



Education
Partnerships
Group



Profile of pre-primary provision in Abidjan and Bouaké

A review and policy implications for establishing a pilot

Foreword

With reference to the 2030 Agenda on Sustainable Development, one of the objectives pursued by the international community is to promote, on the one hand, early childhood access to development and care activities and, on the other, to provide all young children with a quality preschool education that prepares them for basic learning in primary school. In Côte d'Ivoire, early childhood education provides a low rate of access to support structures for young children aged 3 to 5. It is 9.4 percent in 2019, according to the school statistics of the Department of Strategies, Planning and Statistics of the Ministry of National Education, Technical Education and Vocational Training. Côte d'Ivoire thus ranks in the last quarter of African countries in terms of pre-school. The underlying causes of this situation are both supply and demand.

Furthermore, kindergarten is mainly concentrated in urban areas, so provision remains poor in rural areas with a rate of 5 percent in 2016 (source: MICS surveys, 2016).

However, it should be noted that the diagnostic analysis of our system shows that enrolment increased at all levels of education over the period 2005–2014, contributing to an increase in coverage rates until 2018.

With regards to preschool, the average annual increase in enrolment has been 13.6 percent since 2011, with the public sector as the main driver of this development. In fact, between 2009 and 2014, around 70 percent of the additional places in preschool were provided by the public sector, i.e. 68 percent of enrolment.

In order to maintain this trend, the Ministry of National Education, Technical Education and Vocational Training has set the objective of reaching a pre-school enrolment rate

of 15.6 percent by 2025 through the Education / Training Sectoral Plan. In this perspective, strategic measures have been adopted to:

- Develop preschool provision for five-year-old children in primary schools;
- Reinforce pre-primary provision by community partners for children in rural areas aged four to five;
- Support private pre-school provision; and
- Reinforce the overall quality of provision in preschool education.

While progress has been made, the Ivorian government recognises that there are still major challenges to overcome in terms of access, quality and equity in pre-school education. Also, the desired partnership with Education Partnerships Group is an opportunity to profile other solutions to address the pre-school deficit in the Ivory Coast.

One of the expected solutions comes from the Accelerated School Readiness Programme developed with EPG's technical support and whose implementation will provide real possibilities for national pre-school education development.

This is therefore the place to acknowledge the support of all the partners, and above all of EPG, for its support in consolidating the foundations of our school system, which is gradually being reborn from the ashes.

Kandia CAMARA
Honourable Minister of National Education, Technical Education and Vocational Training

A research project for the *Ministère de l'Éducation Nationale, de l'Enseignement Technique et de la Formation Professionnelle* designed in partnership with Ark Education Partnerships Group



Ministère de
l'Éducation
Nationale,
Côte d'Ivoire



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List of Acronyms

EPG	Education Partnerships Group
ASR	Accelerated School Readiness
CAP	<i>Certificat d’Aptitude Pédagogique</i>
CEAP	<i>Certificat Élémentaire d’Aptitude Pédagogique</i>
COGES	<i>Comité de Gestion des Etablissements Scolaires</i>
DEEP	<i>Diplôme d’Etat de Educateurs Préscolaires</i>
DELC	<i>Direction des Ecoles, Lycées et Collèges</i>
DPFC	<i>Direction de la Pédagogie et de la Formation Continue</i>
DREN	<i>Directions Régionales de l’Education Nationale</i>
DSPS	<i>Direction des Stratégies, de la Planification et des Statistiques</i>
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
ECE	Early Childhood Education
GPE	Global Partnership for Education
IEPP	<i>Inspection de l’Enseignement Préscolaire et Primaire</i>
INFS	<i>Institut National de Formation Sociale</i>
IPA	Innovations for Poverty Action
MENETFP	<i>Ministère de l’Education Nationale, de l’Enseignement Technique et de la Formation Professionnelle</i>
MEPS	<i>Ministère de l’Emploi et de la Protection Sociale</i>
MFPEs	<i>Ministère de la Femme, de la Protection de l’Enfant et de la Solidarité</i>
PAPSE	<i>Projet d’Amélioration de la Prestation de Services d’Education</i>
PASEC	<i>Programme d’Analyse des Systèmes Educatifs de la CONFEMEN</i>
PEVS	Pre-primary Education Voucher Scheme
PPP	Public-private partnership
SDGs	Sustainable Development Goals
SMIG	<i>Salair Minimum Interprofessionnel Garanti</i>
TRECC	Transforming Education in Cocoa Communities
UNICEF	United Nations Children’s Fund

Executive summary

Background

There is growing evidence on the value of good quality pre-primary education. Children are more likely to transition to primary school smoothly and at the appropriate age, saving governments money in children repeating years. Children are also more likely to make successful transitions to secondary school and succeed later in their lives.

Despite this evidence, pre-primary enrolment is low across Côte d'Ivoire and investment to ensure quality is limited. While the Government of Côte d'Ivoire has made significant progress in recent years to expand primary and secondary education for all, this progress has not been the case in pre-primary education. It is not compulsory and funding is relatively low.

The Ivorian Government acknowledges its role in overseeing the pre-primary sector. There is some government provision of pre-primary services. Non-state providers fill some of the public provision gap.



As public resources available for investment in the pre-primary sector are limited, a good understanding of current provision, and how government can best work with the non-state sector, is important to determine how to target limited resources most effectively. With a rise in public-private partnerships (PPP) in education in developing countries, the timing is right to explore how the Government of Côte d'Ivoire can leverage the non-state sector more strategically to achieve its objectives in the pre-primary sector.

The *Ministère de l'Éducation Nationale, de l'Enseignement Technique et de la Formation Professionnelle* (MENETFP) requested EPG's support in 2018 to inform national level policy discussions by

- (i) improving MENETFP's knowledge base and understanding of the quality of current pre-primary providers in selected areas of Abidjan and Bouaké and,
- (ii) based on this information; develop a PPP pilot to improve pre-primary education access and quality in alignment with current initiatives.

In collaboration with the MENETFP, EPG designed the study and data collection instruments, and contracted Innovations for Poverty Action (IPA) to undertake the data collection and analysis. IPA's analysis is outlined in chapters 2, 3 and 4. Other content may not reflect the views of IPA.

The study complements existing research across Côte d'Ivoire by taking a deeper dive to understand provision specifically in the DRENs (*Directions Régionales de l'Éducation Nationale*) of Abidjan 3 and Bouaké 2. This

choice was driven by (i) the MENETFP's interest in focusing on the most disadvantaged children in urban and peri-urban areas and; (ii) the availability of different pre-primary providers for comparison purposes.

Components of the research

The data collection was undertaken between March and May 2018 and consisted of three distinct but related components:

- **Pre-survey listing of pre-primary providers** in the DRENs (*Directions Régionales de l'Éducation Nationale*) of Abidjan 3 and Bouaké 2. The primary goal was to verify and complement the listings available from the ministries, and in particular to ensure that schools which are not officially registered would still be included in the study. The listing resulted in a record of 492 pre-primary centres.
- **Quantitative research into pre-primary centres** consisting of surveys of centre directors and teachers, and a site visit and session observation in a sub-sample of 165 centres. A child assessment was administered to a random sample of children in each centre. Furthermore, mixed-method interviews with directors and inspectors in the two DRENs were also conducted to collect information on supervision of centres.
- **Qualitative research through parent focus group discussions** to understand parental demand. This included focus group discussions with parents who did and did not have children enrolled in pre-primary centres.

Key research findings: Supply and Demand

Supply side

- **Most pre-primary schools are registered, but some providers declare that the registration process can be challenging,** lengthy, and cumbersome. Informal pre-primary schools tend to have opened more recently (i.e., 80 percent had been opened within the last 6 years) than other types of pre-primary schools.
- **All types of pre-primary providers rely on fees from parents.** Fees charged to parents are the main source of income. Only a limited number of providers identify subsidies, from the public sector or private institutions, as a source of funding.
- **Teachers in the public sector are substantially better paid than in the private institutions,** especially among informal private providers where the median salary is below the minimum wage.
- **Teacher qualifications vary substantially.** Almost all teachers in the public sector have a professional diploma, but this qualification is rarely specific to pre-primary education. Teachers in the private sector are often unqualified, but nearly half have received training focusing on early childhood education.

- **Teacher satisfaction is equally varied.** Approximately half of teachers say that they would remain in their position if they were given the choice to leave the profession in the next five years. Teachers often report being overwhelmed by their workload and receiving limited support, especially in informal schools and in Abidjan.
- **Few inspectors have specific guidelines at hand for the inspection of pre-primary schools.** However, almost no inspectors reported the lack of guidelines as a main challenge in their job. About half of the inspectors have received training in early childhood education.

Demand side

- **Parents generally think pre-primary education is important.** The main barriers to sending their children to pre-primary school relate to costs, proximity and quality. Most parents felt that the government should provide some support to pre-primary schools regardless of the status of the school (formal or informal). Besides cost, the most important factors for selecting a pre-primary school by parents were found to be the quality of teaching and the proximity to their home.



Approximately half of teachers say that they would remain in their position if they were given the choice to leave the profession in the next five years.



Teachers in formal private schools, especially among faith-based providers, are most likely to adopt child-centred and play-based approaches to learning.

Key research findings: Needs assessment

- Access:** Overcrowding is not widespread, which suggests that enrolment could increase within the structures currently available. The main providers of pre-primary education are private secular schools and public schools under MENETFP. Private sector provision is more common in Abidjan, and in urban and peri-urban areas. Cost of schooling to parents is higher in the private sector but fees charged varied greatly between providers.
- Equity:** Based on enrolment figures, there is no gender gap observed in terms of access. However, very few schools are accessible and adapted to children with special educational needs.
- Quality:** Public and formal private schools perform better than informal schools in terms of the physical features of preschools and the quality of teaching and learning. In the public and formal private schools, the classroom set-up is generally aligned with play-based learning and teachers most often actively engage the children. This is less common among informal providers. Teachers in formal private schools, especially among faith-based providers, are most likely to adopt child-centred and play-based approaches to learning.
- Child assessment:** A substantial share of children have not mastered some skills listed in the official curriculum at the end of *grande section*. These skills include, for example, identifying basic geometrical shapes, identifying one-digit numbers or drawing a square. The private sector, especially secular providers, often outperform the public sector, although these results could be caused by differences in the socio-economic compositions of the schools.

Implications for policy and further research

There are several areas for the Government of Côte d'Ivoire and its partners to consider in their actions to improve pre-primary education provision in Abidjan 3 and Bouaké 2 based on these research findings. They include:

1. **Investing in existing providers.** The research suggests there are promising pre-primary interventions among existing providers in Abidjan 3 and Bouaké 2. In addition, it is possible to increase the number of children in existing pre-primary facilities while maintaining current quality of provision. To improve access in the short-term in these urban and peri-urban areas, it may therefore be more cost-effective to identify the strongest of existing providers and support these initiatives with demand interventions rather than investing in creating incentives for new market entrants or attempting to roll-out large-scale public provision of pre-primary services. Note this policy implication holds true for these locations but may not be relevant to other areas of the country.
2. **Innovative financing mechanisms for parents who cannot afford to pay.** The broader evidence within Côte d'Ivoire suggest that poorer families are least likely to have access to pre-primary education.¹ Evidence from other countries indicates that good quality pre-primary interventions can have a disproportionately greater benefit for the poorest in the community.² With that in mind, policy makers and funders should consider the most appropriate and cost-effective interventions that enable poorer households to benefit. These might include vouchers to families, subsidies to providers that cover poorer areas, or payment structures that are flexible for families in terms of timing or in-kind contributions.
3. **Study parental beliefs and attitudes toward pre-primary education.** The qualitative findings from the parent focus groups in this study indicate scope for further exploring parental beliefs about the value of pre-primary education. When making decisions about investing in pre-primary education, parents must weigh the expected costs and benefits. Costs are usually immediate while benefits are less apparent and often longer-term in nature. Therefore, obtaining greater insight into parental beliefs could better inform interventions that are attractive to parents



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and deliver cost effective benefits to children. Evidence from elsewhere suggests that programmes reframing costs and benefits of education can increase access at low cost.³

4. **Invest in pre-primary specific teacher training and support to improve quality.** In the long-term, specific pre-primary pre-service training will be required. However, in the short term, in-service training could be prioritised and supplemented with peer learning, coaching or mentoring that could deliver improvements in teacher performance and motivation at lower cost. Further work is needed to understand the nature of training and support required to ensure positive child outcomes.
5. **Improvements in inspections and monitoring with a focus on quality.** There does not appear to be a standardised framework for monitoring pre-primary providers. Refining and revising existing inspection and monitoring tools for pre-primary would allow the development of a clearer accountability framework, whereby government can hold all types of providers accountable for delivering quality services. Furthermore, inspectors and monitoring officials would require specialised training in pre-primary education.
6. **Commission research to improve knowledge about cost-effective approaches.** With limited information available about quality as well as costs, we cannot draw conclusions about the features that may make certain models or providers cost-effective. Further research could draw out common features that are driving quality. Research could further explore how different providers contribute to children's socio-emotional and cognitive development, in cost-effective ways. Furthermore, experiments with subsidies

¹ UNICEF (2016).

² World Bank (2015).

³ J-PAL (2017).

or voucher schemes could help shed light on the relationship between government investment in pre-primary education and improved learning outcomes particularly for the most disadvantaged.

7. Review and clarify the registration process.

With the existence of informal providers, there is a need to encourage more centres to officially register, which will result in better records of existing provision. This should increase the likelihood of centres complying with MENETFP and MFPEs regulations, being visited by district inspectors and held to account.

8. **Clarify governance structures.** The informal establishment of an inter-ministerial early childhood development (ECD) committee – the *Développement Intégré du Jeune Enfant* (DIJE) Committee – has improved synergies between ECD interventions. However, governance of pre-primary education remains blurry. Clarifying the roles and responsibilities of MENETFP, MFPEs (*Ministère de la Femme, de la Protection de l'Enfant et de la Solidarité*) and the Ministry of Planning and Development respectively – for example through the creation of a school readiness sub-committee – would allow the streamlining of current government efforts.

Implications for partnerships between government and the non-state sector in pre-primary education

The non-state sector is already an important contributor in the provision on pre-primary education, accounting for 28 percent of total enrolment. This sector has already been identified as a key partner in the expansion of pre-primary education and in doing so, contributes to the 2025 Education Sector Plan objectives.

Examining how public-private partnerships (PPPs) can contribute to reducing gaps in quality pre-primary provision is critical in order to enable MENETFP to achieve its objectives. PPP initiatives can respond to a number of different Government policy objectives depending on their design. Therefore it is critical for MENETFP to prioritise their policy objectives in terms of access, quality and equity and design a PPP to respond to these priorities.

The rating of the potential impact on policy objectives for different PPP models is summarised below. However, as with any scheme, the likelihood of delivering on these policy goals will depend heavily on the quality of the intervention design and effectiveness in how the scheme is implemented and monitored.

PPP model	Access	Equity	Quality
Model 1. Subsidy Scheme	Medium	Medium	Medium
Model 2. Voucher Scheme	High	High	Medium
Model 3. Contract Management	Low	Low	High
Model 4. Contract Complementary Services	Low	Low	High
Model 5. Accelerated School Readiness Programme	High	High	Medium
Model 6. Incentives Programme	High	Medium	Low

Each of these models are discussed in further detail in the main body of this report.

1. Introduction

1.1. The value of pre-primary education

Increasingly, the importance of high-quality pre-primary education services is being globally recognised as a critical component for success in later years of schooling and life. Mounting evidence indicates that investing in early learning can positively impact a wide-range of outcomes for children, including learning achievement,^{4,5} cognitive and brain development,⁶ long-term employment and future earnings.⁷ Evidence suggests that children who attend preschool stay in school for, on average, nearly a year longer and are more likely to be employed in high-skilled jobs.⁸ As a key component of early childhood development (ECD) services, pre-primary education is highlighted in the Sustainable Development Goals (SDGs) where target 4.2 states that by 2030 countries should: ‘ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education’.

Despite growing international advocacy and evidence, global progress towards equitable access to quality pre-primary education remains a challenge. Half of the world’s children currently do not have access to pre-primary education, with sub-Saharan Africa showing the lowest levels of access at 18 percent. The limited access to pre-primary education is, to a large extent, provided by the private sector, which can vary in quality depending on accountability frameworks. Furthermore, the average



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expected duration of pre-primary schooling is 0.48 years for sub-Saharan Africa compared to 2.52 and 2.58 years for North America and Western Europe and Central and Eastern Europe respectively.⁹

1.2. The pre-primary landscape in Côte d’Ivoire

In line with the SDGs, the Government of Côte d’Ivoire has been increasingly focused on pre-primary education and ECD services more broadly. A draft inter-ministerial ECD policy has been developed with support from UNICEF to build a common vision towards the provision of quality ECD services.¹⁰ Three Ministries are engaged in the provision of pre-primary services including the *Ministère de l’Education Nationale*,

⁴ Berlinkski et al. (2009).

⁵ Engle et al. (2011).

⁶ UNICEF (2014).

⁷ Gertler et al. (2014).

⁸ World Bank (2015).

⁹ UNESCO (2015).

¹⁰ Mingat (2015).

de l'Enseignement Technique et de la Formation Professionnelle (MENETFP), the *Ministère de la Femme, de la Protection de l'Enfant et de la Solidarité* (MFPES) and the *Ministère de l'Emploi et de la Protection Sociale* (MEPS)¹¹. In terms of structured pre-primary teaching from the age of 3, the MENETFP and the MFPES are the public providers.

Approximately 11 percent of this public provision is currently provided by the MFPES¹² with the MENETFP accounting for the remaining 89 percent. Three levels are distinguished at the pre-primary level in MENETFP preschools and includes *petite section*, *moyenne section* and *grande section*. The MENETFP Education Sector Plan 2016–2025 sets out specific objectives for access and quality of pre-primary provision.

Improving pre-primary education in Côte d'Ivoire is particularly important given its potential to increase learning outcomes and reduce inequality long-term. Data from both the PASEC (*Programme d'Analyse des Systèmes Educatifs de la CONFEMEN*) study in 2014 and the National Evaluation in 2017 indicated that higher attainment in French and Mathematics in grade 4 was correlated with pupils attending pre-primary school.¹³ In addition, a study by UNICEF, which assessed different types of preschool provision in Côte d'Ivoire, indicated that every model had a positive impact on learning and the transition to primary school compared to the outcomes for children who had not attended preschool.¹⁴ At the same time, research from the United States and elsewhere indicates that disadvantaged children may benefit the most from pre-primary education, as this set them on an equal path for success and thereby ensures a greater return to society.¹⁵

While progress has been made, the Government of Côte d'Ivoire recognises a number of challenges to address in terms of access, quality and equity. At a national level, the enrolment rate is 16.4 percent.¹⁶ For figures represented by the MENETFP, only 8.8 percent of children aged 3–5 years were enrolled in preschool in 2017.¹⁷ While enrolment figures have been growing on

average 20 percent per year since 2012, the current figures place the country in the bottom quarter for preschool enrolment rates across African countries. The MENETFP and the MFPES both have their individual, national teaching programme for their pre-primary schools. Besides these programmes, there is limited evidence on the quality of pre-primary provision. The majority of public preschool teachers in Côte d'Ivoire do not currently receive early childhood specific training, and relevant monitoring of pre-primary schools is limited due to the absence of minimum standards and adequately trained pedagogical advisers. Furthermore, there are significant disparities in terms of enrolment. In rural areas, the estimated enrolment rate is 5 percent, compared to 30 percent in urban areas.¹⁸ The disparity between the rich and the poor is even more striking — the enrolment rate is 1.5 percent for a child from the poorest quintile and 51.4 percent from the richest.

The MENETFP has established a framework for addressing these challenges in the Education Sector Plan 2016–2025. By 2025, the MENETFP aims to increase enrolment in pre-primary from 10 percent to 25 percent of children through a combination of developing pre-primary in existing primary schools, restructuring existing kindergartens, establishing community preschools, and private provision as indicated in table 1 below. This aims to increase access while improving equity. To improve quality, the MENETFP has set out to establish a one-year training for early childhood education (ECE) teachers and capping class sizes to 25. Developing parent education programmes is also highlighted as a key strategy. Unfortunately, the team was unable to obtain the objectives and projections from the MFPES and it remains unclear whether these exist.

The Government of Côte d'Ivoire has mobilised support from several key development partners to facilitate progress towards these objectives. UNICEF has supported several studies on early childhood for the MENETFP including costing, pedagogical models and a school readiness assessment and parental behaviour study.

11 Since the drafting of this report, the MFPES has been split and is now referred to as the *Ministère de la Famille, de la Femme et de l'Enfant*.

12 This includes both centres for ECD protection (*Centre de Protection de la Petite Enfance*) and ECD community centres (*Centres d'Action Communautaire pour l'Enfance*).

13 PASEC (2016).

14 Seurat (2016). These findings are based on regression analysis with controls.

15 Elango et al. (2016).

16 Côte d'Ivoire Multiple Indicator Cluster Survey (2016).

17 MENETFP (2018).

18 Based on data from the 2016 Multiple Indicator Cluster Surveys (MICS), UNICEF

Table 1. MENETFP enrolment figures by pre-primary provider in 2013, 2017 and projections by 2025

Type of pre-primary offered	Enrolment figures 2013	Enrolment figures 2017*	Enrolment projections		
			2019	2022	2025
Total enrolled children in pre-primary	127,760	180,176	216,134	260,358	304,609
Pre-primary classes in existing schools	4,053	129,661	6,080	7,131	8,208
Restructured public kindergartens ¹⁹	85,112		24,640	144,404	164,168
Community preschools	1,362	899	33,365	49,366	65,368
Private preschools	37,233	49,616	52,049	59,457	66,865

Source: Education Sector Plan 2016-2025

*Figures from MENETFP/DSPS/SDSP — Statistiques scolaires de poche 2017–2018



The study titled ‘*Le Bilan des Compétences Des Nouveaux Entrants au Cycle Primaire en Côte d’Ivoire*’ (2016) is the largest nationally representative study to date.

The study titled ‘*Le Bilan des Compétences Des Nouveaux Entrants au Cycle Primaire en Côte d’Ivoire*’ (2016) is the largest nationally representative study to date. It has laid the foundation for understanding and adapting learning content and activities in pre-primary and primary education. In terms of access, UNICEF Côte d’Ivoire supports the establishment of community-based ECD centres for three- to five-year-old children in hard-to-reach rural areas that provide integrated health, nutrition, social protection, water, hygiene and sanitation services. In 2018, the Government of Côte d’Ivoire has embarked on a project with the Global Partnership for Education (GPE) entitled *Projet*

d’Amélioration de la Prestation de Services d’Education (PAPSE), which aims to improve the community preschool offer further. The programme finances three preschool activities including: (i) implementing a quality, cost-effective and sustainable community-based preschool model in rural areas²⁰ (ii) implementing a training programme (with initial and in-service training) for community preschool educators, and (iii) establishing minimum standards and monitoring tools to help achieve quality provision. The project works with UNICEF to implement activities relating to teacher training, monitoring tools and minimum standards, and strengthening the capacity of government agencies, communities and parents. Another key partner of the MENETFP in the pre-primary education sector is the Transforming Education in Cocoa Communities (TRECC) initiative of the Jacobs Foundation, which mobilises resources and expertise to scale up early childhood development and parenting programmes nationwide. Among many other activities, the programme is currently supporting 15 public preschool centres in terms of construction, teachers training and teaching and learning tools in collaboration with World Education²¹ and Mondelez, a multinational confectionery, food, and beverage company. The TRECC programme also has several ongoing parenting pilot projects in partnership with cocoa companies in Côte d’Ivoire, and, most notably, will be supporting parental education activities in the context of the National Multisector Nutrition and Child Development Project.

¹⁹ The Ministry plans to reduce the public pre-primary schooling duration from three to two years, increase the number of pre-primary teaching rooms and recruit new teachers in public kindergartens.

²⁰ Including the districts of Bagoué, Béré, Bounkani, Kabadougou, Poro, and Tchologo.

²¹ World Education provides training and technical assistance in literacy, workplace, health, and HIV and AIDS education around the world.

While substantial effort and support is given to the disadvantaged populations in rural areas through the community model, there are still a number of challenges to be addressed to provide high-quality pre-primary education for all children in Côte d'Ivoire. Given the ambitious goal of increasing enrolment to 25 percent by 2025 under the MENETFP, other providers including public and non-state providers beyond rural communities will continue to play a significant role in providing quality pre-primary education. According to the projections in the Education Sector Plan, the MENETFP aims for public schools to account for 57 percent of total pre-primary education provision; private schools to account for 22 percent of provision and community schools to account for 21 percent by 2025. Currently, the public sector accounts for 72 percent of provision and private sector accounts for 28 percent.²² Beyond access and equity challenges, quality dimensions of private and public provision in terms of teacher training, minimum standards and monitoring systems are some of the gaps that remain unchallenged. Unfortunately, the team has not been able to obtain any information about the objectives and frameworks for increasing enrolment rates from the other ministries.

