

Côte d'Ivoire RECOVR Surveys

Focus on Education



Outline for Presentation

- RECOVR Overview
- RECOVR Cote d'Ivoire Survey Information
- Round 1 Key Takeaways
- Round 2 Key Takeaways
- Integrated findings from quantitative and qualitative surveys
- Summary of Potential Policy Recommendations

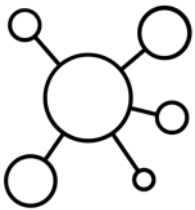
IPA's Research for Effective COVID-19 Responses (RECOVR)



Conducting a rapid response survey to answer key policy questions: IPA has built a rapid response panel survey to directly inform key government partners on the health, economic, and social ramifications of the pandemic, and is running it **in eight countries**.



Advising governments on evidence-based approaches: We are collaborating with dozens of governments and peer organizations to share information, resources, and data to inform global stakeholders and advocate for more funding to be allocated to economic responses, especially in the global south.



Curating a global hub that centralizes research and policy lessons: We are rapidly developing **more than 80 new individual evaluations** related to the COVID-19 response. Some build on existing studies, and others are new studies that have been quickly developed to inform the design of new programs aimed at **mitigating the impacts of the crisis on health, livelihoods, learning**, and other outcomes.

RECOVR Côte d'Ivoire

- Partnerships with Ministry of Employment and Social Protection and Ministry of Education
- Two multisectoral quantitative phone surveys
 - Random sample from Integrated Regional Survey on Employment and in the Informal Sector (ERI-ESI 2017)
- One qualitative phone survey focused on education
 - Subsample selected to understand different users' experience of distance learning options (Radio, TV, SMS)

RECOVR Côte d'Ivoire Quantitative Surveys

ROUND 1

Dates of survey: June 1 - 15, 2020

Sample size: 1,329 respondents out of 3,022 call attempts

Average respondent demographics:

- Age: 40
- % women: 32%
- Household size: 6.4
- % that completed more than secondary school: 37%
- % