600.0

Studies	PROJECT Global Scale for Early Development study	OBJECTIVE Developed by WHO, the Global Scale for Early Development was being tested in selected countries including Côte d'Ivoire and aims to be a universal and psychometrically scale to measure the development of children aged 0-3.
	IMPLEMENTING PARTNER World Health Organization (WHO)	FUNDING PARTNER Jacobs Foundation, Bernard Van Leer Foundation
	TERM 2020-2021	TOTAL FUNDING (In thousands of CHF) 144.2
	PROJECT ECD cost-effectiveness evaluation	OBJECTIVE Implemented two RCTs to identify the most cost-effective approaches, mechanisms, and critical factors that durably contribute to positive parenting practices and behaviors and inform ECD interventions in Côte d'Ivoire.
	IMPLEMENTING PARTNER Innovation for Poverty Action (IPA), Karen Macours (Paris School of Economics)	FUNDING PARTNER Jacobs Foundation, Bernard Van Leer Foundation
	TERM 2020-2022	TOTAL FUNDING (In thousands of CHF) 1,280.9

RCT studies	PROJECT Research agenda design	OBJECTIVE Developed a research agenda adapted to the local context and integrated into the TRECC and other partners' programs.
	IMPLEMENTING PARTNER Innovation for Poverty Action (IPA)	FUNDING PARTNER Jacobs Foundation
TOTAL FUNDING (In thousands of CHF) 1,198.2	TERM 2015	TOTAL FUNDING (In thousands of CHF) 251.0
	PROJECT Addressing Côte d'Ivoire's learning crisis through family and school-based intervention (CLEF)	OBJECTIVE Assessed and understood the causal relationship between poverty, child labor, and learning in rural-cocoa growing regions in Côte d'Ivoire.
	IMPLEMENTING PARTNER IPA, Amy Ogan (Carnegie Mellon University); Sharon Wolf (University of Pennsylvania); Kaja Jasinska (University of Toronto); Samuel Kembou (University of Lausanne)	FUNDING PARTNER Jacobs Foundation, UBS Optimus Foundation
	TERM 2019-2023	TOTAL FUNDING (In thousands of CHF) 947.2



TRECC research fellows TOTAL FUNDING (In thousands of CHF) 950.0	PROJECT Promoting literacy development in children in cocoa-growing communities in Côte d'Ivoire	OBJECTIVE Contributed to improved understanding of the cognitive and brain basis of learning in disadvantaged environments and the effects on learning outcomes.
	IMPLEMENTING PARTNER Kaja Jasinska (University of Delaware)	FUNDING PARTNER Jacobs Foundation
	TERM 2016-2018	TOTAL FUNDING (In thousands of CHF) 165.0
	PROJECT Effects of probiotics on cognition in 5-6 year old children	OBJECTIVE Investigated the effect of probiotics consumption on learning outcomes and basic learning conditions in 5-6 year old children in Côte d'Ivoire.
	IMPLEMENTING PARTNER Carolina de Weerth (Radboud University)	FUNDING PARTNER Jacobs Foundation
	TERM 2017-2019	TOTAL FUNDING (In thousands of CHF) 400.0
	PROJECT Improving ECD outcomes in Côte d'Ivoire	OBJECTIVE Provided and contributed expertise on various family and school-based interventions to improve children outcomes in Côte d'Ivoire.
	IMPLEMENTING PARTNER Sharon Wolf (University of Pennsylvania)	FUNDING PARTNER Jacobs Foundation
	TERM 2018-2020	TOTAL FUNDING (In thousands of CHF) 165.0
	PROJECT Assessing impact of education policies on children's learning outcomes	OBJECTIVE Understood intra-household factors affecting parental investment in their children's education in the context of compulsory and free education policy enforcement in Côte d'Ivoire.
	IMPLEMENTING PARTNER Martina Viarengo (Harvard University)	FUNDING PARTNER Jacobs Foundation
	TERM 2019-2021	TOTAL FUNDING (In thousands of CHF) 220.0

