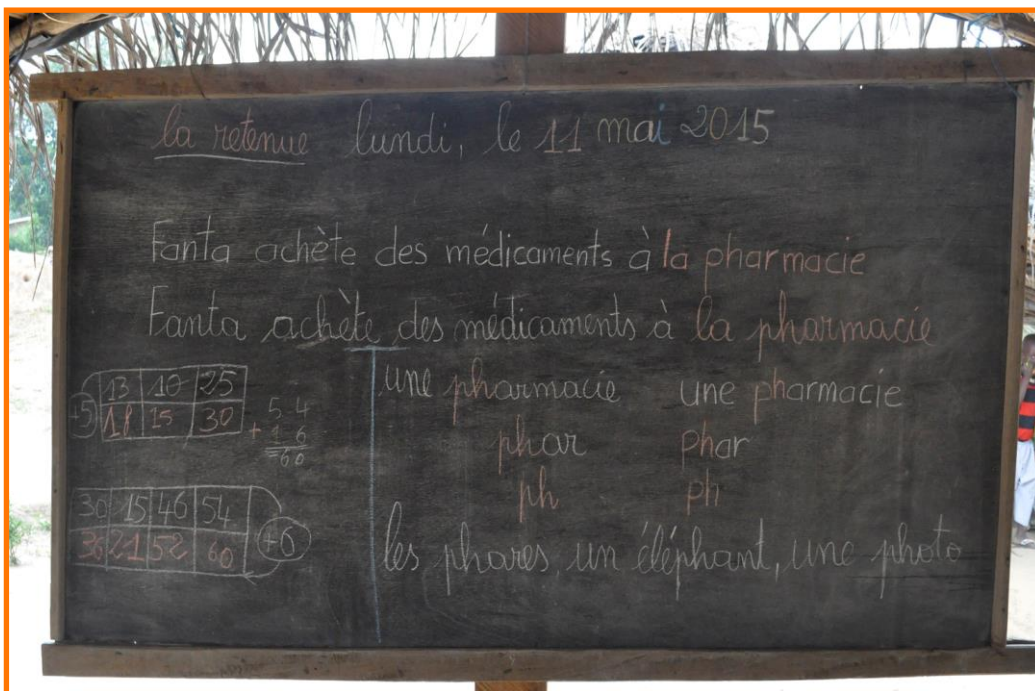


NRC Evaluation Report

Accelerated Education Programme in Western Cote d'Ivoire (2012 – 2015)



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Executive Summary

This section summarises the key findings and main recommendations of the evaluation report. It can be read as a stand alone document.

In April 2015, NRC Côte d'Ivoire commissioned an independent evaluation of its Accelerated Education Programme (AEP) for the period 2012-2015. The main purpose of the evaluation was to capitalize three years of implementation of the programme and hand over the lessons learned to MENET, local education authorities, DRENET¹, CSO partners, NGOs and other stakeholders working with education in Côte d'Ivoire. NRC is planning to exit the country in the end of 2015 and would like to provide the education community in Côte d'Ivoire with learning and recommendations to take the programme forward.

Accelerated Education programmes (AEPs) are flexible age-appropriate programmes that promote access to education in an accelerated timeframe for disadvantaged groups, over-age out-of-school children and youth who missed out or had their education interrupted due to poverty, violence, conflict and crisis. The goal of AEPs are to provide these learners with equivalent certified competencies as in the formal system, in an accelerated timeframe, with learners transitioning to mainstream education at some intermediary point, or completing an entire primary cycle within the programme.²

At the time of the evaluation, Presidential and governmental announcements were openly promoting schooling for all 6 to 16-years-old children, and in July 2015, it became officially part of the national politics of education. AE is an important approach, which could help the government to fulfil their commitments of education for all. This evaluation thus responds to a current knowledge gap in a context where the government of Côte d'Ivoire was increasingly committed to Education for All.

Four lines of inquiry guided this evaluation:

Access-related: To what extent has the NRC AEP enabled the children who had been identified as being unable to access the education system (due to age, gender, documentation and poverty) to access an education (through the programme)?

Capacity-building related: To what extent has the capacity building towards in-country stakeholders enhanced the ability of these stakeholders to continue providing AE in the future (at the level of the schools, at the level of the decentralized educational structures, at the Ministry level and at the level of NRC implementing partners)?

Advocacy related: How, concretely, has NRC-led advocacy contributed to change practices and to promote AE?

Related to Inter-programme synergies: To what extent has NRC ensured a holistic approach in AEP and how synergies were made with other NRC core competencies?

¹ Direction Régionale de l'Éducation Nationale et l'Enseignement Technique

² Definition taken from the INEE Education in Emergencies (EIE) Term Bank (<http://toolkit.ineesite.org/terms/>)

Main Strengths and Areas of Improvement

Programme Impact

- Eight years after the start of the programme, NRC had enabled 15,581 children to benefit from a second opportunity to go to school, of which 46% were girls. 6,550 children reintegrated into a formal educational path in October 2013 and 2014 after one AE year. The programme was thus meaningful in improving access to education. The ratio of enrolled girls tended to decrease at the higher levels but in terms of numbers, more and more girls were reaching these levels.
- The age criterion has resulted impossible to monitor. If the methodology initially planned to compare the age of the pupils enrolled in the AE class with the theoretical age criteria (9-14 year-old), in order to check if the overage criteria were respected in the AE classes, this approach quickly fell short in view of the difficulties to estimate the children's age.
- The level of AE pupils has been heterogeneous and while some advanced very well in the AE classes and later in the formal system, others were low achievers and individual follow up was difficult. The reasons for this were financial constraints, lack of regular interactions between teachers and parents and the lack of time to provide individual supervision. Many therefore failed to advance in their education with some eventually dropping out.

Related to capacity-building

- At school level, involvement of the school directors and COGES in the AE system tended to increase after the school directors were trained on the AE concept.
- The training on child-centred pedagogy was particularly appreciated by formal school teachers since in-service training had been frozen for more than fifteen years in Côte d'Ivoire. In addition, many in-service teachers hired before or during the crisis had never received any training on such methodologies. More than 400 AE teachers were trained in the same pedagogy.
- At the level of implementing partners, working with local NGOs has assisted NRC's scaling up of AE activities by covering more geographical ground and reciprocally, thanks to NRC training, progress was noted in local NGOs reporting and supervision. Monitoring tools had generally improved, as well as their capacities to follow financial, administrative and logistical procedures.
- A noted area for improvement lies in little attention paid to the financial aspects and to the constraints faced by the schools directors hosting the AE classes, by their respective COGES, and by the IEPs. AE classes increased the school operating expenses (particularly due to requested support of the AE teachers). School financial resources had stayed the same and the AE pupils were not paying any fees. This lack of consideration for financial matters currently represents the biggest threat to programme sustainability.
- At the level of the implementing partners, all three NGOs reported a lack an in-depth understanding of the chain of communication between schools and IEPs, how each structure is composed and who should be approached within the structure to act on which action. Despite being involved in the Cluster of Education, the local NGOs were slow in taking decision-making prerogatives and NRC continued to be the lead when solving issues.
- Communication and awareness raising must still be improved though on the AE concept and eight years after the start of the programme, the perception of several education officials continues to be that AEP is an 'NGO' affair', hence there is still little ownership. No follow-up of AE pupils is done by IEPs and DRENETs, and in their annual request to the MENET, school directors hosting AE do not necessarily plan the equipment needed to properly welcome the former AE students in formal classrooms.

Related to advocacy

- NRC has always ensured a strong link between advocacy and its programme work being involved in several collective advocacy activities for the removal of barriers to school registration, the sitting of the national exam and for promoting children's ID registration.
- NRC is seen as a strong and trusted partner by MENET for AE programming and leads the reflections around the topic. It was instrumental in having AEP recognized as an alternative form of education by the Ministry of Education. NRC has further built up a recognised expertise, and other education stakeholders such as UN agencies and local and national NGO recognize its strengths in the AE domain.
- NRC sought certification of learning from the central authorities from the very beginning. AE curriculum and standards were therefore linked to the formal system at a very early stage.
- The perceptions of the AE classes also vary per teacher, school director, parent and civil servants employed in the decentralised educational structures and within the Ministry of Education. For some school directors and teachers, AE classes are a way to decrease the amount of pupils enrolled in the formal school in low grades, others use them to get 'rid' of the pupils who were performing badly in the formal system. However others do indeed understand the concept and enroll the overaged children and those who have dropped out of education.

Inter-programme synergies

- Several examples of inter-programme synergies between Education and the other programmes (WASH/SHELTER, ICLA) were reported, which included the sharing of information and funds managed by a programme while another programme was in charge of the programme implementation. These included: the building of schools, the production of pupils' IDs, training sessions and awareness campaigns. Hygiene and sanitation training such as in the CHAST sessions were particularly well received and were planned in a timely manner during the ebola outbreak.
- A note for improvement is that sharing of information did not seem formalised and feedback on field visits for instance was mainly done through ad hoc exchanges.
- Many schools hosting AE classes were deprived of toilet facilities and/or water points. A gap therefore exists in these schools between what was taught during the CHAST sessions and what could concretely be done at school level. There was here a clear lack of holistic vision in the programme design.
- Finally, the schools integrating AE pupils faced a sudden increase of pupils, which was not systematically planned in advance by NRC (nor by the school director and IEP) and which potentially led to overcrowded levels in the formal classes. NRC is conscious of the problem and systematically provides furniture and school kits to the schools hosting the AE classes to support the planned integration of AE pupils.

Main recommendations

- When transferring responsibilities to national structures, financial aspects have to be addressed; otherwise the best efforts to promote AE can fall short. Key questionings such as who will continue to pay for the AE teachers after NRC phases out or the question of tuition fees for children enrolled in AE are difficult to avoid at this stage and raise concern over the financial capacity of the local actors to sustain the AE system in a system already heavy on parents and weakened by structural constraints. These reflections must be led at MENET decision-making level and should be informed by NRC experience.
- At the level of the MENET, in view of the close links between the AE system and the formal system, it is recommended that the MENET clarifies its position with regards to AE. It has done so in discourse in July 2015 when it announced that AEPs would be considered an official alternative form of education, but it still has to do in practice by defining clear guidelines to the decentralized educational structures and by allocating resources to that (staff, classroom and equipment). It is recommended that AE is considered part of the formal educational

system to avoid misperceptions and the creation of a parallel system for evaluation and integration.

- It is recommended that the MENET clarifies its position in written on the use of the administrative ID certificate to DRENETS, IEPs and school directors, and monitors what has been done so far (how many administrative ID certificates were delivered, under what conditions, are pupils able to register in secondary school with it, etc.)
- At the level of NRC, the selection of AE hosting sites must be reviewed and simplified to fully take into account the structural constraints the Ivorian educational system faces and to make sure the decentralized educational structures have the capacity to follow the suggested approach, especially in terms of access and supervision.
- The AE guidelines developed have not outlined the pedagogical aspect of Accelerated Education programmes (AEPs). In a context where AEPs are very diverse in nature, it is recommended that NRC adds a pedagogical component to the existing guidelines since it is difficult to harmonise practices between AEPs if pedagogical contents vary depending on the implementing actor. Adding a pedagogical component would improve quality and results. It is recommended that NRC officially request the Department of Pedagogy and In-Service Training (DPFC) to update the AE curriculum and engage their expertise when including the pedagogical component in the AE guidelines.
- To increase sustainability and ownership, it is recommended that local NGOs manage all direct relationships with DRENET and MENET.
- At the level of the decentralized educational institutions, it is recommended to associate the IEP evaluation commission in AE certification of learning and raise awareness on AE among all school directors.
- At the level of the schools, AE teachers and school directors must find ways to improve the follow-up of AE pupils who stay stuck at low levels (those who integrate in the formal system at a lower level than expected and those who drop out) and to reach a more systematic follow-up of drop-outs and long absence.
- At the level of the implementing partners, it is recommended that they improve their financial capacities and that they diversify their funding sources for each project. They have to succeed in going beyond technicalities alone. To date, ADPF, SPPD and GFM3 are mainly involved in logistics, financial reporting and situation reports, but they basically implement what NRC requests of them. Their strategic vision has to be developed as well as their mission statement.
- All three NGOs should further seek proper in-depth briefing from the IEPs and the school directors on how the chain of communication works between the schools and the IEPs, on the financial functioning of a school, and on the roles and responsibilities of each IEP/DRENET staff.

Introduction

Refugee and internally displaced children and youth frequently miss substantial amounts of schooling. With each missed semester or school year there is a greater risk that they will be unable to return to formal education. Responding to the needs of these children has increasingly led governments and agencies to explore the possibility of providing Accelerated Education (AE) opportunities to these groups.³ Accelerated Education programmes (AEPs) are flexible age-appropriate programmes that promote access to education in an accelerated timeframe for disadvantaged groups, over-age out-of-school children and youth who missed out or had their education interrupted due to poverty, violence, conflict and crisis. The goal of AEPs are to provide these learners with equivalent certified competencies as in the formal system, in an accelerated timeframe, with learners transitioning to mainstream education at some intermediary point, or completing an entire primary cycle within the programme.⁴

Côte d'Ivoire is emerging out of a severe political crisis lasting nine years (2002-2011) and divided the country into a rebel-controlled area and a government-controlled zone. The national educational system was severely impacted during this period and several adjustments were made in order to minimise disruptions in the existing system. In the last RESEN⁵ report (2009), the government of Côte d'Ivoire recognised the problem of overaged and out-of-school children (aged 9-14) and had recommended the adoption of an alternative education programme to address this challenge. The NRC Accelerated Education Programme (AEP) came thus at an opportune moment and was partly filling that gap.

In April 2015, the NRC country programme in Côte d'Ivoire commissioned an external study in order to evaluate the impact of the NRC Bridging Class Programme for the period 2012-2015. The main purpose of the evaluation is to capitalise on three years of implementation of the NRC AEP in western Côte d'Ivoire and to hand over the lessons learned to the different stakeholders involved in education-related action. These concerned NRC itself (should the programme continue), the Ivorian Ministry of Education (MENET), the decentralized educational authorities (DRENETs/DDENETs/IEPs), and agencies involved in education.

A second purpose of the evaluation is to inform NRC Education globally on AE and approaches needed when working through implementing partners. NRC is discussing phasing out at the time of data collection, therefore the phasing out process is included in considerations to minimise potential programmatic gaps and better understand the degree to which AE has been internalized in the Ivorian educational system.

The lessons learned are to be shared internally, with current implementing partners, donors (Norad, Dubai Cares, Educate A Child), and with the broader education community through the INEE network.

³ *Meta-evaluation of the Norwegian Refugee Council's Accelerated Responses 2015*

⁴ Definition taken from the INEE Education in Emergencies (EiE) Term Bank (<http://toolkit.ineesite.org/term-bank/en/terms/>)

⁵ Report on the state of the national educational system (in French: Rapport sur l'état du système éducatif national). The most recent RESEN was published in 2009. One is currently being completed at the time of writing.

1 NRC's Accelerated Education Programme

This section gives an overview of NRC's approach to accelerated education in Côte d'Ivoire.

1.1 General approach

The Ivorian system sets the age limit of 9 for registration in the first year of primary school (CP1) and 15 as the age limit to complete the primary cycle. The NRC AEP "Bridging Classes" in Côte d'Ivoire was therefore designed to allow 9 to 14 year-old children responding to specific criteria to gain one school year by giving them the opportunity to complete two grades in one year. The aim was to enable learners to catch up on their education by following an accelerated path, with (re)integration into the formal system after one year, ideally with a progress in grade (although this eventually depended on the children's individual capacities). Enrolling in the programme was free.

Three levels were proposed within the NRC AEP: (1) the Unique Preparatory Course (CPU), using a condensed curriculum of the first two primary grades (CP1 and CP2) in one year; (2) the Unique Elementary Course (CEU), a condensed curriculum for the intermediary levels (CE1 and CE2); and (3) the Unique Middle Course (CMU), using a condensed curriculum of the last two levels (CM1 and CM2)⁶.

The targeted children consisted of: (1) children who had dropped out of school during the conflict due to war, displacement, the closing of their school, or because they experienced specific difficulties during that period; (2) those who had never attended school and who were older than the age limit (9 years old) to register in CP1; and (3) those at risk of being overage by the time they reach their last year of primary school.

Since the programme was free, NRC had been particularly cautious in thinking of specific measures not to 'empty' the classes in the formal schools hosting the AE classes. The AE potential recruits were then listed during the summer based on a prospective assessment and the chosen approach was to intervene only one year in one location not to create a pull factor that would drain children from the other classrooms. In practice, and notwithstanding a few exceptions, this 'roving' approach for the selection of sites meant changing location every year and not repeating an AE level in the same locality two years in a row.

Linked to NRC's efforts to minimise the pull-factor from the formal system often associated with free, alternative and accelerated approaches such as AEPs, the date of the start of the AE school year was postponed by a few weeks in contrast to the start of the formal school. Despite their well-meaning, these measures were not necessarily relevant as will be shown below.

⁶ A national examination is held at the end of the primary cycle in Côte d'Ivoire. It is called the CEPE, the *Certificat d'Etude Primaire Élémentaire*. Orientation to secondary schools depends on success to the exam but also on the number of places available in the public schools. The exam average of the student is thus also taken into account for his/her orientation.

Due to the specific challenge of compressing a curriculum of two years into one, the NRC AE classes were smaller than the size of usual classes in the formal system. The teacher/pupil ratio was 1:30 on average and never exceeded 1:35. For each level, the first and second terms were reduced from 18 weeks (which is the norm in a formal class) to 14. The AE content NRC used was thus adjusted from the official curriculum to meet the new schedule and this adjustment had been made with approval of the Ministry of Education. The number of school days in the NRC AEP was increased from four to five and AE pupils were going to school on Wednesday, unlike their peers enrolled in the formal system. Such adjustments made it possible to complete two years of schooling in the AE classes within the 28-week period. After the first fourteen weeks, teachers carried out a mid-term evaluation of student's achievement, which enabled to check progress on the first year of the level. The teaching methodology used in the AEP is child-centred (like the pedagogy adopted in formal education) and school kits and teaching materials are distributed for free to pupils and teachers with the aim to create a positive learning environment⁷.

1.2 History of the programme

1.2.1 2007-2010: The start of NRC AEP

In the first years of the programme AE was implemented in three areas: in the west (Duekoue/Man/Danane/Touleupleu), in the centre (near Bouake, home of the rebel HQ), and in the centre-north (Seguela and Mankono). Table 1 presents a brief history of NRC programme development.

TABLE 1: HISTORY OF NRC AE PROGRAMME (2007-15)

SCHOOL YEARS	PROJECTS	AE PUPILS			FUNDING	GEOGRAPHIC LOCATION		
		GIRLS	BOYS	TOTAL		REGIONS	DREN	IEP
Bassam workshop : validation of CPU and CEU curricula								
2007-2008	Set-up of 97 pilot AE classes	899	1,098	1,997	CERF/UNICEF	2	2	4
	Set-up of 69 AE classes	1,059	1,194	2,253	NMFA	3	6	14
2008-2009	Set-up of 90 AE classes	1,038	1,419	2,457	European Union (UE)	3	6	13
2009-2010	Set-up of 90 AE classes	1,299	1,685	2,984	European Union (UE)	3	8	15
2010-2011	Postelectoral crisis Set-up of a catch-up project Follow-up of integrated children	673	837	1,510	Norad			
Workshop in Guiglo: validation with the MENET including DPFC of the CMU curriculum								
2011-2012	Set-up of 20 AE classes	The CERF/UNICEF project was interrupted due to a fire that destroyed the Nahibly site which used to host the AE project						
	Set-up of 43 AE classes	675	740	1,415	Artistgalla	2	2	3
2012-2013	Set-up of 82 AE classes	1,406	1,464	2,870	Educate A Child (EAC)	2	2	4
2013-2014	Set-up of 133 AE classes	2,024	2,631	4,655	EAC; Norad; PUAEB	3	3	10

⁷ NRC Côte d'Ivoire Country Strategy 2014-2016.

2014-2015	Set-up of 213 AE classes	3,370	4,090	7,462	EAC; Norad; Dubai Cares	3	3	15
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NRC AEP activities began in August 2007 after assessment and scoping missions. NRC organised a reflexive workshop in Grand-Bassam, in collaboration with the Ministry of Education, to discuss the modalities for starting a non-formal form of education which would address the issue of out-of-school, delay of education and repetitions for the older cohorts of children. An important aim of this workshop was to clarify the concept behind the notion of AE, since many agencies were involved in non-formal education in Côte d'Ivoire and since the term '*classes passerelles*'⁸ (which designate diverse forms of AEPs) was used to label very different approaches.

The validation of CPU and CEU curricula took place in Abidjan a few months after this workshop, in May 2008, with particular contribution from the Department of Pedagogy and In-Service Training within the MENET. It was thereafter that NRC first began implementation of AEPs in several sites. The programme of the last level (CMU) was validated right after the post-electoral crisis. More recently, in July 2013, NRC gathered key educational counterparts in Duekoue in order to participate in the elaboration of the AE guidelines for Côte d'Ivoire, which clarified all steps to set AE classes and the role of each stakeholder in the process (the title in French was '*guide de mise en œuvre des Classes Passerelles*'). This is important as the AEP policy guideline serves as the framework within which the AE programme will operate.

At the time of the data collection, the AE guidelines had not yet been certified by the Ministry of Education. The slowness of the MENET in doing so can be interpreted in different ways: (1) content wise, and despite the implication of several senior MENET staff in the making of the guidelines, the perception was that the guidelines lacked depth because they did not present nor address any pedagogical concerns related to AE;⁹ (2) the process also faced financial constraints since the World Bank suspended its financial support to AEPs in 2014-15 after NRC decided not to reconvene a pilot project through funding of the Emergency Programme of Support for Basic Education (PUAEB). With both NRC and the World Bank retreating, the PUAEB decided not to pursue AEP pilots with the two other local NGOs and this partly explains why the discussions on the guidelines fell out of the agenda.

In all the regions covered by the programme at this time- the west, the centre, and the centre-north of the country - 310 AE classes were functional for at least one school year between 2007 and the post-electoral crisis.¹⁰ CERF/UNICEF (2007-2008), the Norwegian Ministry of Foreign Affairs (2008-2009) and the European Union (2008-10) financed the AEP during the first years of implementation.

⁸ In Côte d'Ivoire, the term '*classes passerelles*' is used to be translated into English by the term 'bridging classes'.

⁹ MENET officials regretted that the focus of the current version was only on the technical side. In their opinion, pedagogical aspects were lacking in the document.