1.3. Objectives of the study

In many developing countries, including Côte d'Ivoire, the government acknowledges its role to oversee the pre-primary sector, but non-state providers fill some of the public provision gap.

As a result, collaboration between the public and non-state sector in developing countries is growing and public-private partnerships (PPPs) are increasingly being utilised as a way to address challenges and gaps in traditional education delivery, with the potential to accelerate progress toward the SDGs. Examining PPPs for the pre-primary education sector is particularly relevant, given that non-state sector preschools account for over two-thirds of total enrolment in Sub-Saharan Africa. Furthermore, pre-primary education on average constitutes only 2 percent of the government education budget in the region²³. With limited financial resources for pre-primary education, governments are increasingly seeking to strengthen and develop strategic partnerships with the existing non-state sector to expand access and increase quality. Depending on their design, these partnerships can support one or several of the government's objectives typically among access, quality and equity in pre-primary education provision.²⁴



Pre-primary education on average constitutes only 2 percent of the government education budget in the region.

Despite mounting evidence about the importance of pre-primary education for success in later years of schooling and life, pre-primary enrolment is low across Côte d'Ivoire and investment has been limited to ensure quality.

Pre-primary represents 2.1 percent of total government education spending²⁵ and, given a highly stretched basic education budget, is likely to remain low. With over 25 percent of current enrolment provided by the non-state sector, exploring the potential of PPPs to accelerate progress towards the SDGs in Côte d'Ivoire has been a key objective for this study. A primary motivation for the primary data collection has been to shed light on the quality and cost of different, existing pre-primary providers. Indeed, to date, the MENETFP and its development partners have had a limited base of evidence into the quality of public and non-state providers in urban and peri-urban areas as well as insight into which support measures could help providers improve and expand in an equitable way.

In January 2018, the MENETFP requested EPG's support to inform national level policy discussions

by (i) improving MENETFP's knowledge base and understanding of the quality of current pre-primary providers in selected areas of Abidjan and Bouaké and (ii) based on this information; develop a PPP pilot to improve pre-primary education access and quality in alignment with current initiatives. In collaboration with the MENETFP, EPG designed the study and data collection instruments, and contracted Innovations for Poverty Action (IPA) to undertake the data collection and analysis. IPA has extensive experience with pre-primary education and ECD research in West Africa. Their analysis is outlined in chapters 2, 3 and 4. Other content may not reflect the views of IPA.

The objectives, research questions and survey tools have been developed in collaboration with an inter-ministerial working group including representatives

²² Based on data from MENETFP/DSPS/SDSP/Statistiques scolaires de poche 2017-2018.

²³ Global Monitoring Report (2015).

²⁴ Gustafsson-Wright et al. (2016).

²⁵ IPE — Pôle de Dakar (2016).

from the MENETFP, Ministry of Women and Social Protection (*Ministère de la Femme, de la Protection de l'Enfant et de la Solidarité*) as well as the Ministry of Planning (*Ministère du Plan et du Développement*).

In summary, the main objectives of this study are:

- A greater understanding of the composition, coverage, quality and cost-efficiency of existing pre-primary education providers (public and non-state) in selected areas of Abidjan and Bouaké;
- Recommendations for how the MENETFP could elaborate a PPP pilot to ensure high quality and cost-effective pre-primary provision.

Specifically, the primary research aims to provide a better understanding of:

1. **The supply of pre-primary providers in Abidjan and Bouaké**, including the type of provider (private or public) and who is being served. To improve the evidence base the study further examined:
 - **Costs** of pre-primary providers, including fees paid by parents and information on teacher salaries by provider type.
 - **Quality** of pre-primary education measured mainly in terms of the learning environment and child outcomes. This was disaggregated by provider type and by region.
 - **Monitoring and management** of pre-primary providers, including registration, administrative support to schools, teacher training and qualification, and inspection frameworks.
 - **Potential for scale** of pre-primary providers, including a discussion on possible public-private partnerships models to consider.

2. **The demand for pre-primary providers in Abidjan and Bouaké** by examining the levels of parent awareness of existing pre-primary services and what the barriers are to increasing demand.

The study aims to complement the study by UNICEF, '*Le Bilan des Compétences Des Nouveaux Entrants au Cycle Primaire en Côte d'Ivoire*' (2016). UNICEF's study is the first and only report to provide a detailed analysis of ECE across Côte d'Ivoire. Among other things, it has been used to demonstrate the value of pre-primary education in Côte d'Ivoire and to develop the community model and objectives in the Education Sector Plan.

The EPG – IPA study provides a deeper dive into existing provision in Abidjan and Bouaké to inform interventions specifically in these areas. It aims to complement the broader work at the policy level and to highlight areas where further research and PPP interventions may be valuable.

1.4. Abidjan and Bouaké context

The inter-ministerial working group selected the cities of Abidjan and Bouaké – the largest and second largest cities respectively as indicated in the table below for the primary research. The cities are located in southern and central Côte d'Ivoire respectively.

Within these cities, the *Directions Régionales de l'Éducation Nationale* (DREN) of Abidjan 3 and Bouaké 2 were selected for the data collection. This choice was driven by:

- **A MENETFP interest in focusing on the most disadvantaged children in urban or peri-urban areas.** As urban populations expand, the phenomenon

Table 2. Five largest cities in Côte d'Ivoire

City	Region	Population	Percentage of total population in Côte d'Ivoire
Abidjan	Lagunes	4,395,243	18.5%
Bouaké	Gbêkê	567,481	2.4%
Daloa	Haut-Sassandra	215,652	0.9%
San-Pédro	Bas-Sassandra	196,751	0.8%
Yamoussoukro	Bélier	194,530	0.8%

Source: Census of Population and Housing in Côte d'Ivoire (2014)

of urban slum proliferation is a great and pressing challenge, and is an increasingly salient context for children in Côte d'Ivoire. As illustrated in the recent Economic Update for Côte d'Ivoire by the World Bank (2017), urbanisation is a rapidly growing phenomenon with the workforce progressively shifting from agricultural work to employment in cities (see graph 1 below). This shift is accompanied by a growing demand for pre-primary education services in urban and peri-urban areas.

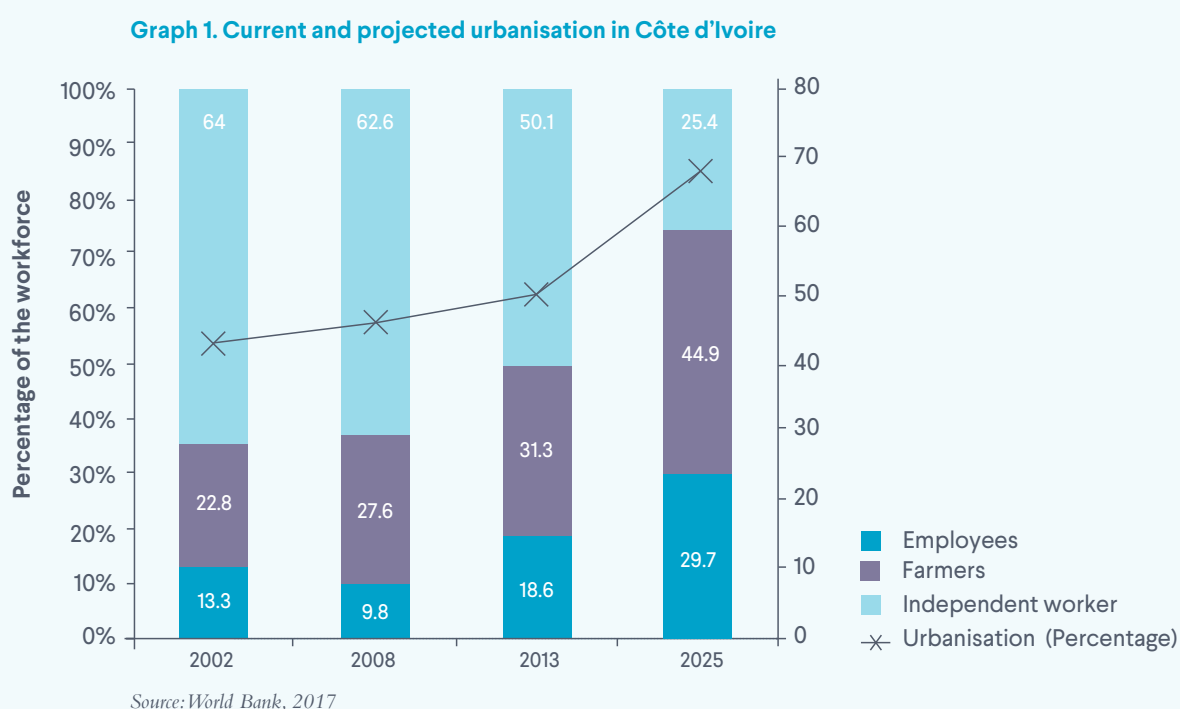
- **The availability of different pre-primary providers.** With the largest number of children at preschool level with 67,522 children enrolled in Abidjan (representing 37.4 percent of all children enrolled in preschool in Côte d'Ivoire²⁶) and 9,364 enrolled in Bouaké in 2017–2018 compared to the rest of the country²⁷, the selected areas include both public and non-state providers thereby facilitating a comparison of the pre-primary education delivery models.

The DREN of Abidjan 3 comprises ten IEPP districts (*Inspections de l'Enseignement Préscolaire et Primaire – IEPP*)²⁸ among which eight belong to the Yopougon suburb. Yopougon is the largest suburb of Côte d'Ivoire and the most populous of Abidjan with more than one

million people representing approximately 23 percent of Abidjan's population and 4 percent of Côte d'Ivoire's total population.²⁹ These neighbourhoods tend to be densely populated and low to middle income with small to medium businesses being the main source of economic activity. Approximately 10 percent of preschools in Côte d'Ivoire are located in DREN Abidjan 3, accounting for just over 13 percent of enrolled children in the country (see table 3 below).

The DREN of Bouaké 2 comprises eight low to middle income IEPP districts,³⁰. Trade and tourism are growing rapidly as a result of Bouaké's central location to neighbouring countries such as Ghana and Mali. Processing of tobacco products, cotton and rice is a major economic activity of the area. 3.7 percent of preschools in Côte d'Ivoire are located in DREN Bouaké 2, accounting for 3.4 percent of enrolled children in the country (see table 3 below).

Three levels of monitoring of the quality of pre-primary education exists at the MENETFP for public pre-primary schools. (i) Pedagogical advisors (*conseillers pédagogiques*) undertake classroom observations of teachers. In principle, one pedagogical advisor monitors 60 teachers although often this is more. The observations



26 Note that these figures are based on MENETFP statistics, as statistics from the MFPEs were not available.

27 MENETFP/DSPS/SDPSP : *Statistiques scolaires de poche 2017–2018*.

28 Including the IEPPs of Attécoubé, Yopougon 1, Yopougon 2, Yopougon 3, Yopougon 4, Yopougon 5, Yopougon Kouate, Yopougon Maroc, Yopougon Niangon and Songon.

29 Census of Population and Housing in Côte d'Ivoire (2014).

30 Beoumi 1, Beoumi 2, Botro, Bodokro, Bouaké-Gonfreville, Bouaké-Koko, Bouaké N'Gattakro and Sakassou.

Table 3. MENETFP preschool figures for Abidjan and Bouaké compared to the rest of Côte d'Ivoire

DREN	Number of IEPP districts	Number of preschools	Percentage of total number of preschools in Côte d'Ivoire	Number of enrolled children	Percentage of total number of enrolled children in Côte d'Ivoire
Abidjan 1	6	189	6.7%	18,012	10.0%
Abidjan 2	7	150	5.3%	15,175	8.4%
Abidjan 3	10	292	10.3%	23,801	13.2%
Abidjan 4	7	151	5.3%	10,534	5.8%
Total in Abidjan	30	782	27.6%	67,522	37.4%
Bouaké 1	4	61	2.2%	3,321	1.8%
Bouaké 2	8	106	3.7%	6,043	3.4%
Total in Bouaké	12	167	5.9%	9,364	5.2%
Total in Côte d'Ivoire	210	2,834	100%	180,176	100%

Source: Preschool statistics 2017–2018/DSPS, MENETFP

by the pedagogical advisor are submitted to the *Direction de la Pédagogie et de la Formation Continue* (DPFC) and the *Direction des Ecoles, Lycées et Collèges* (DELC); (ii) Pedagogical inspectors (*inspecteurs pédagogiques*) oversee the pedagogical advisors and observe teachers. A grade is given to the pre-primary teachers based on the inspector's observations, which is taken into account for promotions and progress. (iii) Administrative inspections consider the building safety, general management of the centre and the centre's interaction with parents. These reports are also submitted to the DPFC and DELC. Beyond these three levels, the National Inspections Department (*Inspection Générale de l'Éducation Nationale*) can conduct further, independent inspections. Private schools are monitored by the Department for Private Schools (*Direction de l'Encadrement de l'Enseignement Privé*). Further research would be required to map the monitoring procedures of the MFPEs.

The rest of the report is structured as follows:

- **Chapter 2** describes the research methodology and the limitations of the research.
- **Chapter 3** presents research findings from the supply and demand side analysis.
- **Chapter 4** undertakes a needs assessment based on the research findings and is structured around the concepts of access, equity and quality.
- **Chapter 5** provides recommendations for future policy decisions and research in Côte d'Ivoire including an introduction to different PPP models.

2. Research methodology

2.1. Components of the research

EPG's and IPA's research in Abidjan and Bouaké sought to provide a deeper understanding of existing pre-primary provision, in terms of access, demand, and quality than was previously available. The main aim of the research was to generate evidence to inform future policy and interventions, especially related to strengthening partnerships with the non-state sector, to improve access and quality of pre-primary education. There were three components to the quantitative and qualitative research:

1. Pre-survey listing. This exercise consisted in an on-the-ground listing of all pre-primary centres in the two DRENs, including stand-alone pre-primary schools and pre-primary schools that were attached to primary schools. The primary goal was to verify and complement the listings available from the ministries, and in particular to ensure that schools which are not officially registered would still be included in the study. Basic information was collected about the schools to enable a stratified sampling for the main survey that followed, and to help with its logistical setup. More details on this listing exercise are provided in part 2.2 below.



The main aim of the research was to generate evidence to inform future policy and interventions, especially related to strengthening partnerships with the non-state sector, to improve access and quality of preprimary education.

2. Quantitative research into pre-primary centres.

This main survey consisted in the administration of several survey instruments on a random sample of pre-primary centres obtained from the listing exercise (see details on sampling below). The instruments were contextualised and reviewed by the inter-ministerial working group. The following surveys were administered:

- A director survey, which touched on a wide variety of topics including: basic information about the school, registration status, information about the number of students, the number and qualifications of teachers, non-teaching staff, school food provision and health services, utilities, beliefs and practices regarding early childhood development, school finances;
- A teacher survey administered to one teacher in each centre (selected randomly among pre-primary teachers who were present on the day of the visit), asking mainly about: demographics, trainings and qualifications, compensation, motivation, teaching practices and inspections;
- A school observation by the surveyor collecting information about infrastructure, equipment, and materials available;
- A classroom session observation in which the surveyor, while attending the classroom for 30 to 45 minutes, was recording information about classroom environment and setup, pedagogical practices³¹ and teacher-student interactions;
- A child assessment which was designed in partnership with MENETFP and was administered to a randomly selected group of children in each centre. The assessment was based on UNICEF's

³¹ These include lesson planning, teaching language and behaviour management practices among others.

assessment administered to primary school entrants in 2016. It was adapted to 3–6-year olds and covered a broad range of cognitive and socio-emotional skills drawing on elements from the International Development and Early Learning Assessment (IDELA) and the Measuring Early Learning and Quality Outcomes (MELQO) tools (assessment available in Annex 1). A small section asking about the presence of a few assets in the child's household was also included with the intention of trying to assess the socio-economic background of the child.

In addition, in order to collect information on supervision of schools, mixed-method interviews with directors and inspectors in the two DRENs were also conducted. The survey was designed and contextualised based on elements from the World Management Survey.

3. Parent focus group discussions.

Parents' perspectives on pre-primary education were captured during 50 focus group discussions organised in the same DRENs, with both parents of children enrolled in pre-primary school and parents of out-of-school children. These discussions primarily touched on perceptions of the value of pre-primary education, participation in parental training programmes, perceptions around school fees, and relationships between parents and the school.

2.2. Listing and sampling methodology

2.2.1. Pre-survey listing of pre-primary education providers

Prior to sampling and data collection, a listing exercise was conducted in the two selected DRENs to identify all the providers operating in the region and collect basic initial information through a listing survey instrument. In practice, for each IEPP, the survey teams were provided with a listing of all providers based on lists coming from MENETFP, MFPEs, and the *Ministère de l'Emploi*.

Surveyors visited all listed providers — although for a few providers the listing survey wasn't administered (the various reasons for that are described in table 5 below). In addition, surveyors were instructed to look for any provider within the boundaries of the IEPP that would not be captured by the listings provided by the ministries. To identify those, two complementary strategies were adopted: (i) talking to local authorities (chiefs and other local leaders) as well as other key informants (shopkeepers, directors of listed schools, members of the *Comité de Gestion des Etablissements Scolaires* (COGES) of local public schools) to ask about any other pre-primary education provider in the community, and (ii) visiting two randomly selected geographical points in each village/neighbourhood of the study area, to talk to local inhabitants to ensure again that no pre-primary education provider was missing. Whenever a new provider was identified, it was also visited to administer the listing survey.

Table 4. Discrepancies between ministry listings and what was found on the ground

Study area	Listings obtained from the ministries			New centres (were not on listings from the ministries)	Total
	Number of centres on the listings from the ministries	Number of centres not found/ not surveyed	Number of centres found and surveyed		
	(A)	(B)	(C)=(A)-(B)		
Bouaké 2	125	7	118	24	142
Abidjan 3	300	24	276	74	350
Total	425	31	394	98	492

The few discrepancies between what was found in the field and the list of providers provided by MENETFP are summarised in Table 4 above. No public schools under the *Ministère de l'Emploi* were included in the final sample as they operated as day-care centres and did not meet the definition of pre-primary education provider adopted for the purpose of the study.³² As expected and by definition, informal³³ pre-primary schools were not on the lists provided by MENETFP, MFPES, or the *Ministère de l'Emploi*.

Table 5. Reasons for not administering the listing survey (i.e. details of column B of table 4)

	Study area		
	Bouaké 2	Abidjan 3	Total
Centre was closed during listing period		5	5
Centre is not functional	2		2
Centre does not meet study selection criteria ³⁴	4	1	5
Centre is out of the study area	1		1
Refusal to participate		10	10
Centre was not found		8	8
Total	7	24	31

Table 6. Number of pre-primary schools by category

Category	Listing from the Ministries			Listing by IPA in the field ³⁵			Sample for the main data collection		
	Bouaké 2	Abidjan 3	Total	Bouaké 2	Abidjan 3	Total	Bouaké 2	Abidjan 3	Total
Public	106	97	203	105	89	194	40	31	71
MENETFP	87	89	176	93	86	179	30	28	58
MFPES	15	6	21	12	3	15	10	3	13
Ministère de l'Emploi	4	2	6	0	0	0	0	0	0
Private formal secular	19	203	222	19	198	217	3	41	44
Private formal faith-based				9	16	25	7	15	22
Private informal	0	0	0	9	47	56	4	24	28
Total	125	300	425	142	350	492	54	111	165

³² The listing survey was administered to any "centre, institution or complex with the objective of teaching kids, which is not a crèche or day care, not a primary school only, and which welcomes a significant number of children aged 3-6". While some explanations may have been provided by surveyors when necessary, the heads of the centre themselves indicated at the beginning of the listing questionnaire whether their centre fell under this definition. The listing questionnaire was then administered if it was the case. In a number of cases, especially in centres depending on the *Ministère de l'Emploi*, the director indicated that the centre had shifted away from education to other activities (e.g. vocational training, child health).

³³ Informal schools are defined as schools that were not registered (at the time of the listing) with the MENETFP, MFPES or the *Ministère de l'Emploi*.

³⁴ See previous footnote.

³⁵ As per table 5, this is not exactly the full listing of all schools meeting the criteria of the study, since there were at least 15 existing and functional schools that either refused to take part in the study (10) or were closed during the listing survey period (5).

2.2.2. Survey sample

The final sample for data collection, which was drawn from the full list of centres that went through the listing survey, was stratified by region and type of school. As can be seen from the rightmost column of table 4, public schools under MFPES as well as private faith-based³⁶ and informal schools³⁷ were purposely oversampled to allow for large enough samples to provide meaningful findings, while private secular schools were under-sampled. A total of 165 schools in the DRENs of Abidjan 3 and Bouaké 2 were visited in May and June 2018.

The results were analysed by types of providers, following the categorisation used for sampling: public schools under the *Ministère de l'Éducation Nationale, de l'Enseignement Technique et de la Formation Professionnelle* (MENETFP), public schools under the *Ministère de la Femme, de la*

Protection de l'Enfant et de la Solidarité (MFPES), private secular schools, private faith-based schools and informal schools. This last category includes schools that were not registered and did not receive public support (e.g. payment of teacher salaries). When relevant, the results are also compared across the two DRENs (Abidjan 3 and Bouaké 2).

Focus group discussions with parents were held in July 2018; 25 were held with parents of children attending preschool. A subsample of the schools (stratified by type) was drawn from the 165 centres that were part of the quantitative survey, with the director helping gather participants for these. Another 25 focus groups were held with parents of children not attending preschool recruited with the help of parents from the earlier 25 focus groups.

The question of community schools

Following discussions with MENETFP and other sector stakeholders, the typology of pre-primary centres used for this study did not consider community schools as its own specifically defined category. Analysis from the headmaster survey still allow us to point to the fact that community schools are not particularly prevalent within our study areas, whether one defines them as centres that are owned by the community or as centres that were initially created by the community:

- Only about 4 percent of the schools are owned by the community (6 in the sample: 5 private formal, 1 informal)
- Only about 8 percent were initially created by the community (12 in the sample: 2 are now categorised as public, 7 as private formal, and 3 as informal)



³⁶ The faith-based schools sampled were either Christian or Islamic schools.

³⁷ The vast majority of schools sampled offer preprimary from the *petite section* to the *grande section*. The few schools only offering *grande section* are almost all public under MENETFP.

2.3. Limitations of the research

While some specific limitations are mentioned directly with the relevant findings, we are listing here the main limitations that apply to the whole study.

Narrow geographic scope. The aim of the study was to conduct scoping research specifically in Abidjan DREN 3 and Bouaké DREN 2. Therefore, the findings of this study are specific to these two DRENS and may not be applicable to the cities of Abidjan and Bouaké or other parts of the country.

Missing observations. As noted above, a few schools that could be located and did seem to be within the scope of the study were closed during the listing period (5) or refused to take part (10). They were therefore not included in the sampling frame for the main surveys, which means that the sample may not be perfectly representative of all existing pre-primary centres in the study areas. In addition, not all the instruments ended up being administered in all the 165 schools that were sampled for the main survey. This is primarily related to the fact that field work had to happen in a very short period of time at the end of the school year: it was realised during the listing that many schools would close earlier than initially expected. Although the order in which the schools and the various instruments was organised in such a way that missing observations would be minimised, a few centres had closed too early to make data collection possible. Specifically, out of the 165 centres that were sampled from the listing, the directors were surveyed in 164 centres, a teacher was surveyed in 162 centres, a classroom observation was performed in 145 centres, and children were assessed in 146 centres. Again these missing observations mean that the findings may not be strictly representative of the study areas.³⁸ No imputation was used in the analysis.

Reliance on self-reported data. On many of the survey indicators — including for example questions on salary figures, fee rates and spending — collected data relied on self-reporting from centre leaders or teachers. While there were no reported inconsistencies between what was reported and what was directly observed, the use of self-reported data involves some risks to getting precise information.

³⁸ In addition, in a few instances, it appeared likely that teachers and students were called back by the director after school closure for the purpose of the survey, such that some biased selection may have happened at that level. Similarly, only children who were present on the day of the assessment were assessed.

3.

Research findings: Supply and Demand

This chapter describes the pre-primary education system from 1 — the providers' perspective, covering supply side aspects ranging from administrative and financial management of the school, teacher workforce, regulations and regional supervision, and 2 — the demand side through insights on parents' perceptions regarding pre-primary education services.