Local research capacity building TOTAL FUNDING (In thousands of CHF) 723.7	PROJECT Scientific capacity building project	OBJECTIVE Provided hands-on research experience for Ivorian graduate students promoting the development of skills in research ethics, design, data collection and analysis, scientific writing and dissemination.
	IMPLEMENTING PARTNER Kaja Jasinska (University of Delaware)	FUNDING PARTNER Jacobs Foundation
	TERM 2016-2021	TOTAL FUNDING (In thousands of CHF) 99.9
	PROJECT Scholarship for Ivorian student to complete Masters' Degree on ECD	OBJECTIVE Scholarship to complete Master's Program in Child Development at the University of Haifa, Israel.
	IMPLEMENTING PARTNER University of Haifa, Israel	FUNDING PARTNER Jacobs Foundation, Bernard Van Leer Foundation
	TERM 2017-2018	TOTAL FUNDING (In thousands of CHF) 22.4
	PROJECT Research education mapping in Sub-Saharan Africa	OBJECTIVE Mapped education research in in Sub-Saharan Africa, identified investment priorities and partnership for future research.
	IMPLEMENTING PARTNER Education in Sub-Saharan Africa (ESSA) and the Real Centre, University of Cambridge	FUNDING PARTNER Jacobs Foundation
	TERM 2017-2019	TOTAL FUNDING (In thousands of CHF) 238.3
	PROJECT Scholarship for Ivorian student to complete Masters' Degree on Development Studies	OBJECTIVE Scholarship to complete Executive Master's degree in Development Policies and Practices at the Graduate Institute of International and Development Studies, Geneva
	IMPLEMENTING PARTNER Graduate Institute of International and Development Studies	FUNDING PARTNER Jacobs Foundation
	TERM 2018	TOTAL FUNDING (In thousands of CHF) 13.1

Local research capacity building		
	PROJECT	OBJECTIVE
	Scientific capacity building project	Built and increased research capacity for young African scholars through a scholarship program including 6 PhD students and 10 mentored fellowships for postgraduate scholars.
	IMPLEMENTING PARTNER	FUNDING PARTNER
	International Society for the Study of Behavioral Development (ISSBD)	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2018-2022	300.0
	PROJECT	OBJECTIVE
	Scientific capacity building project	Provided hands-on research experience for 5 Ivorian PhD students promoting the development of skills in research ethics, design, data collection and analysis, scientific writing and dissemination.
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Carolina de Weerth (Radboud University)	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2019-2021	50.0



Capacity building		
Capacity building initiatives	PROJECT	OBJECTIVE
	Mapping of relevant quality education models for Cote d'Ivoire	Identified promising education solutions developed by social entrepreneurs for adaptation and scale-up in Côte d'Ivoire
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Ashoka	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2016	130.1
	PROJECT	OBJECTIVE
	Mapping of relevant quality education models for Côte d'Ivoire	Identified promising, evidence-based, education solutions developed by NGOs and development partners for adaptation and scale-up in Côte d'Ivoire.
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Research 4 Development (R4D)	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2016	169.8
	PROJECT	OBJECTIVE
	Mapping of relevant quality education models for Côte d'Ivoire	Provided tailored capacity building for REFFA's microfinance institutions in order to support REFFA's mission and accelerate the impact of the investments
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Regional Education Finance Funds for Africa (REFFA)	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2017	50.0

Capacity building initiatives

PROJECT

Technical assistance for investees of the Education Impact Fund

OBJECTIVE

Provided targeted technical assistance to Ivorian education SMEs in the Education Impact Fund portfolio to achieve financial stability and scale.

IMPLEMENTING PARTNER

Education Impact Fund (EIF)

FUNDING PARTNER

Jacobs Foundation

TERM

2018

TOTAL FUNDING (In thousands of CHF)

94.4

PROJECT

Care for child development capacity building initiative

OBJECTIVE

Strengthened the capacity of government, local institutions and TRECC implementing partners to provide enhanced nurturing care services.

IMPLEMENTING PARTNER

PATH

FUNDING PARTNER

Jacobs Foundation, Bernard Van Leer Foundation

TERM

2017-2018

TOTAL FUNDING (In thousands of CHF)

92.9

Capacity building initiatives

PROJECT

Literacy and numeracy boost approaches

OBJECTIVE

Built the capacity of the Ministry of Education and local NGO to apply literacy and numeracy boost approaches.

IMPLEMENTING PARTNER

Save the Children

FUNDING PARTNER

Jacobs Foundation

TERM

2017-2018

TOTAL FUNDING (In thousands of CHF)

100.0

PROJECT

ECD digital learning platform

OBJECTIVE

Provided training content to a community of ECD practitioners in Côte d'Ivoire via the Chalkboard mobile learning platform.

IMPLEMENTING PARTNER

Chalkboard Education

FUNDING PARTNER

Jacobs Foundation, Bernard Van Leer Foundation

TERM

2017-2018

TOTAL FUNDING (In thousands of CHF)

3.9

PROJECT

Assess and strengthen administrative and financial practices

OBJECTIVE

Assessed and strengthened administrative and financial practices for TRECC's implementing partners.