¹⁰ 61 during the first school year 2007-08 covering 4 IEPs in 2 DRENs; 159 in 2008-09 and 90 in 2009-10 covering 15 IEPs in 8 DRENs

1.2.2 2011-2015: Expansion of the programme

After the post-electoral crisis, NRC chose to concentrate its programme activities in western Côte d'Ivoire since the region had been particularly impacted by the crisis. Between the 2011-12 and the 2014-15 school year, 493 AE classes were functional, usually for one school year only with other classes functional for two years in a row or dysfunctional for one year before resuming in the same location (20 AE classes were functional during the 2011-12 school year; 125 in 2012-13; 133 in 2013-14 and 213 in 2014-15). CERF/UNICEF (2011-12), Artistgalla (2012-2013), Educate a Child (2012-2015), NORAD (2013-2015), the emergency governmental programme of support for basic education (PUAEB, 2013-2014) and Dubai Cares (2014-15) have financed the programme the past few years.

In four school years (between 2011-12 and 2014-15), NRC increased its geographical coverage from 3 IEPs in 2 DRENETs to 15 IEPs in 3 DRENETs, all located in the west of the country. During this period, the number of AE classes tripled. See table 2 below for the distribution of AE class per school year (2012-2015).

TABLE 2: DISTRIBUTION OF AE CLASSES PER SCHOOL YEAR (2012-15)

	2012-13	2013-14	2014-15
# localities where an AE class was operational	63	76	118
# schools where an AE class was operational	-	78	145
# CPU classes	75	72	136
# CEU classes	35	45	48
# CMU classes	14	16	29
# AE classes in total	108	133	213

Table 3 below presents the distribution of pupils by sex and enrolled level. Within a three-year period (2012-15), 15,581 children followed NRC AEP, of which 46% were girls. CPU pupils represented 63% all AE pupils, CEU pupils 27% and CMU pupils 10%. There is relatively little variation of this ratio throughout the years, despite an increase noted in the number of pupils.

Unsurprisingly and as noted globally, the ratio of enrolled girls tends to decrease at the higher levels, in line with what is observed in the formal classes. During the 2014-15 school year, 45% of the registered CPU pupils were girls, the percentage decreased to 41% in CEU, and in CMU they only represented 39%. In terms of numbers though, the trend is promising since more and more girls seem to reach the higher levels.

TABLE 3: DISTRIBUTION OF AE PUPILS PER SEX AND LEVEL (2012-15)

	2012-13	2013-14	2014-15	TOTAL
# children registered in CPU	2699	2559	4611	9869
% AE children enrolled in CPU	66%	59%	65%	63%
% girls within those registered in CPU	51%	44%	45%	46%
# children registered in CEU	1051	1396	1709	4156
% AE children enrolled in CEU	26%	32%	24%	27%
% girls within those registered in CEU	46%	42%	41%	42%
# children registered in CMU	339	408	809	1556
% AE children enrolled in CMU	8%	9%	11%	10%
% girls within those registered in CMU	34%	44%	39%	39%
# total children registered in AE programme	4089	4363	7129	15,581
% girls within those registered	53%	43%	43%	46%

2 Evaluation Methodology

This section describes the evaluation methodology.

The evaluation plan was designed in close consultation with the NRC evaluation's steering committee in Côte d'Ivoire and reference group in Oslo. An inception report was developed at the outset of the project to specify the approach and was agreed upon between all parties prior to the start of the period of data collection. Throughout the fieldwork and during the period of report development, open lines of communication were kept.

The study was accredited at the central level by the Ministry of Education, which facilitated exchanges with the official structures (MENET and decentralized educational institutions), and was also a way to raise the importance of AE in the current Ivorian educational system.

2.1 The research questions

The lines of inquiry guiding this evaluation were defined as follows in the terms of reference:

1. To what extent has the NRC AEP enabled the children who had been identified as being unable to access the education system (due to age, gender, documentation and poverty) to access an education (through the programme)?
2. To what extent has the capacity building towards in-country stakeholders enhanced the ability of these stakeholders to continue providing AE in the future (at the level of the schools, at the level of the decentralised educational structures, at the Ministry level and at the level of NRC implementing partners)?
3. How, concretely, has NRC-led advocacy contributed to change practices and to promote AE?
4. To what extent has NRC ensured a holistic approach in AEP and how synergies were made with other NRC core competencies¹¹?

For each question, a set of sub-questions was developed and the consultant was put in charge to find ways to operationalise them. The detailed methodology is presented in annex 1.

2.2 Presentation of the general approach

The tools included interview guidelines, an observation checklist, a mini tracer study targeting pupils who had reintegrated into the formal system after having completed an AE class, the review of NRC existing statistics and a brief literature review on AE and NRC programming in Côte d'Ivoire. Interview guides were developed for each type of informant.

Out of the 145 formal schools hosting AE classes in 2014-2015, 16 formal schools were targeted, which represented 11% of NRC supported-schools. 6 schools were located in the DRENET of Man, 6 in the DRENET of Duekoue and 4 in the DRENET of Guiglo. The schools were located in 9 different IEPs (Bangolo, Guezon, Danane, Biankouma, Duekoue, Bangolo, Guiglo, Blolequin, Zouan-Hounien).

¹¹ The term Core Competency is used within NRC to refer to sectoral areas of focus. There are six Core Competencies within NRC – Education, Food Security, Information, Counselling and Legal Assistance (ICLA), Shelter and Water, Sanitation and Hygiene (WASH) and Camp Coordination and Camp Management (CCCM)

Two teams, each composed of two or three people, were involved in the data collection process. Three persons in the team were external to NRC Côte d'Ivoire (one person was from Oslo Head Office) and two persons in the team were internal. These two, helped by a research assistant, were responsible for interviewing the children and the children only, in order to minimize the potential bias that could have emerged if they had interviewed the local educational authorities, the AE teachers or the implementing partners. The resource person from Oslo was in charge of the class observations and of the interviews with AE teachers and school directors. The consultant did the same and added interviews with MENET/DRENET/DDENET/IEP officials and implementing partners.

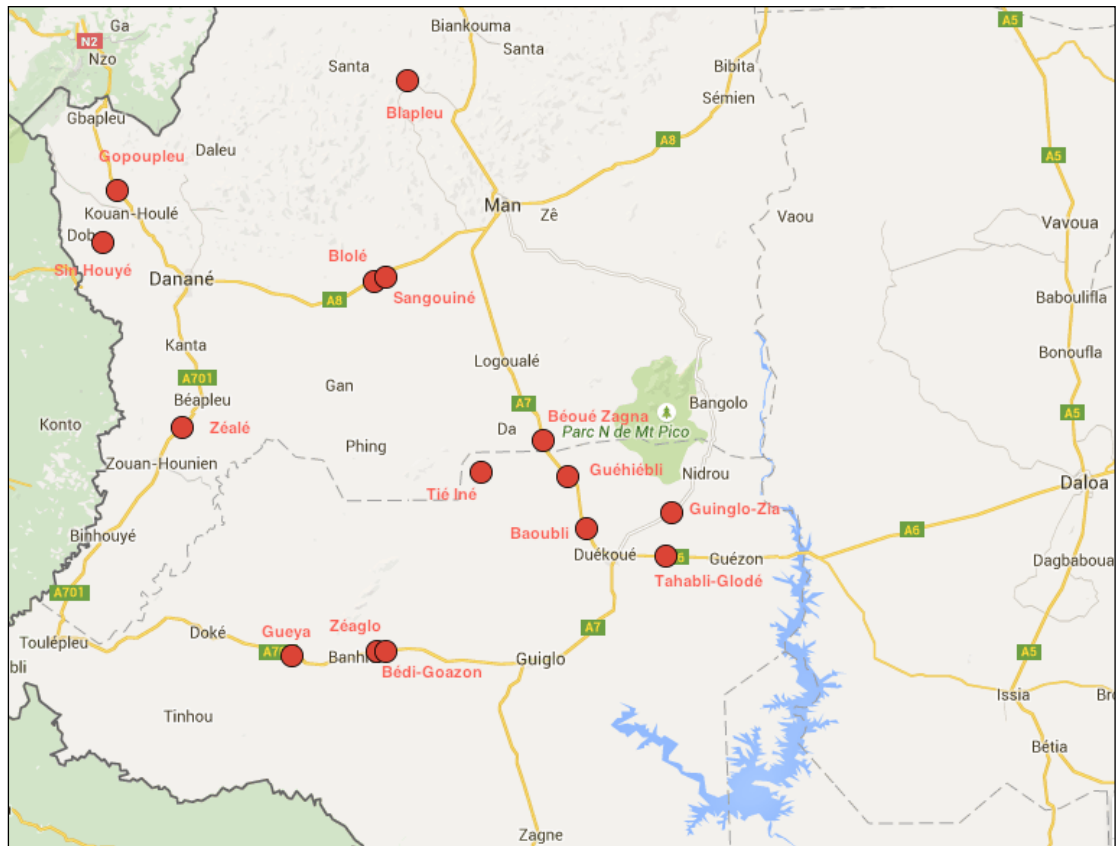
In total, 138 stakeholders external to NRC were interviewed during the course of this evaluation. They included pupils, AE teachers, school directors, school committees' representatives, DRENET/DDENET and IEP officials, as well as MENET representatives. Eight stakeholders internal to the organisation were also approached to collect information on the existing inter-programme synergies with other core competencies (the programme managers or their deputy if absent).

The imbalance between internal and external stakeholders was done on purpose in order to minimise the possible biases that could have emerged when evaluating the programme if information had been majoritarily collected by NRC staff.

Among the 138 respondents, 62 were children, of which 27 girls and 35 boys. 36 were still at school at the time of the interview and 26 had dropped out.

16 school directors were also interviewed during the period of fieldwork, in the west of the country, as well as 16 COGES representatives, 21 AE teachers, 12 senior staff from the decentralised structures of education. The details of all informants are given in annex.

MAP 1: LOCALITIES (IN RED) VISITED IN WESTERN CI DURING THE PERIOD OF FIELDWORK (MAY 2015)



3 The Ivoirian education system in context

This section gives a background on the education system in Cote d'Ivoire. It is essential to understand the context to evaluate whether NRC did the right things in the right way and to ensure that relevant recommendations are made.

The NRC AEP does not happen in a vacuum; hence it faces some of the longstanding structural weaknesses, which are part of the Ivoirian educational context. These have continued to pose serious concerns and continue to impede Côte d'Ivoire from reaching the Education for All targets despite noted improvements in recent years (GMR, 2015).

In the west of the country, which has hosted the NRC AEP since 2007-present, was particularly affected by violence during the political crises and many people were displaced, including teachers and pupils. To compensate for teachers' flight, non-professional staff were hired by the remaining parents to continue delivering education to their children during these difficult times, which usually led to a decrease in quality. At the peak of the post-electoral crisis, one million pupils had moved elsewhere and 800,000 had missed between four and six months of schooling. The NRC AEP was particularly welcome given the context. Four years after such a period, it is time to recall the weaknesses the system faces in order to suggest appropriate ways to sustainably integrate the AE approach in the Ivoirian system of education.

3.1 What are the structural weaknesses?

3.1.1 Low achievement rates

Prior to the post-electoral crisis, the MENET estimated that 70% of Ivorian children attended school and that out of those, only 46% completed the primary school cycle (RESEN, 2009). Half of the children were dropping out before completing primary school and 21% repeated at least one level. In the formal system, *ad-hoc* evaluations were happening in non-exam classes, which was making the evaluation of learning outcomes difficult at intermediary levels and which led to poor performance in some cases (and sometimes dropouts due to too poor progressions).

3.1.2 Quality of education

A decrease in quality has been noted since 2002, and compared to other African countries, Côte d'Ivoire scores as one of the lowest in basic maths and reading (RESEN, 2009). The national average in terms of teacher/pupils pupil is over 60 and does not meet the targeted national standard (1:40). In addition there are not enough classrooms to respond to the demand for education and insufficient equipment is provided to pupils.

3.1.3 Attendance

Attendance remains a problem, for both children and teachers. For children, little follow-up is done on absenteeism, drop-outs, there is a general lack of information on the transition from school to work, and age limits tend to contribute to exclusion since children above a certain threshold (9 years old for CP1 and 15 years old for CM2) lose - in theory - their opportunity to education. The attitudes and low perception of the importance of education by parents mean that many children miss school because they are requested to assist with family and household duties such as agricultural work, petty trade or rendering small services.

In the public system, the high level of teachers' absenteeism remains an issue, especially in the remote areas. The causes of absence vary between sickness, strikes, the convening of personal

affairs outside of their post location, or the practice of teaching additional classes in private institutions¹².

3.1.4 Teacher training

Teacher training was significantly reduced during the crisis years. Emergency measures led to a downgrade of teacher education and during a few years, only a few months were spent in teacher training institutions (CAFOPs for primary school teachers and ENS for secondary school teachers and for supervisory educational staff).

The standard today is back to pre-crisis norms with new recruits spending two years of training in CAFOPs (one year of theory and then a full school year of internship in a school). Yet several shortcomings remain. The internship year for instance often takes the form of a regular year of service so the benefit of peer training is lost and new recruits are sent to the field with little preparation.

An additional issue is that Côte d'Ivoire shifted from teacher-centred to child-centred approaches right before the 2002 crisis hence many teachers in place are still to date not trained on the new pedagogies. Over a ten-year period, Côte d'Ivoire therefore passed from a classical pedagogy based on the acquisition of knowledge to an approach by objective based on the individual development of the learner.¹³ These pedagogical changes in such a short time-span, in the midst of a decade of political crisis, with no governmental funding for in-service training¹⁴, have made it difficult to incorporate the change of pedagogy in adequate teacher training.

Besides, both DRENET and IEP pedagogical counsellors lack time, equipment and transportation means for providing sufficient supervision to the teachers under their responsibility. Those posted in the remote areas are the least controlled and mostly rely on the peer-training done by the school director welcoming them.

3.1.5 Costs

Primary education is not free and the practice does not follow what was announced in 1995 when Côte d'Ivoire agreed to engage on a path that would promote free education. Twenty years after the announcement, the policy application suffers from many operational issues.

The provision of free educational materials for pupils started to be implemented during the 2001/2002 school year but quickly suffered from the crisis situation. During the 2000s, many schools in the rebel-controlled areas never received any textbooks or received them so late in the school year that they had become useless. The same went for the financial subsidies, for the allocation of the teaching staff, and for basic equipment such as table-benches, chalks and pedagogical material. Parents then bore much of the functioning costs. These could amount to several thousand francs CFA and included: registration fees, COGES contributions, exam/evaluation costs, the costs for buying the grades bulletin, documentation papers, uniform, canteen, school manuals and the contributions to the school cooperative.

The change of regime in 2011 reaffirmed a genuine willingness to diminish the costs of education. Two strong measures were taken: in October 2011, a decree requested that the first year of primary schooling (CP1) stay free (Article 3, 0099/MEN/DELC decree, 14 Oct. 2011) and another suppressed the exceptional contributions raised by the COGES for the school committees receiving State subsidies. This marked a clear political will to regain control of the schools management in a context marked by mismanagement for many years. A gap continues to remain though between what these decrees promote and the current practice.

¹² This last point is more pronounced in Abidjan and in important urban cities.

¹³ Approaches by objective were introduced right before the 2002 uprising. Approaches by competence was introduced a few years later, just before the post-electoral crisis. These two approaches are complementary and not mutually exclusive.

¹⁴ In Côte d'Ivoire, in-service training for teachers has been frozen for fifteen years.

3.1.6 Gender gap

In 2011-12, high gender discrepancies were still reported at the pre- and post-primary level although it must be noted that the gap tended to reduce with the new generation of girls (Multiple Indicator Cluster Survey, 2013). 51% of the sampled women declared having received no education at all vs. 36% of the sampled men. The ratio for having been enrolled once in primary school was approximately similar for the 6-9 years-old age bracket (65% women vs. 68% men), which is probably due to the multiplicity of actions promoting schooling for girls in the lower grades. The ratio for having been enrolled in the secondary cycle looks much more gendered with 30% of the sampled women declaring having been enrolled between 15 and 19 years old vs. 46% for the sampled men.

3.1.7 Low funding

Last, but not least, the Ministry of Education faces an important financial gap. The share of education in the budget State expenses decreased from 36% in 1990 to 25% in 2008. The lack of resources amounts for approximately two-thirds of the budget and this leads to operational limitations (RESEN, 2009).

3.2 How does the MENET try to mitigate structural weaknesses?

Despite these structural weaknesses, there is a genuine willingness to work towards full schooling for all school-aged children in the coming years. During his speech to the nation on 31 December 2014, President Alassane Ouattara made an important announcement by committing to promote schooling for all 6 to 16-years-old children starting in the 2015-16 school year.

With regards to AEP, this statement came at a very opportune moment since it conveyed the message that even the oldest children would be given an opportunity to get access to education demonstrating that Education for All was not only a target for the new cohorts.

In order to mitigate the structural weaknesses presented above and to address the cost issue (in view of the decrease of the education budget), one strategy chosen at the end of 2000s was to favour the recruitment of assistant teachers (AT) for new hires in the educational sector, which enabled the Ministry to save on teachers' salaries. This measure was put into force after a report made the observation that the learning outcomes of the pupils taught by ATs were similar to those of the pupils taught by ordinary teachers (OT)¹⁵.

In 2013, under the pressure of teaching unions, the MENET reverted back to the old system and started re-hiring OTs but two years later in 2015. Soon switching back to ATs was back on the agenda, mostly due to financial constraints.

In order to decrease the number of repeaters in the primary cycle while raising the quality of education at intermediary levels, the MENET decided to set-up three sub-cycles at the primary level and to plan regional sessions of evaluations of learning outcomes in non-exam classes (at fixed dates), with repetitions only allowed for end-of-sub-cycle classes (CP2, CE2, CM2). This is still far from being implemented in the field and intermediary levels are still repeated in many schools, but the point is worth mentioning.

In order to increase the opportunities of access, a large-scale programme promoting the construction of additional classrooms is currently implemented by the PUAEB. This governmental programme, funded by the World Bank, aims at filling the construction gap by building several thousands of classrooms throughout the country at both primary and secondary level (with a focus on rural secondary to minimise dropouts between the end of primary and the start of secondary).

¹⁵ The AT salary corresponds to 3.8 times the GDP/capita while the OT's corresponds to 6 times the GDP/capita. To be recruited, an AT has to undergo a competitive selection process and has at least the junior high school diploma. An OT also has to sit a national exam and has to have at least the senior high school diploma.

The MENET is further reflecting on the development of alternative pathways, other than secondary education, for post-primary pupils in order to offer more prospects. These alternative paths include technical and vocational training, as well as apprenticeship opportunities, which would be in phase with the local economic businesses. There is yet still a long way to go before concrete results are witnessed in that domain.

Specifically relevant to AEP, the MENET explicitly stated in its last mid-term action plan for the period 2011-14 that it wanted to extend the “bridging class” initiative by supporting any alternative form of education that would enable school leavers and children who never attended school to bridge their educational gap by being enrolled in an accelerated education path (bullet point 25, PAMT 2011-14). In the same bullet point, the MENET also announced that it would particularly consider entering into partnership with faith-based schools in this domain, particularly Catholic schools, which are generally believed to deliver quality education, recognised by the Ministry, and whose system matches the formal system.

4 Evaluation Findings

This section describes the main evaluation findings, in line with the focus TOR questions of impact, capacity building, advocacy and synergies across core competencies.

4.1 Finding 1: Programme Impact

An important objective of the evaluation is to explore whether the NRC AEP has enabled over-aged children and dropouts to access education through the provision of AE. Another objective is also to assess the extent of integration in the formal system. This section will reflect on both aspects.

4.1.1 Have the targeted children been reached?

Who benefited from the AE programme?

My name is Diallo. I am 13 years old. I went to school for 5 years before the AE class and then I had to quit one year because I was hurt badly due to a bike accident. I registered in the AE class because they said that it concerned the children who had dropped out. I have a sister here, in the same school. I had another sister but she's dead now. My brother is a mason in Guinea and my other brother is here, in the village. He does nothing. In the AE classes, we were given the books for free. I am the head of class.' (Bloléou, Diallo was enrolled in CMU at the time of the interview).

This interview quotation is interesting as it shows a particular profile of a child registered in an AE class. In this specific case, the boy has interrupted his education due to a physical injury, he is in an age bracket considered 'at risk' not to be able to complete the primary cycle within the age limit, and he is further part of a family composed of several children, with some enrolled in school and some having already completed.

A diversity of profiles is however the norm among AE recruits and gaps were observed between the theoretical criteria of admission and the practical adjustments done at the level of each school, in the start of every school year. Controlling the age of children was not possible to do during the class observations due to the lack of formal documentation, the limited knowledge of the children of their own age, and possible fraud (some parents could for instance report a lower age in order to keep their child's educational options open). Qualitative interviews have further tended to show that the over-aged criterion was not fully respected as is the case with many AE classes around the globe. Some young children, and not necessarily dropouts, were present in some of the AE classes visited during fieldwork, although it was difficult to get an idea of the scale.

The selection of sites and children

The selection process was planned as followed: NRC - or one of its implementing partners - initially approaching the DRENET/DDENET or the IEP to ask them to make up a list of localities that would match NRC's criteria in terms of needs and community engagement. Then, NRC (or partner) toured the listed sites engaging with local intermediaries (village chiefs, COGES, teachers or other representatives) in drawing up a list of potential AE beneficiaries. The selection of AE-hosting sites and AE pupils was finally made out of this prospective assessment and based on these lists. Additional localities could be added to the initial list as the villages neighbouring the sites could also request to be assessed.

During the past three years, the selection of sites was based on this needs identification with NRC doing it directly in 2012-13 and 2013-14, and sub-contracting to local NGOs in 2014-15 (that year, NRC only intervened directly in a small number of locations).

For recruiting children, the process was as followed: NRC (or partner) engaged the local authorities in prospected sites in drawing up a list of potential AE beneficiaries (over-aged children, dropouts and/or those who were never enrolled at school). Several intermediaries were therefore involved in the production of the list.

After the list was produced at the village level, it was passed to NRC (or partner) who checked the age brackets and suggested AE locations based on the expected enrolment figures: the selected sites had to include at least 30-35 potential children to enrol (this eventually became the main selection criterion). NRC then did a final check before communicating the lists to the respective IEPs.

In some sites, there were sufficient pupils to open two AE classes. When the site hosted a '*groupe scolaire*' (i.e. in a same locality, one school complex with two directors), the practice was to allocate one class to each director. NRC paid particular attention to this since AE classes meant more work for the school director in charge. Therefore attention was paid to splitting the additional workload whenever possible. When there was only one AE class to allocate, the hosted school was usually the school approached during the prospective phase.

The shortcomings of the selection processes

Although the process was designed to be as transparent as possible, several shortcomings nonetheless appeared during the operations.

Selection of children: The village chief was always approached but the other people involved in the production of the list significantly varied per site. Sometimes the school director was consulted in the recruitment of children and sometimes not, which tended to complicate the process. With the prospective phase occurring during the summer vacation, many teaching staff were no longer on site and issues could arise at the start of the school year if the director did not physically know the children listed. In some cases, the school committees were consulted. In other cases, the person leading the production of the list was the teacher who happened to be on site when NRC (or partner) was touring the locality (he/she was not necessarily posted in the same location the school year that followed). In some instances, all neighbourhood chiefs were consulted in the selection of children. In others areas some chiefs did not want their neighbourhood to be included on the list, mainly by as they were not aware of the benefits of the programme.