3.1. Research findings: Supply

Main results

Supply side

- Informal pre-primary schools tend to have been opened more recently (i.e. 80 percent were opened for less than 6 years) than other types of pre-primary schools.
- While most schools are registered, some providers declare that the registration process can be challenging, lengthy, and cumbersome.
- Directors in public schools benefit from less administrative support on-site and have more additional responsibilities (such as teaching or providing social assistance) than in private schools.
- Computer and internet access are virtually inexistent in public schools, compared to between one third to half of the private schools.
- Across all types of providers, the fees paid by the parents are a main source of funding.
- Teachers in the public sector are substantially better paid than in the private sector.
- Almost all teachers in the public sector have a professional diploma, but this qualification is rarely specific to pre-primary education, while teachers in the private sector are often unqualified; nearly half

have received training focusing on early childhood education.

- Approximately half of teachers say that they would remain in their position if they were given the choice to leave the profession in the next five years.
- Teachers often report being overwhelmed by their workload and receiving limited support, especially in informal schools and in Abidjan.
- Few inspectors have specific guidelines for the inspection of pre-primary schools.

Demand side

- Most parents with children enrolled in pre-primary education who took part in the focus group discussion agreed that pre-primary education is an effective preparation for primary education.
- The vast majority of parents of out-of-school children said during the focus group discussion that they wish to send their children to school but face barriers related to cost or logistics, or had concerns regarding the security of their children.

3.1.1. School creation and ownership

The following results are based on the director survey.

The vast majority of private schools in the sample, both formal and informal, were created and are owned by private individuals, with the exception of faith-based institutions that are more likely to be created and owned by a faith-based or a non-governmental organisation. As expected, public schools were most often created by the State (and are, by definition, all owned by the State).

On average, the schools in the sample have been operating for 13 years. This figure ranges from less than one year to 79 years. Informal schools tend to have opened more recently than other types of providers: half of them opened 4 years ago or less, and 80 percent in the past 6 years.

3.1.2. Regulation

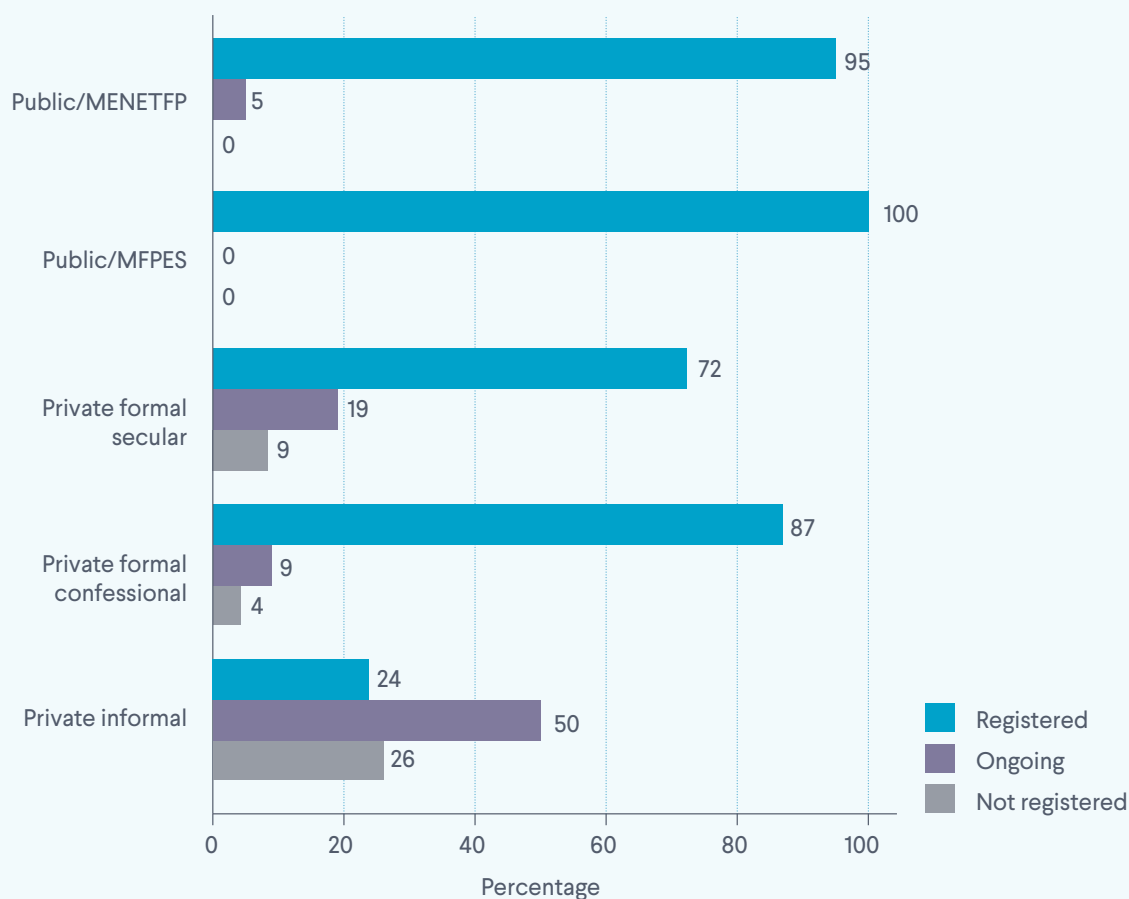
The following results are based on the director survey.

The findings suggest that most schools are registered, but that some providers face or have faced obstacles in the registration process.

As indicated in graph 2 below, almost all formal providers are registered. The few formal schools that are not registered yet, usually located in Abidjan, have started the registration process. The vast majority of school heads declared that they knew and were complying with official guidelines for opening a school (over 80 percent and 88 percent of schools respectively across all types of formal institutions).

Paradoxically, a third of informal providers declare that they are registered, contradicting the results of the listing. These discrepancies could be due to a change in status since the listing, misreporting by the directors or confusion over the

Graph 2. Self-reported registration status by provider type



registration process. Among unregistered informal providers, three quarters declare that they have started the registration process. In the remaining quarter, most declare that they did not seek to register as they just opened (even though some declare having been operating for more than a year).

Overall, while one should keep in mind that this data is self-reported, the results suggest that informal providers are seeking to register but might be taking more time to start and complete the procedure. This is consistent with the fact that these schools have been operating for a shorter period of time than their formal counterparts. The most frequent challenges in completing the registration process as stated by the heads of informal schools are the following: the procedure is cumbersome, the procedure is lengthy, there is a lack of follow-up and the school does not meet the official standards.

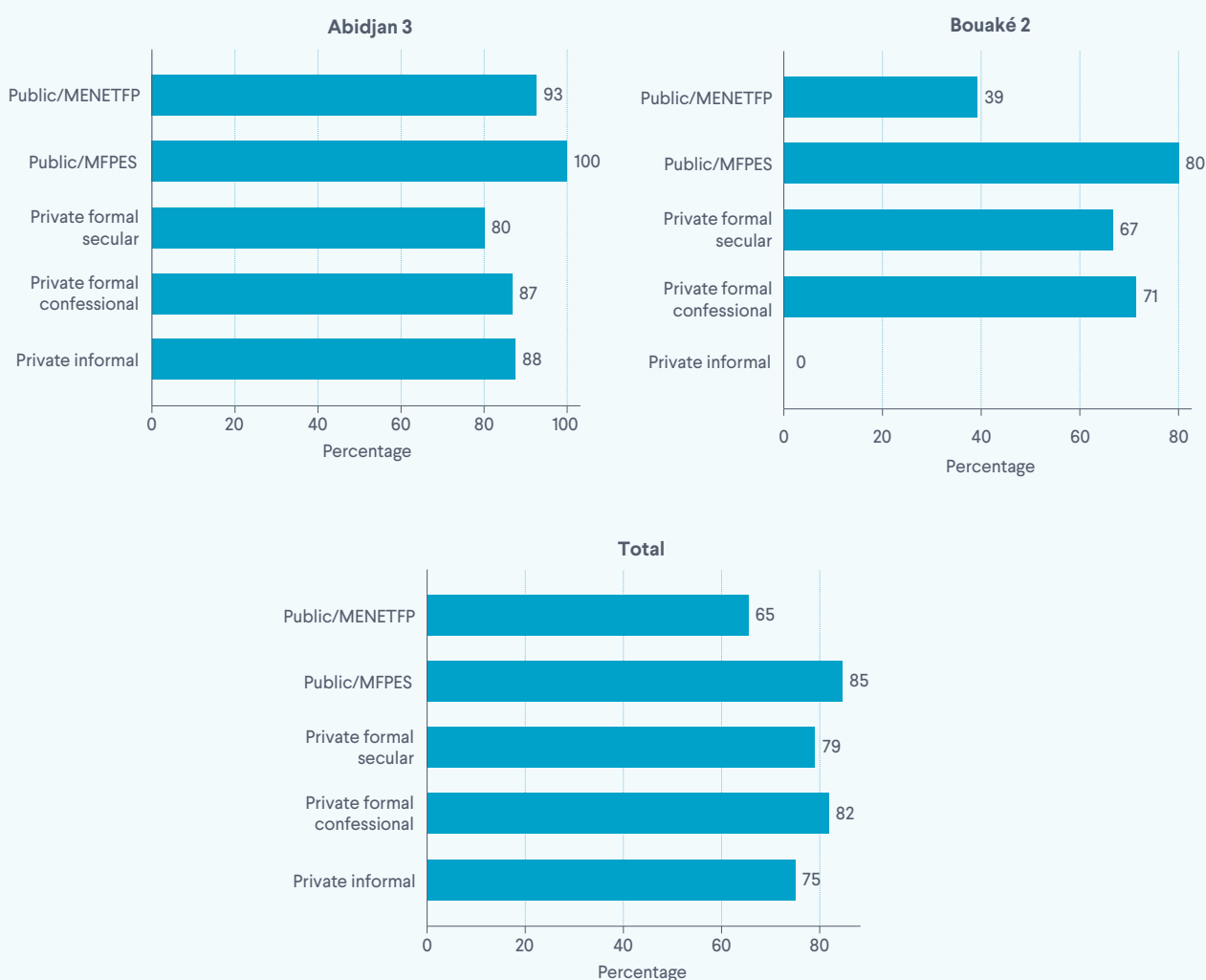
3.1.3. Administrative management

The following results are based on the director survey.

Directors in public schools benefit from less administrative support on-site and have more additional responsibilities (such as teaching and social assistance³⁹) in the schools than in private institutions. Across most types of institutions, directors in Bouaké also report lower on-site support and more responsibilities than their counterparts in Abidjan.

While two thirds of the public schools under MENETFP report having non-teaching staff working in the school to provide – among other duties – some administrative support, this is the case of 75 percent to 85 percent of the private schools (depending on the category). This

Graph 3. Share of schools with non-teaching staff, by region and by provider type



³⁹ Some centres, mostly CACEs, offer specialised services like social assistance, catering, infirmary. In such cases, the director is also in charge of overseeing these services.

proportion is lower in Bouaké than in Abidjan across all types of institutions (see graph 3 above). However, it is possible that the directors of private institutions also have more administrative tasks to perform than directors in public institutions.

Most of the directors in public schools report also being responsible for teaching classes (95 percent in MENETFP and 77 percent in MFPES) but only half of the directors in private institutions, both formal and informal, also report teaching. Except for faith-based private providers, this share is consistently higher in Bouaké than in Abidjan. In addition, some public school directors in Bouaké declare that they provide social assistance (20 percent in MFPES and 18 percent in MENETFP) (see graph 4 below).

Computer and internet access are virtually inexistent in public schools. In a third to half of the private schools (depending on the type of institution), the staff has access to computerised systems to perform administrative tasks. Again, this proportion is consistently lower in Bouaké than in Abidjan.

When asked for the type of support they would need to effectively manage the school, the directors most often mention leadership for the training of staff working with children, management of career and professional development of staff, effective communication (oral and written) accounting and management of financial resources.

Graph 4. Share of school directors declaring that they also teach and provide social assistance, by region and provider type



3.1.4. Finance

The following results are based on the director survey.

Across all types of providers, the fees paid by the parents are a main source of funding cited by the directors.⁴⁰ Only a limited number of providers identify subsidies, from the public sector or private institutions, as a source of funding (15 percent of public MFPEs schools, and virtually no MENETFP schools, mention public subsidies, while 10 percent to 14 percent of secular and informal providers do).

Directors across all types of institutions declare that equipment, teaching and learning materials, maintenance and school parties are some of their main expenses. Private schools also cite teachers' salaries and infrastructure renovations.

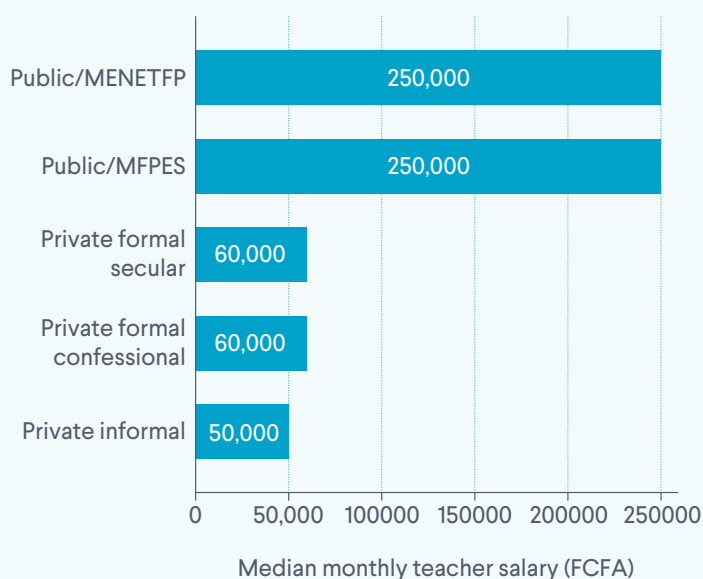
Teachers in the public sector are substantially better paid than in the private institutions, especially among informal providers where the median salary is below the minimum wage as indicated in graph

5 below. In the public sector, the median teacher salary reported by the directors is 250 000 CFA francs per month, with two thirds of the directors reporting a salary between 200 000 and 300 000 CFA francs. On the other hand, teachers' compensation is much lower in the private sector. In formal institutions, the median monthly salary is 60 000 CFA francs, just at the minimum wage level.⁴¹ The lowest salaries are found among informal institutions, with a median at 50 000 CFA francs, which is below the SMIG.



Only a limited number of providers identify subsidies, from the public sector or private institutions, as a source of funding.

Graph 5. Median teacher salary by provider type



⁴⁰ This is keeping in mind that a substantial part of the running costs of public schools are being covered by the government directly, like staff payroll for example. Since these are not factored into school finances, they are not thought of by public school headmasters as a source of funding.

⁴¹ The minimum wage, or *Salair Minimum Interprofessionnel Garanti*, is set at 60 000 CFA francs per month.

3.1.5. Teacher training

The following results are based on the director survey.

Almost all teachers in the public sector are qualified⁴², but they have often received a general training. While qualification levels are lower in the private sector, just under half received some initial training that focused on early childhood education.

As indicated in graph 6 below, the vast majority of teachers in public schools have a professional diploma. The CAP (and CEAP), which is not focused on early grade education, is more prevalent in schools under MENETFP. On the other hand, teachers in MFPEs schools favour the DEEP (and DEEPA), which is specific to pre-primary education. Consistent with these results, only 19 percent of teachers in the MENETFP schools have followed a pre-service training that is specific to pre-primary education, while this is the case of virtually all of the MFPEs teachers (see graph 7).

In the private sector, the prevalence of qualified teachers is much lower: they represent 11 percent of the teacher workforce in informal schools, 17 percent in secular schools and 32 percent in faith-based schools. Consistent with these findings, over 60 percent of secular providers declare that none of their teachers have a diploma, while this represents a third of the faith-based schools. Most of these qualified teachers received the CAP.⁴³

Private schools fare better on pre-service specialised training: the prevalence of trained teachers is between 31 percent to 44 percent (depending on the type of private institution), higher than among public schools under MENETFP. However, it is worth noting that this specialised training lasts usually over a year in the public sector while its duration is typically shorter in the private sector.

These differences in pre-service training do not seem to be compensated overtime through targeted in-service training: secular and MFPEs schools are more likely to propose in-service training for their staff.

Pre-service and in-service training providers

Some teachers in non-state schools are trained at the National Institute of Social Training (*Institut National de Formation Sociale* — INFS) under the authority of the Ministry of Social Welfare and obtain the State Diploma of Preschool Educators (*Diplôme d'Etat de Educateurs Préscolaires* — DEEP). When working in public schools, these teachers usually serve the schools of the MFPEs. Teachers who are trained at the Educational Outreach and Training Centres (*Centre d'Animation et de Formation Pédagogique* — CAFOP) obtain either the Elementary Certificate of Pedagogical Aptitude (*Certificat Élémentaire d'Aptitude Pédagogique* — CEAP) or the Certificate of Pedagogical Ability (*Certificat d'Aptitude Pédagogique* — CAP) and usually serve the schools of the MENETFP.

Regarding in-service training, teachers in schools under the authority of the MENETFP are supervised by the Department of Pedagogy and Continuing Education (*Direction de la Pédagogie et de la Formation Continue* — DPFC). DPFC has a dedicated pre-primary education unit. Further information about in-service training for teachers serving pre-primary schools under is not available.

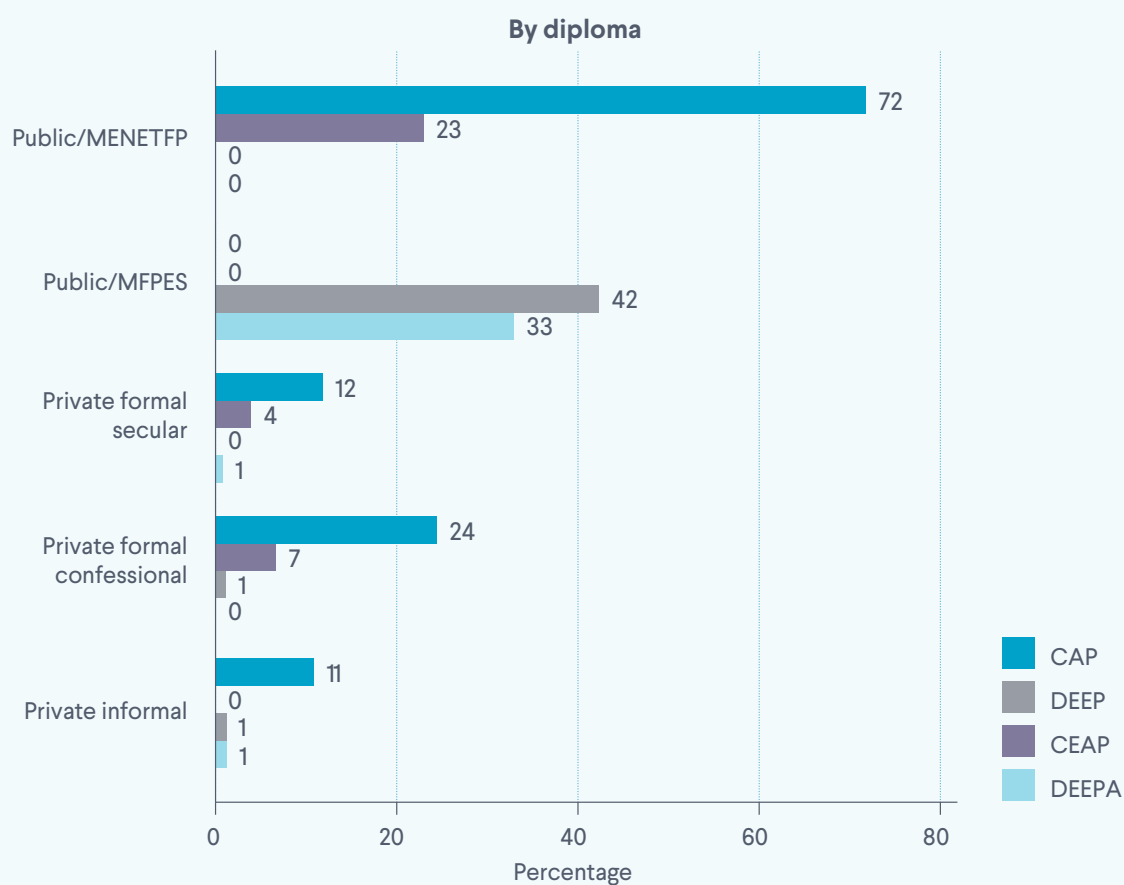


Only 19 percent of teachers in the MENETFP schools have followed a pre-service training that is specific to pre-primary education, while this is the case of virtually all of the MFPEs teachers.

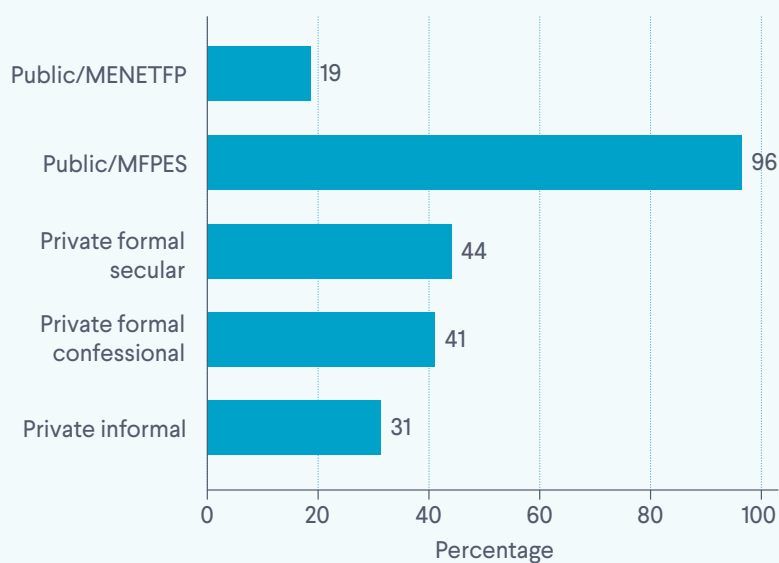
⁴² By “qualified teacher” we mean a teacher who has received the CAP, the CEAP, the DEEP or the DEEPA.

⁴³ Note that between 18 percent and 28 percent of teachers in private institutions (depending on the type of institution) are said by the directors to have received another type of diploma – beside the CAP, the CEAP, the DEEP or the DEEPA. As the specifications of such diplomas are unknown, it is impossible to verify their legitimacy.

Graph 6. Share of teachers with professional diplomas, by diploma and provider type



Graph 7. Share of teachers having received initial training focused on early childhood education, by provider type



3.1.6. Teacher motivation

The following results are based on the teacher survey, which was conducted with one randomly selected teacher by school.⁴⁴

Teachers in the sample express limited commitment to teaching in pre-primary. Teachers often report being overwhelmed by their workload and receiving limited support, especially in informal schools and in Abidjan.

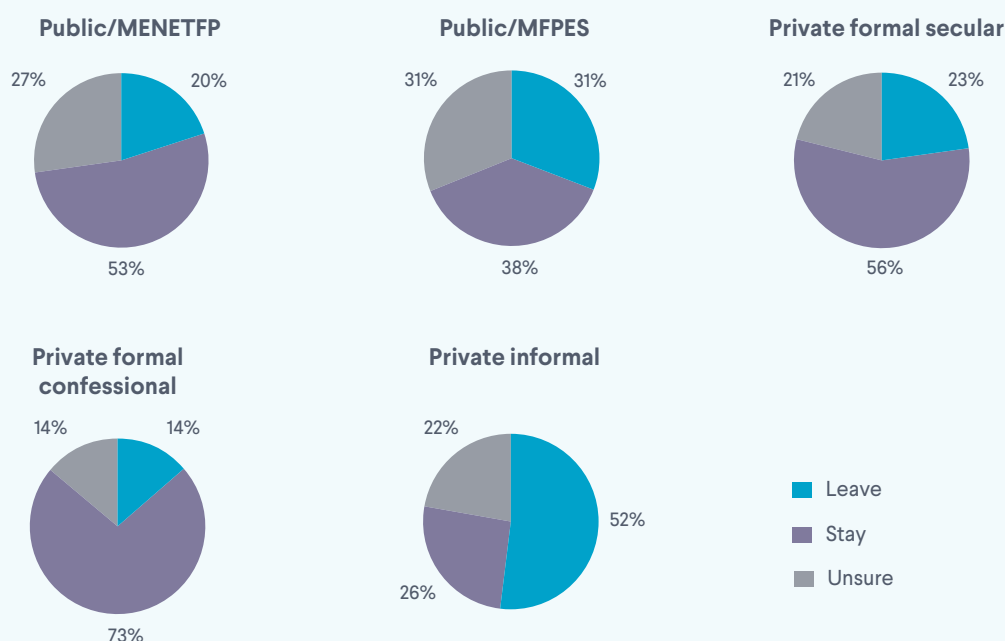
Only a limited share of teachers declares being committed to their position in pre-primary education. As illustrated in graph 8 below, approximately half of the teachers interviewed in public MENETFP and secular schools declare that they would stay in their position if they were offered an opportunity outside pre-primary education (the remainder would either accept another position or is unsure).