IMPLEMENTING PARTNER

Price Waterhouse Coopers (PWC)

FUNDING PARTNER

Jacobs Foundation, Bernard Van Leer Foundation

TERM

2018-2020

TOTAL FUNDING (In thousands of CHF)

234.0



Capacity building initiatives	PROJECT	OBJECTIVE
	Audit, capabilities assessment, and capacity building for Eneza Education	Identified and addressed operational and strategic challenges faced by ENEZA and provided recommendations to improve the overall business situation.
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Challenger88 and Grant Thornton	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2018-2019	46.6
	PROJECT	OBJECTIVE
	Business development and value growth strategy for Chalkboard Education	Technical and education review of the product of Chalkboard Education to improve the product and make it adequate to effectively improve learning outcomes. Provided hands-on organizational support for successful operational setting and fundraising.
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Chrysalis Advisors Africa Ltd; Kenneth Kinwanjui	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2018-2019	27.0
	PROJECT	OBJECTIVE
	Institutional capacity building for the advancement of children's rights	Trained ICI's staff, ensured comprehensive M&E processes and activities across ICI's program work, and mainstreamed proven innovations into their practices.
	IMPLEMENTING PARTNER	FUNDING PARTNER
	International Cocoa Initiative (ICI)	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2018-2021	299.5

Pipeline/ market develop- ment	PROJECT	OBJECTIVE
	Sector mapping of local organizations	Identified NGOs, grassroots organizations, social enterprises and cocoa cooperative conducting education and women empowerment initiatives.
	IMPLEMENTING PARTNER	FUNDING PARTNER
	International Cocoa Initiative, Technoserve, Business Achievement Center, Inovis	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2016	29.2
	PROJECT	OBJECTIVE
	EdTech landscape research and business model archetypes in Côte d'Ivoire	Landscape research providing insights and opportunities with key stakeholders involved in education and technology in Côte d'Ivoire, and a detailed outline of business model archetypes best suited to the Ivorian context.
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Haas School of Business, UC Berkeley: International Business Development Program	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2016	18.8
	PROJECT	OBJECTIVE
	Global Entrepreneurship Week in Côte d'Ivoire	Sponsored the initiative supporting the entrepreneurial system in Côte d'Ivoire, especially in the education sector.
	IMPLEMENTING PARTNER	FUNDING PARTNER
	NOOSAfrica	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2016	3.0
	PROJECT	OBJECTIVE
	Start-ups competition	Fostered the entrepreneurial community in Côte d'Ivoire and identified a short list of high-impact education entrepreneurs from across Côte d'Ivoire
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Ivoire Start Up Tour	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2016-2017	5.1

Pipeline/ market develop- ment	PROJECT Abidjan Seedstars entrepreneurial ecosystem in Côte d'Ivoire	OBJECTIVE Sponsorship of local seed-stage startup competition to select Ivorian representatives to Seedstars World.
	IMPLEMENTING PARTNER Seedstars World	FUNDING PARTNER Jacobs Foundation
	TERM 2016-2017	TOTAL FUNDING (In thousands of CHF) 10.0
	PROJECT Seedstars World - Transforming Education Prize	OBJECTIVE Held annually, the award recognized the most innovative start-ups focused on improving education in environments with inconsistent or limited access to electricity and connectivity. The award helped start-ups to expand in new markets, gain further visibility, and create a bigger impact.
	IMPLEMENTING PARTNER Seedstars World	FUNDING PARTNER Jacobs Foundation
	TERM 2016-2020	TOTAL FUNDING (In thousands of CHF) 314.7
	PROJECT Salon International des Incubateurs et Start-ups Numériques de l'Afrique	OBJECTIVE Sponsored the Initiative supporting the entrepreneurial system in Côte d'Ivoire, especially in the technology sector.
	IMPLEMENTING PARTNER Smartcreator.com	FUNDING PARTNER Jacobs Foundation
	TERM 2017	TOTAL FUNDING (In thousands of CHF) 4.5
	PROJECT State of Education in Africa conference	OBJECTIVE Showcased thought leaders, innovative research and programmatic interventions to advance education in Africa
	IMPLEMENTING PARTNER The Africa-America Institute	FUNDING PARTNER Jacobs Foundation
	TERM 2018	TOTAL FUNDING (In thousands of CHF) 10.1

Grant Matching Mechanism (GMM)