Ethnic community chiefs were not systematically consulted either. The composition of the AE classes visited were generally mixed and mirrored the composition of the community but in a few villages, especially in the Danane area, the formal schools, including the AE classes, counted a large majority of autochthons with only one or two outsiders. Low representation of some communities was therefore reported by some school directors, and this was also mirrored in the AE classes. This only happened in a few locations but the point remains important to make in order to raise awareness that such situations are possible, hence the need to systematically involve ethnic community chiefs in the selection process to ensure inclusivity.

The use of different intermediaries in the production of the list raises an important question on reliability. How can it be ensured that all school-aged children are taken into account during the prospective phase, in view of the diversity of actors involved per site? Some children might just find themselves excluded from the list because their household was not visited, or because their neighbourhood chief was not involved in the selection process, or because they were just absent the day the physical count was done.

In addition it was observed during fieldwork that the lists established during the summer did not match the list of pupils who were effectively enrolled at the start of the school year. The interview quotations presented below show that even if the selection of children was supposed to be transparent and to respond to strict criteria, many adjustments were made in practice. As these school directors explain:

I was not involved in the making of the list. The COGES neither. So when the list of the children arrived from the IEP, I checked. I took out of the list all the children who were already registered in the formal school because they were no dropouts. Next year, I want to be involved in the list making. Otherwise it is difficult. We don't know many kids that are enlisted so we have difficulties finding them.' (School Director, Tie Ine)

'AE classes start after the formal classes. Some parents then register their child elsewhere because they do not understand the delay. So if their child was listed, the number decreases and when AE classes finally start, many pre-registered children have disappeared. So what we did here is that we transferred the oldest children in the formal classes in AE classes. By doing so, we can reduce overcrowded levels in the formal school.' (School Director, Zeale 3)

There was thus a high degree of adjustment in the recruiting process and the age, dropout and out-of-school criteria did not seem to be systematically respected. AE classes were sometimes used by school directors to reduce the number of pupils in the formal classes. Directors also reported adjusting the lists of pupils to enrol in the AE classes after completing the registration of children in the formal classes. These adjustments generally fell outside NRC control and largely depended on the school director's understanding of the AE process.

Selection of sites: When deciding on the selection of sites hosting the AE classes it is wise to raise certain questions: How to select a site in a context where dropouts, over-aged children and out-of-school youth are part of the usual context? How to precisely monitor the cohort of children not going to school in a given locality? How should the displacement of families during a school year be taken into account? Why choose to intervene here more than there, and preferably in remote areas¹⁶? Why finally prefer to change sites every year given the noted degree of imprecision in the selection of children who eventually benefit from AE?

As mentioned, the selection of sites was based on a scoping assessment and notwithstanding a few exceptions; the practice was to change location every year and not to repeat an AE level in the same locality two years in a row. The creating of a parallel system is very common and problematic in countries engaged in AE programming and thus this roving approach was aimed at not creating this pull factor that would end up emptying formal classrooms. This approach however, has been questioned at several levels by several stakeholders. Several senior MENET/DRENET and IEP officials did not aware of the reasons why NRC was not staying in the same site two years in a row. The World Bank raised an issue of sustainability since financially, such an approach ends up quite costly as every year host schools have to be equipped and AE teachers had to be recruited and trained. Besides, it is not easy to assess when the targets are met in a given location, especially in view of the high mobility of the people in the programme area and the level of adjustments done at the local level.

In terms of ownership, interviews with several senior officials within decentralised educational structures – some new in their post, some more experienced – have highlighted the fact that the perception is that NRC selected the sites, not them. This is illustrated by the quote presented below and it further raises a serious concern in terms of local appropriation:

'NRC does the selection of sites that are going to host an AE class. They do so based on an identification they do. They only inform us. And we in turn inform the school directors.' (Interview with the IEP, Guiglo)

It is strongly recommended to engage in consultations with all stakeholders in order to increased the degree of buy-in and ownership by the decentralised educational structures.

¹⁶ NRC is present in some middle-size localities such as Sangouine or Zagne but tend to avoid the main local hubs. There are no AE classes in Guiglo for instance; none in Man, none in Danane, despite the presence of many children who could be programme targets.

Evaluation of learning

The objective of NRC end-of-year evaluations is to determine the orientation of AE pupils in the formal system in the next school year. On a scale from 0 to 10, the child is supposed to be orientated in the next grade if he/she scores above 5. Below the average, the child repeats the grade in the formal system. NRC had set-up two types of evaluations: one mid-term, at week 14, which measures progress while marking the switch from level 1 to level 2 within an AE level; and another one at week 28, which is supposed to determine the children's orientation for the next school year.

Table 4 presents the results of NRC end-of-the-year evaluation by AE level and gender for the two school years 2012-13 and 2013-14. The results for the 2014-15 school year are not presented here since they were not available at the time of data collection.

Approximately 20% of all AE pupils did not take the tests in 2013-14. It is difficult to make the distinction between the pupils who had dropped out earlier and the pupils who were still coming to class given the imprecision on dropout statistics. In practice, dropout figures are only compiled by NRC once, at the end of the school year, and many times, there is no incident reporting and therefore the reported number of dropouts is likely to be underreported. Unsurprisingly, the percentage is higher in the higher grades with 44% of CMU pupils not sitting the exam vs. 15% of CPU pupils. There is no gender bias and the ratios look similar when only girls are considered. If we look at the school years, more pupils did not take the tests in 2013-14 (20%) compared to 2012-13 (16%).

TABLE 4: AE PUPILS EVALUATION RESULTS PER SEX AND LEVEL FOR THE SCHOOL YEARS 2012-13 AND 2013-14

	2012-13	2013-14
# children registered in CPU	2699	2559
# CPU pupils who took the annual evaluation	2313	2177
% pupils who did not take the evaluation test	14%	15%
% girls who did not take the test	14%	16%
# children registered in CEU	1051	1396
# CEU pupils who took the annual evaluation	907	1076
% pupils who did not take the evaluation test	14%	23%
% girls who did not take the test	13%	24%
# children registered in CMU	339	408
# CMU pupils who took the annual evaluation	229	227
% pupils who did not take the evaluation test	32%	44%
% girls who did not take the test	22%	46%
# total children registered in AE programme	4089	4363
# AE pupils who took the annual evaluation	3449	3480
% pupils who did not take the evaluation test	16%	20%
% girls who did not take the test	14%	22%

Source: Compiled by author based on NRC statistics.

Despite the positive impact of allowing some children to (re)integrate into the formal system, the NRC evaluation system was not exempt of criticisms at the local level. Several officials and school directors were openly critical of the fact that NRC did not apply the same system of evaluations that existed for the formal schools. In instances where school directors accepted this practice, the first-term evaluation was not done (because of the newness of NRC in the school). Directors usually showed less lenience for the other tests, in terms 2 and 3 in the formal schools.

In the public system, there is a formal system of evaluation. Specific tests are organised at fixed periods of the school year for each grade. The dates are national and the subjects of the evaluation sessions are decided by each IEP. Each IEP is consequently composed of specific staff who are in charge of organizing all formal evaluations. This system of evaluation generates grade averages, and it is on this basis that the child placement¹⁷ is made at the end of the year, following IEPs and school directors' recommendations. This system has a cost, which is partly borne by parents (they pay a small incentive for the exam fees). Exam fees are collected by the school director from all levels (not only for the exam class) and part of it is sent to the IEPs (the IEP Bangolo for example used to collect 300 CFA out of each exam fee). Annually, the cost borne by parents ranges between 1,200 and 2,500 CFA in the localities visited and covered the exam fee, the incentives for the correctors, and accommodation and food for the examiners when coming in the schools that are exam centers.

In NRC AE classes, a parallel system of evaluation was set up. Evaluations were free and were happening twice during the school year, at weeks 14 and 28. NRC justified the set-up of a specific system of evaluation by arguing that AE was a system of education with an adjusted curriculum designed to teach two years in one, children enrolled in these classes were progressing at a different pace than children enrolled in the formal classes. It was therefore difficult to organize evaluations at the same period, for testing the same learning outcomes, since some topics were touched later or earlier in the AE classes when compared to the formal curriculum. The agency had further not anticipated any major points of tension concerning the evaluation of learning since the subjects were prepared by IEP pedagogical counsellors.

What occurred in practice was that the pedagogical counsellors were mainly acting on their own behalf, like external consultants, and did not really act in the name of the institution (IEP). This was explicitly reported by two IEPs and was several times implied by DRENET/DDENET and IEP officials when discussing the topic of evaluation of learning. The majority regretted the existence of the parallel system of evaluation, particularly school directors who adopted very different practices with AE pupils. Some included them in the formal evaluations, others only made them sit the NRC tests, but most did not understand why AE teachers were not systematically registering AE pupils in the formal evaluation system in the second and third terms.

Such an approach was then not enough to convince the decentralised structures on the relevance of the parallel system. The NRC tests subjects were different compared to those happening in the formal classes, the IEP commission of evaluation did not seem to have a hand on the process (the tests were tolerated but not official), and the dates for the NRC compositions did not follow the schedule of the formal schools (which could end up as a potential attendance problem the day of the test since AE pupils are known to be less consistent when the children enrolled in the formal classes stop going to school).

Another main shortcoming of the system was that the decision for placing the AE pupils mainly relied on one person only, the school director, and it was reported in some schools that former AE pupils were requested to register in the formal system only after the formal registration was closed. Enrolment priority was then given to the pupils who had sat the official examinations the

¹⁷ 'Orientation' in the formal system happens based on tests results and place available. For instance, a Ivoirian pupil in the Ivoirian system can have succeeded its end-of-of-primary exam but had a grade average that does not allow him to go to public secondary schools. In that case, he/she can go private or drop out. The reason why not all the pupils passing the tests are orientated is that there are not enough places available in secondary to orientate everyone. The grade average that determines the 'orientation' vary thus per year, and depends on the number of places available

previous year and latecomers could experience non acceptance. This point is particularly important to stress since it might constitute an access barrier in some locations, particularly when registering into an exam class since school directors are generally reluctant to overcrowd them to ensure the best possible teaching. During fieldwork, we did not directly come across with such situations but the information was reported by several school directors.

Teachers and Parents' role

Teachers' behaviour plays an important role in promoting attendance and completion of the AE class. In some cases, conscientious attitudes, as illustrated by AE teachers visiting parents to inquire about a long absence, ended up with a return to school. But teachers also mentioned many difficulties. Convincing parents was not easy and in many instances, visiting them did not translate into a return to school and some parents even refused to meet the teacher and the school director when summoned. Many teachers besides were noting a lack of parental authority.

Parental commitment was very uneven. In the AE system, parents were supposed to participate in the making of the AE classroom, which was generally done through the contributions raised by the school committees. In addition parents were to support the AE teacher with incentives and food but this was limited in practice, with NRC was bearing much of these costs. Once their child was reintegrated into the formal system, parents were supposed to support them for their tuition fees and exam costs. They could pay high amounts for the making of identity papers when the child was enrolled in an exam class.

A demand yet existed for such a system. As a school director pointed out:

'The system has to continue. Because the target is here. It was not well understood by the parents in the beginning and in some neighbourhoods, no child was enlisted. The parents had not understood. But today some come to see me and ask if their child can be enrolled. The Ministry said that everybody must go to school in 2016. But how to do that when 10-years-old dropouts stay home? Parents might be interested. If their child does the CPU or the CEU, he can catch up.'

(Interview with the school director of Tie Ine)

This interview quotation illustrates the current dilemma. On the one hand, AE classes are a window of opportunity to reach Education for All in the country, on the other hand, the comprehension of the core principles remain low and more advocacy is needed to promote the AE system.

A few testimonies highlighted the tough reality of many children and it was not rare to hear that a child had been asked to stop school in order to help a parent to work, because their family lacked the financial means to pay for tuition, or simply because parents had a very low degree of commitment to formal education. Work in cocoa/coffee fields in the west of the country was very common for children after they reached a certain age, working in gold mines also in certain areas. The attendance of a Koranic school could sometimes hamper the regular attendance of an AE class if the two schedules overlapped. The following interview quotations are particularly highlighting:

'I used to go to Koranic School. I was in CE2. My father registered me in the AE class. It was free. He told me to go there on Thursdays and Fridays and to go to Koranic School on Mondays, Tuesdays, Wednesdays, Saturdays and Sundays. The AE teacher asked my dad if I could come every day but he refused. So I quit the AE class.' (Child interview, Scierie/Tababli-Glode)

'I am 15 years old. I went to school for 4 years. I quit in CE2. My father asked me to interrupt my education because I had to help the family. After the CEU, he sent me to my sister's to work in her cocoa field. When I came back in February, my father had registered me at school, in the formal level, but I did not want to go back since school had already started several months ago. The teacher came home

and asked me to come back but I did not. I have three sisters and all of them dropped out in primary.'
(Child interview at Gopoupleu)

The lack of financial means was particularly salient in the IEPs of Guiglo and Bolequin, two regions which were particularly affected by the political crisis with large portions of productive agricultural fields burnt down. At the time of data collection, the replanted fields had not yet started to produce and several school directors reported dropouts and cases of extreme destitution. Poor families had many difficulties coping and had not yet recovered.

When long absences were noticed, AE teachers usually visited the parents to inquire about the reasons for the absence. Most did so and when there was no result in terms of return to school, some AE teachers reported the situation to NRC staff or NRC implementing partners. Another follow-up visit was therefore planned to the parents. The issue came though from the fact that many times, the AE teachers did not report the cases on a timely manner hence it was only at the end-of-year, when NRC compiled its statistics based on the evaluations results, that the number of dropouts was known.

Pros and cons of the cost-free system

The provision of free education has been an important pull factor for promoting attendance in the AE classes. For poor families indeed, it was particularly attractive:

'It is better that way. Because often, children stop school because of a lack of financial means. So if they are given a second-chance, it has to be free.' (School Director, Guehiebli)

Free accelerated education translated into free manuals for AE pupils (which were usually kept at school and lent to the pupils for the lesson) and additional equipment for the formal school hosting the AE class (tables and benches, extra chalks, slates, pens and notebooks). It did not include the uniforms (which were reintroduced in Côte d'Ivoire in the start of the school year 2011).

AE teachers specifically received didactic material in the first part of the year during the distribution of the first level school kits, and chalk sticks were distributed during the initial training and every month afterwards. The school kits for the second level were distributed in March 2015. During an AE teacher training session in Man in May 2015, a large majority of AE teachers reported having received the second kit (only 3 or 4 raised their hands when asked who had not received it).

If there are obvious benefits in promoting free education, foremost in terms of getting rid of financial barriers, a main shortcoming is that free systems are not in phase with the local practice, hence rarely sustainable since an external actor bears the costs that parents usually bear. In the particular case of the schools visited, only 9 schools out of 16 were receiving a State subsidy for their operating costs and the amount was not sufficient to cover all the planned expenses. Parents' financial contributions were therefore raised, with the approval of the IEPs. Most school committees yet reported experiencing difficulties to raise contributions with a range of fee-paying parents varying per school between 50% and 75% (these were estimates). Parents who could not afford to pay were generally not excluded and their child continued to go to school, with some even sitting the formal evaluations.

In the beginning of the AE classes, a few COGES tried to raise financial contributions among the AE pupils, with the understanding that AE teachers would put additional pressure on the school budget (in terms of payment, food, house rental, etc.), hence that these costs should be planned somewhere. The practice was stopped very quickly though and parents, teachers and school directors were sensitized on the fact that AE classes should remain free. Some school directors reported having collected food from the AE pupils (like from the others) in order to include AE

teachers in the general food allocation¹⁸.

Causes of dropouts

The causes of dropouts were diverse. single cause. The interviewed children who stopped going to AE school generally did so due to a combination of adverse factors. Financial strains, the need to work for a parent, being mocked by their peers because they were considered too old for being enrolled at low levels, violent abuse, a long sickness, a long absence caused by a family event, cultural preferences, all these reasons were cited during the interviews.

Several children interviewed who were under the custody of a grandparent appeared to be under strain. Children enrolled in a Koranic school also had a propensity to dropout since the two school schedules eventually ended up overlapping. Disabled children were also vulnerable and in the schools visited, four still at school were suffering from strong physical after-effects after having been diagnosed with meningitis. These children mostly relied on their own to continue their education with a minority counting on the goodwill of some individuals (some were teaching staff). Yet to date, none of these particular profiles was specifically followed by the programme.

With regards to violence in the classroom in particular and despite having been trained on children's rights, some AE teachers (like some of their counterparts in the formal system) were not exempt of violent attitudes towards children and this was cited several times as a cause of dropout. The types of reported violence included: doing push-ups in the classroom (very common); stay still on the knees; feet at the wall, hands on the floor; call a teacher in a formal class to hit an AE pupil; have the children stay under the sun during the lunch break; hit the AE pupils with a stick (also very common). The testimony of dropout presented below is particularly disturbing (the quote has been rendered anonymous):

I am 15 years old. I stopped the AE class in 2013, I was in CEU. I was not happy with the class. We had to come to school on Wednesdays. Our teacher was punishing us a lot. When he was asking for firewood and when we were refusing, he used to beat us. When he was doing the lesson and when the rhythm was fast, he used to refuse to slow down and explain better. During lunchtime, he used to keep at his home the children who had been punished in the morning. We were kept sitting outside, under the sun, and if we were thirsty, we could not drink.'

This last quote refers to a teacher who had a drinking problem and who was eventually replaced after the Christmas break in view of the reported abuses. In that particular case, the school director reported the case to NRC's implementing partner. The AE teacher was then heard by the school director and by NRC staff, who pointed out the fault and emphasized that such an attitude was not acceptable for a teacher. Since the violence was continuing, the school director eventually reported the case to its direct hierarchy, the IEP, and the IEP, in agreement with NRC, decided to have the teacher barred. Reporting mechanisms therefore exist, the issue though is that they are not systematically used. In this particular case, they were used because violence had passed a certain level but for minimal forms of violence (like doing push-ups in class), such practices are generally tolerated.

4.1.2 From AE to formal school

A small-scale tracer study, which was part of a methodological tool used for this evaluation, was conducted in 8 of the locations visited. The sites corresponded to localities that had hosted an AE class in 2012-13 or 2013-14 and the objective was to trace the progress of the pupils who had re-entered the formal school system. The evaluation was assessing their situation in May 2015. Were they still at school one or two years after having integrated a formal class? And if so, at which level? Or had they dropped out? And if so, why?

Extent of integration in the formal system

In two school years (2012-13 and 2013-14), 6,550 children who had followed an NRC AE class re-

¹⁸ Parents generally contribute one or two bags of rice for the teacher, once or twice a year.

entered the formal system of education (out of which 2,999 girls or 46%).

The observation of the integration results show that the modes of integration varied by school. In some schools, school directors reported having re-tested all AE pupils at the start of the school year before placing them. First, they were placing the 'normal' pupils in the levels, and thereafter after, the AE pupils, depending on the space available. In other schools, directors only looked at NRC's end-of-year evaluations. If the result was below 5, the child was repeating the level (so a child in CPU would integrate CP2 but not CE1 which would have been the level integrated if the child had passed the test). If it was above, the child was advancing and was integrating CE1.

Space was a major concern in the integration phase and one can only regret that very limited construction was planned in the NRC AEP. The lack of available space was reported by several school directors, and especially by the ones who had undergone a first experience of integration. Integrating two AE classes meant integrating 60 to 70 children and such a volume could potentially lead to the adoption of double-shifting for certain levels or to the hiring of a local volunteer by the COGES to supplement the teaching staff (which had a direct impact on parents' financial contributions).

In the sites where there was more than one public school, AE children usually had no difficulties to integrate. They were then placed into the school that used to host the AE class or if this school was overcrowded, they generally could join the other school in the locality.

Table 5 assesses the situation of 547 children one year and two years after their integration into the formal system in 8 schools visited during the fieldwork period. The selected schools were chosen because they had hosted an AE class in 2012-2013 or 2013-2014. The main results are presented below:

- Out of the 547 children, 35% had reached the expected level. This meant that if a child was in CPU during the school year 2012-2013 and if he/she had passed the end-of-year test, he/she had integrated CE1 in the beginning of the 2013-2014 school year. And if he/she had continued to follow well, he/she should then be enrolled in CE2 in 2014-15.
- 22% of the integrated children had reached a lower level. That could be the result of low achievement, in other words, if a child was in CPU during the school year 2012-2013, he/she probably was not successful in the end-of-year evaluation and he/she integrated CP2 in the beginning of 2013-14. If he/she continued to perform poorly, he/she has either repeated CP2 or is enrolled in CE1 in 2014-15.
- The two first results must be nuanced though since sometimes, pupils can be downgraded in a lower level when there is not enough space available in the level where they were orientated. That said, both figures are worth bringing to the fore and give an indication of the scope of the phenomenon.
- 2% of the integrated children reached a higher level. That means that if a child was in CPU during the school year 2012-2013, he/she probably performed excellently, so he/she integrated CE2 in the beginning of the 2013-2014 school year instead of CE1. And if he/she continued to perform well, he/she is probably enrolled in CM1 or CM2 during 2014-2015.
- The table further shows that 31% of the children who integrated the formal system had either dropped school or had moved to another location one or two years later. The ratio is relatively high and concerns about a third of AE students, but the ratio stays lower than the ratio of dropouts found in the national statistics (46% of the children enrolled in primary cycle do not complete it). One interpretation therefore could be that former AE pupils are more committed to continue their education¹⁹. It is impossible at this stage to precisely distinguish between those who completely dropped out and those who continue their education elsewhere since parents rarely take the educational file along when they move to another village but given the

¹⁹ This is only an opinion and would be worth documenting further.

Ivoirian context, it is likely that the number of dropouts is higher than the number of relocations.

- Interestingly, the table also shows that 11% of the integrated children left the formal system again and re-entered an AE class, while this is not a desired effect of the programme. Qualitative interviews highlighted the same trend and showed the diversity of perceptions related to these AE classes. For certain teachers and directors in the formal schools, AE classes were ‘for garbage pupils’, only suitable for children with low grades, who were likely to often repeat in the formal system. For others, AE classes were considered a real opportunity for encouraging good pupils to do two years in one while avoiding paying tuition fees. A few school directors reported having paid specific attention to place the most destitute children in this system.
- If we refine the results by level, the rate of dropouts/relocations is much higher for former CEU pupils (varying between 16% and 70% depending on the school) than for CPU pupils (13%-38%).