Teachers' commitment is highest among faith-based providers: 73 percent of them declare that they would remain in their position and only 14 percent would accept another job (the remainder is unsure.) On the other hand, the educators in informal providers are the least committed: only a quarter would choose to remain in their position.⁴⁵

While almost all teachers declare being happy with their job, almost one in three teachers in public schools do not think that teaching in pre-primary is valued by the parents and their community, especially in Abidjan. In the private sector, this concerns 18 percent or less of the teachers surveyed (depending on the type of institution.)

Across all types of institutions, a substantial share of the respondents declare that they are overwhelmed by their workload, especially in Abidjan. This proportion varies between a quarter to a half of the interviewees across types of institutions. The respondents are more likely to complain about the unavailability of appropriate resources to perform their work than about the lack of support from the director. About half of respondents disagree with the statement that they have access to appropriate resources to perform their work. These figures are higher in Abidjan, especially for private providers. Between 8 percent and 16 percent of educators do not agree with the statement that they receive sufficient support from their director in public and formal private schools. This figure reaches 26 percent among informal providers.

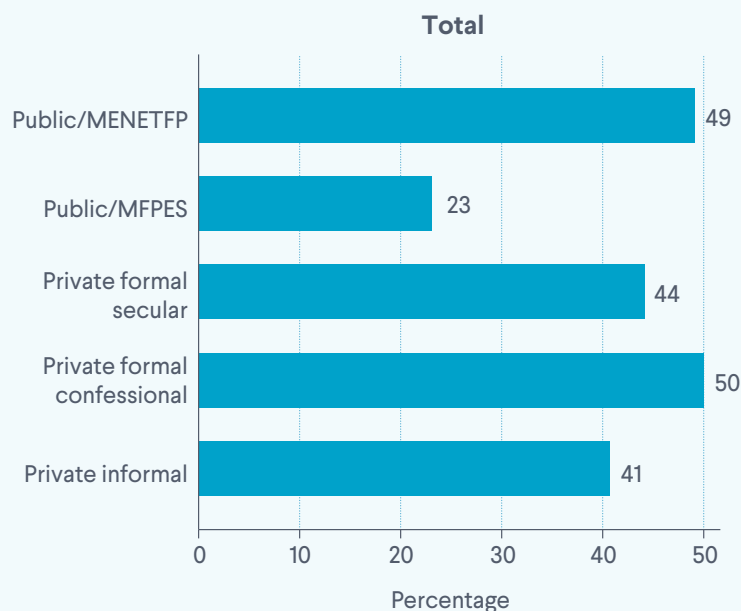
Graph 8. Share of teachers declaring that they would stay in their position, leave their position or are unsure, should they be offered another position outside of the pre-primary education, by provider type



⁴⁴ Since data collection was conducted towards the end of the school year, a few schools were already closed and the directors assisted the surveyors teams in locating teachers that might still be available. Although we do not believe that this has an impact on the main conclusions outlined here, this may have had a minor effect on the representativeness of the teacher workforce in the sample schools.

⁴⁵ It is interesting to note that the proportion of teachers who still see themselves in the pre-primary education sector (either teaching or studying) in five years' time is equal to or higher than the proportion of those who declare that they would not accept another position now if they were offered one. This is true across all types of institutions, and indicates that among those that are not committed to the profession, a number of them are not actively planning to leave it any time soon.

Graph 9. Share of teacher declaring that they are overwhelmed by their workload, by provider type



3.1.7. Supervision

The following results are based on the regional director and inspector survey, for which we interviewed eleven respondents in Bouaké 2 and nine in Abidjan 3. Overall this comprises 3 regional directors (2 from MENETFP and 1 from MFPES) and 18 inspectors.

Few respondents (five out of 20) declare that they have specific guidelines for the inspection of pre-primary schools and four out of 20 respondents have a copy of the pre-primary guidelines that they could show to the surveyor.⁴⁶ However, almost no inspector identifies the lack of guidelines as a main challenge in their job. About half of the inspectors have followed a training on ECE.

While internet access is still not widespread (especially in Abidjan), most inspectors have access to computers and use computerised inspection documents. However, almost half

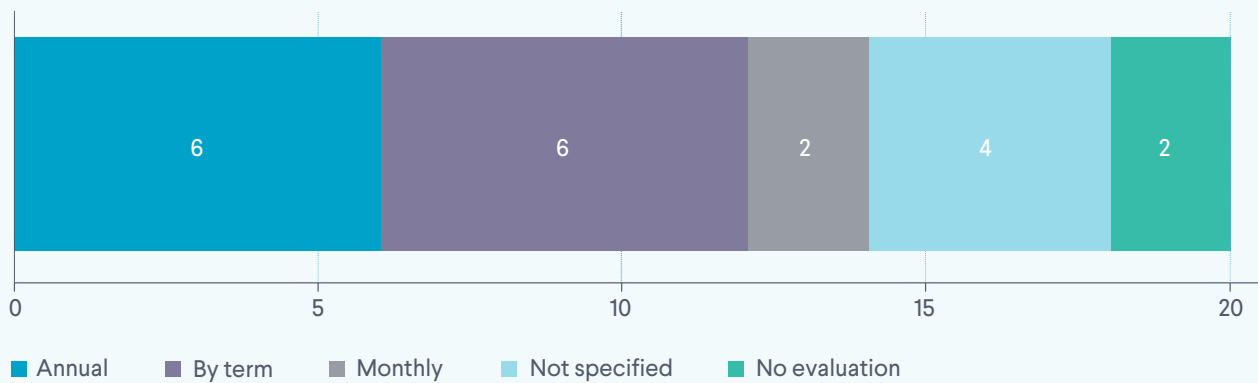
of the inspectors (mostly from Bouaké) identify the lack of access to an IT system as a main challenge they face in their job.

The DRENs are mainly evaluating the performance of the schools based on children performance. The evaluations are reportedly conducted annually in 6 cases, by term in 6 cases, on a monthly basis for 2 inspectors and never for 2 inspectors as indicated in graph 10 below.

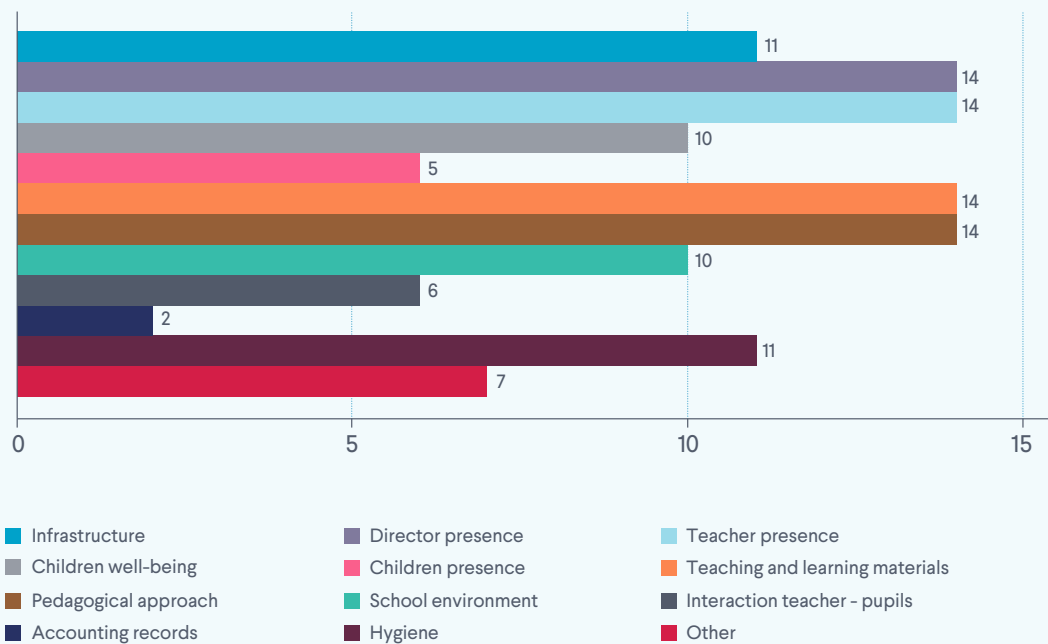
Comparing responses from the director survey and the inspector survey, it seems that regular visits are scheduled but not systematically conducted by the inspectors. While visiting schools, the inspectors declare that they primarily focus on teaching quality and availability of teaching and learning materials, absenteeism (among teachers and directors), administrative management and infrastructure (see graph 11 below).

⁴⁶ In total 13 out of 20 indicate that they have a copy, whether or not they were able to show it to the surveyor.

Graph 10. Pre-primary centre evaluation frequency



Graph 11. Main items observed during a pre-primary centre inspection



3.2. Research findings: Demand

The results in this section are based on focus group discussions. Focus groups were held with respondents from 25 schools in the sample in June and July 2018. Two discussions were held separately, one with parents of children enrolled in the school and one with parents who chose not to enrol their children in pre-primary school. The views presented are thus only those of parents who chose to participate in the focus group discussion and may not be fully representative of all parents in these schools.

3.2.1. Perception of pre-primary education among parents of enrolled children

Parents who elected to enrol their children all consider that it is important for their children to attend the school. A widely shared view is that pre-primary education is an effective preparation for primary education, at different levels. First, children have the opportunity to develop a taste for school and to get used to the school environment:

“When a child does not go through preschool, they face difficulties integrating [primary school]. They even refuse to go to school. When they attend preschool, they adjust. They start to develop a taste for school.”

Pre-primary education is perceived as a key transitional stage towards CP1. Some parents point out that the success of pre-primary education lies in adapting the pedagogical approach and content to the stage of development of the child:

“Preschool is not as strict as CP1 (...) The child is taught to behave and to stay attentive, [they learn in a more flexible environment] alternating playing with learning.”

A large proportion of parents also underline the importance of pre-primary education in fostering children’s cognitive development.

To a lesser extent, the effect of early schooling on socialisation and behaviour is regarded as an important deciding factor for enrolling children in pre-primary school. Some parents rely on pre-primary education to address behavioural issues they perceive in their children.

“Already at this stage, we perceive an improvement in the child’s behaviour. (...) My grandson, who is in pre-primary school, reminds me of the civics and moral lessons.”

“[Preprimary school promotes] social behaviors that some parents cannot instill in their children (...) [they are taught] at an early age civic and moral education.”

3.2.2. Perception of pre-primary education among parents of out-of-school children

Parents who do not send their children to pre-primary school shared both positive and negative opinions on pre-primary education. However, the vast majority of parents in the focus group discussion declared that they wish to send their children to school but face challenges.

For the vast majority, the cost of schooling is a major deterrent to enrolment in pre-primary school.

Most parents of out-of-school children consider that pre-primary education is useful, for the same reasons as parents of enrolled children (though cognitive development, more than school readiness, seems to be the primary cited cause).

“At first you are encouraged to bring your child but after a few months, you are being asked [to pay] tuition fees. If you do not have the money then, you cannot sort out this [situation. This is] why my child stays at home.”

A large proportion of parents also mention that they would be unable to bring and pick-up their children from school.

Another important concern (shared by parents of children in and out-of-school) is the security of the children. A number of parents who decided not to enrol their children consider that the school does not offer a secured enough environment for their children⁴⁷:

“We do not have the financial means, but there is also [the problem of] insecurity related to children kidnapping.”

“Given the number of children under her responsibility, the teacher cannot monitor [the children effectively] and they get lost without her noticing.”

A minority of parents expressed scepticism and even opposition towards pre-primary education. Among them, a commonly shared opinion is that children are too young to be separated from their parents (in particular their mothers).

“My child is approaching 4 years of age, I think it is too early to separate him from his mother.”

⁴⁷ Based on the parents’ responses, a “secured environment” could refer to a centre enclosed with a fence, where pupils are appropriately monitored by the educators and where entry and exit are controlled.

In addition, some focus group participants believe that pre-primary school might be too constraining for young children.

“One must let children have fun and let them manifest that they want to go to school. Children must enjoy their childhood. Children should not be sent to school too early.”

3.2.3. School selection criteria

Among parents with children in pre-primary school, the most important factors for selecting a school are the quality of teaching and the proximity to their home. Reflecting concerns mentioned earlier, the security of the facility is also a criterion cited in the majority of the focus group discussions.

“In the case of national or local security risk, the director reaches out to the parents for them to come pick up their children. The gate stays closed until the last child leaves the school.”

A substantial share of parents indicate that their choice was based on the recommendation from other parents, or that they chose to send their children to a school where they knew members of the pedagogical team. Affordability is mentioned in about a third of the focus group discussions.

Parents report that they are satisfied with the quality of the services provided by their school. Parents evoke improvements in the cognitive development of their children, and to a lesser extent in socialisation skills, as the main reasons why they believe that their pre-primary centre provides quality services. Regular follow-up by the educators is also mentioned by parents.

“This school offers quality services, as my daughter [...] has started to mix with other people, especially her classmates and the director.”

When hypothetically asked about school selection criteria if they could afford to send their children to school and had multiple options nearby, responses from parents of out-of-school children are similar to those of parents of children in school, although the former also stress the importance the general environment of the school and the sanitary conditions of the facility.

3.2.4. Role of government

Almost all parents with children in pre-primary school indicate that they believe it is important for the school to be officially registered. This is also true for parents sending their children to an informal school.

“Before enrolling my child, I check that the school is registered. It is important as it is a guarantee for the parents. In case of accident, the State can intervene.”

Most respondents do not know whether the school attended by their children receives subsidies from the government, but all agree that it should be the case regardless of the status of the school (formal or informal.)

Parents are divided on the question of free education. While almost all parents of out-of-school children declare that they believe pre-primary education should be free, this concerns only a minority of parents of children who are attending. The latter tend to be more likely to expect cost sharing, and express concerns that free education might result in a drop in quality. In addition, a number of parents believe that free education would not be sustainable for the state and would have detrimental consequences on the financial security of teachers. This is true among parents sending their children to both public and private schools.

“Free education is not a good idea, since money provides incentives to agents. If [preprimary school was free] we would witness demotivation and returns would be unsatisfactory.”

3.2.5. Improving the quality of pre-primary education

The main areas of improvement identified by the parents of children in pre-primary school are the school environment, the sanitary condition of the facility and the infrastructure. Teacher training and schools providing food were also mentioned during a number of focus group discussions.

4.

Research findings: Needs assessment

This chapter examines the extent to which the current system delivers with respect to access, equity and quality. This assessment focusses on education outcomes and uses the primary data collection conducted by the team.

Main results

Access

- The main providers of pre-primary education are private secular schools and public schools under MENETFP, though the private sector is relatively more present in Abidjan, and in urban and peri-urban areas.
- Overcrowding is not widespread, which suggests that enrolment could increase within the structures currently available.
- Cost of schooling to parents is higher in the private sector but a wide range of prices is available.

Equity

- Based on enrolment figures, there is no gender gap observed in terms of access.
- Few schools are accessible and adapted to children with special educational needs.

Quality

- The physical environment of the school is generally slightly better in public and formal private schools than in informal schools.
- The classroom set-up is generally aligned with play-based learning, except among informal providers.
- Process quality: Teachers most often actively engage the children, who are in turn attentive to instructions, except in informal schools.
- Teachers in formal private schools, especially among faith-based providers, are more likely to adopt child-centred and play-based approaches to learning.

Child assessment

- A substantial share of children have not mastered some skills listed in the official curriculum at the end of *grande section*. These skills include, for example, identifying basic geometrical shapes, identifying one-digit numbers or drawing a square.
- The private sector, especially secular providers, often outperforms the public sector but these results could be driven by systematic difference in the socio-economic compositions of the schools.

4.1. Access

This section examines access to pre-primary education by mapping the types of providers that are currently available for pre-primary education services in the geographical areas of focus, their capacity to accommodate current or larger numbers of children, and the cost of pre-primary education to parents for each type of provider.

4.1.1. Types of institutions

The main providers of pre-primary education in the DRENs studied are private secular schools and public schools under MENETFP. The private sector is relatively more present in Abidjan, and urban and peri-urban areas.

As indicated in table 7 below, the private sector is the main provider of pre-primary education in Abidjan 3, while in Bouaké 2 the majority of pre-primary schools are public. Private secular institutions account for over half of the providers in Abidjan 3, followed by public schools under MENETFP (a quarter of providers). In Bouaké 2, two thirds of the pre-primary schools are public under MENEFT, and 13 percent are private secular schools.

Informal schools are mostly represented in peri-urban settings where they account for more than a quarter of the pre-primary education providers, and to a lesser extent in rural settings.

Although children in *grande section* represent about half of the total number of children enrolled in pre-primary, a very limited number of providers only offer *grande section* (3 percent in Abidjan 3 and 15 percent in Bouaké 2.) Most of them are public schools under MENETFP.

4.1.2. Capacity

Overcrowding is not widespread in Abidjan 3 and Bouaké 2. A large proportion of schools could accommodate new children, especially in the private sector. Enrolment could therefore increase within the structures currently available.

Capacity utilisation ratios⁴⁸ are generally moderate, except for a few MENETFP schools that are overcrowded (these are mostly in Abidjan). The average capacity utilisation ratio among private provider varies between 62 percent and 70 percent depending on the type of school. This average reaches 78 percent in public schools under MENETFP, where only a fifth of the schools are at full capacity or above. The full distributions are provided below.

Similarly, the reported child-teacher ratios⁴⁹ are generally lower in the private sector. As indicated in graph 13 below, across all types of institutions except public schools under MENETFP, the average child-teacher ratios varies between 11.7 (public school under MFPEs) and 15.2 (secular schools.) This figure reaches 21.5 in MENETFP public schools, where 30 percent of the schools have a child-teacher ratio above 30.

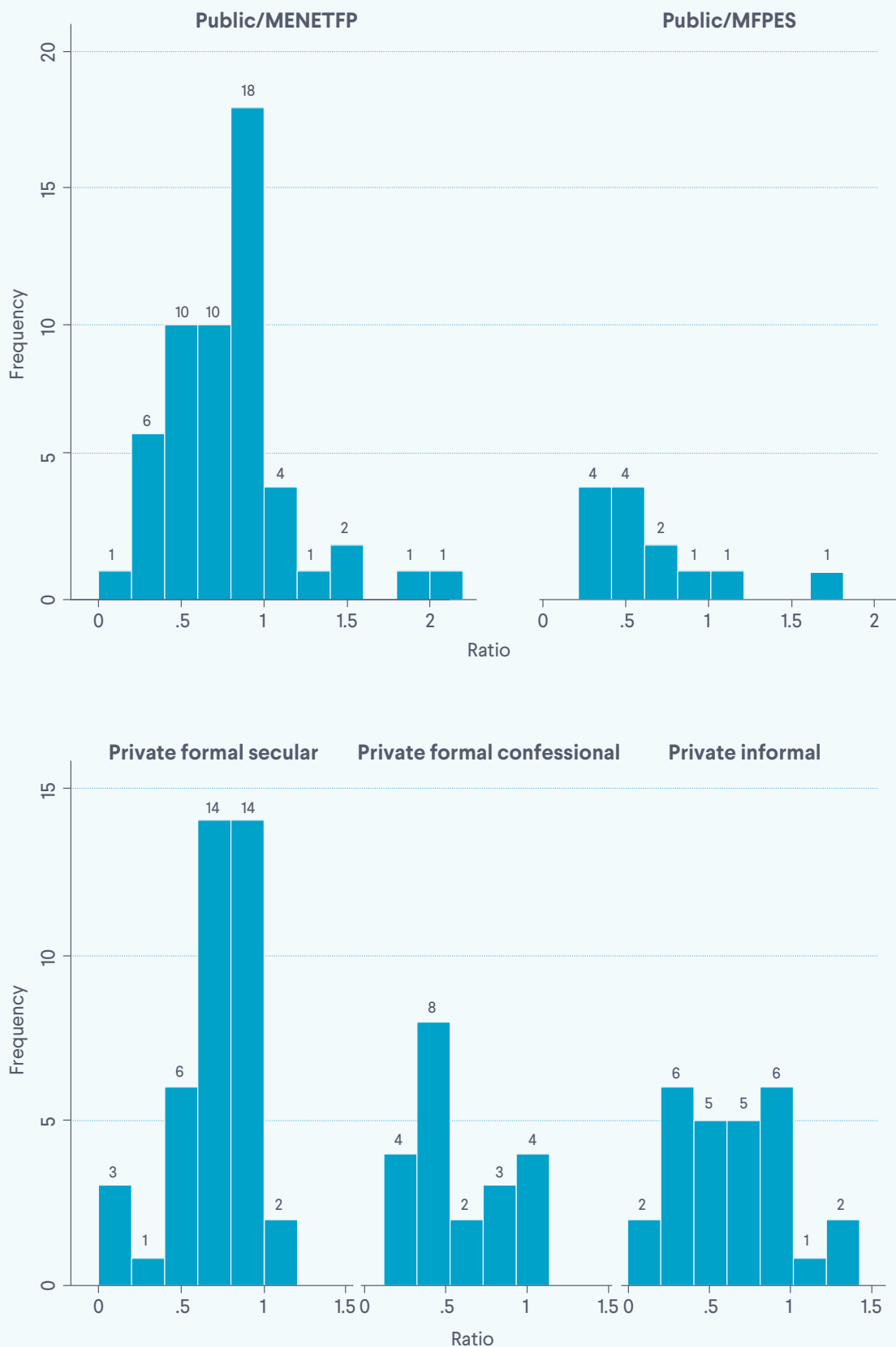
Table 7. Number of students by provider and area

Centre type	Abidjan 3 (percent)	Bouaké 2 (percent)
Public MENETFP	359 (25.28%)	271 (66%)
Public MFPEs	45 (3%)	0 (0%)
Private formal secular	540 (38%)	45 (11%)
Private formal faith-based	189 (13%)	94 (23%)
Private informal	287 (20%)	43 (7%)
Total	1,420 (100%)	603 (100%)

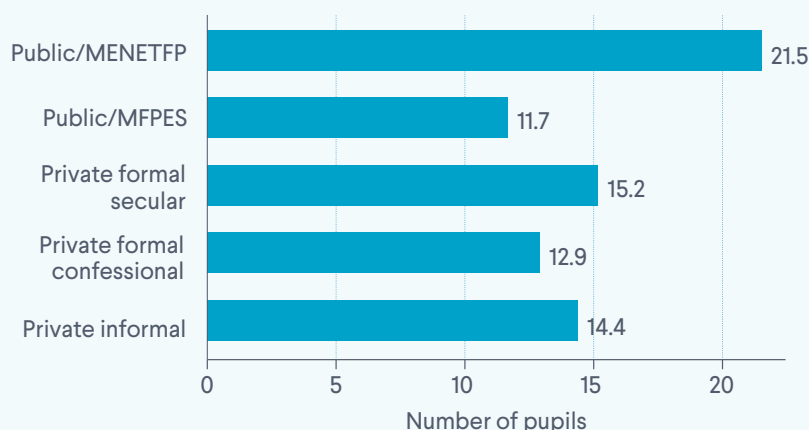
⁴⁸ The capacity rate is defined as the total enrolment in the school divided by the total capacity of the school. Note that using enrolment figures might overstate the extent of overcrowding as actual attendance is likely to be lower.

⁴⁹ The child-teacher ratios are computed by dividing the total enrolment by the number of teachers (including assistant-teachers.) Here again, using enrolment figures instead of attendance might overestimate the actual ratios.

Graph 12: Distribution of capacity ratio for each type of provider



Graph 13. Child-teacher ratios, by provider type



4.1.3. Cost of schooling

As one could expect, the cost of public schooling to parents is low relative to the private sector, though there is considerable variation within types of private providers.

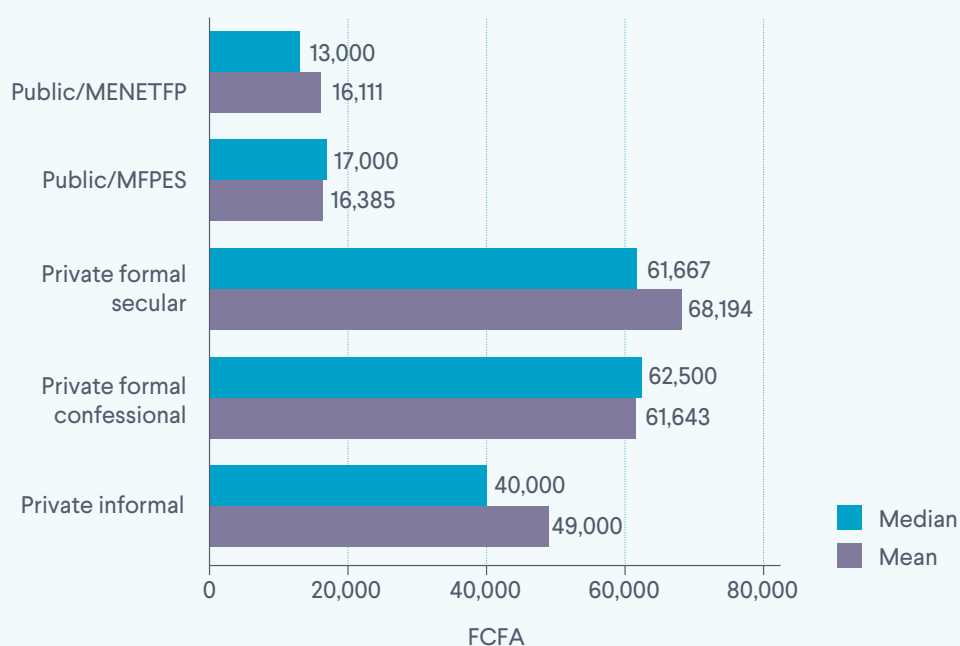
Although public education is free, parents still support costs related to material, security and maintenance. On average, this represents about 16 000 CFA francs per year per child.

Among formal private providers, the yearly cost of schooling to parents, which included tuition fees and any other services charged by the schools⁵⁰, is about 62 000 CFA francs on average for faith-based institutions

and 68 000 CFA francs for secular schools. These figures mask considerable variations within types of providers. The bottom quarter of the cost distribution (lowest cost providers) among secular schools offer a year of schooling for 21 000 to 45 000 CFA francs, while the top quarter offers options above 100 000 CFA francs. This range is narrower among faith-based schools.

The average cost of one year of schooling in informal schools is slightly lower than in formal private institutions, at 49 000 CFA francs. Again, this average masks a wide range: the bottom 10 percent of the cost distribution shows costs of 25 000 CFA francs or below, the top 10 percent offer a year for above 100 000 CFA francs.

Graph 14. Average and median monthly total cost to parents, by provider type



⁵⁰ These costs include, if applicable, transportation, nursery, food and water, maintenance of the school and any other paying service.

4.2. Equity

This section examines equity in terms of gender and special education needs with regards to enrolment across different types of providers and the extent to which schools are prepared for a diverse child population.

One should note that the study had initially intended to also explore equity on the poverty dimension. While a household survey was not possible within the scope of this work, we had added a few questions about household assets to the assessment administered to students (reported in part 4.4.). However, after verifying the reliability of the data by visiting a few households, the conclusion was that this data was not usable. In order to get reliable insights on patterns of equity of the existing pre-primary education system, we would suggest a household-based survey to be conducted in the future. Such a survey could also provide more information on patterns of demand for pre-primary education, and in particular would capture better and more representative information about the vast majority of households whose children are not attending pre-primary education.

4.2.1. Gender equity

The gender ratio, defined as the number of girls enrolled over total enrolment, is on average close to 50 percent across all types of institutions. As illustrated in the graph below, this indicates that, on average, there are as many girls enrolled in pre-primary schools as boys.

There is no systematic difference observed in achievement on tests between girls and boys (across type of providers and grades).⁵¹

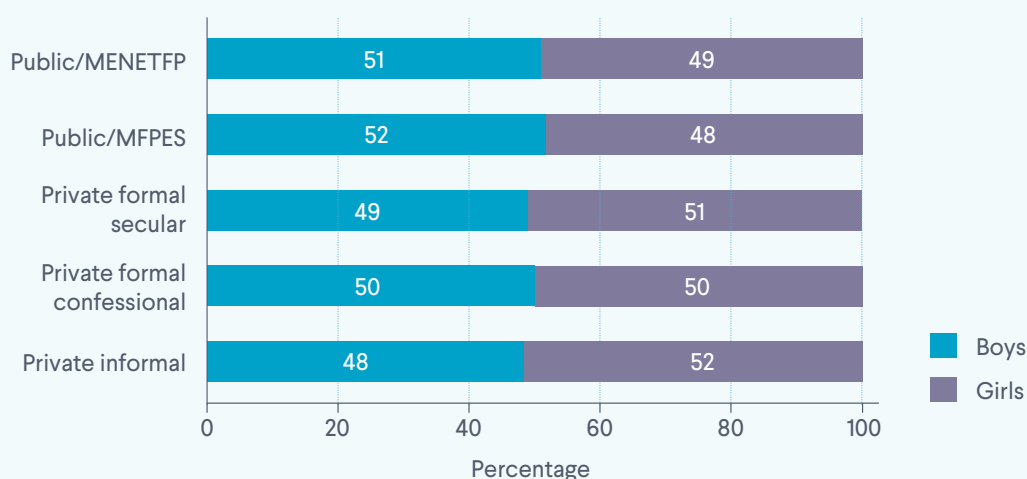
4.2.2. Special education needs

Pre-primary schools are often ill-prepared to care for children with special education needs, both in the public and the private sectors. Less than half of the schools in the sample have accessible infrastructures (for example, have wheelchair ramps for stairs).⁵² Almost no providers (except in some public schools under MFPES) have trained personnel dedicated to care for children with special education needs.

In the public sector, a fifth of MENETFP schools and a third of MFPES schools have at least one child with special needs enrolled. This proportion is between 18 percent and 33 percent among private providers (depending on the type of institution).

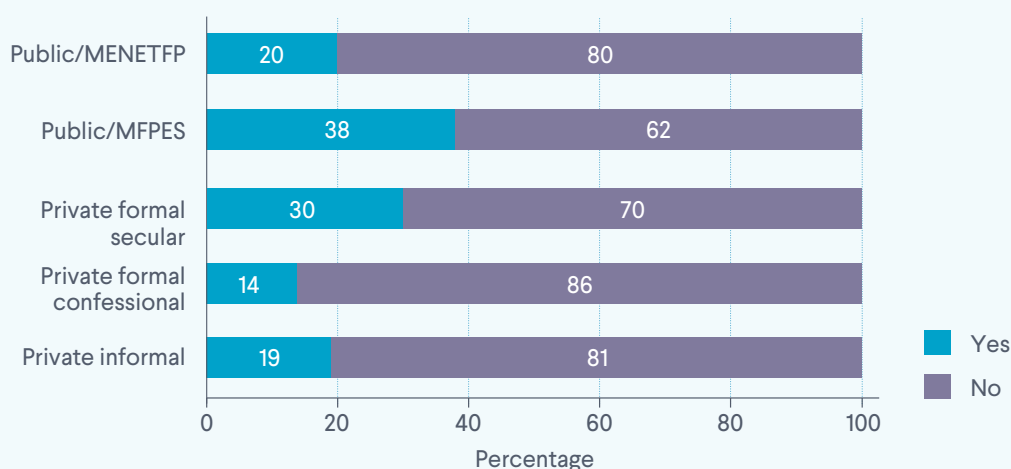
These findings echo some focus group discussions held with parents of children with disabilities, who indicated that they could not enrol their children due to the lack of accessible schools.

Graph 15. Enrolment by gender, by provider type



⁵¹ The number of test items for which there are statistically significant differences between girls and boys is in line with the numbers one would expect to see under multiple-hypothesis testing in the absence of any underlying difference, and there is no systematic, faith-based pattern.

⁵² This analysis is focused on physical accessibility.

Graph 16. Proportion of schools that have at least one child with special needs, by provider type

4.3. Quality

It is widely acknowledged⁵³ that quality in pre-primary education provision is a result of both structural characteristics and process quality factors. Structural factors usually include material elements and more distal factors such as child-staff ratios, while process quality refers to the more relational and instructional aspects of staff-child interactions. In this section we use the observation data to examine elements of both of these aspects across providers.

4.3.1. Structural characteristics: School environment

The physical environment of the school is generally safe for children. However, the sanitary environment is often compromised by the lack of basic infrastructures, like appropriate on-site sanitation solutions for children. Conditions tend to be slightly better in public and formal private schools than in informal schools.

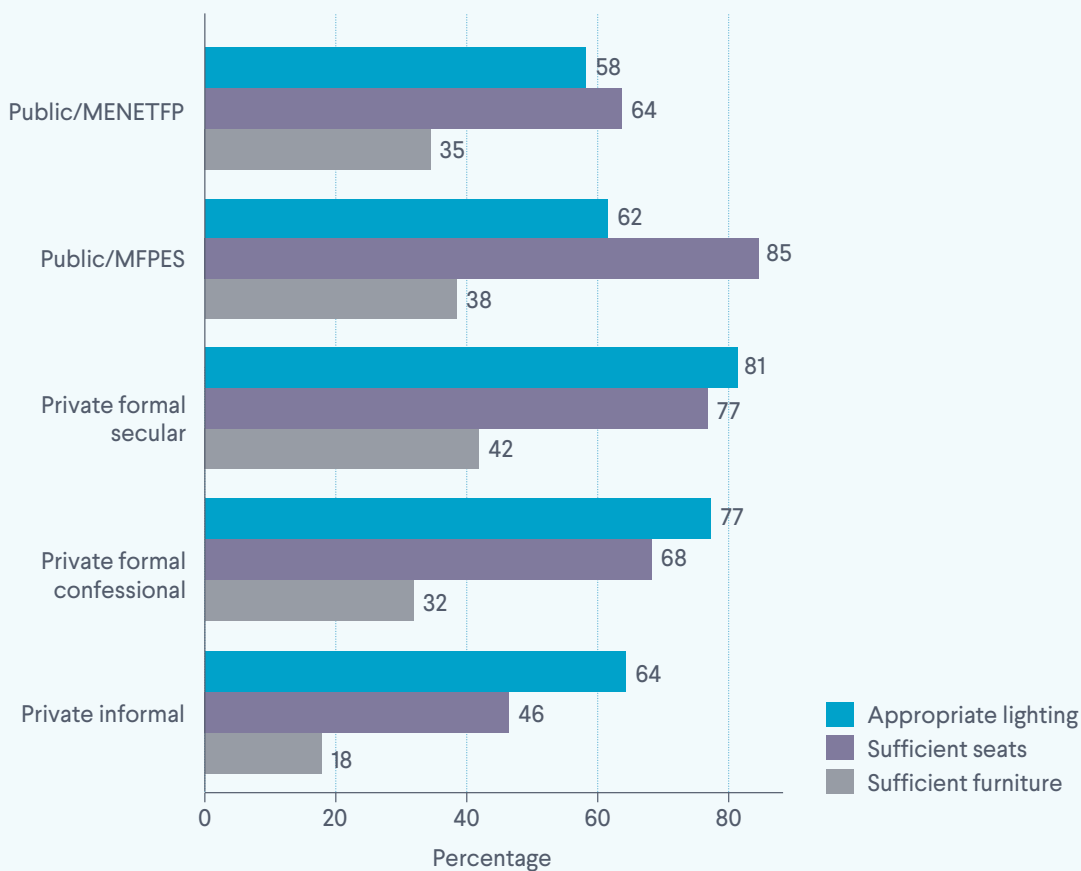
A vast majority of the schools observed have well-maintained infrastructures (assessed, for example, by the absence of broken flooring, windows or doors) except for their external fence (a well-maintained external fence is observed in less than a half of the schools.) This could be a cause for concern for parents, who frequently pointed out during the focus group discussions that security is a deciding factor in sending their children to pre-primary school and choosing the school. Most of the schools have

a playground, except for secular and informal providers (54 percent and 60 percent have a playground respectively). However, the equipment available in the playground is often not well-maintained.

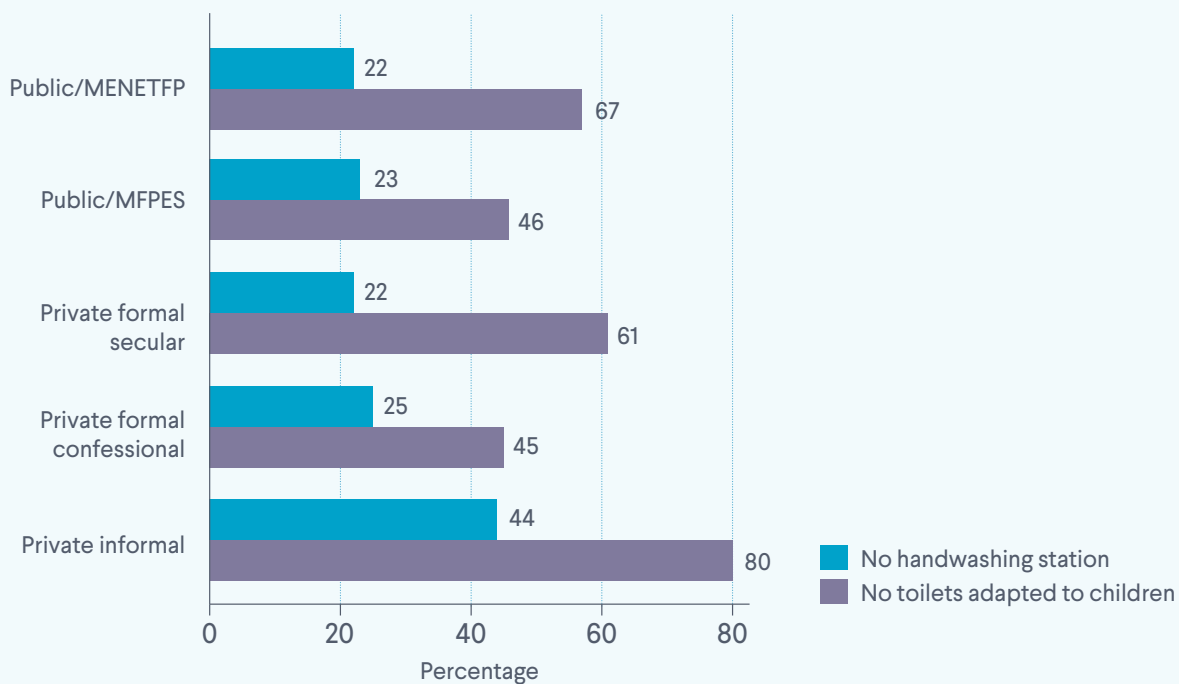
While the observation of the school reveals that the premises are considered clean by an external observer in most cases (above 70 percent for all types of providers), some basic facilities are scarce. As indicated in graph 18 below, in a fifth to a quarter of public and formal private schools, there are no hand washing stations in the class or in the toilets. This figure reaches almost half of the informal schools. In addition, most schools do not have toilets that are adapted to children; this proportion varies from half to 80 percent (among informal) of the school depending on the type of provider.

Serving meals to children is not frequent in most types of institutions, except among private faith-based providers (about two thirds of the schools) and public schools under MFPES (a third of the schools).

Graph 17. Share of classrooms with appropriate lighting, sufficient seats and appropriate furniture for children, by provider type



Graph 18. Share of schools without handwashing stations or toilets adapted to children, by provider type



4.3.2. Structural characteristics: Classroom environment

In a majority of observed classrooms, the adopted setup is in line with play-based learning rather than with an academic approach to learning.

This is however not the case in most of the informal schools.

Teaching and learning materials are important tools to enhance learning in pre-primary classrooms. Overall, most of the schools have books and basic equipment to write but fewer have access to more sophisticated resources such as educational toys. Among all institutions with the exception of informal providers, the use of learning boards is widespread, especially in public MENETFP schools.

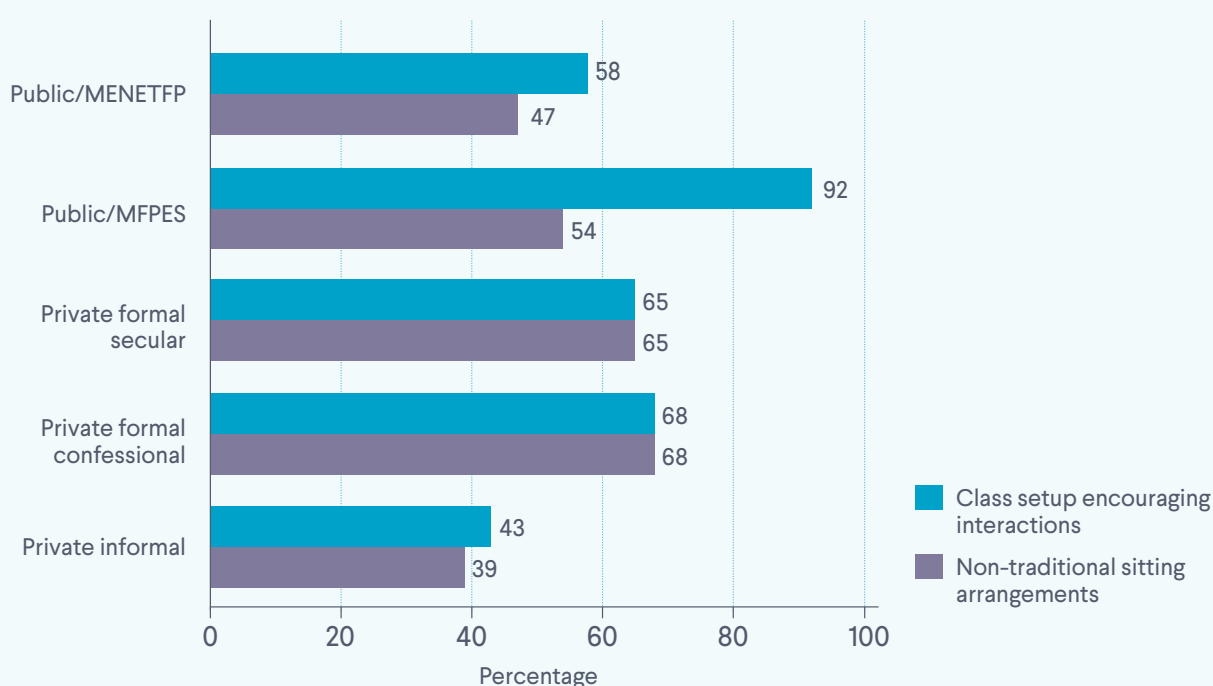
The physical setup of the furniture in the classroom, in particular the seating arrangement, affects engagement and learning as it is an important determinant of how children interact with each other and with the educators. A majority of the classrooms in the public and the formal private sector have adopted an arrangement where chairs are set up in circles, half circles or gathered in small groups. This setup supports whole-class interactions or group activities, as opposed to a “traditional” row arrangement, which minimises children’s interactions. The circle or group setup

is more prevalent among faith-based schools (two third of the observed classrooms) and less so in the public schools (around 47 percent of observed classrooms). These types of sitting arrangements are rarer among informal providers.

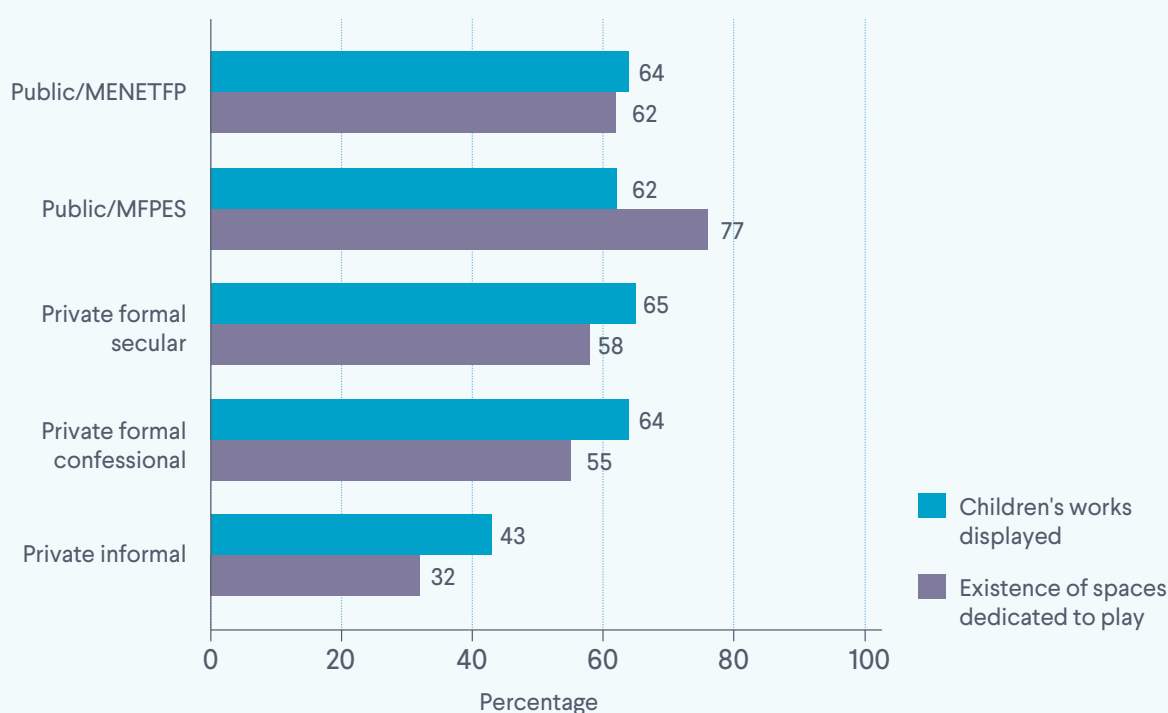
Beyond the sitting arrangement, observations reveal that the furniture setup fosters children’s interaction and group activities (measured, for example, by the presence of round tables, carpets on the floors etc.) in most classrooms in the public and formal private schools (at least 58 percent of the classrooms of these types of providers). On the other hand, less than half of the classrooms observed among informal providers are found to have a setup encouraging children’s interactions and group activities.

Another dimension of the physical environment of the classroom affecting children’s development is the presence of dedicated spaces for free or directed play. The opportunity for children to engage in games and specific activities, like role-playing, affects children’s development. By imitating, children interact with their physical environment and with one another, thus building their cognitive abilities and developing fine motor skills as well as socialising skills. A majority of formal institutions have specific spaces dedicated to role-playing or initiation games, especially in the public sector.

Graph 19. Share of classrooms where the physical setup encourages interactions and the sitting arrangement is non-traditional (in a circle, a semi-circle or in small groups), by provider type



Graph 20. Share of classrooms where the works of the children are displayed and where specific spaces dedicated to free or directed play exist, by provider type



4.3.3. Process quality: Interaction between teacher and children

The following results are based on lesson observations that were conducted for 30 to 45 minutes in the classroom of the teachers interviewed as part of the study.

Although almost no verbal or physical abuse was directly witnessed, the presence of a stick (which could be used to discipline children) in the classroom is frequently observed, especially in private institutions. Teachers most often actively engage the children, who are in turn attentive to instructions.

Teaching quality is in part dependent on the teachers' ability to foster a positive educational atmosphere that is conducive to learning. Effective behaviour management strategies are central to this goal as children's behaviour affects the classroom's learning environment.