Pilots	PROJECT Education technology	OBJECTIVE Built capacities in the Ministry of Education around using education technology to enhance pedagogy and learning outcomes
	IMPLEMENTING PARTNER Individual consultants	FUNDING PARTNER Jacobs Foundation
	TERM 2015-2016	TOTAL FUNDING (In thousands of CHF) 111.6
	PROJECT Education technology	OBJECTIVE Provided education technology (tablets and related materials) to beneficiary schools
	IMPLEMENTING PARTNER Qelasy	FUNDING PARTNER Jacobs Foundation
	TERM 2015-2016	TOTAL FUNDING (In thousands of CHF) 293.4
	PROJECT Education technology	OBJECTIVE Developed software for teacher training and development of pedagogical resources
	IMPLEMENTING PARTNER Qelasy/JFR System/Veone	FUNDING PARTNER Jacobs Foundation
	TERM 2015-2016	TOTAL FUNDING (In thousands of CHF) 27.7

Pilots
TOTAL FUNDING (In thousands of CHF) 1,195.4

Pilots	PROJECT Improve gender relations in cocoa farming households and communities	OBJECTIVE Built capacities of change agents to improve gender relations in their households and raise awareness in their communities
	IMPLEMENTING PARTNER EDE Consulting, Hans R. Neumann Stiftung	FUNDING PARTNER Jacobs Foundation
	TERM 2015-2017	TOTAL FUNDING (In thousands of CHF) 232.4
	PROJECT Access to quality education project	OBJECTIVE Enhanced teaching practices in literacy and numeracy instruction and improved school management committees' role in monitoring school activities
	IMPLEMENTING PARTNER World Education International (WEI)	FUNDING PARTNER Jacobs Foundation
	TERM 2016-2019	TOTAL FUNDING (In thousands of CHF) 329.8
	PROJECT Education technology	OBJECTIVE Provided education technology (tablets and related materials) to beneficiary schools
	IMPLEMENTING PARTNER Qelasy	FUNDING PARTNER Jacobs Foundation
	TERM 2016-2017	TOTAL FUNDING (In thousands of CHF) 25.2
	PROJECT Training Institute for Rural Entrepreneurship	OBJECTIVE Empowered youth in rural communities, especially school drop-outs, for socioprofessional integration through agricultural
	IMPLEMENTING PARTNER Institut Européen de Coopération au Développement (IECD)	FUNDING PARTNER Jacobs Foundation
	TERM 2017-2021	TOTAL FUNDING (In thousands of CHF) 82.0

Pilots	PROJECT Literacy and Numeracy Boost sustainability	OBJECTIVE Introduced Literacy and Numeracy Boost approaches in the curriculum of pre-service teacher training and built capacities of a national pool of trainers.
	IMPLEMENTING PARTNER Save the Children	FUNDING PARTNER Jacobs Foundation
	TERM 2017	TOTAL FUNDING (In thousands of CHF) 93.2

GMM - Round 1: Payment by results mechanism

Direct programs	PROJECT Educational and vocational training opportunities, women empowerment	OBJECTIVE Enhanced primary school enrolment and vocational training opportunities for youth, train women in agroforestry and other income generating activities.
	IMPLEMENTING PARTNER Cocoa Horizon Foundation, Biopartenaire, SACO	FUNDING PARTNER Jacobs Foundation, Barry Callebaut*
	TERM 2016-2019	TOTAL FUNDING (In thousands of CHF) 713.8
	PROJECT Remedial education and women empowerment	OBJECTIVE Provided access to remedial education for out-of-school children, functional literacy training to women and vocational training opportunities to youth
	IMPLEMENTING PARTNER International Cocoa Initiative	FUNDING PARTNER Jacobs Foundation, Nestlé*
	TERM 2016-2019	TOTAL FUNDING (In thousands of CHF) 1,090.9

GMM - Round 2: Pilot to scale

Direct programs	PROJECT	OBJECTIVE
	Access to quality pre-primary education	Provided early childhood facilities, access to learning and protective services.
	IMPLEMENTING PARTNER	FUNDING PARTNER
	World Education, Solidaridad	Jacobs Foundation, Mondel z International*
	TERM	TOTAL FUNDING (In thousands of CHF)
	2016-2020	688.4
	PROJECT	OBJECTIVE
	Empower women farmers in cocoa growing communities	Broadened income opportunities, improved gender relations and women's role in financial decision-making in the household
	IMPLEMENTING PARTNER	FUNDING PARTNER
	CARE	Jacobs Foundation, Mars Wrigley*
	TERM	TOTAL FUNDING (In thousands of CHF)
	2016-2018	557.6
	PROJECT	OBJECTIVE
	GMM - Round 1, evaluation	Conducted independent baseline and endline evaluations
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Ecole Nationale de Statistique et d'Economie Appliquée, Innovations for Poverty Action (IPA)	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2016-2020	410.7

Direct programs	PROJECT	OBJECTIVE
	Skillful parenting	Promoted good parenting practices through village savings and loans associations
	IMPLEMENTING PARTNER	FUNDING PARTNER
	ICS-SP, CARE	Jacobs Foundation, Bernard Van Leer Foundation, Mars Wrigley*
TOTAL FUNDING (In thousands of CHF) 9,133.7	TERM	TOTAL FUNDING (In thousands of CHF)
	2017-2018	80.5
	PROJECT	OBJECTIVE
	Family Makes the Difference and Early Learning	Promoted good parenting practices and provided access to community-based preschool centers in cocoa growing communities
	IMPLEMENTING PARTNER	FUNDING PARTNER
	International Rescue Committee (IRC), Read Global, World Education	Jacobs Foundation, Bernard Van Leer Foundation, Mondelez International*
	TERM	TOTAL FUNDING (In thousands of CHF)
	2017-2021	1,000.0
	PROJECT	OBJECTIVE
	Youth empowerment and income generation	Provided youth with social and financial education, entrepreneurial and leadership skills, as well as technical skills
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Aflatoun International, INADES Formation	Jacobs Foundation, Hershey*
	TERM	TOTAL FUNDING (In thousands of CHF)
	2017-2021	256.7

Direct programs	PROJECT	OBJECTIVE
	Improving ECD through nutrition and health	Promoted good parenting practices through community health workers and volunteers
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Helen Keller International	Jacobs Foundation, Bernard Van Leer Foundation, Blommer, Hershey*
	TERM	TOTAL FUNDING (In thousands of CHF)
	2017-2021	1,000.0
	PROJECT	OBJECTIVE
	Teaching at the Right Level in formal schools	Enhanced teaching practices with evidence-based remediation techniques to improve learning outcomes
	IMPLEMENTING PARTNER	FUNDING PARTNER
	J-PAL, Pratham, TaRL Africa	Jacobs Foundation, Cémoi*
	TERM	TOTAL FUNDING (In thousands of CHF)
	2017-2021	1,000.0
	PROJECT	OBJECTIVE
	Youth empowerment and gender relations	Empowered youth through agricultural skills training, access to finance, setting up of income generating activities and better household gender balance
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Caboz Action, AGECE Humanis	Jacobs Foundation, Caboz*
	TERM	TOTAL FUNDING (In thousands of CHF)
	2017-2021	270.2

Direct programs	PROJECT	OBJECTIVE
	Teaching at the Right Level in bridging classes	Provided access to education for out of school children and enhanced teaching practices in bridging classes
	IMPLEMENTING PARTNER	FUNDING PARTNER
	International Cocoa Initiative, J-PAL, Pratham	Jacobs Foundation, Nestlé*
	TERM	TOTAL FUNDING (In thousands of CHF)
	2017-2022	1,002.9
	PROJECT	OBJECTIVE
	Skillful parenting and access to quality education	Promoted good parenting practices through farmer field schools and provided access to remedial education for out of school children
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Ecole pour Tous, ICS-SP	Jacobs Foundation, Bernard Van Leer Foundation, Barry Callebaut*
	TERM	TOTAL FUNDING (In thousands of CHF)
	2018-2021	726.7
	PROJECT	OBJECTIVE
	Multi-grade-level teaching for out-of-school children	Developed a multigrade, multilevel pedagogy for early grades; provided access to quality education and school feeding for children living in remote communities.
	IMPLEMENTING PARTNER	FUNDING PARTNER
	International Cocoa Initiative (ICI), Tide	Jacobs Foundation, Cargill*
	TERM	TOTAL FUNDING (In thousands of CHF)
	2018-2021	1,000.0

Direct programs	PROJECT	OBJECTIVE
	Teaching at the Right Level in formal schools	Enhanced teaching practices with evidence-based remediation techniques to improve learning outcomes
	IMPLEMENTING PARTNER J-PAL, Pratham	FUNDING PARTNER Jacobs Foundation, Tony's Chocolonely*
	TERM 2018-2019	TOTAL FUNDING (In thousands of CHF) 90.8
	PROJECT	OBJECTIVE
	Youth empowerment and income generation	Provided youth with with quality training and sustainable and diversified income sources and opportunities in cocoa growing areas
	IMPLEMENTING PARTNER GIZ, CNFA, Aflatoun	FUNDING PARTNER Jacobs Foundation, Olam Chocolate*
	TERM 2018-2020	TOTAL FUNDING (In thousands of CHF) 107.5
	PROJECT	OBJECTIVE
	Family Makes the Difference and Early Learning	Promoted good parenting practices and provided access to community-based preschool centers in cocoa growing communities
	IMPLEMENTING PARTNER International Rescue Committee (IRC), Read Global, World Education	FUNDING PARTNER Jacobs Foundation, Bernard Van Leer Foundation, Touton*
	TERM 2018-2021	TOTAL FUNDING (In thousands of CHF) 1,000.0

Direct programs	PROJECT	OBJECTIVE
	GMM - Round 2, M&E pilot support and evaluation	Provided an overall M&E strategy as well as pilot project specific M&E framework, assessing achievement of set targets
	IMPLEMENTING PARTNER Innovations for Poverty Action (IPA)	FUNDING PARTNER Jacobs Foundation, Bernard Van Leer Foundation
	TERM 2017-2019	TOTAL FUNDING (In thousands of CHF) 1,598.3

GMM3 - CLEF & ELAN

Direct programs	PROJECT	OBJECTIVE
	Pre-CLEF Eduq+ (Phase II)	Supported Ivorian schools to engage parents in their children's school life with the help of Eduq+, a simple online platform messaging parent nudges through SMS.
	IMPLEMENTING PARTNER Movva (formerly MGOV)	FUNDING PARTNER Jacobs Foundation, UBS Optimus Foundation
	TERM 2019-2020	TOTAL FUNDING (In thousands of CHF) 200.0
	PROJECT	OBJECTIVE
	Pre-CLEF TaRL	Supported the scale-up of the Teaching at the Right Level inspired "Programme d'Enseignement Cibl��" (PEC)
	IMPLEMENTING PARTNER TaRL Africa	FUNDING PARTNER Jacobs Foundation, UBS Optimus Foundation
	TERM 2020-2021	TOTAL FUNDING (In thousands of CHF) 2,500.0

Direct programs	PROJECT	OBJECTIVE
	CLEF signature downpayment - provisions	
	IMPLEMENTING PARTNER	FUNDING PARTNER
		Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2021	10,734.4

Teaching at the Right Level informal schools	PROJECT	OBJECTIVE
	IPA GMM2 extension, pre-CLEF evaluation	Strengthened capacities of implementing and government partners in the design and implementation of M&E strategy, provided support in the design of CLEF M&E strategy and framework
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Innovations for Poverty Action (IPA)	Jacobs Foundation, UBS Optimus Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2019-2022	600.0
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	PROJECT	OBJECTIVE
	IPA GMM2 extension, pre-ELAN evaluation	Strengthened capacities of implementing and government partners in the design and implementation of M&E strategy, provided support in the design of ELAN M&E strategy and framework
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Innovations for Poverty Action (IPA)	Jacobs Foundation, UBS Optimus Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2019-2022	600.0

GMM-Administration costs	PROJECT	OBJECTIVE
	World Cocoa Foundation consultancy	Consultancy and accompaniment in design of GMM1 payments by results mechanism
	IMPLEMENTING PARTNER	FUNDING PARTNER
	World Cocoa Foundation (WCF)	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2016-2018	76.6
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	PROJECT	OBJECTIVE
	Legal due diligence, consulting and other services	Legal council, consulting, and other services related to set-up and administration of the Grant Matching Mechanisms
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Service providers	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2016-2020	159.5
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	PROJECT	OBJECTIVE
	Administration and set-up costs (CLEF & ELAN)	Strategic, legal, facilitation and translation support to design and negotiate the CLEF partnership agreement
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Individual consultants	Jacobs Foundation, UBS Optimus Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2019-2021	220.0

Impact finance

Allocations to loan provisions	PROJECT	OBJECTIVE
TOTAL FUNDING (In thousands of CHF) 1,074.2	Education Impact Fund	Provided capital to small enterprises in the education sector and filled the "missing middle"
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Comoe Capitals	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2016-2017	1,040.0
	PROJECT	OBJECTIVE
	Chalkboard Education	Supported an offline-learning management system to provide access to educational content and training opportunities to underserved communities
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Chalkboard Education	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2019	34.1

Allocations to fund investments	PROJECT	OBJECTIVE
TOTAL FUNDING (In thousands of CHF) 989.5	Regional Education Finance Fund for Africa	Provided loans to local microfinance institutions to strengthen their education portfolios (loans to private schools for infrastructure/quality improvements and to families for continuing education or children school fees)
	IMPLEMENTING PARTNER	FUNDING PARTNER
	BlueOrchard	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2016-2017	989.5

Allocations to equity and convertible instruments	PROJECT	OBJECTIVE
TOTAL FUNDING (In thousands of CHF) 2,011.0	Chalkboard Education	Supported an offline-learning management system to provide access to educational content and training opportunities to underserved communities
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Chalkboard Education	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2016	217.6
	PROJECT	OBJECTIVE
	Seedstars Academy	Catalyzed the growth of the entrepreneurial ecosystem in Côte d'Ivoire by the exploration and building of business models
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Seedstars	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2016	300.0
	PROJECT	OBJECTIVE
	Eneza Education Kenya	Supported an EdTech company that provides curriculum aligned revision material in all subjects for primary and secondary learners on multiple devices
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Eneza Education Kenya	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2016, 2017	1,254.3
	PROJECT	OBJECTIVE
	Eneza Education Côte d'Ivoire	Supported an EdTech company that provides curriculum-aligned revision material in all subjects for primary and secondary learners on multiple devices
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Eneza Education Côte d'Ivoire	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2018	239.1

Capacity building /due diligence and administration TOTAL FUNDING (In thousands of CHF) 1,032.0	PROJECT	OBJECTIVE
	Comoe Capital technical assistance	Management of the Education Impact Fund portfolio and post-investment support to investees
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Comoe Capital	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2017-2021	608.9
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	PROJECT	OBJECTIVE
	Due diligence, audits, legal services and set-up costs	Due diligence of the impact finance investments and external support to manage the portfolio and execute investments
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Chrysalis Advisors Africa, KPMG, Challenger88	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2017-2021	392.0
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	PROJECT	OBJECTIVE
	Other administrative and technical assistance	Implementation of governance structures within the investees
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Individual consultants	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2018-2019	31.1

Stakeholder engagement

PROJECT	OBJECTIVE
Fund mobilization and stakeholder engagement	Provided funding to WCF for a full time three year consultancy position dedicated to mobilize resources and engage non-traditional donors in Europe to support CocoaAction targets in Ivory Coast and Ghana.
IMPLEMENTING PARTNER	FUNDING PARTNER
World Cocoa Foundation (WCF)	Jacobs Foundation
TERM	TOTAL FUNDING (In thousands of CHF)
2016-2018	421.5

Policy strengthening

Policy strengthening interventions TOTAL FUNDING (In thousands of CHF) 7,288.9	PROJECT	OBJECTIVE
	Study tour travel	Exposed senior government staff to successful ECD programs in selected countries
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Managed by TRECC Association in collaboration with PATH	Jacobs Foundation, Bernard van Leer Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2017-2018	43.9
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	PROJECT	OBJECTIVE
	Training on sector policies and management of education systems	Built capacities of government staff on education sector policies and management of education systems
	IMPLEMENTING PARTNER	FUNDING PARTNER
	UNESCO, Institut International pour la Planification de l'Éducation	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2017-2018	29.3

Policy strengthening interventions	PROJECT	OBJECTIVE
	Value-added measurement of performance for secondary schools	Developed and used a new 'value-added' measure of student progress for lower secondary schools, seeking to strengthen the culture and practice of making evidence-based decisions on school performance.
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Managed by TRECC Association in collaboration with PATH	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2017-2019	80.0
	PROJECT	OBJECTIVE
	Multigrade multilevel pedagogy	Developed a scalable and sustainable multigrade multilevel approach for grades 1 and 2, coupled with the use of simple technology to enhance the learning experience and facilitate M&E
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Tide Learning Systems	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2017-2020	268.0
	PROJECT	OBJECTIVE
	Pre-primary education	Conducted a landscape study on the provision and quality of pre-primary education in peri-urban areas; design, implementation and impact evaluation of an accelerated school readiness pilot program
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Education Partnerships Group	Jacobs Foundation, UBS Optimus Foundation, Bernard van Leer Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2017-2022	1,250.0
	PROJECT	OBJECTIVE
	Mapping of youth policies and programs	Mapped existing policies and programs related to youth employment and identified opportunities for engagement
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Individual consultant	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2018	11.4

Policy strengthening interventions	PROJECT	OBJECTIVE
	School census and quality education baseline design	Stakeholder consultations and alignment on heatmap, school census; design and test tools for quality education education survey in cocoa communities
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Enveritas	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2018	100.0
	PROJECT	OBJECTIVE
	School mapping	Produced a mapping of primary schools in Côte d'Ivoire with GPS datapoint
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Enveritas	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2018	70.0
	PROJECT	OBJECTIVE
	Children's corner	Built a dedicated space at Filtisac company, dedicated to parental education and early learning
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Jacobs Foundation	Jacobs Foundation, UBS Optimus Foundation, Bernard van Leer Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2018	6.0
	PROJECT	OBJECTIVE
	Enhanced parental engagement in children's education	Leveraged nudgebot technology to foster parental engagement in children's education and for teachers to create a more supportive learning environment
	IMPLEMENTING PARTNER	FUNDING PARTNER
	MGOV	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2018-2019	200.0

Policy strengthening interventions	PROJECT	OBJECTIVE
	Education sector review	Monitored the annual performance against the objectives of the education sector strategy
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Ministry of National Education	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2018-2019	31.9
	PROJECT	OBJECTIVE
	Integrated analysis of Sustainable Development Goals (SDGs)	Conducted an integrated analysis of Côte d'Ivoire education system dynamics to identify cross-sectoral policies and programs that are coherent, synergistic and aligned with education and ECD-related SDGs
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Millenium Institute	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2018-2019	115.0
	PROJECT	OBJECTIVE
	Multisectoral nutrition and child development project	Improved nutrition service delivery and support community mobilisation for improving nutrition actions such as child growth promotion and development, infant and young child feeding practices, etc.
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Power of Nutrition	Jacobs Foundation, UBS Optimus Foundation, Bernard van Leer Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2018-2023	4,921.2
	PROJECT	OBJECTIVE
	National evaluation of learning outcomes	Assessed learning outcomes in literacy and numeracy in grade 3
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Ministry of Education	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2019	77.2

Policy strengthening interventions	PROJECT	OBJECTIVE
	National evaluation of learning outcomes	Assessed learning outcomes in literacy and numeracy in grade 3
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Ministry of Education	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2020	71.0
	PROJECT	OBJECTIVE
	Evaluation of learning outcomes of PALEC beneficiaries	Evaluated learning outcomes in literacy and numeracy for children in multigrade classrooms
	IMPLEMENTING PARTNER	FUNDING PARTNER
	Ministry of Education	Jacobs Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2020-2021	13.8
	PROJECT	OBJECTIVE
	Policy strengthening operations	Operations of the Steering Committee, field verifications, consultancy and other services
	IMPLEMENTING PARTNER	FUNDING PARTNER
		Jacobs Foundation, Bernard van Leer Foundation
	TERM	TOTAL FUNDING (In thousands of CHF)
	2016-2021	211.5

Knowledge management

PROJECT Learning organization and knowledge management	OBJECTIVE Assessment, codification, and dissemination of knowledge, practices, and lessons learned on TRECC implementation
IMPLEMENTING PARTNER	FUNDING PARTNER Jacobs Foundation
TERM 2016-2021	TOTAL FUNDING (In thousands of CHF) 422.0

PROJECT Communications and media outreach	OBJECTIVE Assessment, codification, and dissemination of knowledge, practices, and lessons learned on TRECC implementation
IMPLEMENTING PARTNER	FUNDING PARTNER Jacobs Foundation
TERM 2016-2021	TOTAL FUNDING (In thousands of CHF) 183.3

*Excluding industry contributions of CHF 4.4 M under the Grant Matching Mechanism.




TOTAL*
(In thousand of CHF)
54,931.6















A Big 'Thank You' to All Our Partners in TRECC

Government Partners




Primature (Office of the Prime Minister)	
Ministère de l'Éducation Nationale et de l'Alphabétisation (Ministry of National Education and Literacy)	
Ministère de l'Enseignement Technique et de la Formation Professionnelle (Ministry of Technical Education and Vocational Training)	
Ministère de la Femme, de la Famille et de l'Enfant (Ministry of Women, Family and Children)	
Ministère de la Santé de l'Hygiène Publique et de la Couverture Maladie Universelle (Ministry of Health, Public Hygiene and Universal Health Insurance.)	
Ministère de l'Emploi de la Protection Sociale (Ministry of Employment and Social Protection)	
Ministère en charge de l'Enseignement Supérieur et de la Recherche Scientifique (Ministry in charge of Higher Education and Scientific Research)	
Ministère du Budget et du Portefeuille de l'Etat (Ministry of Budget and State Portfolio)	
Conseil National de la Nutrition, de l'Alimentation et du Développement de la Petite Enfance (National Council for Nutrition, Food and Child Development)	
Comité National de Surveillance des Actions de Lutte contre la Traite, l'Exploitation et le travail des Enfants (National Monitoring Committee for Actions to Combat Trafficking, Exploitation and Child Labor)	

Industry Partners



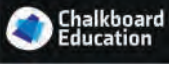











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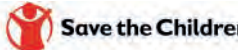




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Busara Center for Behavioral Economics



Brookings – Center for Universal Education



Ecole Nationale Supérieure de Statistique et d’Economie Appliquée (ENSEA)



Education Sub-Saharan Africa (ESSA)



Innovation for Poverty Action



Institut National de la Statistique (INS)



International Society for the Study of Behavioral Development (ISSBD)



Johns Hopkins Center for Communication Programs



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