TABLE 5: DISTRIBUTION OF CHILDREN PER AE LEVEL, YEAR OF INTEGRATION IN THE FORMAL SYSTEM AND CURRENT SITUATION (MAY 2015)

CURRENT SITUATION (May 2015)													
School / Locality	Level during AE	Year of integration in formal system	Lower level reached than expected		Expected level		Higher level reached than expected		Enrolled in another AE level		Drop-out or Change of locality		TOTAL
Gopoupleu	CPU	oct.2014	5	13%	12	30%	0	0%	9	23%	14	35%	40
	CEU	oct.2014	2	7%	2	7%	0	0%	5	17%	21	70%	30
Zeale 3	CPU	oct.2014	10	25%	17	43%	0	0%	0	0%	13	33%	40
	CEU	oct.2014	0	0%	18	51%	1	3%	0	0%	16	46%	35
Beoue Zagna	CPU	oct.2013	4	16%	12	48%	1	4%	0	0%	8	32%	25
	CEU	oct.2013	8	42%	8	42%	0	0%	0	0%	3	16%	19
Guehiebli													
	CEU	oct.2013	9	28%	12	38%	0	0%	0	0%	11	34%	32
Baoubly	CPU	oct.2013	15	43%	5	14%	2	6%	4	11%	9	26%	35
	CEU	oct.2013	7	32%	2	9%	1	5%	1	5%	11	50%	22
Guinglo Zia	CPU	oct.2013	13	22%	14	23%	2	3%	23	38%	8	13%	60
	CEU	oct.2013	3	7%	37	82%	0	0%	1	2%	4	9%	45
Bedy Goazon	CPU	oct.2013	18	25%	16	23%	1	1%	9	13%	27	38%	71
	CEU	oct.2013	9	25%	16	44%	2	6%	0	0%	9	25%	36
Zeaglo	CPU	oct.2013	12	32%	8	21%	0	0%	6	16%	12	32%	38
	CEU	oct.2013	3	16%	11	58%	0	0%	0	0%	5	26%	19
TOTAL			118	22%	190	35%	10	2%	58	11%	171	31%	547

There is thus a diversity of outcomes associated with the AE classes. Some pupils perform well, integrate the formal system, and continue to advance within. Others fail and either get stuck in the lower levels or eventually drop out because of a lack of educational achievement. The ratios show that both trends have to be taken seriously. Dropouts/relocations and failure to progress (which might eventually end up in dropout) are unfortunately no exception and together represent approximately 53% of the children who had integrated. Out of the 547 sampled children, 22% had difficulties progressing while 31% had already dropped out or relocated.

Extent of connection between the AE classes and the formal system

As early as 2007, when NRC started developing and implementing accelerated education programmes in Côte d'Ivoire, the agency sought certification of learning from the central authorities. It thus approached the *Department of Pedagogy and In-service Training* (DPFC) in Abidjan to request the help of official pedagogical counsellors for designing an accelerated educational programme that would be in phase with the Ivorian national curriculum. During fieldwork, one of the DPFC pedagogical counsellors who had participated in the elaboration of the AE curriculum in 2007 was approached and confirmed evidence that AE curriculum and standards were linked to the formal system from the very beginning.

During the first years of programme implementation, AE classes fell under the authority of the *Department of Primary and Secondary Schools* (DELIC) for many years. In 2013, the follow-up of AEPs was transferred to the *Department of Literacy and Non Formal Education* (DAENF).

In the first years of implementation, AE teachers were trained on an adjusted version of the curriculum by pedagogical counsellors using the materials used to train professional teachers. They were following the CAFOP curriculum. They initially received a 12-days pre-service training and benefited from 2 days in-service trainings every two months during the whole duration of the school year.

'CP1 was then the twin brother of CP2, so we designed a curriculum for the CPU which avoided the repetitions and which could be taught in 10 months. We did not touch the fundamental subjects: French, Maths, History, Geography. But for the rest, teachers could choose what to teach between art, music, dance or sport.' (DPFC pedagogical counsellor, Abidjan, May 2015)

In 2012, there was a slight change of pedagogical approach in primary schools.. Before the change, the pupils were given instructions on what to achieve before starting a lesson; after the change, the pupils were led to come up with their own questioning, in relation to the lesson topic.

The progressions and certain school materials were no longer up to date and several school directors pointed this out during fieldwork. A pedagogical counsellor in charge of training the AE teachers was particularly insistent on that point and mentioned that NRC was still using the 2007 progressions as evaluation tools. Since that time though, some notions used to be taught in CP1 are now taught in CP2 and vice-versa, and there are similar changes in the other levels. Even if slight, they have their importance. NRC evaluations have not changed for CPU, CEU and CMU while formal evaluations have in the formal levels, and this means that pedagogical counsellors cannot officially validate NRC progressions since they no longer strictly assess the formal programme. In practice, there is much tolerance now, but this could become a potential issue in the future for the recognition of AE learning outcomes, especially after NRC phases out, since the end-of-year decisions on orientations mainly lie in the hands of school directors and IEPs.

4.2 Finding 2: Extent of Capacity-Building

This section examines the extent to which the capacity building towards in-country stakeholders has contributed to enhance their ability to continue providing AE in the future, and particularly after NRC phases out. By distinguishing between the different stakeholders the section considers capacity-building at school level, at the level of the decentralised educational structures and at the level of NRC implementing partners. What worked? What did not? Have the different stakeholders progressed from the start of the programme? What are the current gaps and how can they be filled?

4.2.1 At the level of the schools

To what extent has the capacity of local stakeholders been enhanced in relation to the AE programme?

AE teachers: There was a large consensus among AE teachers to praise the training supplied by NRC. The training phase consisted of an initial training session in October that lasted 3 weeks and where AE teachers learned the basics in child-centred pedagogy and in the administration of a class. It also consisted of in-service training with AE teachers undergoing a 2-day-training session every two months where they were given opportunities to reflect on their difficulties. The trainer then proposed solutions and advised in cooperation with all participants. All trainers were professional and were active IEP pedagogical counsellors.

The profile of the AE teachers was very diverse, which can explain the diversity of practices observed in the classroom. At one extreme, the evaluation found teachers a lot of teaching experience and several had actually been employed as volunteer teachers during the times of crisis. At the other extreme, some of the AE teachers met during fieldwork were teaching for the first time and had thus to learn everything from scratch.

Some classes were very dynamic while others appeared less professional. The majority of the AE teachers observed *in situ* were usually performing well with the receptive children (the ones who were progressing well) but were generally less open with the children experiencing comprehension difficulties. A few exceptions were observed though and we could witness a few teachers who had devised additional exercises for low achievers. Several AE teachers reported only progressing in the lesson if the class reached at least 80% in the monthly evaluation.

When judged by their immediate hierarchy, AE teachers were generally appreciated by the directors in the schools where they were operating. They were rarely absent²⁰, they usually arrived on time, and they generally did their best to apply the NRC AE approach. They were sometimes rewarded for their efforts with rice or petty cash. The majority was associated to the functioning of the formal school by taking part in internal meetings (*conseil des maitres*), and some were even involved in teachers' cooperatives.

School directors and teachers in the formal school: The involvement of school directors in the AE system tended to increase after the school directors were trained on the AE concept. In some schools, the canteens were opened to AE pupils only after the school directors were trained. As this AE teacher explains:

²⁰ While the RESEN stressed that teachers' attendance is problematic in remote areas (the causes of absence varying between sickness, strikes, or the convening of personal affairs outside of their post location), the rate of presence of the teaching staff affected in NRC AE classes is close to full attendance, and when those miss a class, it is usually because of sickness. More teaching can then be done in less time.

In the beginning, they were taking all decisions for the school without advising us. The children enrolled in the AE classes could not eat at the canteen. Now they can. Since Christmas. There have been a few adjustments. We now meet every Friday with the other teachers and the school director. We discuss the events in the school, the planning of the official visits, we check the cause of absence if some teachers had been missing.’ (Interviews with an AE teacher in Gopoupleu).

The involvement of the school directors has also varied per locality. Some directors were regularly present in the daily supervision of AE teachers. It was within their tasks to verify the lesson’s content every morning, for each subject and for each teacher, to certify them, to comment on them. They also gave pedagogical advice. Some directors were also helping AE teachers to prepare monthly evaluations, which came on top of NRC terms evaluations.

In the schools hosting AE classes, school directors and formal teachers were trained on AE, as well as several members of the school committees. The training on child-centred pedagogy was particularly appreciated since in-service training had been frozen for more than fifteen years in Côte d’Ivoire and many in-service teachers hired before or during the crisis had never received any training on such methodologies. School directors were trained in November and December 2014 and teachers of formal classes in March and April 2015.

COGES representatives: COGES involvement with AE teachers also varied per locality and foremost depended on the financial room they had to respond to their demands. AE teachers often requested help for food, free accommodation, and sometimes they requested to be paid an incentive for covering transport costs to go to a training session. These demands were unevenly responded to by the school committees.

For accommodation, practices varied: some AE teachers were hosted for free by the school director, others were occupying a home rented by the COGES, others shared a room with a colleague, some were threatened of expulsion when the COGES could no longer afford to pay the rent²¹.

Parents were asked to contribute with rice in some of the AE classes for helping AE teachers to cover parts of their food expenses (that usually happened once or twice during the school year, in line with what was being done in the formal school). Some COGES reimbursed once or twice AE teachers’ transport expenses but all financial support was usually very limited in time and scope.

COGES representatives were trained at the same time of formal teachers, in the beginning of 2015. In some schools though (Gopoupleu for instance), the information for the training arrived so late (the same day), that COGES representatives could not participate. The teachers of the formal school were also on vacation at that period so they were not trained either.

COGES representatives were mainly trained on associative management and on the AE concept. Their role and responsibilities were clarified again during the sessions (they had been explained a first time before the decision was taken to host an AE class). According to the COGES representatives interviewed, it generally resulted in a better knowledge on AE, as well as a better awareness on the programme benefits. The frustration experienced though was that the support the COGES could bring to the AE teachers continued to be minimal given the general lack of resources available.

What are the current gaps to fill in order to support stakeholders in continuing providing quality AEPs independently?

²¹ In the early years, AE teachers were as much as possible recruited locally, to avoid accommodation issues in the sites hosting AE classes. Since 2012-2013, AE teachers are recruited through a competitive tender process. In 2014-15, the recruitment was done by the IEPs, with NRC only playing a facilitating role in the organization of the recruiting exam but not getting involved of who got hired and who got posted where.

AE teachers: An important contribution of the NRC AEP has been to provide a paid teaching staff²² for one school year, which gave the opportunity to 30 to 35 children per class to access to quality education. The question of who will assume the cost of this teacher after NRC phases out has never been asked to date yet it is a key question that must be reflected upon because it fully relates to the ability of the local stakeholders to continue providing AE in the future (or not).

In line with what their colleagues experience in the formal levels, AE teachers were also facing irregular attendance of pupils with children arriving late and long-term absences. In many cases, absenteeism was due to poverty, the need to accompany parents in their displacements, disease, the need to go and fetch food because nobody is fetching food for them, or to the need to work and earn some petty cash to be able to cope. Lower attendance was particularly observed during market days, on Wednesdays, when the formal classes were on vacation and during seasonal agricultural periods (cleaning the fields and harvesting). No particular action was yet set up to promote a more regular attendance. It could have included: the maintenance of the school canteen on Wednesdays and when the formal classes are closed; systematic follow-up of the missing child to avoid that a long absence transforms itself in a dropout; or the design of a better monitoring system that would keep track of the number of days of absence for each pupil and that would be used to anticipate more support for them.

School directors and teachers in the formal school: Some school directors were supportive of the AE classes but lacked time to supervise AE teachers properly. Some also mentioned the lack of reward for the additional work and regretted the fact that they were not compensated for the time and effort invested in peer-training. In some areas, interpersonal relations between AE teachers and school directors created tensions, with directors refusing to check AE teachers' forms and considered AE classes not to be part of the formal school. These grievances seem sufficiently grounded to be taken into consideration. What this illustrates is that supervising an AE class is perceived as an extra workload and as something done in addition to usual obligations.

As immediate supervisors for AE teachers, school directors play perhaps the most important role in the success or failure of AEPs. Pedagogical counsellors sometimes never visit any AE class and AE teachers then only receive visits from the school director. Valuing their implication in AEPs is therefore recommended. Working on a more inclusive approach could be a solution, which could imply to go back to the initial *modus operandi* of 2007, when most AE classes were located within the classroom of a formal school. Today, the criteria for hosting an AE class is to reach an agreement with the community/COGES to build an extra classroom with traditional material, outside the school premises. This may reinforce the perception of a parallel system and does not really promote synergies.

COGES representatives: Little attention to date has been paid to COGES financial constraints and they were not taught the difficult task of dealing with limited funds. COGES financial resources have either stayed the same or have decreased due to lower State subsidies (when they have one) and AE classes have increased their operating expenses²³. Their capacity to react and to sustainably support AEP in the long run remains therefore limited.

Out of the 16 schools visited during fieldwork, only 9 were receiving a subvention from the State and those subsidies were on the decrease. 7 COGES were not receiving anything and only relied on parents' contributions to cover for all of the school operational expenses. It was also unclear if they would be part of the State-funded COGES the following year.

Parents then continue to bear much of the costs of primary education and these include:

- the registration fees: generally a low amount (a few hundred CFA), asked as a once-off payment by the pupils registering in CP1. They cover the cost for their administrative file. They were abolished by decree a few years ago but they continue to be used in practice.

²² AE teachers were paid an incentive of 80,000 francs CFA every two months. As a comparison, volunteer teachers hired by the schools were generally paid between 20 and 30,000 francs CFA a month from the contributions raised from parents.

²³ In the school of Zeale 3, table-benches arrived in pieces in 2015 and the COGES had to pay 16,500 CFA to a local carpenter to have them assembled.

- the COGES contributions: generally ranging between 1,500 and 3,000 FCFA. Calculated at the beginning of the school year based on the estimated budget needed to cover all expenses (the budget is then divided by the number of registered pupils). In Boleu for instance, parents were requested to contribute 2,850 francs CFA per child, of which 1,200 were exam fees. 234 parents paid the sum.
- the exam/evaluation fees: ranging between 1,200 and 2,500 francs CFA annually in the localities visited.
- the grades bulletin: until recently, all bulletins used to be produced by the IEPs. During the 2014-15 school year, schools were authorized to produce their own. The cost for the parent ranged between 100 and 200 CFA. School directors send the tests results later to the IEPs.
- documentation papers (ID): these could reach several thousand CFA when a Court judgement was needed (the maximum reported price was 17,500)
- the uniform cost: the government reintroduced compulsory uniforms in October 2011 ('kaki' for boys, and white and blue square fabric for girls). The cost of the clothing materials significantly increased as a consequence.
- the canteen fee: when operational, a meal costs 25 FCFA/day at the school canteen. It is collected by the canteen manager (who is different from the COGES institution)
- the school manuals: some of the schools visited used to rent school manuals to the children for a few hundred francs CFA. In Sangouine for example, they used to ask for 250 francs CFA. The price was aimed at repairing the books when they were damaged. In 2013, the school received a MENET delegation and the instruction to stop the practice, which they did immediately.
- the contributions to the school cooperative (25-50 CFA a day).

Formal schools are thus far from being free of charge, as highlighted by the multiplicity of 'annex' costs described above and there is a clear process to raise funds from parents²⁴.

'When the school year ends, we make the budget for the next school year. If we have to build a teacher's house, how much does it cost? If we have to hire a volunteer teacher, how much does it cost? If we have teaching interns not yet paid by the State, how much is it going to cost us? We usually help them for their food expenses. So at the beginning of the school year, we meet the parents and we look at how many children registered in the school. And then we divide the budget amount by the number of pupils. We ask the parents to pay that amount.' (School Director, Tie Ine)

Given the financial implications at stake, one can only regret that these cost issues have not been taken into consideration to date. When transferring responsibilities to structures, financial aspects have to be addressed; otherwise the best efforts to promote AE can fall short. Key questionings such as who will continue to pay for the AE teachers after NRC phases out or the question of tuition fees for children enrolled in AE are difficult to avoid at this stage and raise concern over the financial capacity of the local actors to sustain the AE system in a system already heavy on parents and weakened by structural constraints.

4.2.2 At the level of the educational decentralised structures

To what extent has the capacity of DRENETS/DDENETS/IEPs been enhanced in relation to the AE programme?

Like school directors and teachers, several DRENET, DDENET and IEP staff were trained on the AE concept and some actually followed the evolution of the NRC AE programme since its very

²⁴ Annex 3 describes a school budget.

beginning. Senior officials such as the General Secretary of the DRENET in Man and several pedagogical counsellors had been associated in all key steps and are a living memory of the programme: they were present at the first workshop which validated the AE curricula in 2008, they were present for the making of the guidelines, and they are present now in restitution sessions.

What are the current gaps to fill in order to support stakeholders in continuing providing quality AEPs independently?

Many gaps yet remain for the decentralised educational structures to take on AEPs independently.

Despite a presence in the western region for the past eight years, some IEPs - some new, others more experienced - were still not familiar with the NRC AE approach and there was thus great room for erroneous interpretation. The IEP of Biankouma who was close to retirement age thought for instance that the NRC AEP meant to teach six years in three.

A disturbing - yet lasting – perception of the decentralised educational structures (and of MENET officials to a certain extent) is that AEPs are ‘NGOs’ affairs’. This quote is taken directly from the DRENET General Secretary and appears to sum up the feelings of the administrative institution as a whole. The headcount of AE pupils is not followed-up by IEPs or DRENETs and it is usually not taken into account in the annual provisions (for staff, equipment and infrastructure request), so schools hosting AE do not necessarily get more equipment the year that follows since it is not systematically planned in the annual requests directors do. Within the DRENETs or IEPs, the person in charge of following AEPs are either the contact person for Literacy and Non formal Education or the contact person of the DMOSS, which is the Direction of Social Affairs in school environments and also NGO counterpart in many structures. If seeking AEP sustainability in the long run, it is particularly important to find the most relevant internal organization and focal points, within both the decentralized and the central structures of education. To date, the information is very scattered and at the level of the DRENETs and IEPs, the current focal points seem to lack knowledge, willingness and the necessary prerogatives within their internal hierarchy to be able to take decisions on AEP-related matters. The belief of some that ‘AEPs are NGOs affairs’, will be hard to alter and there is thus a need to continue raising awareness on the NRC AE approach, on the target, on the potential benefits and to work on an inclusive approach that does not present AE classes as a parallel system.

The lack of tracing of AE pupils by the decentralised structures can potentially have negative consequences in terms of evaluation of learning or integration. During fieldwork, this was highlighted as an issue with CMU AE pupils. They were supposed to sit the CEPE national examinations in May 2015 in their school but the information between the school and the IEP was not relayed in time and there was a suspicion of fraud on the exam fees (the school director would have collected the fees from the parents but would have not handed them over to the IEP). A whole AE class could thus not sit the exam. NRC was made aware of the problem during a field visit only a few days before the exam was scheduled. The timing was thus too tight to get the children registered and pupils lost the opportunity to sit the exam. An emergency meeting consequently occurred between NRC staff and DRENET/IEP staff, where it was decided that entry to secondary would be accepted as an ‘exception’ for these pupils without an exam and that NRC would help them the year that followed to retake the exam and to pay for their tuition fee²⁵. There is thus still a lot of room for improvement in the internal lines of communication between the school directors and the IEPs/DRENETs regarding AE pupils’ administration.

Finally, the geographical locations of the schools hosting AE classes must be chosen strategically, given the structural weaknesses faced by the Ivorian system. IEPs and DRENETs lack

²⁵ Such an arrangement is however very controversial: (1) students are accepted in secondary school without having sit the exam and without having undertaken any formal evaluation of learning (the tests they did were NRC); (2) The DRENET and IEP were not ease with the arrangement, which can create an annoying precedent; (3) there is no guarantee that all the students will be supported next year; (4) parents were not properly briefed and it is likely that a loss of students is noted; and (5) the case of CMU students not being able to sit the exam is not isolated and there are examples in other sites that were not specifically supported.

transportation means, they also lack fuel and available agents to do field visits. Some IEP pedagogical counsellors never visited an AE class during the 2014-15 school year. Others did and in a locality hosting the IEP office, AE teachers reported that the Inspector visited the school every week and was also passing in the AE classes to give advice. In other locations, it was reported that formal classrooms were part of the visit but not the AE classes.

What these practices eventually tell us is that NRC still has to find the right ways to integrate the AE approach into the decentralised educational institutions to make part of a functioning system. An interesting entry point could be to enter from the evaluation angle (as mentioned earlier), which would oblige the IEPs and DRENETs to adopt an inclusive approach by including AE pupils in the formal evaluation system. This would further help to fight against the perception that AE classes are a parallel system of education.

4.2.3 At the level of NRC implementing partners

This section describes the extent to which NRC has concretely enhanced the ability of its implementing partners to continue providing AE in the future, after NRC phases out, by critically reflecting on what worked and on what did not. It further suggests ways forward, based on the gaps identified.

The NRC approach

NRC started building the capacity of local NGOs in the western region at the end of 2013. The recruitment of local partners underwent a competitive selection process. Three local NGOs were selected: SPPD (*Sport, Paix et Développement*, which was put in charge of managing the schools located in the Duekoue area); ADPF (*Action pour le Développement et la Protection de la Famille*, which took care of the region of Man); and GFM3 (*Génération Femme du 3eme Millénaire*, who was put in charge to tour the schools hosting AE classes around Danane and Zouan Hounien).

In the first months of the partnership, the local partners were observers. They followed NRC activities, participated in all training sessions, and participated in joint monitoring missions, along with NRC and DRENET/IEP officials. The goal was to learn the work and methodologies without having direct responsibility for implementing the activities. In a second step, they took over more responsibility but continued to implement activities under the guidance of NRC. The third step, which was the step observed in May 2015, implementing partners were given the responsibility to implement a full cycle of bridging classes with limited supervision. This is what is currently assessed.

Main characteristics of the three implementing partners

The three selected NGOs were very different in terms of profile.

ADPF: ADPF is multi-sectorial in nature and implement a diversity of projects: education-related, it deals with basic education and the promotion of a positive learning environment, health-related, it deals with mobile clinics and HIV testing and it also deals with youth and social cohesion programming by supporting ex-combatants and youths in jail.

It was created during the crisis years (2008) and started operating small scale by targeting raped girls, HIV-infected children and illiterate women. It quickly incorporated a health component in its approach and developed HIV testing and mobile clinics, which are still operational to date.

ADPF appears to be the most financially stable partner and currently receives significant funds from a diversity of donors (Save the Children, ONUCI, Search for Common Grounds and more recently Caritas). This funding covers projects other than the NRC AEP.

The NGO grew very quickly. In the beginning of 2012, it was still a small civil society organization with few connections with international agencies. When one classroom in the school where they were doing their literacy classes burnt down during that year (15 children were then attending the class), ADPF came into contact with Save the Children and quickly after that, was invited to the Education Cluster and became a regular implementing partner of international agencies.

They started collaborating with NRC in the end of 2012 and received a first NRC funding in 2013. They currently have two NRC funding resources: Dubai Cares, ending in June 2015, and Educate A Child, which finishes in November 2015. At the time of the evaluation, ADPF was counting 19 paid staff of which 5 were under NRC funding, 5 were under an ONUCI grant and 9 were paid under a Save the Children programme.