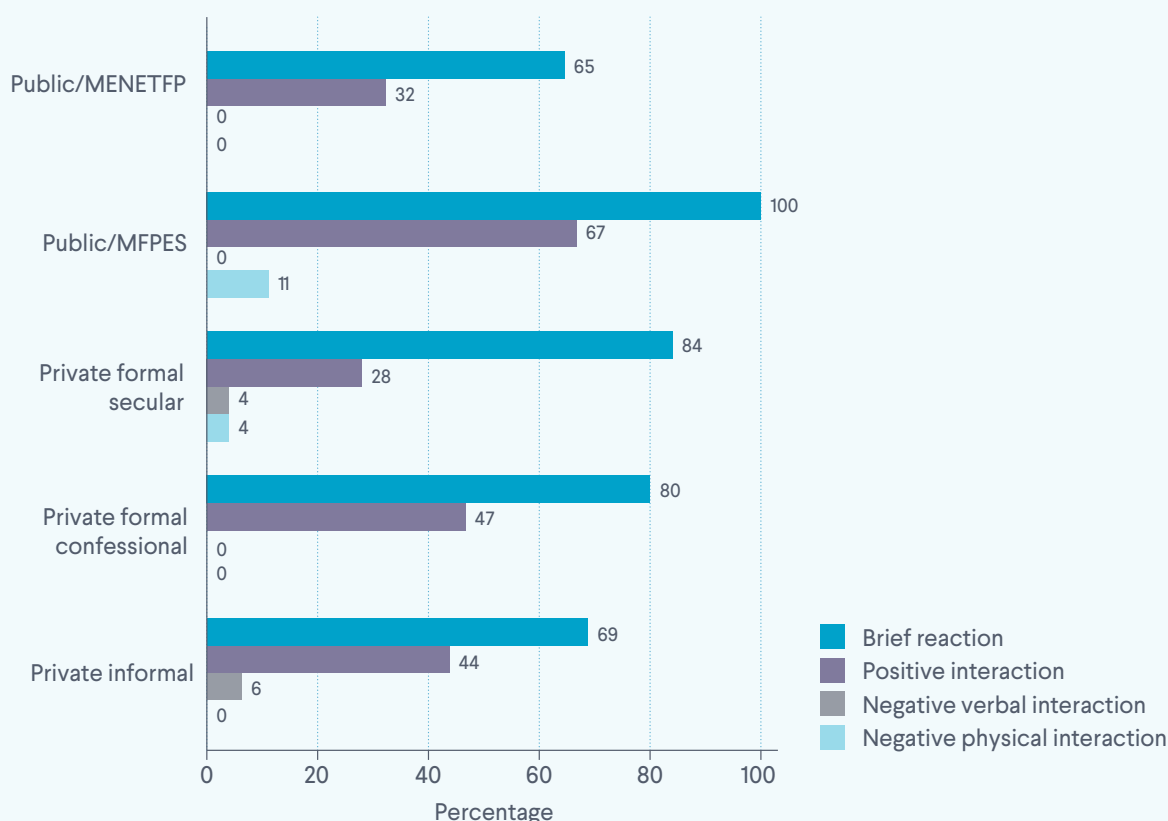
Classroom incidents, such as chatting and fighting, were observed in the majority of the schools, especially in faith-based institutions (59 percent of observed classrooms) and public schools under MFPES (two third of observed classrooms.) In most cases, the teacher briefly reacted to catch the children's attention. Some teachers also adopted

positive behaviour management techniques, such as redirection, or reminder of the classrooms rules. This is most often the case in faith-based institutions and public schools under MFPES. Very rarely, negative verbal and physical interactions with the children were observed as a response to challenging behaviours. However, in a substantial number of classrooms, a stick which could be used to intimidate or discipline children was present. The presence of the stick was observed in almost half of the schools in the private sector, and in about 20 to 30 percent of classrooms in the public sector.

The learning environment of the classroom is also impacted by the general attitude of the teachers. In most observed classrooms, the teacher is audible and keeps visual contact with the children. The teacher also encourages and motivates the children, for example by clapping or congratulating them (in at least three quarters of the public and formal private schools, but only half of the informal schools).

Most of the children are attentive to the teacher: the proportion of classrooms where more than half of the children pay attention to the instructions given by the teacher varies from 70 percent (faith-based providers) to 87 percent (public MENETFP schools.)

Graph 21. Share of teachers adopting different behaviour management strategies (among classrooms where incidents were observed), by provider types



4.3.4. Process quality: Pedagogical approach

The findings suggest that teachers in formal private institutions, especially among faith-based providers, are more likely to adopt child-centred and play-based approaches to learning. The evidence is mixed regarding schools under MFPEs and in informal schools.

Almost all teachers observed the use of a teaching programme and a daily lesson plan, except among informal providers. A majority of teachers also use a strategy to regularly follow-up the development of each child individually. This is most frequent among MENETFP schools and secular providers (three quarters of the observed classrooms) and less frequent among faith-based schools and schools under MFPEs.

As indicated in graph 22, the children are most often observed engaged in collective activities involving the whole class. In at least a fifth of observed classrooms among public MENETFP schools and formal private providers, small group activities are also carried out. This concerns fewer MFPEs schools and informal schools.

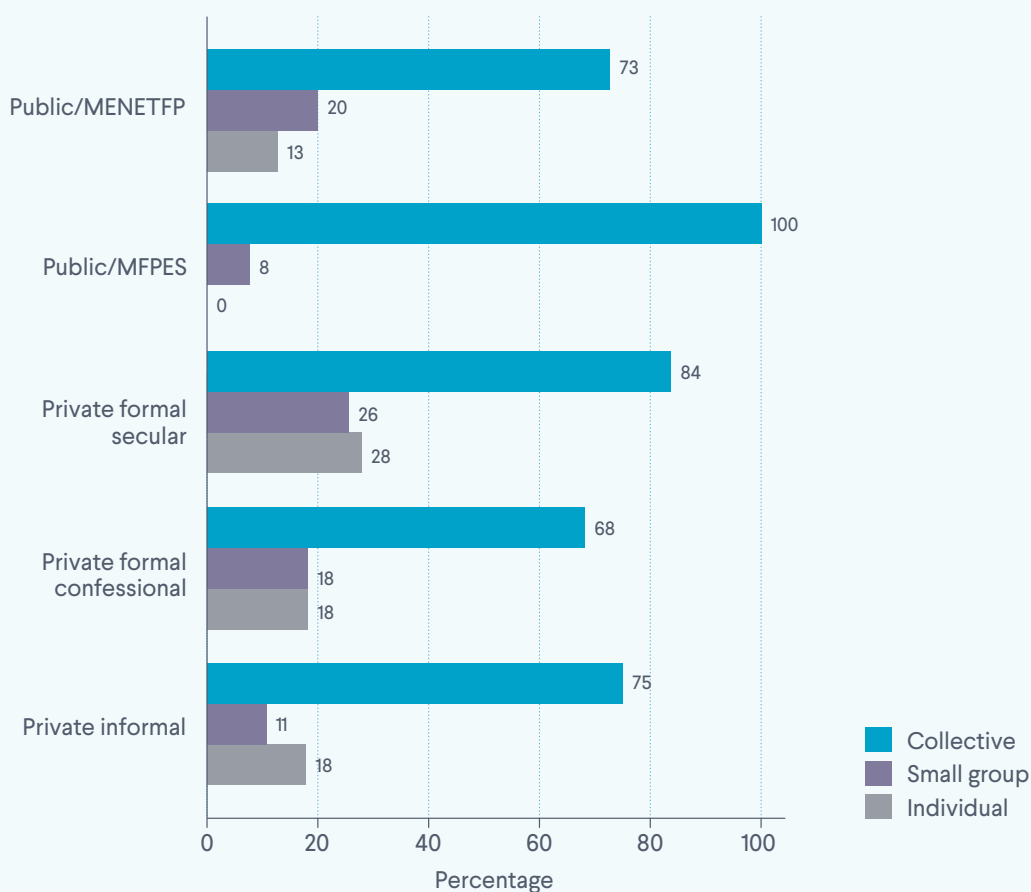
As indicated earlier, resources such as educative toys and books, are essential tools to enhance learning in pre-primary classrooms. However, their effectiveness necessarily depends on whether the utilisation of such resources is encouraged and supervised by the teachers. The actual use of resources for the enrichment of the children's learning experience is mostly observed in formal private schools, where children are seen using teaching and learning materials in 68 percent to 78 percent of the observed classrooms. This figure drops to 47 percent for public schools under MENETFP, 36 percent for informal schools and only 30 percent of MFPEs schools.

Support to oral expression and comprehension is assessed on a limited subsample of teachers having read a book to the children during the observation of the classroom. For this reason, these results should be interpreted with caution.

Except in public schools under MENETFP, most teachers present the book and read in an animated fashion (this represents a little over half of the public schools under MENETFP.) A smaller proportion encourages children to

tell the story or ask questions on the story. This is mostly observed among public schools under MFPES (where all teachers encourage children and ask questions) and secular schools (68 percent of teachers do so.) Except for some rare teachers in private institutions, no teacher is observed discussing new vocabulary relative to story with the children.

Graph 22. Share of classrooms where different types of groupings were observed, by provider types



4.4. Child assessment

Children's cognitive, motor and social skills were assessed using a test administered to 15 randomly selected children in each school visited. In the following section, the performance of the children is benchmarked against the official curriculum. Specifically, although the assessment was not designed to be a comprehensive assessment of progress against the curriculum, each of the competencies that is described below is expected as per the curriculum to be mastered by students of the section for which it is being presented.⁵⁴

The results are presented by type of provider. It is worth mentioning that observed differences in performance do not necessarily reflect the relative quality of services provided but may also be linked to differences in the socio-economic and compositions of the class. On this latter point, in order to ensure that age composition did not drive some of the findings presented below, children's performance was measured for a single age group within a grade.^{55,56}

Main findings from the child assessments:

Quantity and numbers: the performance of the children in the sample meets the official curriculum standard for basic size comparison and spatial location. The results are weaker for the identification of simple shapes and complex size comparison.

Language: pupils are usually showing interest in learning how to read (in French). The performance in the oral comprehension section is mixed. While most children in the sample can answer simple questions on a short story (e.g. description of the protagonist), few understand the more complex events told in the story.

Fine motor skills: a large proportion of the pupils in the sample cannot trace a square by the end of *grande section*, a competency that should be mastered in pre-primary school according to the official curriculum.

Children in formal private institutions are usually outperforming their peers in the public and informal sectors. However, this difference could be driven by

pre-existing differences in the socio-economic background of the children, rather than by differences in the teaching quality.

4.4.1. Quantity and numbers

The first section of the test focuses on quantity and numbers, including comparison (of size, of collection of objects and of collection of objects of different sizes), identification of shapes, numbers identification and spatiotemporal location. Only the last dimension applies to children in *petite* and *moyenne sections*.

As indicated in graph 23 below, almost all children in *grande section* are able to identify the relative size of the presented object and to identify the relative quantities. However, only half of the children give a correct answer when asked to compare the quantity of objects of different sizes. The best performance is registered among children in the public sector (at 53 percent against 50 percent or less in the private schools).

Fewer children in *grande section* are able to name shapes (circle, square, triangle). For the most challenging item (the triangle), between 55 percent and 73 percent of children give a correct response. As indicated in graph 24, children in private institutions, especially formal ones, outperform those in the public sector.

As illustrated in graphs 25 and 26 below the vast majority of children are able to identify an object located on and below a table on a picture. This represents over 80 percent of children in *petite section*⁵⁷ across all types of institutions except the public schools under MFPEs. The performance of children in secular schools is consistently higher (with 95 percent of correct responses).

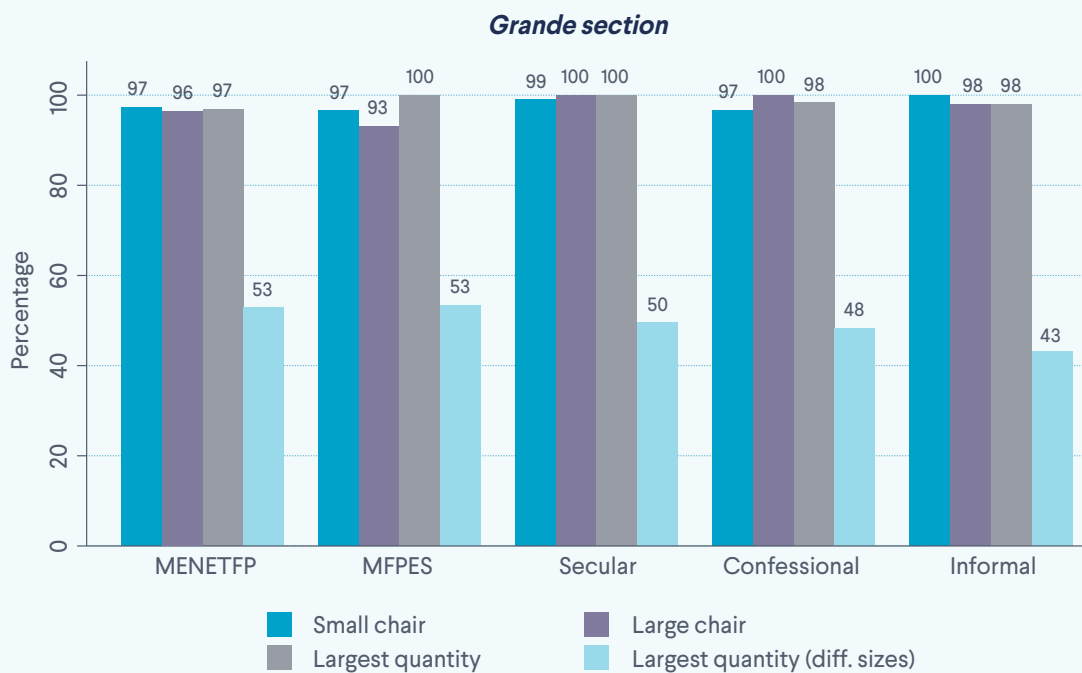
⁵⁴ For each grade, only the competencies listed in the official curriculum are presented. For example, since children in *petite section* are not expected to be able to identify numbers, the performance of children in *petite section* on the associated items will not be assessed.

⁵⁵ More specifically, only the results of children aged three were used for the analysis in *petite section*, the results of children aged four for the *moyenne section* and the results of children aged five for the *grande section*. As a robustness check, these age-specific results were compared to pooled results (where all the children in the sample were kept regardless of their age). No substantial difference was observed.

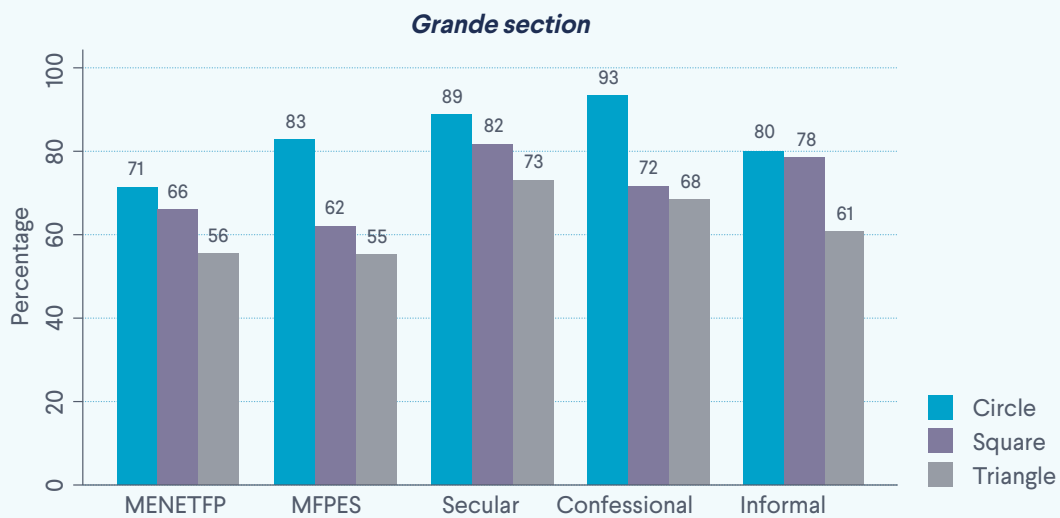
⁵⁶ In addition, as children randomisation was conducted at the school level (rather than at the grade level within each school), the age composition of the pupils in the sample reflects the age composition of the pupils at the school level. This implies that it is not possible to infer the actual age composition of a specific grade, for a specific type of provider, from our sample. In other words, results pooling all children within a grade irrespective of their age would not provide an accurate estimate of the actual performance of pupils in this grade (given the actual age composition in the grade).

⁵⁷ The performance of children in *moyenne* and *grande section* are systematically above 92 percent.

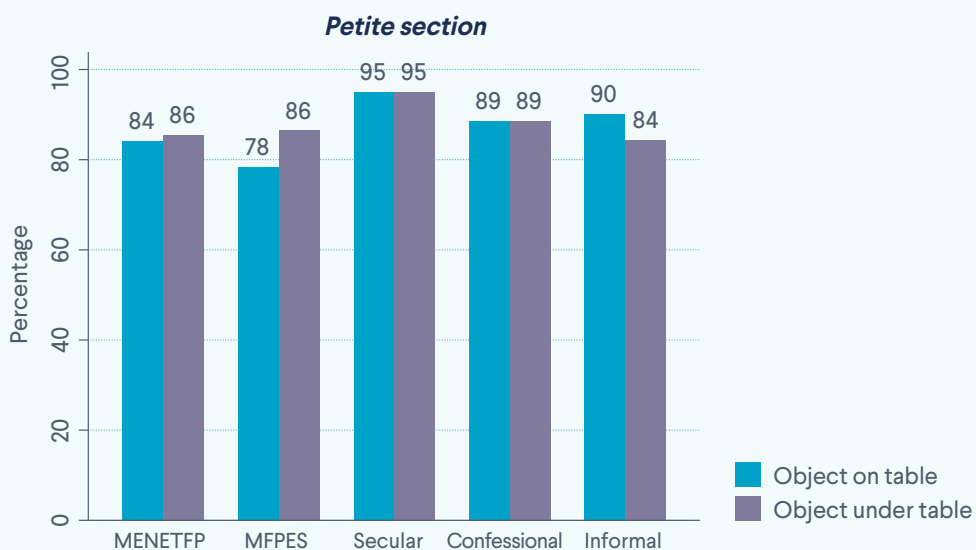
Graph 23. Identification of size in *grande section* by provider type



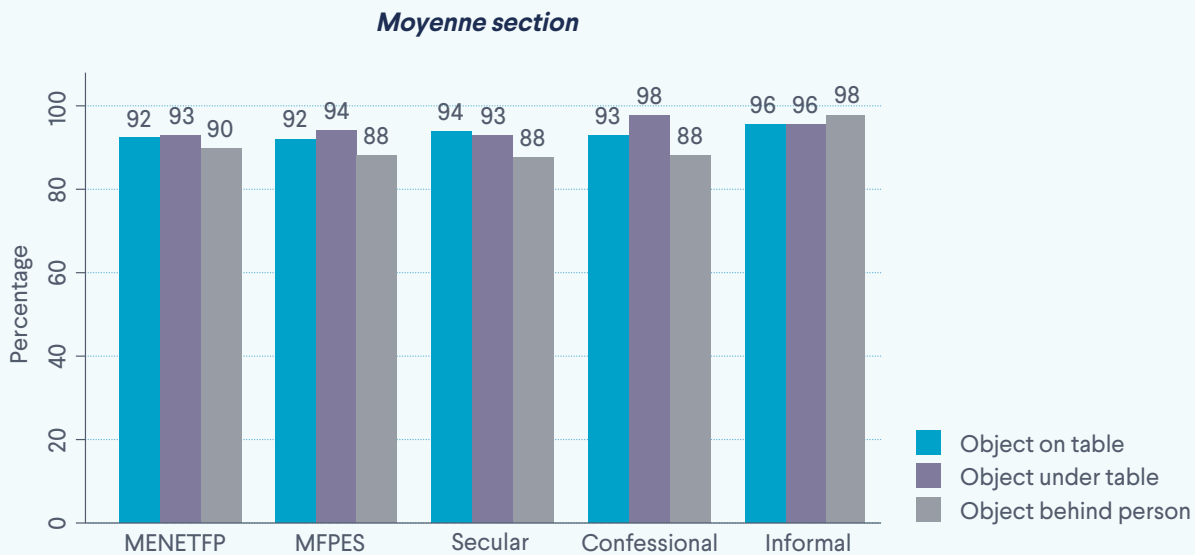
Graph 24. Identification of shapes in *grande section* by provider type



Graph 25. Identification of object location in *petite section*, by provider type



Graph 26. Identification of object location in *moyenne section*, by provider type



4.4.2. Language

The language section of the assessment covers motivation, expression, memorisation (only *moyenne* and *grande section*) and comprehension (only *grande section*).

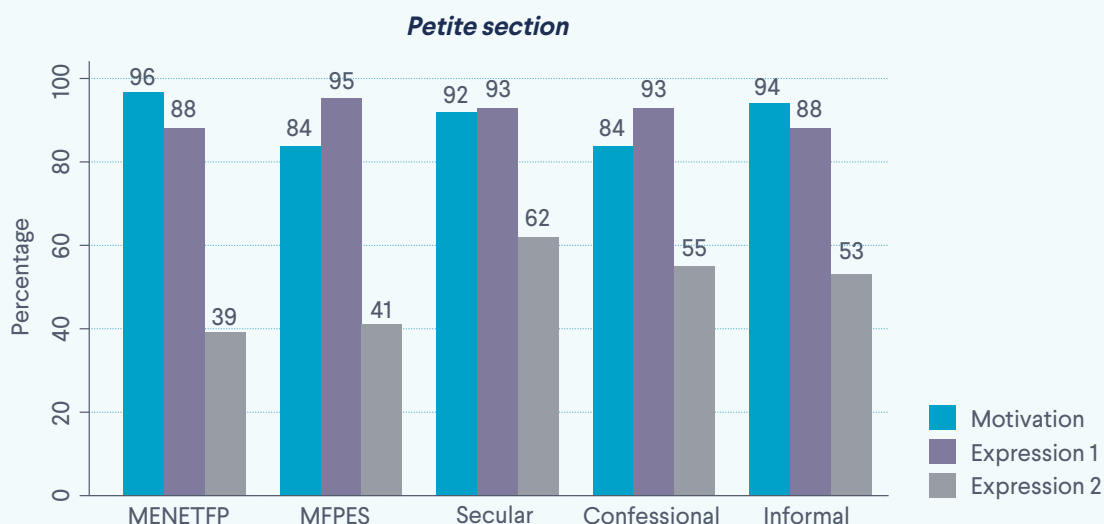
Across all types of institutions, at least 84 percent of children in *petite section* declare that they would like to know how to read⁵⁸. Motivation levels are especially high in MENETFP schools (96 percent of children), informal providers (94 percent of children) and secular providers (92 percent of children).

While almost all children in *petite section* can identify a dog when shown a picture (see “Expression 1” in graph 27), a limited number can give the name of another animal (see “Expression 2” in graph 27). This is the case of approximately 40 percent of children in public schools and over half of the children in private institutions.

Children in *moyenne section* are usually able to repeat (from memory) two short phrases. This is the case of over 95 percent of children in the private sector, 88 percent of children in MENETFP schools and 80 percent of children in schools under MFPEs.

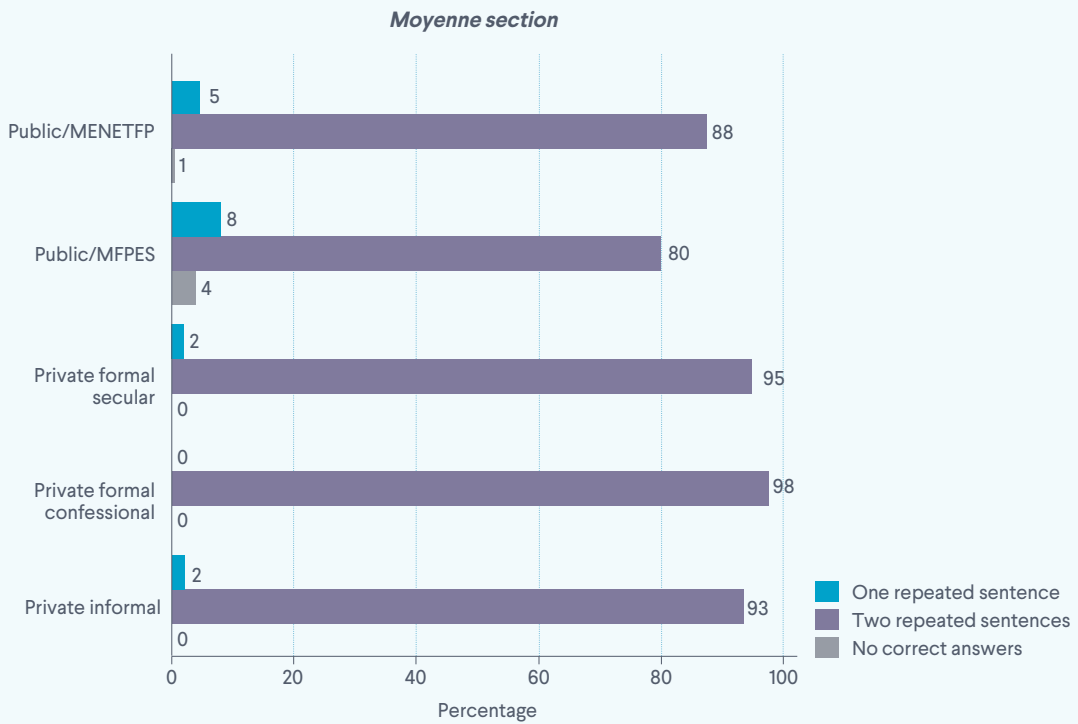
Children in *grande section* enrolled in formal private institutions are more likely to provide correct answers in the oral comprehension section (usually over 70 percent of children are correct), while children in informal providers perform consistently worse.

Graph 27. Motivation and expression in *petite section*, by provider type

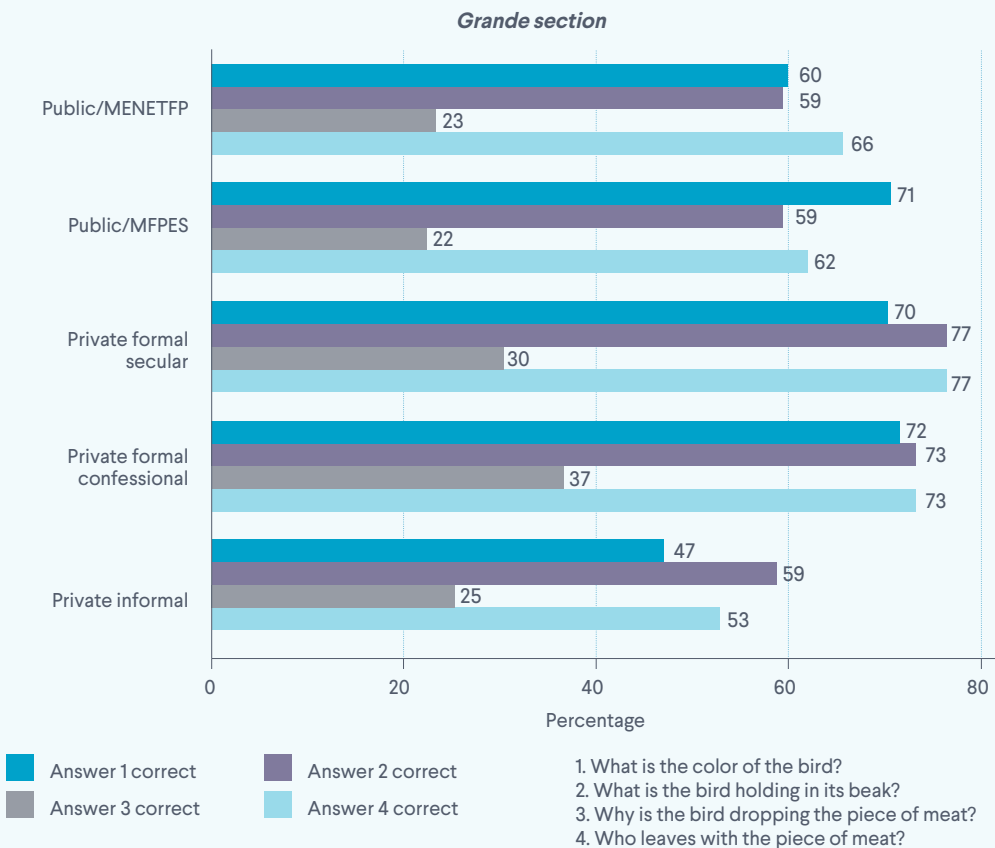


⁵⁸ This question intended only to evaluate the child's motivation (“would you like to know how to read a book?”), despite the fact that this competency should obviously not be achieved at this age.

Graph 28. Memorisation in *moyenne* section, by provider type



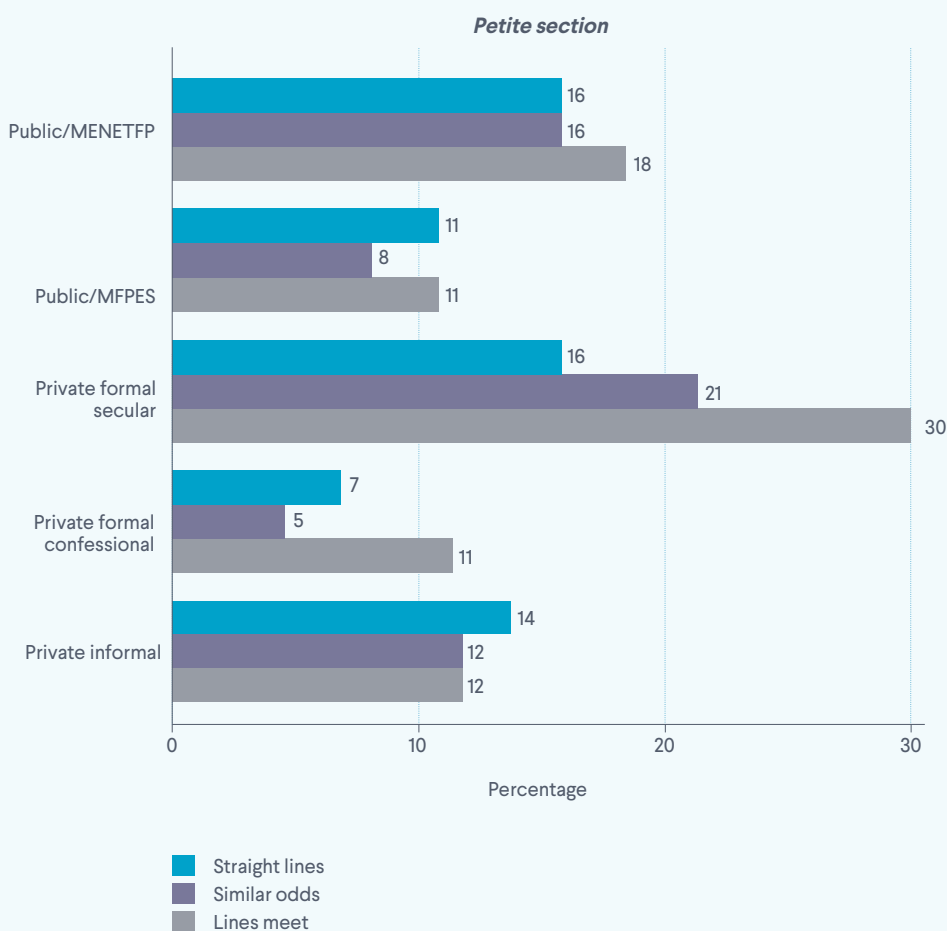
Graph 29. Oral comprehension in *grande* section, by provider type



4.4.3. Fine motor skills

Very few children in *petite* and *moyenne sections* are able to draw a square.⁵⁹ The proportion of children able to draw straight lines, similar corners and/or lines meeting increases in *grande section* to reach a half to three quarter of children in all but MFPES schools. The performance of private providers, especially secular institutions, is usually higher.

Graph 30. Fine motor skills for *petite, moyenne* and *grande section*, by provider type



⁵⁹ However, one should note that unlike what was asked in the assessment, the official curriculum specifies that pupils are expected to “reproduce” a square (which could be with plasticine for instance), not necessarily to “draw” one.



5.

Implications for policy and further research

While significant progress has been made, the MENETFP recognises a number of remaining challenges to address in terms of access, quality and equity in the pre-primary education sector. With a low enrolment rate of 16.4 percent of children in pre-primary schools estimated by MICS and 8.8 percent of children aged 3-5 by the MENETFP⁶⁰, a lack of appropriate teacher training and minimum standards across all providers, and significant geographic and socio-economic disparities in terms of access and quality, there is still much to be done. Many of these challenges have been confirmed by the above findings for the contexts of Abidjan 3 and Bouaké 2 specifically.

The first section of this chapter outlines the general implications for policy and further research from this research. The second part examines how public-private partnerships (PPPs) can contribute to some of these areas.

5.1. General policy implications

Based on the research findings, several areas can be identified for the Government of Côte d'Ivoire and its partners to consider in their actions to improve pre-primary education provision in Abidjan 3 and Bouaké 2:

1. Invest in existing providers. We conclude that promising pre-primary interventions do already exist in Abidjan 3 and Bouaké 2. Increasing the number of children in existing pre-primary classrooms is

possible in many existing centres while maintaining current quality of provision. To improve access in the short-term in these urban and peri-urban areas, it may therefore be more cost-effective to identify the strongest of existing providers and support these initiatives through demand initiatives rather than investing in creating incentives for new market entrants or attempting to roll-out large-scale public provision of pre-primary services. One should emphasise that the available data does not allow to indicate that this recommendation (like the others below) would be relevant to other areas of the country.

2. Consider innovative financing mechanisms for parents who cannot afford to pay. The broader evidence within Côte d'Ivoire suggest that poorer families are those least likely to have access to pre-primary education.⁶¹ Evidence from other countries indicates that good quality pre-primary interventions have a significantly greater benefit for the poorest in the community.⁶² With that in mind, policy makers and funders should consider the most appropriate and effective interventions that enable poorer households to benefit. Options might include vouchers to families, subsidies to providers that cover poorer areas, or payment structures that are flexible for families in terms of timing or in-kind contributions. These options would need to be carefully managed to ensure they deliver on the goal of improving access and quality and would need to be rigorously evaluated. These models are further elaborated in section 5.2.1 below.

⁶⁰ The research team recommends elaborating further detailed estimates based on data from MFPES and MEPS.

⁶¹ UNICEF (2016).

⁶² World Bank (2015).

3. **Study parental beliefs and attitudes toward pre-primary education.** The qualitative findings from the parent focus groups in this study indicate scope for further exploring parental beliefs about the value of pre-primary education. When making decisions about investing in pre-primary education, parents must weigh the expected costs and benefits. However, costs are usually immediate while benefits can be hard to judge and are often not top-of-mind. Therefore, obtaining more information about parental beliefs could help design low-cost interventions to address inaccurate perceptions or make the potential benefits of pre-primary education more salient to parents. Evidence from elsewhere suggests that programmes reframing costs and benefits of education can increase access at low cost.⁶³
4. **Invest in pre-primary specific teacher training and support to improve quality.** While almost all teachers in the public sector in Abidjan 3 and Bouaké 2 have a professional diploma, this qualification is rarely specific to pre-primary education. At the same time, teachers in the private sector are often unqualified; nearly half have received training focusing on early childhood education. Improving structural characteristics of quality provision will therefore require more teachers with specific preschool knowledge. In the long-term, specific pre-primary pre-service training will be required. However, in the short term, in-service training could be prioritised and supplemented with peer learning, coaching or mentoring that could deliver improvements in teacher performance and motivation at lower cost. Further work is needed to understand what makes a good preschool teacher and the characteristics or level of training that lead to positive child outcomes.
5. **Invest in improving inspections and monitoring with a focus on quality.** This study did not identify a standardised framework for monitoring pre-primary providers in the field. A consolidation and review of existing inspection and monitoring tools would allow the development of a clear accountability framework, whereby government can hold all types of providers accountable for delivering quality services. Furthermore, inspectors and monitoring officials would require specialised training in pre-primary education to effectively observe and maintain standards.



Obtaining more information about parental beliefs could help design low-cost interventions to address inaccurate perceptions or make the potential benefits of pre-primary education more salient to parents.

6. **Invest in research to improve knowledge about cost-effective approaches.** With limited information available about quality as well as costs, we cannot draw conclusions about the features that may make certain models or providers cost-effective. Further research could draw out common features that are driving quality based on a range of different providers, in terms of children's cognitive development, and which are cost-effective. Furthermore, experiments with subsidies or voucher schemes could help shed light on the relationship between government investment in pre-primary education and learning outcomes on the ground.
7. **Review the registration process.** With the existence of informal providers, there is a need to encourage more centres to officially register, which will result in better records of existing provision and will increase the likelihood of centres complying with MENETFP and MFPES regulations and being visited by district inspectors. It is therefore recommended that MENETFP, MFPES and their partners review and clarify the existing registration process to uncover potential barriers.
8. **Clarify governance structures.** While the informal establishment of an inter-ministerial ECD committee — the *Développement Intégré du Jeune Enfant* (DIJE) Committee — has improved synergies between ECD interventions, the governance structures of pre-primary education specifically remain blurry. Clarifying the

roles and responsibilities of MENETFP, MFPES and the Ministry of Planning respectively – for example through the creation of a school readiness sub-committee — would allow streamlining current government efforts.

5.2. Public private partnership policy considerations

Examining how public-private partnerships (PPPs) can contribute to reducing gaps in quality pre-primary provision is particularly relevant for Côte d'Ivoire. With a non-state sector currently accounting for 28 percent of total enrolment and projected to continue expanding to achieve the 2025 Education Sector Plan objectives, the timing is adequate to explore how MENETFP can leverage the non-state sector more strategically to achieve its objectives. Given that the non-state sector is already present and growing, the question is not whether the MENETFP should collaborate with the non-state sector but rather how the relationship can be structured effectively to ensure access to quality education for all children.

The exploration of the potential of such a partnership to accelerate progress towards pre-primary education in Côte d'Ivoire has been a primary motivation for this study. The MENETFP requested EPG's support to inform national level policy discussions by (i) improving MENETFP's knowledge base and understanding of the quality of current pre-primary providers in selected geographical areas and; (ii) based on this information, develop a PPP pilot to improve pre-primary education access and quality in alignment with current initiatives.

In line with these objectives, the following sections highlight some of the key PPP models in pre-primary education and their levels of potential impact on access, quality and equity based on case studies and evidence from elsewhere. Importantly, the case studies and evidence presented should not be considered exhaustive. Evidence is generally limited on PPPs in pre-primary education and tends to be of mixed quality and results. The relevance of each model for the Ivorian context is also discussed based on research findings outlined in the earlier sections of this report and ongoing initiatives in Côte d'Ivoire.

5.2.1. Public private partnerships models

Model 1. Subsidy Scheme

Model description. Subsidy schemes are typically structured such that the government, usually the Ministry of Education, provides financing for student placement to a non-state school operator. In cases of limited or restricted access, financing places in schools run by non-state operators can be more cost-effective than establishing or expanding public institutions. These initiatives are often utilised when public programmes either do not exist or do not have sufficient space to accommodate demand, which is frequently the case in poor or hard-to reach communities. While the structure of subsidy PPPs varies, there are several key elements that are typically present in these models. First, a contract exists between the non-state operator and the Ministry. Second, non-state operators receive per-child payments that are linked to the number of school places offered. Depending on the context, the contract may specify fixed payment amounts, or payment may be linked to specific targeted groups e.g. by gender or other indicators. In some cases, this payment covers the full cost of the service, while in others parents are required to pay additional fees. Third, in order to be eligible to receive subsidy payments, private programmes need to meet specific requirements or criteria set by the government, which could include set standards around teacher quality and infrastructure.⁶⁴ Fourth, contracts or formal agreements often set out clear metrics for student or child achievement, and programmes are held accountable to these outcomes by the Ministry. Finally, most programmes accept both non-profit and for-profit private operators.⁶⁵

Case study. In 2017, the national government of South Africa introduced the ECD Conditional Grant to enable provincial governments to fund expanded access to ECD and pay for improvements in ECD infrastructure. Currently, the principal model of ECD provision is ECD centres run by NGOs. These centres are funded through a per-child-per-day ECD subsidy paid to the ECD centre. These centres provide early childhood care and education (ECCE) services to children aged 3–5, though certain centres also accommodate children 0–2, in which case they have separate programmes for the two groups. The National Department of Social Development has issued an instruction that the amount should be R15 per child per day (about \$1), but the amount varies across provinces, as does the management of the transfer arrangements. The original intent was to subsidise childcare for children of working parents, to enable them to leave their children for some or all of the day.⁶⁶

64 LaRocque and Lee (2011).

65 Gustafsson-Wright et al. (2016).

66 Baberton (2017).

Evidence. Given the recent development and implementation of the programme, a rigorous impact evaluation of the South African Subsidy Scheme is not available. However, initial reviews of the first year of the programme suggests that access has been increased substantially while noting significant variation in quality, with children in poor areas more likely to be exposed to poor quality in ECD programmes. Findings from a national subsidy scheme in Chile⁶⁷ indicate that the programme has expanded coverage and, at the same time, achieved a high level of quality as a result of systematic monitoring of the centres, follow-up with problem cases, and the establishment of an accreditation system.⁶⁸

Relevance for the context in Côte d’Ivoire.

This model is already applied at other levels of education in Côte d’Ivoire, including in lower-secondary education. Understanding the lessons learned from this model in the existing education system would be an important starting point for examining its relevance and feasibility at the pre-primary education level. As indicated by IPA’s research described in earlier sections, subsidies could potentially support pre-primary provision in Côte d’Ivoire given that i) the vast majority of parents with out-of-school children indicated that the cost of schooling is a major deterrent to enrolment and; ii) a large proportion of schools (public and private) could accommodate new children. At the same time, subsidies could allow schools to increase the quality of their staff and administrative support if the subsidy was sufficient to cover both student costs and costs associated with staff training and development. However, given the irregular monitoring and modest guidelines currently available in Abidjan 3 and Bouaké 2, such a model would need to be supported by the development of clearly defined standards as well as close, regular supervision.

Potential policy impact rating. Depending on their design — and if accompanied with rigorous accountability structures and established standards – subsidy schemes can influence all three objectives in pre-primary education.



Subsidies could potentially support pre-primary provision in Côte d’Ivoire.

Policy objective:	Access	Equity	Quality
Rating:	Medium	Medium	Medium

⁶⁷ *Jardines Infantiles de la JUNJI* (National Board of Day Care Centres) centres are the main providers of public childcare services in Chile, with 172,900 children served, more than 55,000 of whom are served directly through programme centres, and the rest through subsidised slots at private or third-party-operated centres. Created under national law in 1970, the programme targets children under 5 from low-income families and the children of working mothers (Araujo, 2013).

⁶⁸ OECD (2016).

Model 2. Voucher Scheme

Model description. Vouchers are state-funded coupons or grants that give parents the purchasing power to choose an eligible non-state or public school for their child. The structure of voucher programmes varies, and some provide the option for non-state providers to charge user-fees in addition to the cost covered by government provided vouchers. Depending on their design, voucher programmes and voucher-like programmes can particularly be utilised to target marginalised or disadvantaged populations.

Case study. The Pre-primary Education Voucher Scheme (PEVS) in Hong Kong is an example of a voucher programme for preschool provision. Although pre-primary education is currently not a component of the compulsory and universal education system in Hong Kong, the Government's vision is for all relevant-aged children to receive affordable and quality pre-primary education. Pre-primary schools are operated by either non-profit institutions or private organisations. Under PEVS introduced in 2007/08, the Government provides fee subsidy in the form of a voucher to the parents to meet part of the pre-primary school fees, with the aims of alleviating parents' financial pressure and facilitating parental choice. Pre-primary schools are expected to spend the balance of the voucher value on professional upgrading of teachers and principals. The Government decided that pre-primary establishments eligible for voucher redemption must be non-profit-making, offer a nationally standardised curriculum, and charge tuition fees below a ceiling specified by the Government. The PEVS aims to increase access and quality through improving the effectiveness of coordination between service operators and the Government. Although parents are subsidised through the PEVS for the whole or part of the pre-primary schools fees, they have to pay for miscellaneous fees, which may be charged by some schools.⁶⁹

Evidence. Although no impact evaluations have been undertaken of the PEVS, Government audit reports indicate that the scheme has resulted in substantial improvements in the access and quality of pre-primary teachers and staff.⁷⁰ Furthermore, results from an evaluation of an early childhood development voucher scheme in the United States, found that children from disadvantaged families make substantial gains especially in vocabulary and early writing skills. Higher teacher salaries, use of an integrated, developmentally appropriate curriculum, higher teacher educational qualifications and full-day programming were some of the key factors linked to these gains.⁷¹

Relevance for the context in Côte d'Ivoire.

Similarly, to the subsidy model, a voucher scheme in Côte d'Ivoire could potentially improve access given that cost barriers are a key concern for parents. Furthermore, a large proportion of schools are currently operating below their maximum capacity, especially in private provision. Increasing enrolment within the structures currently available could allow the MENETFP to make budgetary savings while responding to parental concerns uncovered by this study. However, this will require a more rigorous inspections and monitoring framework at DREN and IEPP levels than what is currently in place. Depending on the scale, a voucher scheme would need a carefully designed management framework as well as human resources for oversight. Lessons learned from this model in social protection programmes in Côte d'Ivoire could inform the feasibility of such a programme in the pre-primary education context.

Potential policy impact rating. Depending on the design of the voucher scheme, these are generally perceived to provide opportunities for governments to rapidly expand access, without having to construct and establish additional schools. They can effectively target disadvantaged and poor children by providing them directly with greater schooling options, which would be difficult to achieve within the traditional system.

Policy objective:	Access	Equity	Quality
Rating:	High	High	Medium

69 Government of Hong Kong, Education Bureau's website.

70 Government of Hong Kong, Education Bureau (2013).

71 Zill et al. (2001).

Model 3. Contract Management

Model description. This model involves government contracting of non-state providers to either manage or operate public pre-primary schools. In this case, non-state actors are responsible for managing or operating existing public pre-primary education programmes, publicly-owned facilities, and institutions, with governments having the final responsibility for performance. As mentioned, non-state actors can include for-profit and non-profit institutions, as well as community organisations. In this model, providers receive either a management fee or a per-student fee and are held accountable to performance or outcome indicators. This type of PPP differs from subsidy or voucher models in that the infrastructure and facilities remain public. Teacher hiring models vary and can be through central government contracts or through more flexible contracting.

Case study. Early Childhood Care and Education centres in Trinidad and Tobago fall under the auspices of the Ministry of Education. Today, there are 107 public centres and 72 in association with SERVOL (Service Volunteered for All). In 1974, SERVOL, a non-profit volunteer organisation, became a provider for the Ministry of Education with 50 public centres under its care. The organisation took responsibility for these centres until 2005. Between 1987 and 2005, the Government of Trinidad and Tobago, through the Ministry of Education, gave SERVOL a subsidy to pay the salaries of the ECCE teachers and instructors. While public funds cover salaries, the innovative aspect is that since its involvement, SERVOL has had to find the funds each year for infrastructure, maintenance, utility bills and taxes. In 2005, the Ministry once again assumed responsibility for the operation of the centres, but funding is still channelled through SERVOL as the operator.

Evidence. The structure in Trinidad and Tobago has had excellent outcomes for children. Several evaluations have noted that students who enter primary schools after SERVOL public preschool perform better in literacy and math and are more sociable and proactive compared to children who attend other public preschools.⁷² This structure has worked very well in practice due to: i) the constant monitoring of service quality standards as well as the teacher training provided by SERVOL⁷³ and ii) SERVOL's involvement with parents and other caregivers of children attending their pre-primary schools to ensure that the home environment is conducive to learning.

Relevance for the context in Côte d'Ivoire.

With some variation in quality of pre-primary education indicated in the data and analysis by IPA, a contract management model might enhance the quality of provision, especially if this allows more targeted teacher training and hire as well as provides more administrative support to public schools. In order to determine the viability of this model in Abidjan and/or Bouaké, further scoping would have to be undertaken to determine whether (i) existing, national providers have the capacity and expertise required to manage public schools and; (ii) if external providers would be interested and capable of managing public schools at a lower price point than the Government in Côte d'Ivoire. It is worth noting that given the variations in quality are not very significant between public and non-state providers, an investment in this model may not bring about a significant improvement in learning outcomes. In addition, this model would have a negligible impact on access and equity, which are key policy goals for the MENETFP.

Potential policy impact rating. The private management of public schools is typically utilised to improve the quality of pre-primary education services.



This model would have a negligible impact on access and equity, which are key policy goals for the MENETFP.

Policy objective:	Access	Equity	Quality
Rating:	Low	Low	High

⁷² UNESCO (1998).

⁷³ Araujo et al. (2013).

Model 4. Contract Complementary Services

Model description. In a similar vein to the private management and operation of public pre-primary schools, the private sector can also be contracted by the government to deliver specific services for the public school system including for example teacher training, curriculum or monitoring of preschools. These services procured from the private sector are contracted through a bidding process and based on standards established by the government. Conversely, this partnership can also be reversed whereby non-state providers contract the Government to provide their teacher training, curriculum or monitoring. This can, among other things, be an effective strategy for incentivising private pre-primary providers to expand as discussed in Model 6.

Case studies and evidence. Case studies and evidence is limited in this area for pre-primary education. The United Kingdom currently relies on a number of accredited, private providers for teacher training across its education system. Researchers have recently recommended Nigerian⁷⁴ and Indian⁷⁵ Governments to experiment with contracting teacher-training services from private providers.

Relevance for the context in Côte d'Ivoire.

Pre-primary specific teacher training has been identified both as a priority by the MENETFP as well as highlighted in this research as an ongoing challenge. The research by IPA indicates that while almost all teachers in the public sector are qualified, they have often received a general, non ECE-specific training. Further assessment work would be required to determine the size, quality and cost of potential private training providers in Côte d'Ivoire or elsewhere. Furthermore, this model would have negligible impact on access and equity, which are key policy goals for the MENETFP.

Potential policy impact rating. This model prioritises increasing quality of pre-primary provision.



This partnership can also be reversed whereby non-state providers contract the Government to provide their teacher training, curriculum or monitoring.