ADPF is thus an organization that has had an exponential growth since 2013. In the field, they have permanent staff in 20 locations²⁶. The 45 local volunteers they use work in pairs. All have a bike and a cellphone and are based in one of the 20 localities. 10 localities host NRC and Save the Children projects, the other 10 host sites for the health project for HIV testing. One locality (Bangolo) hosts the ONUCI/ADDR project. ADPF has chosen not to mix different projects in a same locality and currently applies 'one site – one project – one donor'.

SPPD: SPPD is the 'oldest' NGO of the three. It was created in 2003 and directly benefited an important funding from the Swiss Cooperation for implementing sport events in the western region with the aim to restore a spirit of social cohesion in areas that had been severely affected by the 2002 crisis. Between 2003 and 2005, they operated in 5 settings: Bouake, Man, Duekoue, Bolequin and Guiglo.

A UNICEF funding took over for a duration of five years. The project aimed at promoting recreational and literacy activities, and provided psychological support to war-affected populations.

During the post-electoral crisis, SPPD developed its educational component and received funding from Save the Children for targeting out-of-school youth.

At the time of data collection, NRC was the only partner of SPPD and 14 staff were paid by the AE project. It is unclear why funding from the other donors was not reconvened and more information would be needed, at least from Save the Children, to share experiences on that particular partner.

The financial stability of the association is consequently at risk and could be seriously affected after NRC phases out. In order to try to secure funding in the short-term, SPPD has worked on a joint proposal in collaboration with ADPF to pursue AE programming in the future with the idea was to use NRC as an umbrella organization to continue raising funds. Such an arrangement seems yet to lack a sustainable base.

GFM3:

GFM3 could not be well assessed since when the meeting was planned, no senior staff was present in Danane. Out of the little information collected, GFM3 was involved in NRC AEP and in other non-profit work. It was a partner of the National Office for Rice (ONDR) and they helped vulnerable people to do basic subsistence agriculture. They were also involved with orphans and organized an event at the office once or twice a year.

A typical week for an agent was to use three days for the NRC programme and the two remaining days for the other activities.

The NGO counted 5 field agents, 3 motorbikes, and each agent was responsible for following 11 AE classes. Field visits were done every week in each site, never on the same day.

The feedback received from the field in May 2015 was generally positive:

'GFM3 are regular in their visits. They pass at least once a month to check the pedagogical forms, the registers, the notebooks. They tell us if a training session is planned.' (Interview with the School Director, Zeale)

²⁶ Permanent staff meaning not staff operating on a go-and-see basis.

To what extent has the capacity of the local NGOs been enhanced in relation to the AE programme?

The capacity-building process was similarly followed for the three local NGOs. NRC was progressively transferring competencies and the amount of the grants dispatched to the local partners gradually increased. In 2014-15, the NGOs were performing the following tasks²⁷:

- They had been the ones touring the villages in the beginning of the school year to draw the lists of potential children to enrol in AE classes;
- They were the ones visiting the AE classes regularly in order to do administrative and pedagogical checks;
- They were the ones involved in joint meetings with DRENET/IEP officials and NRC;
- They were organizing all training sessions for AE teachers, school directors, COGES representatives and for the decentralized educational structures (they were involved in the logistics of these events, the pedagogical content was supplied by professional pedagogical counsellors);
- They were dispatching all materials and furniture to AE classes and to the hosting schools (these include table/benches, chalks, slates, pencils, school manuals, notebooks, teacher materials).

It is difficult to assess the progress of the implementing partners since the beginning of the programme as little written baseline exist on their capacity at the start of their involvement. Before the programme start, their capacity was very quickly assessed. During the selection process, the first step of the selection consisted of comparing the characteristics of all applicants by looking at several indicators (the degree of knowledge of the region, whether or not the applicant had experience in education, capacity-building and awareness rising, its extent of legal registration and whether or not it had experience in report writing). An excel table was then drawn up to document this. During the second phase, a quick evaluation of pre-selected partners was done, which generally translated into a two-hours meeting with the organisation in order to to evaluate areas for improvement. The results of these evaluations were not communicated in writing to the applicants. After the final round, no particular in-depth audit was done to inform what capacities, precisely, had to be strengthened and why they should.

In December 2014, an AEP outcome monitoring was conducted by NRC Education staff in 10 localities and a 3-page-document was produced listing the main findings. 75% of the interviewed AE teachers reported then being unhappy with NRC implementing partners and the main complaints revolved around the lack of professionalism, the lack of experience, and little collaboration. Only a minority reported that they were doing well. These figures must be related to context: in many localities, AE classes were new and it took some adjustment time to incorporate AE teachers in the functioning of the school. Many were still struggling in December 2014 with the school committees to have their requests taken into account (free accommodation, food, the payment of transport fees, etc.)

The same outcome monitoring report highlighted the fact that NRC implementing partners were generally doing well on following up the financial and logistical procedures (although it was also noted that follow-up tools were missing) but were doing less well on following up pedagogical contents (class observations, advice to teachers). These results are not surprising given the profile of most field agents who are not trained as teachers hence who do not master the subtleties of the decentralized educational system. They are therefore more at ease with technical tasks such as the supply of equipment and the organization of training, and they are less confident – and have less credibility - for pedagogical supervisory tasks.

In March 2015, NRC undertook a quick monitoring of its partners' capacity progress. The transfer of new responsibilities had increased their workload and their reactivity and compliance to

²⁷ Most of the tasks were performed by NRC the year before.

deadlines had been impacted in diverse ways. The findings that follow are taken from the last Dubai Cares report (2015):

- For SPPD, it was stressed that the organization had demonstrated good governance principles and willingness to learn, and had successfully carried out the needs assessment process in the areas it covered, as well as the procurement and distribution of the school equipment. NRC yet reported limited technical capacity.
- For ADPF, it was noted that the needs assessment process was conducted well, but that the procurement and distribution of school equipment had been delayed because the supplier had failed to deliver the schools furniture on time. Classroom observations had begun late and in the beginning, ADPF staff did not seem to have a sound understanding of their roles and responsibilities. With NRC corrective feedback, ADPF got a better comprehension of their duties and increased their presence in the field. In terms of reporting, technical and financial reports were provided with a little delay, but the organization counted skilled administrative staff and displayed a good understanding of logistics and finance procedures.
- For GFM3, it was noted that they had not reached enough communities during the needs assessment and procurement and that the distribution of the school equipment had also been delayed due to a supplier issue. Financial and technical reports were generally provided late and NRC monitoring revealed limited follow up of the classes due to a too limited presence of their staff in the field. Communication was irregular between the field office and the main office in Abidjan. NRC staff began visiting the GFM3 project implementation zone more regularly as a way to control GFM3 activities better and to be able respond should a problem emerge.

In May 2015, progress was noted in reporting. ADPF in particular had in between delivered a detailed report on the first three-months of 2015, which described the activities done and the constraints faced. In their last report, attendance issues were raised, the uneven implication of school directors and COGES, the lack of written lessons, access concerns due to the bad state of the roads, tensions between AE teachers and COGES, delay in the sitting of NRC terms evaluations, and concerns for AE classes half-destroyed by strong rains and wind.

Progress was also noted in May in terms of presence in the field, and in all the schools visited, even those falling under GFM3, field agents were recognized as active.

NRC has in between continued to train the implementing partners on logistical and financial procedures, purchasing rules, project planning, accountability, advocacy, HR management and AE (how to set them up and how to follow them up). The training received and the approach taken are generally very well perceived by all of the three local NGOs, and accountability attitudes seem on the rise.

What are the current gaps to fill in order to support partners in continuing providing quality AEPs independently?

Working with implementing partners can help to scale up activities by covering more geographical ground. This however can quickly become disappointing if the quality of the services is not properly monitored or if the knowledge of the implementing partner limits its capacity to lead a programme. If the monitoring tools have generally improved, as well as the implementing partners' capacities to follow financial, administrative and logistical procedures, several gaps remain in the knowledge and networking parts. At the time of data collection in May 2015, local NGOs still seemed to lack an in-depth understanding of how the chain of communication worked between the schools and the IEPs and on the internal composition of the educational decentralized structures (i.e. their organigram, and the roles and responsibilities of each actor). They also lacked information on COGES and on the financial functioning of a school, and despite being a member of the local Cluster of Education, they seemed to have limited decision-making when dealing with the decentralised educational structures (NRC continues to have the lead). A last commonality of the three partners was that none had direct contact with the Ministry of Education.

In addition structural difficulties are noted. All three NGOs had to cover a wide geographical ground for the programme. ADPF was covering 58 AE classes in 31 localities²⁸, SPPD was covering 57 AE classes and reported having been obliged to do sensitization campaigns several times in a same location because of early dropouts, and GFM3 was covering 55 AE classes in 33 localities. Accessibility was a major issue in their area and they reported experiencing difficulties during the rainy season with the trucks dispatching the table-benches in remote zones.

The other most reported gap related to the difficulties was to have COGES properly care for the AE teacher. Due to their lack of knowledge on the strained financial situation of the schools, the implementing partners tended to assume that the COGES were refusing to help the AE teachers. The reality is more complex. School committees simply have very limited financial means; hence tensions arise when they were asked to finance costs that were not planned for in the beginning. Arrangements were eventually found but many AE teachers remain frustrated and this situation is likely to worsen once NRC stops paying for AE teacher incentives.

The three NGOs experienced difficulties with certain school directors for the making of pupils' administrative files and some pupils could not sit the CEPE exam in May 2015. Their lack of perceived legitimacy is perhaps the most illustrated here.

Another difficulty related to budget follow-up. NRC was transferring funds every three months and the follow-up done was based on these three months of operations. None of the three NGOs could produce a global follow-up on their budget when asked, i.e. how much budget was still available for each budget line. They had knowledge on the total amount and on the expenses for the three-month period, but they lacked a clear view of the total state of expenses.

A last difficulty reported by the NGOs was the difficulties they experienced in planning. Every 5th of the month, SPPD reported trying to organise a monthly planning of visits but the planning constantly had to change due to additional visits or training sessions being added by NRC. This was a genuine difficulty for the three NGOs.

4.3 Finding 3: Advocacy Work

NRC advocacy work took different forms in Côte d'Ivoire and was always informed by programming. Related to AEP, the topics mostly revolved on the promotion of Education for All, awareness rising on AEPs, and sensitization campaigns explaining the importance of having a legal identity registered. A certain number of policy changes occurred during the period of programme implementation and NRC was involved in direct support to AE pupils for the obtaining of civil documentation (this is addressed in the next section). Given the many factors at play, it is impossible to claim that NRC was sole contributor for a particular change, but its actions have surely contributed a part. This section therefore explains what concretely changed during the programme period and what NRC contribution to that change has been.

4.3.1 What concretely changed?

A first success concerned the recognition of AE classes as an alternative form of educational supply when the Ministry of Education showed acceptance of the concept in 2008 by accepting to validate the CPU and CEU curricula.

A second success was to introduce the administrative ID certificate (in French: '*attestation d'identité a usage administratif*') in the early 2010s with the aim to simplify administrative procedures for the children enrolled in primary school. The administrative ID certificate was not meant as replacing the legal ID documentation but it was considered enough for educational-

²⁸ In the beginning, the budget was set for 34 AE classes and funding was provided by Dubai Cares and 24 AE classes were added later with funding provided by Educate A Child. At the time of the change, ADPF reported experiencing financial uncertainty since they had not yet perceived a change in budget while their budget line for table-benches had subsequently increased. The two funds – Dubai Cares and Educate A Child – were later provided at each budget period.

related matters such as registering at primary school or sitting the CEPE exam. A MENET directive authorised the IEP to deliver such a certificate when needed. The goal was clearly to minimise the administrative barriers that could hamper pupils to advance in their education.

A third significant policy adjustment concerned a measure taken for registering the births that had happened in the country during the period of crisis (2002-2011). Destruction of ID registers had taken place during the political crisis - a survey conducted in the west in 2011 estimated the loss to 1,680 civil registers²⁹. A presidential order was taken in September 2011 stipulating that the children born in certain zones during that period could request their birth certificate for free. This was a very important announcement since birth certificates can normally only be requested within three months after birth. After that period, court judgements must be requested in lieu of birth certificates and this process can be particularly costly.

The duration of the presidential order was one year and was geographically limited. It only concerned children born in the west of the country, in the north, and in the war-affected areas in the government-controlled zones.

In August 2012, the presidential order was transformed into national law for a duration of 2 years and without the criteria of geographical restrictions. Parents of children born between September 2002 and September 2011 were then given the opportunity to register their child for free and to receive their birth certificate until the end of 2014.

A fourth success was achieved more recently, in September 2014, when the MENET took an explicit directive authorising school directors to register children in first grade without obliging the parents to present birth certification.

A last noteworthy change, which still has to be translated into policy but which will be interesting to monitor in the coming months, relate to the recent Presidential announcement on compulsory schooling for all 6 to 16-years-old children.

4.3.2 NRC contribution to that change

NRC advocacy work in Côte d'Ivoire is part of an annual regular strategic planning, which details the plan of action for the year. Since NRC does not hold a specific timeline on advocacy activities and on changes of attitudes noted, it is likely that the advocacy activities done on sites (with IEPs/DRENETS) are not well rendered here.

On the first success concerning the recognition of AE as an alternative form of education by the Ministry of Education, NRC was clearly the lead. The various workshops held since 2007 raised awareness on AEPs and contributed to having the various stakeholders agree on a common understanding of what accelerated education means in the Ivorian context. NRC pushed to have the DPFC recognise the AE curricula. It was also at NRC's initiative that AE operational guidelines (the very framework within which an AE programme operates) for Côte d'Ivoire was drafted. NRC therefore fully succeeded in raising the importance of AE in the national agenda and several official instructions were sent to DRENETS over AE throughout the programme implementation period.

On the second success related to the removal of barriers to school registration or the sitting of national exam, NRC joined the other agencies at several occasions in their call for facilitating access. The use of administrative ID certificates can therefore partly be attributed to this collective push.

On the third change, which concerned the passing of the presidential order followed by the passing of the law authorizing children born during the years of crisis to obtain legal documentation for free, many practical issues followed the first announcement. After the passing

²⁹ Each civil register contains between 50 and 100 sheets and it was estimated that between 92,000 and 125,000 people were concerned.

of the order in September 2011, very little communication was made around it and the result was very few people took advantage of the measure. During a workshop organized in Man at the end of the year 2011, NRC staff reported that 80% of the civil servants who were attending the event were not aware of the process and no one had yet started it.

As a corrective measure, NRC led several individual and collective actions. Collectively, within the framework of the working group on civil documentation, it held a meeting with the Ministry of Education along with the other agencies involved. During that meeting, the Minister of Education confirmed that she would report the observed shortcomings to the President. The law passed a few months later and more means were given to disseminate the information. NRC assisted the government directly by advertising spots on TV (under UNICEF funding).

The working group on civil documentation is led by NRC and is comprised of the International Rescue Committee, Save the Children, UN operational agencies, local partners and administrative authorities (Prefects, sub-Prefects).

4.3.3 What are the gaps?

There is certainly room for improvement in matters related to legal documentation. Administration can be heavy in Côte d'Ivoire, especially for people who lack an official ID and many parents still do not systematically register their child at birth, either by lack of knowledge (they do not know that they can), by disinterest (they do not see the use of it), or by lack of financial means as they have to pay for the pricy court judgements when the declaration is done more than three months after birth. Sensitization campaigns at the level of the communities are therefore still needed, especially since the special law on free registration has now reached its term.

The use of the administrative ID certificate is still very uneven in practice. It is often not implemented and when it is, it is mostly in *ad hoc* ways, as an exceptional measure and it does not appear to be internalised by the decentralised educational structures. Many children deprived of a proper ID are therefore still prevented from registering into the formal system or from taking the end-of-cycle national exam. Parents are unaware of the possibility, school directors rarely request the document to the IEPs, and IEPs have various interpretations over it. One IEP shared he believed the administrative ID form could not be used in 2014-15 as no instruction from MENET was sent on the subject. In 2013-14, the MENET had sent a note. Another IEP reported having purposely stopped using the certificates this year because the new software used to register the children for the CEPE exam was not accepting entries when the number of the birth certificate was not filled. Improved lines of communication on this subject between the central level and the decentralised structures are thus needed as well as a targeted awareness campaign to explain to parents that this opportunity exists.

On AE specifically, there is a window of opportunity today for promoting the system, which is in line with the recent governmental announcement to promote compulsory education for all 6 to 16-year-olds. At stake is the inclusion of many dropouts and out-of-school children and at the primary level, they represent half of the school-aged population.

4.4 Finding 4: Synergies between NRC Programmes?

NRC Côte d'Ivoire is committed to adopt a holistic approach in the programmes it implements. The agency therefore attempts to pay particular attention to maintain synergies between its different programme Core Competencies (CCs).

Several inter-programme collaborations have occurred between the Education Department and the other CCs. In some instances, the Education has liaised with NRC's WASH/Shelter for supporting communities to rehabilitate or build schools, classrooms, temporary classrooms and water and sanitation infrastructure. Collaboration has also happened with the Information, Counselling, and Legal Assistance (ICLA) Core Competency (CC), to address the issue of civil documentation. If there was no observed direct synergy between NRC's Food Security and Livelihoods programme and the Education programme, the Education programme hired a staff to

strengthen the agricultural component of the Mothers' club, in order to provide additional support to the household with the idea to generate extra income that would help families sending their children to school.

4.4.1 Shelter and WASH actions in AE settings

Shelter programmes were implemented right after the post-electoral crisis. They mainly focused on house building and rehabilitation in areas that had been severely affected by violence and where the returnees were starting to come back. WASH activities came later in 2012 and were at first supported by NRC's own funding. With the volume of activities decreasing, Shelter and WASH were merged into one with UNHCR acting as the main donor.

With regards to education support, UNHCR funded the construction of one school in Bolequin in 2013, 9 classrooms in Zagne the same year and a Youth Education centre in Touleupleu. In 2014-2015, Shelter activities were on the decrease but WASH activities continued to be funded by UNHCR in returnees areas.

In 2014-15, Child Hygiene and Sanitation Training (CHAST) sessions were held in schools, including in those hosting AE classes. This concerned 65 schools out of total of 148 and these corresponded to the schools funded by Dubai Cares. The funds were managed by the NRC Education CC but the staff implementing the activity was under WASH supervision.

4.4.2 Information, Counselling, and Legal Assistance in AE settings

NRC's ICLA activities aim to enable people in war-affected contexts to access relevant mechanisms to be able to claim and exercise the rights to which they are entitled to. It covers the right to education. In western Côte d'Ivoire, given the longstanding issues in land tenure, the ICLA Department is also very much involved in helping the people to secure an access to agricultural land. Activities include counselling for those who cannot effectively exercise their rights independently, the management of disputes and the negotiation of local arrangements between the local authorities and the war-affected people using the legal, cultural and social norms in place. Here we will only describe ICLA activities in regards to education.

Before 2012, the NRC Education used to provide direct support for the obtaining of birth certificates and court judgements for the children enrolled in the AE classes. Court judgements could be expensive and NRC staff reported paying 3,500 francs CFA per child (500 CFA for the civil register and 3,000 to the Court). NRC was in addition covering parents' transport fees and the fees of the witnesses who were needed to testify of the right identity of the child before the Court.

At that time, NRC had been given authority from the Court to hand over the request forms to the parents and to collect the application files. ICLA was in charge of that. The documentation had to include: a copy of the parents' IDs and a copy of the witnesses' IDs. If parents had no ID papers, the decision was left to the judge appreciation. If the court judgement was positive, a request for transcription in the city birth registers was made by the Court and sent to the civil office.

In 2012 and 2013, ICLA received UNICEF funding to provide direct support to the production of children's IDs. Some of the sites where ICLA was operating included AE hosting schools.

In 2014, the Education programme resumed direct support with a Norad funding and targeted AE classes and the hosting schools. Everyone was sensitised, not only the parents of AE pupils. The budget came from the education programme but the activities were conducted by ICLA staff.

In 2015, direct support ended and NRC stopped being involved in the production of children's ID. ICLA has been implementing indirect support to date in the form of awareness campaigns in selected sites, with some localities including AE hosting schools.

4.4.3 What are the gaps?

If several examples of inter-programme synergies are present, the holistic approach sometimes fall short as inter-programme communication is not systematically capitalised on. The sharing of information between the Education and the WASH/ Shelter CCs did not seem to be formalised. Feedback on field visits for instance was mainly done through *ad hoc* exchanges (one-on-one

communication or information morning meetings) and no joint inter-programme monitoring database existed where NRC staff could easily view and share information.

About half of the AE hosting schools visited were equipped with functional latrines while for the other half; latrines were either not existing or not functional. In the second case, children and teachers were either relieving themselves outside, or approached the houses closest to the school in order to use their toilet facilities. One can only regret that the AEP did not systematically plan in their budget the construction or the rehabilitation of latrine blocks in the areas of operation. The funds could have been planned in an Education budget and implemented by the WASH/Shelter staff. There is here a clear lack of holistic vision. In addition, when CHAST sessions are planned, children may experience difficulties in applying the training received if their school lack basic sanitation facilities.

On the construction of classrooms, the approach NRC took in 2012-15 was different than the approach taken in the beginning of the AE programme. In the beginning, AE classes were located within the premises of the formal school, and a classroom was requisitioned for that. In the period under study, AE classes were physically separated, they were usually made in traditional material, and they were not planned to last. During fieldwork, we came across a formal school, which was entirely made of mud and wood (Zeale 3). It was hosting 2 AE classes. Two public schools (made out concrete) were also functional in the same locality. The school director reported having approached Shelter to ask for help in the construction of classrooms in durable materials. The answer he got – or the answer he thought getting - was that Shelter could not intervene in Zeale 3 because no other classrooms in durable material existed in the school and this was an important criterion for intervention. If this information must be double-checked since Shelter falls under UNHCR funds hence criteria are based on the number of people returned in selected areas (and not on the existence of classrooms made out of durable material), the answer of the school director is interesting because it shows the local perception on the criteria for help, and it also shows the limits of inter-programme synergies. No particular attention was paid to the school of Zeale, 3, which was made out of mud and wood and was expected to integrate 70 children in September 2015.

With the ICLA CC, the sharing of information with the Education team seemed more structured in the beginning than in the later stages of the programme. It was also mainly done through *ad hoc* exchanges but synergies were occurring until recently with funds managed by the Education programme while ICLA staff was physically doing the work. The division of budgets per department and project though can have negative consequences if not properly led and monitored. The risk of adopting such an approach is indeed to generate a lack of integrated vision, which could potentially translate into a lack of economies of scale in human resources and equipment.

5 Conclusion

Eight years have passed since the start of NRC AEP in Côte d'Ivoire. In those eight years, progress was noted: AE was recognized as a credible form of education, over the last three years 15,581 dropouts and out-of-school children received a second opportunity to go to school and more than 400 teachers received quality pedagogical training.

The purpose of the evaluation was to capitalise three years of implementation of the NRC AE methodology in Côte d'Ivoire from 2012 to 2015 and to hand over the lessons learned to the MENET, the decentralised educational authorities (DRENETS, IEPs), NRC implementing partners, and key stakeholders involved in education. Another purpose of the evaluation was to inform NRC education globally on AE and on the particular approach needed when working through local implementing partners. The main findings and recommendations are presented below.

5.1 Lessons learned on programme impact

5.1.1 Strengths

- 15,581 children got a second-chance education opportunity through NRC AEP over the three-year period under study (of which 46% were girls) and 6,550 children reintegrated into a formal educational path in October 2013 and 2014 after one AE year. The programme was thus meaningful in terms of education access.
- The level of AE pupils has been very heterogeneous but some advanced very well, progressed in grades and once reintegrated in the formal system, are among the first of their class.
- In line with what is observed in the formal classes, the ratio of enrolled girls tends to decrease at the higher levels. In terms of numbers though, more and more girls reach these levels.
- NRC is seen as a strong and trusted partner by MENET for AE programming and leads the reflections around the topic. It has built up a recognised expertise on AE, and other education stakeholders such as UN agencies and local and national NGO also recognize its strengths in AE domain.
- NRC sought certification of learning from the central authorities from the very beginning. AE curriculum and standards were therefore linked to the formal system at a very early stage.

5.1.2 Areas for improvement

- The perceptions of the AE classes have been very diverse and have varied per teacher, school director, parent and civil servants employed in the decentralised educational structures and within the Ministry of Education. For some school directors and teachers, AE classes were a way to decrease the amount of pupils enrolled in the formal school in low grades. Others used them to get rid of the pupils who were performing badly in the formal system. Others understood the concept and enrolled the overaged, the dropouts or gave a chance to a year of free education to destitute children. With regards to parents, some did not understand the concept in the beginning and refused to have their child registered while others took advantage of the opportunity.
- The level of AE pupils was heterogeneous hence some pupils encountered difficulties and they were not necessarily followed the best way individually. Many failed to advance in their education, and some eventually dropped out. Out of a sample of 547 children followed in 8 localities, dropouts, relocations or repeating a level concerned five children out of ten. In a way, it shows the failure of AE in the sense that it illustrates the fact that two years cannot be

completed in one for 53% of the children (because of lower cognitive skills, familial burden, a sudden stress, etc.)³⁰.

- The age criterion has resulted impossible to monitor. If the methodology initially planned to compare the age of the pupils enrolled in the AE class with the theoretical age criteria (in order to check if the overage criteria were respected in the AE classes), this approach quickly fell short in view of the difficulties to estimate the children's age. When asked by the AE teacher, very few children knew their exact age so estimates were done with a high degree of inaccuracy. It is therefore likely that some AE pupils are being particularly over-aged for the grade followed. Besides, the local practice of estimating the age by putting the child's arm around his/her head and see if the fingers go pass the ear seems too approximate to give a proper estimate (especially since no physical characteristic is collected from parents on height and weight).
- The schools integrating AE pupils face a sudden increase of pupils, which is not systematically planned in advance by NRC and which can potentially lead to overcrowded levels in the formal classes hosting the former AE pupils as well as insufficient equipment. NRC is conscious of the problem and provides furniture and school kits to the schools hosting the AE classes to support the planned integration of AE pupils, but space remains an issue. One can only regret that very limited construction was planned within the NRC AEP framework.
- A shortcoming of the system is that the decision for orientating the AE pupils mainly seems to lie in the hands of one person only, the school director, and it was reported several times that former AE pupils were requested to register in the formal system only after the formal registration was closed. Enrolment priority was then given to the other pupils and latecomers could experience non acceptance. The parallel system of evaluation NRC used was also reported as a concern.
- A high degree of adjustment was noted in the recruiting process and the age, dropout and out-of-school criteria did not seem to be systematically respected.
- There were in addition many biases in the prospective phase, many intermediaries are involved and it is unsure all households were visited.

5.2 Lessons learned on capacity-building

5.2.1 Strengths

- At school level, the involvement of the school directors in the AE system tended to increase after the school directors were trained on the AE concept. It is yet important to note that the baseline was not zero before the start of NRC capacity-building activities and that some AE teachers were already collaborating with school directors on pedagogical matters before the directors got trained.
- The training on child-centred pedagogy was particularly appreciated by formal school teachers since in-service training had been frozen for more than fifteen years in Côte d'Ivoire and since many in-service teachers hired before or during the crisis had never received any training on that.
- AE teachers also appreciated NRC training, which improved their teaching skills. They also appreciated the peer-training that went on with the school directors, especially for the ones new in post.
- At the level of implementing partners, working with local NGOs has helped NRC scaling up AE activities by covering more geographical ground.

³⁰ Other factors need to be analysed in order to understand why they are not advancing. For instance, they could have been integrated in the expected level after AE, but then failed to progress in formal school. Yet the figure is high enough to bring to the fore.

- The three local NGOs implementing the NRC AEP were quite enthusiastic with the approach taken by agency: (1) observe and learn; (2) act with high supervision; (3) act with lower supervision.
- The three local NGOs reported learning a lot in the process. They were trained on logistical and financial procedures, purchasing rules, project planning, accountability, advocacy, HR management and AE (how to set them up and how to follow them up). Accountability awareness seemed therefore on the rise.
- Since their last evaluation point (March 2015), progress was noted in reporting and physical presence in the field. Their monitoring tools have generally improved, as well as their capacities to follow financial, administrative and logistical procedures.

5.2.2 Areas for improvement

- Little attention to date has been paid to the financial situation of the schools hosting the AE classes and to the constraints faced. COGES financial resources have either stayed the same or have decreased due to lower State subsidies (when they have one) and AE classes have a tendency to increase the school operating expenses.
- In the majority of the observed classrooms, AE teachers usually made efforts to explain to the most receptive children but were generally less open with the children experiencing comprehension difficulties.
- At the level of the decentralized educational structures, a disturbing perception of education officials was that AEPs were 'NGOs' affairs', hence there was usually very little ownership, there was no follow-up of the AE pupils by the IEPs and DRENETs, and the schools hosting AE did not necessarily get more equipment. The lack of tracing of AE pupils by the decentralized structures could potentially have very negative consequences in terms of evaluation of learning or integration. The current focal points also seemed to lack knowledge, willingness and the necessary prerogatives within their internal hierarchy to take decisions on AEP-related matters.
- At the level of the three NRC implementing partners, their level of financial sustainability is at risk for two of them. A few months before NRC phases out, the question remains then whether they have the financial capacity to continue providing AE classes in the future without the physical presence of an international organization.
- Local partners tended to be overprotected by NRC, which kept assuming the lead in many decisions.
- All three NGOs still lacked an in-depth understanding of how the chain of communication worked between the schools and the IEPs. They had no direct contact with the Ministry at the central level and they tended to lack information on COGES and on the financial functioning of a school.
- Despite being involved in the Education Cluster, the local NGOs seemed to lack decision-making capacities and NRC continued to be the lead when solving issues.

5.3 Lessons learned on advocacy

5.3.1 Strengths

- NRC was clearly the lead in having AEPs recognised as an alternative form of education by the Ministry of Education. Although not yet validated, AE operational guidelines were developed in collaboration with the MENET and all education stakeholders involved in non-formal education. The guidelines were designed to explain the practical steps needed to operationalize AEPs with the idea to harmonise practices.
- NRC was involved in several collective advocacy activities for the removal of barriers to school registration or the sitting of national exam and for promoting children's ID registration. NRC has always ensured a strong link between advocacy and its programme work.

- The working group on civil documentation is led by NRC and consists of the International Rescue Committee, Save the Children, UN operational agencies, local partners and administrative authorities (Prefects, sub-Prefects).

5.3.2 Areas for improvement

- Many parents continue not to systematically register their child at birth, either by lack of knowledge (because they do not know that they can), or by disinterest (they do not see the use of it), or by lack of financial means.
- The use of the administrative ID certificate is very uneven. Parents are often unaware of the possibility, school directors rarely request the document to the IEPs, and IEPs have various interpretations over it.
- A challenge NRC has recurrently faced in implementing AEPs has been initial resistance to the AE concept, sometimes by the school directors, many times by the parents, for fear of low quality of education. But over time, with explanations and community sensitizations, hesitations have usually been overcome.

5.4 Lessons learned on inter-programme synergies

5.4.1 Strengths

- There were several examples of inter-programme synergies between Education and the other programmes (WASH/Shelter, ICLA), which included the sharing of information and funds managed by a programme while another programme was in charge of the programme implementation. These included: the building of some schools, the production of pupils' ID, training sessions and awareness campaigns.
- CHAST sessions were particularly well received and were planned on a timely manner during the ebola outbreak.

5.4.2 Areas for improvement

- Most sharing of information did not seem formalized and feedback on field visits for instance was mainly done through ad hoc exchanges.
- Many school hosting AE classes were deprived of toilet facilities and/or water points. A gap therefore exists in these schools between what was taught during the CHAST sessions and what could concretely be done at the level of the schools. There is a lack of holistic vision here in the programme design between the Education and the WASH/Shelter component, funds could have been planned for bridging that gap.
- Some of the formal schools hosting AE classes were in bad condition and did not benefit from support for improving their premises.
- No joint inter-programme monitoring database exists where NRC staff can easily view and share information.
- Both physical and electronic archives are not easy to access to and do not seem to follow an ordered filing system.

6 Recommendations

6.1 General recommendations

1. When transferring responsibilities to national structures, financial aspects have to be addressed; otherwise the best efforts to promote AE can fall short. Key questionings such as who will continue to pay for the AE teachers after NRC phases out or the question of tuition fees for children enrolled in AE are difficult to avoid at this stage and raise concern over the financial capacity of the local actors to sustain the AE system in a system already heavy on parents and weakened by structural constraints³¹. These reflections must be led at MENET decision-making level and should be informed by NRC experience.
2. Given that there are also repeaters and dropouts after one year of AE class showing thus a diversity of achievements, other bridging options than the return to formal education have to be found for post-AE pupils (for instance: bridges into vocational training, internships, apprenticeship, direct job posting, etc).
3. The selection of AE hosting sites must be reviewed and simplified to fully take into account the structural constraints the Ivorian educational system faces and to make sure the decentralised educational structures have the capacity to follow the suggested approach, especially in terms of access and supervision.
4. It is further recommended to come up with a clear chronology of an AE class school year, from the recruitment of children to the sitting of end-of-the-year evaluations (including national exam), and to plan what control should be made when and by whom. To date, the AE guidelines clarify roles and responsibilities but lack a clear chronology of action points (who should control what when).

6.2 Specific recommendations

6.2.1 To NRC:

5. It is recommended that NRC formally requests the MENET and particularly within the MENET the Department of Pedagogy and In-Service Training (DPFC) to update the AE curriculum in order to avoid possible issues, which might arise with regards to the AE certification of learning. To date, the majority of the school directors accept to base the orientation of an AE pupil based on NRC tests results but some retest them in the beginning of the school year to determine their class of integration.
6. The AE guidelines did not develop the pedagogical aspect. In a context where AEPs are very diverse in nature, it is recommended that NRC adds a pedagogical component to the existing guidelines since it is difficult to harmonize practices between AEPs if pedagogical contents vary depending on the implementing actor. It is important to come up with a common pedagogical vision.

³¹ Among the potential ideas to address this issue of cost-effectiveness, tapping into the stock of the retired teachers was mentioned during fieldwork as a potential way to help decrease staff-related costs. Another idea suggested by an IEP was to recruit AE teachers regionally, based on local needs, which would ensure more flexibility. Having AE students pay for their tuition could also be an option.

7. Lines of communication need to be improved between NRC and the decentralized educational structures in terms of programme reporting and issues related to the AE evaluation of learning.
8. It is recommended that NRC adopts an inclusive approach at all times by equipping all schools hosting AE classes with basic sanitation facilities. Formal schools hosting AE classes that are in really bad conditions should also benefit from systematic support for improving their premises.
9. It is recommended to have CPU, CEU and CMU pupils sit the formal examinations of CP2, CE2 and CM2 at the end of the schoolyear to strengthen the link between the AE and the formal system and to facilitate pupils' orientation at the end of the year.
10. NRC needs to target Ministry and DRENET/IEP staff more strategically associating decision-makers in regular workshops and training sessions to keep AE on the MENET agenda. The reason why the AE guidelines are still not validated to date, two years after their making of, is in great part due to the lack of follow-up with MENET.
11. The sustainability of AEP using local NGOs only for implementation seems unrealistic at this stage and will remain so unless the financial issues are properly addressed (who pays for what in terms of AE teacher, equipment, evaluation, etc.).
12. It is recommended to make moves to incorporate the AE system into the private sector of education since the issue of funding AEPs are likely to arise quite quickly after NRC phases out. The development of partnerships with private faith-based schools such as Catholic schools in key urban hubs is therefore encouraged and could offer sustainable alternatives to the use of local NGOs. Such a recommendation was already made in the last Middle-Term Action Plan of the Ministry of Education.
13. NRC must find ways to improve the follow-up of AE pupils who stay stuck at low levels (those who integrate in the formal system at a lower level than expected and those who drop out).
14. NRC should endeavour to reach a more systematic follow-up of drop-outs and long absence by introducing more systematic follow-up on the cases and by producing dropout statistics more than once a year.
15. It is finally recommended to design a relevant intranet that would minimize the number of documents in only a few relevant ones while seeking to promote synergies between programmes by having key documents filed by all programme managers.

6.2.2 To MENET officials:

16. It is recommended that the MENET respond positively and in a timely manner to NRC request for updating the AE curriculum. The ideal timeline would be before the start of the 2015-16 school year.
17. In view of the tight links between the AE system and the formal system, it is also recommended that the MENET clarifies its position with regards to AE. It has done so in discourse in July 2015 when it announced that AEPs would be considered an official alternative form of education, but it still has to do in practice by defining clear guidelines to the decentralized educational structures and by allocating resources to that (staff, classroom and equipment). In that respect, it is recommended that AE is considered part of the formal educational system to avoid misperceptions and the creation of a parallel system for evaluation and integration.
18. It is recommended to improve internal communication lines between the central level and the decentralized structures of education (from top to bottom and from bottom to top) in order to promote positive synergies between the AE system and the formal system of education.
19. It is recommended that the MENET send clear instructions to DRENETs every year, listing the documentation needed for a child to register at school or to pass an exam. These instructions must be passed to all IEPs and school directors.

20. It is recommended that the MENET clarifies its position on the use of the administrative ID certificate to DRENETS, IEPs and school directors, and monitors what has been done so far (how many administrative ID certificates were delivered, under what conditions, could the pupil register in secondary school with it, etc.)
21. It is also recommended that the MENET reviews the software currently used for registering the children in the national system since according to some testimonies received, the software does not seem to accept to register children without an ID number.

6.2.3 To the decentralised educational structures:

22. It is recommended that DRENETS and IEPs have full hand in the process of sites selection by taking into account the current constraints. Since less supervision is done in remote areas, it is recommended to choose sites located at reasonable distance of the IEP office and/or regional urban hubs.
23. It is recommended that IEPs get more involved in the follow-up of AE pupils and keep track on them.
24. It is recommended to improve internal communication lines between the schools and the decentralized structures of education (from top to bottom and from bottom to top).
25. It is recommended that IEP pedagogical counsellors visit the AE classes systematically.
26. It is recommended to have the IEPs brief/train the school directors on the AE concept as early as possible, in the summer preceding the start of the school year if possible, in order to minimize the difficulties that inevitably arise in the beginning of an AE school year. Such a training should involve the decentralized educational structures as well as NRC or NRC implementing partners.
27. It is recommended to associate the IEP evaluation commission in AE certification of learning. The correct process then should be to have AE evaluations designed by IEP pedagogical counsellors mandated by their institution (and not acting on their own behalf as is now the case). The second step would be to submit them to the commission of evaluation in order to be approved by the IEP. After the test is done, results should be communicated to the evaluation commission, in line with what formal classes do. This process has a cost and parents might bear it. But this cost issue has to be balanced by the fact that AE evaluations would be official, waiving all potential reluctance on the part of the school directors.

6.2.4 To the school directors and AE teachers:

28. AE teachers and school directors must find ways to improve the follow-up of AE pupils who stay stuck at low levels (those who integrate in the formal system at a lower level than expected and those who drop out). Organizing systematic catch-up courses during weekends or after the class is recommended aimed at low achievers.
29. They must also find ways to reach a more systematic follow-up of drop-outs and long absence. The current practice is to consider a dropout after a three-month period without returning to school but this is irregularly done on site.
30. To promote a more regular attendance, actions could include: the maintenance of the school canteen on Wednesdays and when the formal classes are closed; systematic follow-up of the missing child to avoid that a long absence transforms itself in a dropout; the design of a better monitoring system that would keep track of the number of days of absence for each pupil and that would be used to anticipate more support for them.
31. Vulnerability criteria need to be updated and systematic monitoring is required on dropouts, disabled children and children under the custody of a grand-parent who are particularly at risk of dropouts.

32. Some deadlines are predictable, for instance all exam files for the CEPE exam must be centralized by the school directors by January³². AE teachers, school directors and implementing partners are therefore invited do internal checks in February-March to make sure that all the pupils enrolled in CMU pupils have delivered the right documentation and have been registered.
33. It is recommended to brief/train the COGES on the AE concept as early as possible, in the summer preceding the start of the school year if possible, in order to minimize the difficulties that inevitably arise in the beginning of an AE school year. Such a training should involve the decentralized educational structures, the school directors as well as NRC or NRC implementing partners.

6.2.5 To NRC implementing partners:

34. It is recommended to let the local NGOs manage all relationships with DRENET and MENET
35. It is strongly recommended that they improve their financial capacities and that they diversify their funding sources for each project.
36. They have to succeed in going beyond technicalities alone. To date, ADPF, SPPD and GFM3 are mainly involved in logistics, financial reporting and situation reports, but they basically implement what NRC requests of them. Their strategic vision has to be developed as well as their mission statement.
37. All three NGOs should seek proper in-depth briefing from the IEPs and the school directors on how the chain of communication works between the schools and the IEPs, on the financial functioning of a school, and on the roles and responsibilities of each IEP/DRENET staff.
38. It is further recommended that NRC continues to accompany them financially in the next school year (2015-16), in line with the recommendations made in that report, since none of the three NGOs is to date operationally and financially capable of sustaining the AE programme on their own during 2015-16 without financial support (on the question of AE teachers pay and didactic material).

³² An extra delay is sometimes given until February to give more time to parents to get the documentation.

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Annex 1 – Detailed Methodology

Various tools were designed and included interview guidelines, an observation checklist, a mini tracer study targeting the pupils who had reintegrated the formal system one or two years ago, the review of NRC existing statistics and an in-depth literature review on AE and on NRC action in Côte d'Ivoire.

Respondents list:

- The pupils *per se*, by providing them an opportunity to second-chance education, which, for some, would translate into a formal re-entry into the public educational system and would enable them to complete the primary cycle (the extent of completion was empirically checked during fieldwork, in the locations visited);
- AE teachers, supposed to be at ease when teaching an accelerated learning method;
- NRC implementing partners (three local NGOs), currently in charge of the AEP operational supervision after a period of capacity-building;
- The school directors, the teaching staff and the school committees (COGES) in the schools hosting the AE programme. Having them on board is absolutely necessary should the AE initiative be continued in the future without external support;
- The decentralised educational structures (DRENs/DDENs/IEPs), which need to have their level of awareness raised on the special needs of such initiative (in terms of teachers' profiles and in terms of the financial and material resources needed to have the system function);
- The relevant Departments at the MENET, in order to raise the potential role of AE on the MENET Education for All agenda and their current plan to make school compulsory in the next school year for ALL 6 to 16-years-old children. This Presidential target was announced on 31 December 2014

Within the Ministry and in relation to accelerated education, the following departments and programme seemed important to deal with, to collect quantitative and qualitative data:

- The *Direction de l'Alphabétisation et de l'Education Non Formelle (DAENF)*³³: accelerated education programmes are currently dealt with by this department;
- The *Direction des Ecoles, Lycées et Collèges (DELIC)*³⁴: deals with the schools hosting the NRC accelerated education programme;
- The *Direction de la Pédagogie et de la Formation Continue (DPFC)*³⁵: deals with the training of teachers (through CAFOP and ENS training institutions);
- The *Programme d'Urgence d'Appui à l'Education de Base (PUAEB)*³⁶
- The *Direction des Examens et Concours (DECO)*³⁷: deals with the organisation of all national examinations (including CEPE, which certifies the end-of-primary school cycle);
- The *Direction des Stratégies, de la Planning et des Statistiques (DSPS)*³⁸: compile all MENET statistics including all financial flows between MENET and decentralised structures (DREN, DDEN, IEP, COGES)

33 Department of Literacy and Non Formal Education.

34 Department of Primary and Secondary Schools.

35 Department of Pedagogy and In-Service Training.

36 **Emergency Programmeme of Support for Basic Education.**

37 Department of Examinations.

- The *Direction des Affaires Financières* (DAF)³⁹
- The *Direction de l'Animation, de la Promotion et du Suivi des Comités de Gestion des Etablissements Scolaires (SNAPS-COGES)*⁴⁰: follows the COGES, which are the school committees institutionalised by the State for each school ;
- The *Direction Nationale des Cantines Scolaires (DNCS)*⁴¹: maps out the school canteens, which remains a useful tool for boosting retention.

Not every entity could be approached during fieldwork but the DAENF, DELC and PUAEB were formally approached, through their respective Directors, and the DPFC informally, through one of its senior staff, who had participated in the design of the AE curriculum in Bouaké in 2007 as Sector Pedagogic Counsellor and who is currently member of the central office of the DPFC.

Presentation of the tools

Desk review

A literature review was done during the inception phase and was complemented during fieldwork, based on the additional studies found and institutional documents specifically addressing AE questions applied to the Ivorian context. The aim was to prepare for fieldwork and to highlight the knowledge, misconceptions and gaps on the subject in order to inform NRC strategy and operations in Côte d'Ivoire.

Semi-structured interviews

Interview guides were developed for each type of informant (pupils, AE teachers, school directors, COGES, DRENET/DDENET/IEP, and MENET representatives). They are detailed in annex. One-on-one interviews were preferred, particularly for the interviews with children, in order to maximize the quality of exchanges. Focus groups were sometimes conducted with the AE teachers and with the school director and the COGES.

In total, 62 children were interviewed during the period of fieldwork, of which 27 girls and 35 boys. 36 were still at school at the time of the interview, 26 had dropped out (which represent 42% of all children respondents).

TABLE 6: DISTRIBUTION OF INTERVIEWED CHILDREN PER SEX AND CURRENT SITUATION (IN MAY 2015)

Children currently enrolled in AE in 2014-15		Children having dropped AE during 2014-15		Children having done AE in a previous school year & currently integrated into a formal school (2 s'absentent beaucoup)		Children having done AE in a previous school year, who integrated into a formal school & who dropped out since	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
10	10	8	5	9	7	8	5
20		13		16		13	

³⁸ Department of Strategy, Planning and Statistics.

³⁹ Department of Financial Affairs.

⁴⁰ Department of COGES Animation, Promotion and Follow-up.

⁴¹ Department of the School Canteens.

16 school directors were interviewed, 16 COGES representatives, 21 AE teachers, and 12 senior staff from the decentralized structures of education (the DRENET Director of Duekoue met during a field visit, his Secretary General met later at the DRENET office; the DRENET Secretary General of Man and Guiglo; the DDENET Secretary General of Danane and the person in charge of literacy and non formal education; the Inspectors of Primary Education of Guiglo, Biankouma, Danane, Duekoue, Guezon; the person in charge of literacy and non formal education in Biankouma; Guezon IEP administrative counselor; and Duekoue pedagogical counsellor.

At the level of the Ministry in Abidjan, interviews were convened with the Deputy Chief of Cabinet of the Minister of Education (1), the Director of the Department of Primary and Secondary Schools (1), the Director of the Department of Literacy and Non Formal Education (2), the sub-Director of Primary Schools at the DELC (1), the Director of the governmental programme on Education (PUAEB) and his deputy (2). Interviews with the World Bank was also convened (1) as well as with a Christian NGO implementing AE in Abidjan (3).

Key NRC staff was also interviewed from the Education CC (4), ICLA (1), WASH/Shelter (2) M&E (1) and the advocacy officer (1).

In total then, 128 stakeholders external to NRC were interviewed during the course of this evaluation as well as 8 stakeholders internal to the organisation (usually the programme managers with the exception of the Education CC where more people were present in the discussions, and when the programme manager was absent, the deputy was approached). This imbalance between internal and external stakeholders was purposely done in order to minimize the possible bias that could have emerged from the information collected if too many NRC staff were interviewed. Here, the approach was interviews with strategic staff to get their views on possible developments but to involve them at minima in the analysis process.

Observation in the classroom

Teaching was observed in several AE classes as well as in-service training session for AE teachers (a two-day training session opportunistically fell during the fieldwork period).

(mini) Tracer study

A small-scale tracer study was conducted in 8 of the locations visited (the ones who had hosted an AE class in 2012-13 or 2013-14) with the aim to trace the progress of the pupils who had re-entered the formal school system. What was their situation in May 2015 after having integrated one or two years earlier? Were they still at school, and if so at which level? Had they dropped out, and if so why?

Review of existing NRC statistics

NRC statistics were carefully reviewed, especially the links between AE classes and formal education. The aim here was to assess who the link worked for the best (girls/boys? low/high levels?), and under what conditions this link was made possible or not. In short, were there barriers and if so what were they?

Sampling strategy

Choice of the fieldwork locations

Given the limited time spent in the field, the sampling strategy was the following:

- Out of the 148 schools hosting accelerated education in 2014-2015, 16 formal schools were targeted, which represented 11% of NRC supported-schools.

- 6 schools were located in the DRENET of Man, 6 in the DRENET of Duekoue and 4 in the DRENET of Guiglo. We visited schools in 9 different IEPs (Bangolo, Guezon, Danane, Biankouma, Duekoue, Bangolo, Guiglo, Blolequin, Zouan-Hounien)
- Schools were purposely targeted to get a fair representation of NRC implementing partners managed by NRC (3 were managed by ADPF, 3 for GFM3, 6 by SPPD and 4 directly by NRC)
- A mix of remote and less remote areas were visited and NRC staff paid as much as possible attention when selecting the sites to target AE classes which performed 'bad' (as illustrated by integrating at lower level than expected) and those performing well;
- Because of the willingness to do a longitudinal study on the children who had re-entered into the formal system after a year of accelerated education, it was chosen to target AE classes linked to formal schools (and not AE classes linked to communitarian schools delinked from the central level).

TABLE 7: LIST OF THE 16 PUBLIC SCHOOLS VISITED DURING FIELDWORK AND MAIN CHARACTERISTICS

DATES	SCHOOLS	DRENET	IEP	COGES	Hosted a Bridging Class in :	Implementing Partner
5-11-2015	Gopoupleu	Man	Danané	receive State subsidy	2013-2014 (CPU-CEU) 2014-2015 (CPU-CEU)	GFM3
5-11-2015	Sin-Houyé	Man	Danané	receive State subsidy	2014-2015 (CPU)	GFM3
5-12-2015	Zéalé 3	Man	Zouan-Hounien	receive NO State subsidy	2013-2014 (CPU+CEU) 2014-2015 (2 CPU)	GFM3
5-12-2015	Bloleu	Man	Sangouiné	receive State subsidy	2014-2015 (CMU)	ADPF
5-12-2015	Sanguine 2	Man	Sangouiné	receive State subsidy	2014-2015 (CEU + CMU)	ADPF
5-12-2015	Blapleu	Man	Biankouma	receive State subsidy	2014-2015 (CPU-CMU)	ADPF
5-13-2015	Béoué-Zagna	Duékoué	Bangolo	receive NO State subsidy	2012-2013 (CPU-CEU) 2013-2014 (CPU-CEU)	SPPD
5-13-2015	Guéhiébly	Duékoué	Guézon	receive State subsidy	2012-2013 (CPU-CEU) 2013-2014 (CPU-CEU)	SPPD
5-13-2015	Baoubly	Duékoué	Duékoué	receive State subsidy	2012-2013 (CPU) 2014-2015 (CPU)	SPPD
5-13-2015	Guiglo-Zia	Duékoué	Duékoué	receive NO State subsidy	2012-2013 (CPU-CEU) 2014-2015 (CEU-CMU)	SPPD
5-14-2015	Tié-Iné	Duékoué	Bangolo	receive NO State subsidy	2014-2015 (CPU)	SPPD
5-14-2015	Tahably-Glodé	Duékoué	Guézon	receive NO State subsidy	2014-2015 (CPU)	SPPD
5-15-2015	Zéaglo	Guiglo	Blolequin	receive NO State subsidy	2012-2013 (CPU-CEU) 2013-2014 (CPU-CEU-CMU) 2014-2015 (CPU-CEU-CMU)	NRC
5-15-2015	Bédy-Goazon 1	Guiglo	Guiglo	receive NO State subsidy	2012-2013 (CPU-CEU) 2014-2015 (CPU-CEU-CMU)	NRC

5-15-2015	Gueya	Guiglo	Blolequin	receive State subsidy	CPU	NRC
5-15-2015	Bédy-Goazon 2	Guiglo	Guiglo	receive State subsidy	2012-2013 (CPU) 2014-2015 (CPU-CEU)	NRC

Ethical approach

One difficulty is to find a satisfactory ways to address consent. If tackling the issue is often used as an example of good practice leading to an ‘ethically correct’ research, how best to do so is a major point of debate in culturally diverse settings. Another difficulty is to mitigate the potential stress respondents might experience as they recall disturbing events (the reason for dropping out, recalling of their displacement experience if they had to flee during the war, etc.). The ‘do no harm’ imperative hence is tricky to reach with such topics.

As research protocol, we opted for oral consent procedures as we did not want to formalize the exchanges too much by starting with the signing of an official document and it also seemed the most culturally appropriate method. In order to minimise the potential harm resulting from remembrance from disturbing memories linked to war and displacement, we opted for inquiring about events without pushing the respondents if they did not want to elaborate much.

Main limitations in the data collection phase

There are several limitations that should be noted with the evaluation’s approach, methodology and timing. These include:

- Timing of the evaluation: Classroom observations and observations of coached teacher training were limited due to it being the end of the academic year. Many end-of-the-year evaluations were also happening during the time of fieldwork, which was the cause of certain last-minute changes in planning in order to disrupt the children and the teaching staff the less.
- Difficulties linked to language comprehension: when interviewing the youngest children, language difficulties appeared. It was then decided to prioritise children enrolled in CEU and CMU.
- Difficulties to trace the children who dropped out: this was indeed a major strain in view of the extreme mobility of the Ivoirian population.
- Shortness of stay in Abidjan: Two days in Abidjan were not enough to visit all relevant stakeholders and to collect all the necessary data. At the central level, the Director of the Department of Pedagogy and In-Service Training could not be interviewed despite the major role the DPFC must play in AE content update (the AE curriculum has not been updated since 2007 and is no longer in phase with the new programme). The Department of Strategy, Planning and Statistics (DSPS) also could not be visited despite its important function (the DSPS is responsible for mapping the needs and supplying the schools in terms of equipment and staff in the beginning of each new school year). The Department in charge of the follow-up of COGES also could not be approached to inquire why the State subsidies are on the decrease, and why some COGES receive them while others not.

The main local NGOs implementing AE in other regions of Côte d'Ivoire (Ecole pour Tous, Soleil Levant) and international agencies involved in accelerated education (International Rescue Committee, CARE and Save the Children) were not approached in May because of lack of time. It

was decided to invite them at the restitution workshop in July to get a chance to collect their views and feedback.

- Selection of schools and individuals: Due to time and scheduling constraints, selection of schools was purposive. Attempts were made though to ensure that children interviewed on site were randomly selected within a sampling framework.
- Issues of reliability/bias in the statistical data reviewed: in the sites where AE stayed from one school year to another, it is likely that pupils were counted twice. In other words, the figure announced earlier of 16,016 having followed AE in the past three years is likely to be slightly overestimated. The multiplicity of electronic files as well, in the compiling of statistics, did not help the team to get a quick longitudinal snapshot on main trends. For that reason, quantitative data on its own is not used to make any conclusion on its own, but is used in combination with qualitative data.

Annex 2 – The Ivoirian Educational System

A structured system of education

The Ivoirian educational system is rather structured and follows a hierarchy composed of the centralized Directions of the Ministry of Education and Technical Training (MENET) going down to the decentralised structures of education, which ensure that MENET policies and guidance are implemented at the school level.

The central level

The MENET is composed of a myriad of Departments, each being in charge of a specific focus. Accelerated Education is currently considered ‘non formal’ in Côte d’Ivoire, and as such, falls into the supervision of the Department of Literacy and Non Formal Education⁴² (DAENF). In practice though, since some children reintegrate into formal school at the primary level after having spent one year in NRC AEP and since many AE classes are hosted by public schools, there are many interactions with the central levels of the Ministry of Education: with the Department of Primary and Secondary Schools⁴³ for reaching acceptance of such a system; with the Department of Pedagogy and In-Service Training⁴⁴ for pedagogical supervision, teacher training and curriculum control; and with the Department of Examinations⁴⁵ for the end-of-primary-school exam, which is also sit by the children enrolled in the accelerated path).

Other Departments are also important within the MENET and can help NRC to get the “full picture” in the areas chosen for intervention. The Department of Strategy, Planning and Statistics (DSPS)⁴⁶ compile all MENET statistics, which include information on financial flows between the MENET and the decentralized structures (DRENET, DDENET, IEP, COGES) but also information on needs for the coming school year in terms of staff, equipment and construction/rehabilitation of classrooms. The DSPS is in charge of reviewing the *carte scolaire* every year based on a series of indicators that are first collected by the school directors, then passed to the IEP/DDENET/DRENET. The suggested adjustments are presented in various Commissions (departmental, regional, national) before the final decision is made (in terms of which school gets what). This process is key to keep in mind in relation to accelerated education since children who integrate the formal system after one year in NRC classes add numbers to already overcrowded classes. Planning on time (and following the existing process) an adjustment of the *carte scolaire* for the schools hosting accelerated education programme seems unavoidable.

The Department of COGES Animation, Promotion and Follow-up deals directly with the school committees (COGES), mainly in terms of funding. The Department of the School Canteens is in charge of promoting school canteens at the primary level, which remains a useful tool for boosting retention.

The decentralised State structures of education

The first level of these decentralised structures correspond to MENET Regional and District Directions (DRENET/DDENET)⁴⁷. The DRENETs/DDENETs operate at the level of the region or district. They are responsible to ensure a certain unity within the school system, have a supplier role and provide secondary schools with basic equipment, didactic materials and schools manuals. They also have a reporting role and centralize all schools’ statistics (they coordinate their dispatch to the MENET). They finally have a role of control of the quality of the teaching and they

⁴² The local acronym for that department is DAENF.

⁴³ The local acronym for that department is DELC.

⁴⁴ The local acronym for that department is DPFC.

⁴⁵ The local acronym for that department is DECO.

⁴⁶ Department of Strategy, Planning and Statistics.

⁴⁷ Regional/Departmental Directions of National Education.

are supposed to make sure that the schools implement the latest MENET directives. DRENETS and DDENETS receive direct funding from the MENET. In terms of internal organisation, DRENETS and DDENETS are composed of the same departments that structure the MENET. A DECO representative is thus present within the DRENET/DDENET (in charge of the good functioning of all national examinations) as well as a representative of the DAENF (in charge of literacy, non formal education, hence with the current system, the focal point for accelerated education), pedagogical counsellors (reporting to DPFC) and DSPS staff (in charge of centralizing all school statistics and demands for staff and equipment adjustments).

Each DRENET/DDENET is composed of several Inspections of Primary Education (IEP)⁴⁸, which are in charge of the pedagogical supervisions of the primary schools. IEPs are in charge of the overall management of the pre-school and primary school system. They have the same supplier role as the DRENETS but while the DRENETS deal with secondary education, IEPs only deal with primary schools. IEPs do on-site supervision and control the quality of teaching. They have a reporting role and dispatch the schools' statistics to the DRENETS. Like DRENETS and DDENETS, IEPs also receive direct funding from the MENET. A share of it is used for the operational costs of the IEPs, another share is used to subsidize the COGES that are recognized by the MENET.

At the level of each primary school, school management committees (COGES)⁴⁹ complete the picture and are composed of two organs: the Executive Board, in charge of operations, and the General Assembly, chaired by the Mayor. Each organ is composed of representatives of parents, pupils, teachers and elected representatives in the community. The table below describes the organisation:

⁴⁸ Primary Education Inspections.

⁴⁹ Management school committees (In French: Comités de gestion des ecoles).

TABLE 8: THE TWO ORGANS COMPOSING THE COGES

GENERAL ASSEMBLY	EXECUTIVE BOARD
Chair: Mayor Deputy-Chair: Director of the public school	Chair: a parent Deputy-Chair: another parent
	General Secretary: a teacher of the public school Deputy Secretary: another teacher
Teachers' representatives	Treasurer and deputy treasurer: a teacher and a parent
Parents' representatives	2 Parents' representatives
Pupils' representatives	2 Pupils' representatives

COGES have been institutionalised in the Ivoirian system since 1995 by Ministerial decree, they are responsible for specific tasks and some receive State subsidies (others not). They are mainly in charge of promoting the participation of the community in the school's affairs and of helping the teaching staff, who is not necessarily from the school area, to be better coordinate with the communities hosting them. COGES tasks include: the maintenance and basic repairs of the school buildings; the accommodation of teachers; the purchase of didactic materials; where applicable, the management of the loan system for the school manuals; the collection and the management of school fees (generally collected at registration and during 'exceptional' fund raising when there is a need to finance or an unexpected expense). Some COGES receive direct funding from the State on their own bank account, while others do not.

Annex 3 – Example of a School Budget

Picture 1 is an example of a school budget for an institution hosting 450 pupils⁵⁰. The total amount planned is 830,700 CFA for the 2014-2015 school year. 60% concerns the salary expenses for the volunteer teachers and the help given to the interns (500,000 CFA). 100,000 CFA were planned for improving the current infrastructures (for the creation of a water point and for latrine maintenance). 50,000 CFA is planned for purchasing equipment (table-benches) and the school canteen and 60,000 is provisioned for miscellaneous expenses (chalks, notebooks, registers, transport, etc.). It is interesting to note that 10% of the direct costs are planned, in the budget, for COGES administrative expenses (which mainly cover transport costs in practice since COGES intervene for helping parents to gather the necessary documentation for the exam classes). 5% of the estimated budget goes to the IEP. The COGES of that particular school was not receiving any financial support from the State for 2014-2015 yet had to find 700,000 FCFA to cover for the estimated direct expenses. Parents' contributions were set at 3,000 CFA per child.

In all the schools visited, between half and two-thirds of the parents generally contributed something to the COGES, many times not the full amount requested, and the school committees were doing what they could with that. We understand then better the financial pressure on the schools and the importance then to take into account their existing constraints.

Introducing an AEP in a school then is not a zero-sum operation. It obviously strengthens the educational supply by offering a second-chance education to many, but it also has a significant cost for the hosting school and can include food and accommodation expenses for the AE teachers, the payment of a monthly incentives for the AE teachers, transport costs, exam fees if the pupils sit the formal evaluations of learning, etc.

PICTURE 1 – EXAMPLE OF A SCHOOL BUDGET, EPP TIE INE

⁵⁰ The budget is signed by the President of the COGES Executive Board, the Treasurer and the Secretary General. It is then sent to the IEP with a letter requesting the authorization to collect money from the parents to cover for the school expenses.

LE PROGRAMME ANNUEL D'ACTIVITES BUDGETISEES		
EPP TIG-INE - 2014-2015		
DOMAINES	ACTIVITES PREVUES	MONTANT
PEDAGOGIE	BOITES DE CRAIE CAHIERS JOURNALIERS REGISTRES D'APPEL	10 000 F
SOCIOEDUCATIF	COOPERATIVE DISSU CONTINGE (TRANSPORT) KITS SCOLAIRES (TRANSPORT)	50 000 F
EQUIPEMENT	ENTRETIEN MOBILIER CONTINGE SCOLAIRES	50 000 F
INFRASTRUCTURES	CREATION POINT D'EAU ENTRETIEN LAITINE (ELEVES, MAITRES)	100 000 F
CHARGES FIXES	SALAIRES BENEVOLES ENTRETIEN STAGIAIRES	500 000 F
SOUS TOTAL		710 000 F
FONCTIONNEMENT DU BUREAU (par école)	10% du Sous Total Cahier Transport Hébergement Nourriture	71 000 F
FORMATION (pour CIEP)	5% du Sous Total	35 500 F
Impression	2% du Sous Total	14 200 F
TOTAL GENERAL: 830 700 F		
LE PRESIDENT LE TRESORIER LE SECRETAIRE DIRECTEUR DE L'ECOLE: USCO (UN) GENERAL GENERAL		

Annex 4 – Interview Guidelines (in French)

Guide d'entretien pour les élèves de classes passerelles en classe en ce moment (CEu-CMu)

- Quelles sont les caractéristiques principales de l'enfant? (âge, sexe, handicap?, nombre d'années de scolarité avant la classe passerelle)
- Avant la classe passerelle, nombre d'année où l'enfant n'était pas allé à l'école?
- Est-ce qu'en plus d'aller à l'école, l'enfant travaille ? (en aidant ses parents au champ, en apprenant un métier par l'apprentissage? etc.)?
- Pourquoi s'est-il inscrit dans la classe passerelle et pas dans une école formelle? (à cause du coût d'inscription à l'école formelle, l'élève était trop âgé pour le CP, il n'y avait pas de place à l'école formelle, l'élève avait trop redoublé, l'élève avait décroché depuis plusieurs années... etc...) –
- *Merci d'exemplifier. Plusieurs raisons peuvent être entremêler. Détailler donc au maximum.*
- Pendant quelle année scolaire a-t-il commencé les classes passerelles et à quel niveau?
- A quel niveau l'enfant est-il maintenant?
- Qui paye pour ses frais de scolarité? Qu'est-ce que ces frais comprennent?
- Comment l'enfant a-t-il été recruté pour ces classes? (*demander aux enfants, au professeur, et aux parents*) Quels ont été les critères de sélection? Est-ce que les parents ont demandé au maître de l'inscrire? Est-ce que les parents ont payé quelque chose comme frais d'inscription, combien, et si oui, à qui?
- Est-ce que l'enfant a payé quelque chose pour obtenir les manuels de classe? A qui? Est-ce qu'il les loué à l'école?
- (*ces trois dernières questions sont confidentielles donc à poser individuellement à l'enfant et aux parents*)
- L'enfant a-t-il des frères et sœurs inscrits dans la classe passerelle? Et à l'école formelle? Dans la même localité ou ailleurs? A quel niveau (distinguer par sexe)
- L'enfant a-t-il des frères et sœurs qui ont arrêté l'école avant de terminer le cycle primaire? Pour quelles raisons? A quel niveau?
- L'enfant a-t-il des amis qui ont arrêté l'école avant de terminer le cycle primaire? Pour quelles raisons? A quel quel niveau?
- Dans la localité où il habite, est-ce que l'enfant connaît d'autres enfants de son âge qui ne vont pas à l'école? Est-ce qu'ils savent pourquoi ces enfants ne sont pas venus s'inscrire dans les classes passerelles?
- Quel est le plan de l'enfant pour l'année prochaine? Va-t-il continuer à aller l'école? Qui va dans ce cas payer pour ses frais de scolarité? Veut-il faire autre chose? Quoi? Où?
- Qu'est-ce que l'enfant veut faire comme métier plus tard? Est-ce qu'il connaît la formation pour y arriver?
- Si l'enfant veut terminer le cycle primaire, qu'est-ce qui pourrait l'aider à terminer le cycle?
- L'enfant est-il content de la classe passerelle? Qu'est ce qui va bien? Qu'est-ce qui pose problème?
- Qui nettoie la classe en fin de journée? Quelles sont les tâches à l'école que l'enseignant demande à l'enfant de faire?
- L'enfant est-il content de l'enseignant? Qu'est ce qui va bien? Qu'est-ce qui pose problème? Les leçons sont-elles difficiles? Le maître explique-t-il bien?

- Qui aide l'enseignant à sa maison pour ses tâches domestiques (un enfant en particulier de la classe passerelle, les enfants de la classe à tour de rôle)? Quelles sont les tâches que l'enseignant demande à l'enfant de faire?
- *(ces deux dernières questions sont confidentielles donc à poser individuellement à l'enfant)*
- Est-ce que l'enfant a déjà été embêté par d'autres enfants des classes passerelles? Ou par d'autres enfants de l'école d'à côté? Ou par l'enseignant? Détailler ce qui s'est passé et comment cela s'est manifesté. Le problème a-t-il été réglé, par qui, et comment?
- Est-ce que la maman de l'enfant fait partie du club de maman qui a été mis en place par NRC à l'école formelle? Si oui, est-ce que la maman en retire un bénéfice et qu'est-ce qu'elle en fait?
- *(cette question est à poser à la maman)*

Guide d'entretien pour les élèves qui ont arrêté les classes passerelles en cours d'année 2014-2015 (CEu-CMu)

- Quelles sont les caractéristiques principales de l'enfant? (âge, sexe, handicap?, nombre d'année de scolarité avant la classe passerelle)
-
- Avant la classe passerelle, nombre d'année où l'enfant n'était pas allé à l'école?
-
- Est-ce que l'enfant travaille ? (en aidant ses parents au champ, en apprenant un métier par l'apprentissage? etc.)?
-
- Pendant quelle année scolaire a-t-il commencé les classes passerelles et à quel niveau?
- Pendant quelle année scolaire l'enfant-t-il arrêté la classe passerelle et à quel niveau?
-
- Pourquoi s'est-il inscrit au début de l'année 2014-2015 dans la classe passerelle et pas dans une école formelle? (à cause du cout d'inscription à l'école formelle, l'élève était trop âgé pour le CP, il n'y avait pas de place à l'école formelle, l'élève avait trop redoublé, l'élève avait décroché depuis plusieurs années... etc...)
- *Merci d'exemplifier. Plusieurs raisons peuvent être entremêlées. Détailler donc au maximum.*
- Est-ce que l'enfant aimait aller à l'école? Qu'est-ce qu'il aimait? Qu'est qui posait problème?
- Pourquoi a-t-il arrêté en cours d'année? Est-il resté dans la localité? Est-il allé ailleurs? Pour faire quoi? Est-ce qu'un membre de sa famille lui a demandé de l'aider pour un travail en particulier?
- Est-ce que l'enseignant de la classe passerelle est venu le voir, lui ou ses parents, pour lui demander pourquoi il avait arrêté et lui demander d'essayer de retourner à l'école? L'enseignant-a-t-il proposé son aide à l'enfant?
- Est-ce que l'enfant sait si ses parents ont payé de l'argent pour ses frais de scolarité pendant qu'il était dans la classe passerelle? (pour les frais de composition, pour les frais d'inscription, pour les frais de l'abri, pour payer le maitre, etc.)
- L'enfant a-t-il des frères et sœurs inscrits dans la classe passerelle? Et à l'école formelle? Dans la meme localité ou ailleurs? A quel niveau (distinguer par sexe)
- L'enfant a-t-il des frères et sœurs qui ont arrêté l'école avant de terminer le cycle primaire? Pour quelles raisons? A quel quel niveau?
- L'enfant a-t-il des amis qui ont également arrêté la classe passerelle cette année? Pour quelles raisons? A quel niveau?
- Quel est le plan de l'enfant maintenant? Dans quelle activité est-il engagé? Qu'est-ce qu'il voudrait faire comme métier plus tard? Est-ce qu'il connaît la formation pour y arriver?
- L'enfant a-t-il été content de la classe passerelle? Qu'est ce qui est allé bien? Qu'est-ce qui a posé problème? L'enfant a-t-il été content de l'enseignant? Le maitre expliquait-t-il bien?
- Quels facteurs l'ont empêché de continuer et de terminer la classe passerelle (de mauvaises compositions, l'attitude du maitre qui l'a exclu, le manque d'argent, la pédagogie qui allait trop vite, le besoin d'aider plus ses parents, l'avancée en âge, etc.)?
- L'enfant peut-il donner des recommandations à NRC pour que tous les enfants essaient de terminer la classe passerelle et pour éviter que comme lui, les enfants décrochent en cours d'année?
- L'enfant peut-il aussi donner des recommandations pour que les enfants qui ont arrêté les classes passerelles en cours d'année reviennent en classe?

- Est-ce que l'enfant a déjà été embêté par d'autres enfants des classes passerelles? Ou par d'autres enfants de l'école d'à côté? Ou par l'enseignant? *Détailler ce qui s'est passé et comment cela s'est manifesté.* Le problème a-t-il été réglé, par qui, et comment?
- Est-ce que la maman de l'enfant faisait partie du club de maman qui a été mis en place par NRC à l'école formelle? Si oui, est-ce que la maman en a retiré un quelconque bénéfice et maintenant que son enfant a décroché, est-ce qu'elle peut encore faire partie de ce groupe de mamans?
- *(cette question est à poser à la maman – vérifier aussi si elle a d'autres enfants à l'école formelle)*

Guide d'entretien pour les élèves des classes passerelles qui ont été intégrés dans l'école formelle en 2013 ou 2014 (pour ceux en classe passerelle pendant l'année scolaire 2012-2013 ou 2013-2014)

(CEu-CMu) - Priorité donnée à ceux intégrés en oct. 2013

- Quelles sont les caractéristiques principales de l'enfant? (âge, sexe, handicap?, nombre d'année de scolarité avant la classe passerelle)
- Pendant quelle année scolaire a-t-il commencé les classes passerelles et à quel niveau?
- Pendant quelle année scolaire l'enfant-t-il arrêté la classe passerelle et à quel niveau?
- Pendant quelle année scolaire l'enfant a-t-il réintégré l'école formelle et à quel niveau?
- L'enfant est-il toujours scolarisé à l'école formelle aujourd'hui? A quel niveau?
- Avant la classe passerelle, nombre d'année où l'enfant n'était pas allé à l'école?
- Pourquoi l'enfant s'était-il inscrit au départ dans la classe passerelle et pas dans une école formelle? (à cause du cout d'inscription à l'école formelle, l'élève était trop âgé pour le CP, il n'y avait pas de place à l'école formelle, l'élève avait trop redoublé, l'élève avait décroché depuis plusieurs années... etc...) –
- *Merci d'exemplifier. Plusieurs raisons peuvent être entremêlées. Détailler donc au maximum.*
- L'enfant a-t-il été content de la classe passerelle? Qu'est ce qui est allé bien bien? Qu'est-ce qui a posé problème? L'enfant a-t-il été content de l'enseignant? Le maître expliquait-t-il bien?

Si l'enfant est toujours scolarisé en école formelle

- Qui paye pour ses frais de scolarité aujourd'hui? Qu'est-ce que ces frais comprennent? (pour les frais de composition, pour les frais d'inscription, pour le COGES, pour payer le maître, etc.)
- L'enfant a-t-il eu des difficultés d'inscription à l'école formelle? Lesquelles?
- L'enfant est-il content de sa classe actuelle à l'école formelle? Qu'est ce qui se passe bien? Qu'est-ce qui pose problème? L'enfant est-il été content de l'enseignant? Le maître explique-t-il bien?
- Quelles différences principales l'enfant note-t-il entre le système de classe passerelle et l'école formelle?
- A l'école formelle, comment fait l'enfant pour ses manuels? Est-ce qu'il les a achetés? Est-ce qu'il les loue à l'école? Combien? Combien de manuels l'enfant possède-t-il et dans quelles matières? Combien de manuels l'enfant ne possède pas et dans quelles matières? Comment fait-il du coup pour apprendre ses leçons quand il n'a pas de manuels.
- Comment se situe l'enfant par rapport aux autres enfants de sa classe? (meilleurs, moins bon, pareil) / *demander les notes de composition et d'examen de passage (à l'enfant et à l'enseignant)*
- Quel est le plan de l'enfant pour l'année prochaine? Va-t-il continuer à aller l'école? Qui va dans ce cas payer pour ses frais de scolarité? Veut-il faire autre chose? Quoi? Où?
- Qu'est-ce que l'enfant veut faire comme métier plus tard? Est-ce qu'il connaît la formation pour y arriver?
- Si l'enfant veut terminer le cycle primaire, qu'est-ce qui pourrait l'aider à terminer le cycle?

Si l'enfant n'est plus scolarisé en école formelle

- Quels facteurs l'ont empêché de continuer sa scolarité (de mauvaises compositions, l'attitude du maître qui l'a exclu, le manque d'argent, la pédagogie qui allait trop vite, le besoin d'aider plus ses parents, l'avancée en âge, la distance trop grande pour aller à l'école?, etc.)?
- L'enfant a-t-il expérimenté des difficultés d'inscription à l'école formelle? Lesquelles?
- Est-ce que l'enseignant/le directeur d'école est venu le voir, lui ou ses parents, pour lui demander pourquoi il avait arrêté et lui demander d'essayer de retourner à l'école? L'enseignant-a-t-il proposé son aide à l'enfant?
- L'enfant peut-il donner des recommandations à NRC pour que les enfants essaient d'aller le plus loin possible dans leur scolarité et pour éviter que comme lui, les enfants décrochent une fois qu'ils sont réintégrés à l'école formelle? Si vous pouviez changer quelque chose sur le système actuel, qu'est-ce que ce serait?
- L'enfant peut-il aussi donner des recommandations pour que les enfants qui ont arrêté l'école formelle en cours d'année reviennent en classe?

Pour tous les enfants

- Quel est le plan de l'enfant pour son futur? Dans quelle activité est-il engagé? Qu'est-ce qu'il voudrait faire comme métier plus tard? Dans quelle localité? Est-ce qu'il connaît la formation pour y arriver?
- Est-ce que l'enfant travaille? (en aidant ses parents au champ, en apprenant un métier par l'apprentissage? etc.)?
- L'enfant a-t-il des frères et sœurs inscrits à l'école formelle? Et dans une classe passerelle? Dans la même localité ou ailleurs? A quel niveau (distinguer par sexe)
- L'enfant a-t-il des frères et sœurs qui ont arrêté l'école avant de terminer le cycle primaire? Pour quelles raisons? A quel niveau?
- L'enfant a-t-il des amis qui ont arrêté l'école avant de terminer le cycle primaire? Pour quelles raisons? A quel niveau?
- Dans la localité où il habite, est-ce que l'enfant connaît d'autres enfants de son âge qui ne vont pas à l'école? Est-ce qu'il sait pourquoi ces enfants ne continuent pas?
- Est-ce que l'enfant a déjà été embêté par d'autres enfants à l'école formelle? Ou par l'enseignant? *Détailler ce qui s'est passé et comment cela s'est manifesté.* Le problème a-t-il été réglé, par qui, et comment?
- Est-ce que la maman de l'enfant fait partie du club de maman qui a été mis en place par NRC à l'école formelle? Si oui, est-ce que la maman en retire un bénéfice et qu'est-ce qu'elle en fait?
- *(cette question est à poser à la maman)*

Guide d'entretien pour les enseignants de classe passerelle (CP)

- Caractéristiques principales de l'enseignant de la classe passerelle (CP) : âge, sexe, niveau d'étude, diplômes obtenus?
- La classe passerelle est-elle intégrée au niveau d'une école formelle (EPP)?
- L'enseignant CP avait-il/elle une expérience passée dans l'enseignement? Avait-il/elle travaillé dans d'autres écoles avant (formelles ou informelles) ou en donnant des cours du soir?
- *Si oui, détaillez le plus possible les structures et le nombre d'années.*

- Qu'est-ce qui va bien dans la classe? Qu'est-ce qui va moins bien? Qu'est-ce qui est fait, au niveau de l'enseignant, pour essayer de remédier à ce qui va moins bien?
- (*Perception de l'enseignant sur son travail*)
- Quel est le profil de la classe? Est-ce que certaines communautés sont représentées plus que d'autres? L'enseignant peut-il donner une idée de proportion?
- Quelles sont les principales causes de drop-outs des enfants? L'enseignant fait-il un suivi particulier pour les enfants qui sont absents trop souvent? Quel type de suivi? Est-ce que ce suivi a permis de récupérer des enfants et de les faire retourner à l'école? A partir de quand considère-t-il que les enfants ont abandonné la classe passerelle?
- Quelles sont les principales causes de tension entre élèves?
- Quelles sont les principales causes de tension entre élèves et enseignant des classes passerelles?
- Quels outils pédagogiques l'enseignant utilise-t-il? Quels guides d'enseignant? A-t-il des suggestions pour améliorer ces outils?
- L'enseignant prépare-t-il ses propres fiches ou utilise-t-il des fiches déjà préparées? Que fait-il quand il n'a pas le temps de préparer la fiche?
- Quelle méthode d'évaluation l'enseignant utilise-t-il? A quelle fréquence? Quels sont les avantages de ces méthodes d'évaluation? Quelles en sont les limites ? (*Perception de l'enseignant*)
- Quelle est la perception de l'enseignant par rapport à la formation initiale reçue en début d'année scolaire? Qu'est ce qui va bien? Quels sont les points à améliorer? Un document est-il remis à l'enseignant lors de ces formations? Quelle en est la valeur sur le marché du travail? Le document est-il valorisé par les DREN/IEP?
- Quelle est la perception de l'enseignant par rapport à la formation continue reçue? Qu'est ce qui va bien? Quels sont les points à améliorer? Un document est-il remis à l'enseignant lors de ces formations? Quelle en est la valeur sur le marché du travail? Le document est-il valorisé par les DREN/IEP?
- L'enseignant des classes passerelles collabore-t-il avec les enseignants de l'école d'accueil et si oui de quelle manière?
- Quelles sont les principales causes de tension entre enseignant des classes passerelles et enseignants de l'école d'accueil? La différence de traitement (financier) entre les enseignants des classes passerelles et les enseignants bénévoles de l'école d'accueil pose-t-il certains problèmes? Lesquels?
- Quelles sont les relations de l'enseignant des classes passerelles avec le directeur de l'école d'accueil? L'enseignant des classes passerelles est-il considéré comme tous les autres enseignants de l'école ou est-il considéré comme à part? Quand il faut prendre des décisions pour l'école d'accueil, est-ce qu'on lui demande son avis? Quand est-ce que le directeur d'école lui demande son avis? A quelle occasion l'enseignant des classes passerelles approche-t-il le directeur de l'école d'accueil?
- Quelles sont les relations de l'enseignant des classes passerelles avec les IEP? Depuis le début de l'année scolaire, combien de fois l'enseignant a-t-il été visité par un IEP au sein de sa classe? Et par un conseiller pédagogique (toujours au sein de sa classe)? Sur quoi ont porté les échanges?
- L'enseignant des classes passerelles se sent-il suffisamment supporté en termes d'équipement, de formation et de supervision pour lui permettre de mener à bien sa classe?
- Quel est son degré de satisfaction sur le projet? Qu'est-ce qui selon l'enseignant fonctionne bien? Qu'est-ce qui pourrait être amélioré?

- Quand il faut prendre des décisions pour l'école d'accueil, est-ce qu'on lui demande son avis? Quand est-ce que le directeur d'école lui demande son avis? A quelle occasion l'enseignant des classes passerelles approche-t-il le directeur de l'école d'accueil?
- Comment l'enseignant de la classe passerelle envisage-t-il son devenir après l'année scolaire, quand le programme de classe passerelle se terminera? A-t-il déjà été approché pour enseigner dans l'école d'accueil (ou ailleurs)? Sous quel statut? Va-t-il tenter le CAFOP?

Guide d'entretien pour les directeurs d'école d'accueil

- Caractéristiques principales de l'école d'accueil:
 - EPP ou école non formelle?
 - nombre de classes
 - nombre de niveaux
 - ratio enseignants/enseignants par niveau
 - taux de réussite au dernier CEPE
 - taux de redoublants par niveau
 - taux d'abandon par niveau
 - Présence de cantine scolaire? (coût pour l'enfant?)
 - Existence d'un club de maman?
 - COGES fonctionnel?
 - COGES subventionné par l'Etat (ou non subventionné)? Et si oui, à combien s'élève la subvention?
- Qu'est-ce qui va bien dans l'école? Qu'est-ce qui va moins bien? Qu'est-ce qui est fait, au niveau de l'école, pour essayer de remédier à ce qui va moins bien?
- Quel est le profil de la classe? Est-ce que certaines communautés sont représentées plus que d'autres? Le directeur peut-il donner une idée de proportion?
- Qu'est-ce qu'a permis de financer le COGES de l'école pendant cette année scolaire?
- Pour cette école en particulier:
 - Combien d'instituteurs ordinaires sont employés par l'Etat?
 - Combien d'instituteurs adjoints sont employés par l'Etat?
 - Combien d'enseignants bénévoles sont employés par l'école elle-même et le COGES pour compléter les classes?
 - Les enseignants bénévoles payés par les COGES reçoivent environ combien?
 - Détailler les frais d'inscription, de composition, les frais de location de manuels, que paient les parents - Quelle est la pratique actuelle si les parents n'arrivent plus à s'acquitter des frais de scolarité? Nombre d'exclus depuis le début d'année scolaire?
 - Comment est-ce que les question d'âge avancé et de documents d'identité manquants sont gérées par l'école et quelle tolérance est-elle admise (jusqu'à quel niveau?)
- Comment se passe les choses avec les classes passerelles? Les classes passerelles ont-elles un fonctionnement à part, ou sont-elles intégrées dans l'école? Les enseignants de l'école d'accueil collabore-t-il avec les enseignants des classes passerelles et si oui de quelle manière?
- Quelles sont les relations du directeur de l'école d'accueil avec les enseignants des classes passerelles? L'enseignant des classes passerelles est-il considéré comme tous les autres enseignants de l'école ou est-il considéré comme à part? Une certaine hiérarchie existe-t-elle en pratique entre le directeur et l'enseignant des classes passerelles?
- Quand il faut prendre des décisions pour les classes passerelles, est-ce qu'on demande l'avis du directeur d'école? Quelle est la marge de manœuvre du directeur d'école par rapport à ces

classes? Les directeurs peuvent-ils intervenir directement s'ils remarquent que quelque chose ne va pas? Ou alors informer l'IEP? Travaillent-ils facilement avec l'ONG NRC et ses partenaires qui mettent en œuvre ces classes? Qu'est-ce qui pose problème?

- Quel est le niveau de satisfaction des directeurs d'école par rapport au projet de classes passerelles (en terme de formation, d'équipement, de supervision)? Qu'est-ce qui leur semble bien marcher? Qu'est-ce qui leur semble être à améliorer?
- Le directeur a-t-il noté des points de tension entre enseignant des classes passerelles et enseignants de l'école d'accueil? La différence de traitement (financier) entre les enseignants des classes passerelles et les enseignants bénévoles de l'école d'accueil pose-t-il certains problèmes? Lesquels?
- Le directeur a-t-il eu lui-même des points de tension avec les enseignants des classes passerelles ou avec les partenaires appuyant le projet? Lesquels?
- Des enfants de classes passerelles des années scolaires précédentes ont-ils été intégrés dans l'école du directeur les années précédentes? Le directeur d'école a-t-il été associé à la sélection des enfants à intégrer dans son établissement? Que sont devenus ces enfants?
- Ont-ils fait un test d'évaluation à leur entrée à l'école formelle? Comment s'est concrètement passé la reconnaissance de leur niveau (décision de l'IEP? Test d'entrée à l'école d'accueil?)
- Les enfants des classes passerelles qui ont été intégrés dans l'école formelle ont-ils payé un droit d'inscription? Et s'ils sont encore à l'école, comment se positionnent-ils par rapport aux autres enfants? Si tous n'ont pas pu rentrer, est-ce dû à un manque de place ou à une question de moyenne?
- Les enfants des classes passerelles peuvent-ils utiliser la cantine de l'école?
- Certaines mamans des enfants des classes passerelles font-elles partie du club de maman mis en place par NRC à l'école d'accueil?
- Est-ce que qu'il y a de la demande pour le système des classes passerelles (CP/CE/CM unique,)? Et pour quel profil d'enfants?
- Qui devrait prendre en charge ce système pédagogique particulier (30 enfants/enseignant) et les formations et suivis nécessaires pour arriver à enseigner deux années en une en faisant réussir les élèves?
- Après le départ de NRC, quelle est la vision du directeur d'école sur ces classes passerelles. Faut-il essayer de perpétuer le système sur le long terme pour tenter de récupérer les enfants qui décrochent? Et si oui, comment? Quel serait un coût acceptable pour les parents? Comment arriver à avoir des enseignants d'Etat supplémentaires pour gérer ces classes? Ou faut-il arrêter ce système parce que trop coûteux (en terme de matériel, formation, équipement) et si oui, comment?
- Quel est son point de vue sur les enseignants de ces classes passerelles? Envisage-t-il d'en recruter certains en bénévoles?
- Le directeur d'école se sent-il suffisamment supporté en termes d'équipement, de formation et de supervision pour permettre d'intégrer tous les enfants?

Guide d'entretien pour les COGES de l'école d'accueil (cibler des représentants de parents)

- Le COGES est-il fonctionnel? Reçoit-il une subvention d'Etat (combien?) Depuis quand? S'il est subventionné, à combien s'élève la subvention? A combien s'élève la cotisation des parents?
- Qu'est-ce qu'a permis de financer le COGES de l'école pendant cette année scolaire?
- Qu'est-ce qui va bien dans l'école? Qu'est-ce qui va moins bien? Qu'est-ce qui est fait, au niveau de l'école, pour essayer de remédier à ce qui va moins bien?
- Combien d'enseignants bénévoles sont employés par le COGES pour compléter les classes?
- Les enseignants bénévoles payés par les COGES reçoivent environ combien?
- Détailler les frais d'inscription, de composition, d'inscription au CEPE, les frais de location de manuels, que paient les parents - Quelle est la pratique actuelle si les parents n'arrivent plus à s'acquitter des frais de scolarité? Y-a-t-il eu des exclus a cause de cela depuis le début de l'année scolaire?
- Comment est-ce que les question d'âge avancé et de documents d'identité manquants sont gérées par l'école et quelle tolérance est-elle admise (jusqu'à quel niveau?)
- Comment est-ce que les représentants des parents perçoivent ce système de classes passerelles? Quelle vision en ont les parents ? Les classes passerelles ont-elles un fonctionnement à part par rapport à l'école d'accueil, ou sont-elles intégrées dans l'école? (et si c'est le cas, de quelle manière?)
- Quel est le niveau de satisfaction des représentants de parents au sein du COGES par rapport au projet de classes passerelles (en terme de formation, d'équipement, de supervision)? Qu'est-ce qui leur semble bien marcher? Qu'est-ce qui leur semble être à améliorer?
- Les COGES ont-ils été associés dans le choix des enseignants des classes passerelles ?
- Les représentants des parents ont-ils noté des points de tension entre enseignant des classes passerelles et enseignants de l'école d'accueil (notamment à cause de la différence de traitement financier)?
- Est-ce que qu'il y a de la demande pour un tel système (CP/CE/CM unique,)? Et pour quel profil d'enfants? Comment est-ce que le COGES pourrait se positionner par rapport à cette demandé?
- Qui devrait prendre en charge ce système pédagogique particulier (30 enfants/enseignant) et les formations et suivis nécessaires pour arriver à enseigner deux années en une en faisant réussir les élèves?
- Une fois que NRC ne financera plus les enseignants de ces classes et le matériel pour les enfants, quelle est la vision des représentants de parents au sein du COGES? Faut-il essayer de perpétuer le système sur le long terme pour tenter de récupérer les enfants qui décrochent? Et si oui, comment? Quel serait un coût acceptable pour les parents? Ou faut-il arrêter ce système parce que trop couteux (en terme de matériel, formation, équipement) et si oui, comment?
- Quel est le point de vue des représentants de parents au sein du COGES sur les enseignants de ces classes passerelles? Le COGES envisage-t-il d'en recruter certains enseignants des classes passerelles l'année prochaine en tant qu'enseignants bénévoles?
- Les représentants des parents au sein du COGES sentent-ils que l'école d'accueil est suffisamment supportée en termes d'équipement, de formation et de supervision pour permettre d'intégrer les enfants admis à réintégrer l'école formelle a l'issue de la classe passerelle?
- Les enfants des classes passerelles peuvent-ils utiliser la cantine de l'école?
- Certaines mamans des enfants des classes passerelles font-elles partie du club de maman mis en place par NRC a l'école d'accueil? Quels sont les critères d'entrée dans ce club? (spécifiquement demander s'il faut avoir un frère/sœur dans l'école formelle pour



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