Policy objective:	Access	Equity	Quality
Rating:	Low	Low	High

⁷⁴Tubosun (2016).

⁷⁵Biswas (2015).

Model 5. Accelerated School Readiness Programme

Model description. Around the world, accelerated education programmes are being employed with more frequency to address the numbers of out-of-school children. These are flexible and age-appropriate programmes, run in an accelerated time frame, which aim to provide access to education for disadvantaged, over-age, out-of-school children and youth.

The goal of accelerated education programmes is to provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity.⁷⁶ The model of accelerated education programmes can be applied in the pre-primary education sector, where a non-state provider delivers a condensed pre-primary curriculum prior to primary school entry.

Case study. The Accelerated School Readiness (ASR) Pilot in Ethiopia is an example of such a model. In 2015/16 the Government of Ethiopia and UNICEF trialed two, eight-week (150 hour) ASR packages for 6- or 7-year-old children: a July–August programme during the annual school break and a September–October programme held during the first two months of first grade of primary school. In Ethiopia, this bridging programme is a response to the high infrastructure and management costs of pre-primary classes in public structures, which can slow down pre-primary expansion in the poorest areas. Using existing, public primary school buildings, the programme addresses the lack of adequate access to preschool education.⁷⁷

Evidence. Preliminary findings from the 162 school ASR pilot in Benishangul-Gumuz regional state were mixed, with ‘July/August’ ASR attendees outperforming their peers attending public pre-primary schools in pre-math and pre-literacy assessments. However, ‘September/October’ ASR attendees underperformed compared to their Grade 1 peers.⁷⁸

An impact assessment is currently underway for the full pilot, which has now reached implementation in five out of eight regions in Ethiopia.⁷⁹ While there is currently no published evidence on this, potential risks to manage under an ASR programme include crowding out of demand for standard, pre-primary education as well as a likely focus on cognitive skills at the expense of socio-emotional skills.

Relevance for the context in Côte d’Ivoire.

Given the very low pre-primary enrolment rates at the moment in Côte d’Ivoire, an ASR programme could be considered as a solution in the interim as the MENETFP is planning to add pre-primary classrooms to existing, public pre-primary schools. An ASR programme could also be a longer-term and more cost-effective solution. To ensure cost-effectiveness, the MENETFP could consider establishing a bidding process and contracting of a non-state actor for delivering the programme. A scoping study of potential providers would need to be undertaken to determine the feasibility of this model.

Potential policy impact rating. An Accelerated School Readiness Programme may predominantly ensure access to basic pre-primary education for disadvantaged children. Depending on the design, standards and budget of the programme, quality may also be an objective.



An ASR programme could also be a longer-term and more cost-effective solution.

Policy objective:	Access	Equity	Quality
Rating:	High	High	Medium

⁷⁶ UNHCR (2016).

⁷⁷ Woodhead et al. (2017).

⁷⁸ American Institutes for Research (2016).

⁷⁹ UNICEF (2017).

Model 6. Incentives Programme

Model description. This model involves the government actively seeking to incentivise the expansion of existing private structures and potentially the setup of new, private structures through financial incentives. A number of different mechanisms can be employed by governments to achieve this – relying at times on elements from previous models reviewed – including for example subsidies for teacher fees or classroom expansions. Incentives can also include government provided teacher training and play and learning materials or the reduction of the complexity of pre-primary school registration. Other financial incentives may include a start-up grant provided by the Government. For for-profit pre-primary schools, the government may also consider tax breaks, access to financial lending services or ensuring the tuition fee for a fraction of children is already paid for through a publicly financed subsidy scheme.

Case studies and evidence. Case studies and evidence is currently limited, although evidence of some of the mechanisms at the government’s disposal have been discussed above. Opportunity EduFinance is an example of a financial lending service to private education providers in sub-Saharan Africa. With a school improvement loan, a school proprietor can for example build another classroom to serve more students, or install running water and bathrooms.⁸⁰

Relevance for the context in Côte d’Ivoire.

The private sector is projected to continue expanding access to reach the goal of 30 percent of pre-primary enrolment by 2025. The Education Sector Plan projects enrolment figures in the private sector to increase from a current level of 49,616 children to 66,865 children in 2025. While the market may expand on its own, a policy or strategic plan could be established to ensure this is achieved. This type of PPP could help structure the policy objectives and establish a strategic action plan. Furthermore, as indicated by the research in previous sections, the existence of informal providers could be brought into formal provision, for example by facilitating and simplifying the registration process.

Potential policy impact rating. The prime policy objective for this model is access. Depending on the intervention areas and criteria, it may also be designed to target a particular group of children.

Policy objective:	Access	Equity	Quality
Rating:	High	Medium	Low

⁸⁰ Opportunity EduFinance (2018). EduFinance currently works in Côte d’Ivoire although not at the pre-primary level.

5.2.2. Developing a PPP pilot for Côte d'Ivoire

Setting the policy objective

In order to explore the potential of a PPP pilot to improve pre-primary service delivery in Côte d'Ivoire, it is critical to articulate the characteristics that constitute improvements or success.

Experimenting with a PPP initiative in Côte d'Ivoire will require the MENETFP to prioritise their policy objectives in terms of access, quality and equity. As reviewed in the previous section, PPP initiatives can respond to a number

of different Government policy objectives depending on their design. While elements from different models can be combined to achieve several objectives, outlining clear policy priorities is crucial to select the most effective model for a PPP pilot. The rating of the potential impact on policy objectives for each model is summarised in table 8 below and provides an initial guideline for the MENETFP's considerations. However, as with any scheme, the likelihood of delivering on these policy goals will depend heavily on the quality of the intervention design and effectiveness in how the scheme is implemented and monitored.

Table 8. Summary of potential policy impact ratings by PPP model

PPP model	Access	Equity	Quality
Model 1. Subsidy Scheme	Medium	Medium	Medium
Model 2. Voucher Scheme	High	High	Medium
Model 3. Contract Management	Low	Low	High
Model 4. Contract Complementary Services	Low	Low	High
Model 5. Accelerated School Readiness Programme	High	High	Medium
Model 6. Incentives Programme	High	Medium	Low

Key factors and policy levers for an effective PPP in Côte d'Ivoire

The degree of effectiveness and realisation of potential benefits of a PPP in pre-primary education in Côte d'Ivoire is dependent on the partnership design between the MENETFP and non-state actors. A number of design factors and policy levels are critical to the success of a PPP initiative, which are described below.⁸¹

A strong policy environment and regulatory framework is needed for an effective PPP. Ensuring that the comparative advantages of PPPs are realised requires that some key enabling factors be in place. Governments implementing PPPs are recommended to articulate detailed guidance and legislation on the role of non-state

actors within policies and national education strategies. Legislation assists in clearly defining the role of the non-state sector, including through laws on tuition fees and school operations as well as entry requirements for non-state actors.⁸² Strong guidance and regulatory frameworks are critical for both motivating non-state participation as well as to ensure the quality of PPP implementation. In addition to including guidance on PPPs within education strategies, governments can create an enabling environment for non-state engagement in a range of activities, including for example the reduction of the complexity of school registration.⁸³ While Côte d'Ivoire has enacted PPP-related legislation and guidance,⁸⁴ existing laws are mainly catered to primary and secondary schools and may not be inclusive of or tailored to pre-primary education service delivery.

⁸¹ These factors largely draw on recommendations cited in Gustafsson-Wright et al., 2016, *Public-Private Partnerships in Early Childhood Development: The Role of Publicly Funded Private Provision*, Centre for Universal Education, Brookings.

⁸² Barrera-Osorio et al. (2012).

⁸³ Sriram et al. (2014).

⁸⁴ The main policies, laws and official documentation related to private provision in Côte d'Ivoire include the following: Law nr. 95-696 of 7 September 1995, Decree nr. 0059 MEN/CAB/SAPEP of 29th April 2008, Decree nr. 2011-427 of 30th November 2011, Decree nr. 97-675 of 3rd December 1997, Directory for private schools in Côte d'Ivoire 2013-2014 and an official, regulated agreement between the State and private schools.

Contract design and structure are central to the success of PPPs. Contracts are the means of government procurement of education services, defined as an agreement with a private provider to deliver a defined set of services, of specified quality, with a determined price over a set period.

In particular, the incorporation of monitoring, accountability and enforcement mechanisms are critical elements of a robust contract design.

Contracts are indicative of risk-sharing between public and non-state actors and are essential in establishing clear accountability measures. Contracts can have a direct impact on service delivery through outlining clear roles and responsibility of public and private actors, detailing objectives and desired outputs, monitoring and assessing progress and performance of partners, and regulating and enforcing provision of services.⁸⁵

Objectives and outcomes defined in PPPs need to be realistic, measurable and objective. Agreed performance indicators for non-state actors should be focused on outputs, rather than solely inputs, and should be consistently applied. Performance indicators and outputs should be clearly defined, with incentives and rewards for performance outcomes, and penalties for low-quality delivery. Overly restrictive entry requirements may discourage non-state engagement. Particular care should be taken with the accreditation process of for-profit providers to ensure the use of public subsidisation is justified if such a model is adopted.⁸⁶



Another key component of effective PPPs is the incorporation of sustainable and clearly articulated funding models.

The design of financing mechanisms is crucial for the sustainability of the initiative. Financing structures can range from a one-time transfer to ongoing financing to non-state actors. However, integrating PPPs in the wider education system should include a funding structure that is designed to respond to needs based on per-capita outputs and is both transparent and accountable. Another key component of effective PPPs is the incorporation of sustainable and clearly articulated funding models. Projects linked to successful outcomes typically have mechanisms that ensure sustainability and predictability of financing, as well as government-established metrics on financing that articulate details of funding mechanisms, including volume, frequency, and monitoring.

Non-state providers should both be independent and accountable to Government. Private-sector actors need to have sufficient autonomy to ensure flexibility in the design and delivery of education programmes. PPP cases where service providers have greater autonomy are associated with higher effectiveness.⁸⁷ While governments set the outcomes and performance indicators, the manner of delivery and process for achieving these aims should be delegated to the private actors. Innovation, a key draw of PPPs, is dependent on the autonomy and flexibility provided to private-sector actors.⁸⁸ These include programme operation, curriculum and pedagogy, the recruitment and dismissal of teachers and education professionals, and staff performance management. Flexibility in staffing management is particularly important to the effectiveness of PPPs if a contract management model is selected.

Though expanded flexibility is a defining feature of a PPP, strong accountability is central to effective delivery of education services. Service delivery for poor and marginalised populations has been shown to be most effective when there is strong accountability across government, beneficiaries, and other stakeholders. A robust, standardised assessment and measurement of outcomes is central to promoting strong accountability within PPP frameworks.

While effective design is critical, the success of PPPs also relies on the process of implementation. Ensuring the PPP initiative is implemented effectively requires that private partners are identified through a transparent and open process⁹⁰. In particular, the competitive

85 Patrinos et al. (2009).

86 Boeskens (2016).

87 Sriram et al. (2014).

88 LaRocque (2007).

89 Patrinos et al. (2009).

90 Barrera-Osorio et al. (2012); LaRocque (2007).

and open bidding process should include a high standard and quality of selection criteria, which incorporates both quantitative and qualitative measures and which encourage the recruitment of highest calibre partners. For example, both the United States and the United Kingdom have established government bodies that are specifically responsible for identifying and selecting non-state actors⁹¹. Such agencies need both the human resource skills and capacity, as well as robust information and financial management systems in place to manage this process.

Monitoring and evaluation is key to ensuring that PPPs are successful. A robust, independent evaluation of outcomes in relation to the performance indicators is critical and should be contracted by an external actor to guarantee impartial assessment. It is recommended to start with a small pilot to fully understand the process and implementation challenges as well as impact before considering a larger PPP programme.

Finally, it is recommended that any approach engaging the non-state sector be thought through carefully from a communications and stakeholder management perspective. PPPs have the potential to stimulate often polarised debates about the role of the state and the non-state sector, especially with a limited and mixed evidence base.

91 Sriram et al. (2014).

Annex

Annex 1 : Child assessment

1. Informations sur l'établissement préscolaire				
1.1	DRENETFP / DR(MFPES ; MEPS)			
1.2	IEPP			
1.3	Nom de l'école			
1.4	Localité de l'école			
1.5	Milieu d'Implantation : Rural / Urbain			
1.6	Type d'école : privée/publique/communautaire			
1.7	Date de la visite	Jour:	Mois:	Année:
1.8	Nom de l'enquêteur			
1.9	Code de l'enquêteur			
2. Informations sur l'enfant				
2.1	Nom & Prénoms			
2.2	Age			
2.3	Genre			
2.4	Section			

1. Introduction

Bonjour

Mon nom est _____

Nous sommes ici pour apprendre plus sur la façon dont les enfants, comme toi, apprennent des choses et s'ils savent comment faire des jeux et d'autres activités. C'est pourquoi nous espérons que tu pourras nous aider aujourd'hui.

Nous allons faire des jeux et des activités ensemble. Je vais te montrer différents outils que j'ai avec moi et aussi te poser quelques questions sur des histoires, des images, des lettres, des chiffres et d'autres choses. Je vais aussi te demander de me montrer comment faire certaines choses comme tu as l'habitude de les faire en classe.

Certaines activités seront faciles pour toi et d'autres pourraient être un peu plus difficiles. Ne t'inquiète pas. Nous pouvons arrêter et prendre une pause si tu es fatigué.

Est-ce que tu as compris ? As-tu des questions ? Veux-tu jouer avec moi maintenant ?

2. Connaissances Personnelles: Socio-Emotionnel (6 minutes)

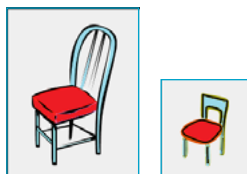
Après avoir mis l'enfant en confiance, posez-lui les questions suivantes, une à la fois, en lui donnant un temps de réflexion sans le brusquer avec un ton jovial. Reformulez la question au besoin.

a) Comment t'appelles-tu (les petits noms ne sont pas pris en compte) ?	Correcte	Incorrecte	Pas de réponse
b) Peux-tu me dire quel âge as-tu ?	Correcte	Incorrecte	Pas de réponse
c) Es-tu un garçon ou une fille ?	Correcte	Incorrecte	Pas de réponse

3. Quantité/Nombre (20 minutes)

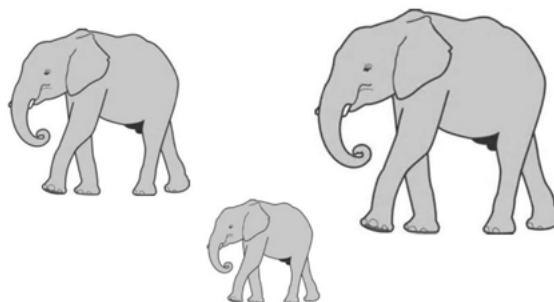
3.1. Comparaison de grandeurs (3 minutes)

Notre prochain jeu consiste à observer ces deux chaises.
Mets le doigt sur la **plus petite**.



L'enfant identifie la plus petite chaise	Correcte	Incorrecte	Pas de réponse
L'enfant identifie le plus grand éléphant	Correcte	Incorrecte	Pas de réponse

Maintenant observe bien ces trois éléphants.
Mets le doigt sur le **plus grand**.



3.2. Comparaison de collections d'objets (2 minutes)

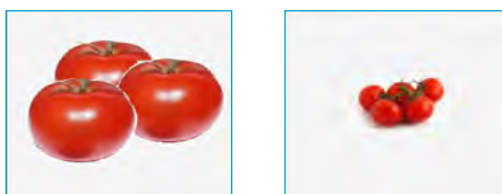
Voici deux images. Mets le doigt sur l'image
où il y a le **plus** de tomates.



L'enfant identifie l'image avec le plus de tomates	Correcte	Incorrecte	Pas de réponse
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3.3. Comparaison de nombre d'objets de taille différente (2 minutes)

Observe bien ces deux images. Mets le doigt sur l'image
où il y a le **plus** de tomates.



L'enfant identifie l'image avec le plus de tomates	Correcte	Incorrecte	Pas de réponse
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3.4. Identification de formes (5 minutes)

Le prochain jeu consiste à regarder différentes formes :

L'enquêteur indique le rond: Comment s'appelle cette forme ?

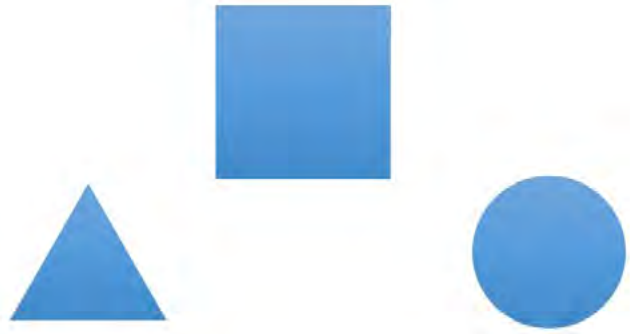
(PS/ MS & GS)

L'enquêteur indique le carré: Comment s'appelle cette forme ?

(PS/MS & GS)

L'enquêteur indique le triangle: Comment s'appelle cette forme ?

(MS & GS)



L'enfant identifie le rond	Correcte	Incorrecte	Pas de réponse
L'enfant identifie le carré	Correcte	Incorrecte	Pas de réponse
L'enfant identifie le triangle	Correcte	Incorrecte	Pas de réponse

3.5. Lecture de chiffres (2 minutes)

Pour le prochain jeu, je vais écrire au tableau/feuille de papier.

(L'enquêteur présente le support des chiffres dans l'ordre de 1 à 9.)

Montre-moi le chiffre 2 et montre-moi le chiffre 5.

L'enfant identifie les chiffres 2 et 5	Correcte	Incorrecte	Pas de réponse
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3.6. Spatio-temporel (6 minutes)

Nous allons maintenant regarder attentivement cette image

et je vais te poser quelques questions.

1. Montre-moi un objet situé **en bas** de la table.
2. Montre-moi un objet situé **sur** la table.



1. Réponse bouteille	Correcte	Incorrecte	Pas de réponse
2. Réponse livre	Correcte	Incorrecte	Pas de réponse

3. Montre-moi le ballon **devant** le footballeur.

3. Réponse (ballon)	Correcte	Incorrecte	Pas de réponse
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4. Langage (17 minutes)

4.1. Motivation (2 minutes)

L'enquêteur présente un imagier ou un album à l'enfant.

Est-ce que tu aimerais savoir lire un livre ?

L'enfant montre de la curiosité	Correcte	Incorrecte	Pas de réponse
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4.2. Expression (5 minutes)

Quel est le nom de cet animal ? Est-ce que tu connais d'autres animaux ?



L'enfant identifie le chien	Correcte	Incorrecte	Pas de réponse
L'enfant cite au moins un autre animal	Correcte	Incorrecte	Pas de réponse

4.3. Expression et mémorisation (2 minutes)

J'aimerais maintenant que tu répètes les phrases suivantes.

« Je mange du riz. Je bois de l'eau. »

	Correcte	Incorrecte
L'enfant répète les deux phrases correctement		
L'enfant répète une seule phrase correctement		
Pas de réponses correctes		

4.4. Compréhension (pré-lecture / lecture)

(8 minutes)

Je vais maintenant te lire une histoire puis je te poserai quelques questions.

Ecoute bien l'histoire et sois attentif !

Voici mes questions pour toi :

1. Quelle est la couleur de l'oiseau ?
(Bleu)
2. Que tient l'oiseau dans son bec ?
(Un morceau de viande)
3. Pourquoi l'oiseau fait tomber le morceau de viande ?
(Il ouvre son bec pour remercier le chien)
4. Qui repart avec le morceau de viande ? (Le chien)

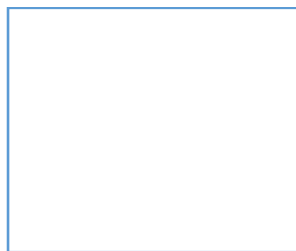
L'oiseau et le chien

Un oiseau bleu est perché sur un arbre et tient dans son bec un morceau de viande. Le chien, attiré par l'odeur du morceau de viande, s'approche de l'arbre et dit à l'oiseau : « Que vous êtes beau ! ». L'oiseau ouvre alors son bec pour le remercier et laisse tomber le morceau de viande. Le rusé chien s'empare du morceau de viande et repart tranquillement. L'oiseau, triste d'avoir perdu son précieux repas, s'envole à la recherche d'un autre morceau de viande.

Question 1	Correcte	Incorrecte	Pas de réponse
Question 2	Correcte	Incorrecte	Pas de réponse
Question 3	Correcte	Incorrecte	Pas de réponse
Question 4	Correcte	Incorrecte	Pas de réponse

5. Motricite Fine (4 minutes)

Matériel : Crayon, papier et l'image d'un carré
Pour le prochain jeu, je vais te demander de dessiner un carré.



	Oui	Non	Pas de réponse
Les quatre lignes sont relativement droites			
Les quatre cotés relativement semblables			
Les quatre lignes se rejoignent dans les coins			

6. Développement Social Et Comportement Vis-A-Vis Des Autres (11 minutes)

6.1. Comportement social : empathie/ prise de perspective (6 minutes)

Regarde cette image. Imagine que cette petite fille est ton amie, elle tombe et se fait mal. Maintenant elle pleure.

- Comment se sent-elle, selon toi ?
- Que ferais tu pour l'aider à se sentir mieux ?
- Y-a-t-il quelque chose d'autre que tu puisses faire ?



Réponses acceptables

- L'enfant pleure – énervé, souffre, triste, fâché ou d'autres réponses culturellement acceptables.
- Aide dans la détresse – demander comment elle se porte, l'embrasser, lui dire qu'elle va se sentir bien, voir si elle a besoin de médicaments, jouer avec elle, tenir sa main, chercher un adulte pour l'aider ou autre réponse acceptable.

L'enfant perçoit que l'amie se sent triste/mal/énervée	Correcte	Incorrecte	Pas de réponse
L'enfant veut aider son amie à se sentir mieux	Réponse appropriée	Réponse inappropriée	Pas de réponse

6.2. Partager/résoudre un conflit (5 minutes)

Imagine que tu joues avec un jouet et un autre enfant veut aussi y jouer, mais il y a un seul jouet et c'est toi qui l'a.
Que ferais-tu dans cette situation ?

Relisez une seconde fois.

Y-a-t-il d'autres choses que tu puisses faire pour résoudre le conflit ?

Réponse appropriée : parler à l'enfant et lui demander d'attendre, jouer à tour de rôle, partager, le jouet avec l'enfant, chercher un autre jouet, ou autre réponse culturellement acceptable.

Réponse inappropriée : Repousser l'enfant, s'enfuir avec le jouet, refuser de jouer avec l'ami, frapper/ insulter l'enfant, dites-lui que c'est le mien et il ne peut pas l'avoir.

L'enfant donne une réponse concernant la méthode pour résoudre les conflits	Réponse appropriée	Réponse inappropriée	Pas de réponse
L'enfant propose une autre méthode pour résoudre les conflits	Réponse appropriée	Réponse inappropriée	Pas de réponse

6.3. Comportement social (par l'enseignant)

L'enfant s'est-il adapté facilement au contexte de l'école ?	Correcte	Incorrecte	Pas de réponse
L'enfant entretient-il de bonnes relations avec les autres élèves ?	Correcte	Incorrecte	Pas de réponse
Est-ce que l'enfant laisse transparaître des difficultés au niveau comportemental et environnemental ? (Violence, non acceptation de l'autre, isolement, rejet de l'autre...)	Correcte	Incorrecte	Pas de réponse
Est-ce que l'enfant accepte la conséquence de ses actes ? Par exemple : Un enfant qui donne un coup à un autre accepte-t-il les représailles qui s'en suivent ?	Correcte	Incorrecte	Pas de réponse
L'enfant est-il motivé au travail scolaire ?	Correcte	Incorrecte	Pas de réponse










7. Comportement Et Attitude Pendant Le Test (par l'enquêteur)

L'enfant a-t-il bien écouté les consignes ?	Avec difficulté	Plus ou moins bien	Bien
L'enfant se mobilise-t-il au travail ?	Avec difficulté	Plus ou moins bien	Bien
L'enfant s'est-il exprimé de manière claire et audible ?	Avec difficulté	Plus ou moins bien	Bien

8. Statut Socio Economique (6 minutes)

(Pour les enfants de toutes les sections)

As-tu les objets suivants à la maison ? *Note à l'enquêteur,*
demandez à l'enfant si sa famille possède un ou plusieurs des objets
cités ci-dessous en utilisant des images.

	Oui	Non	Ne sais pas
			
			
			
			
			
			
			
			
			

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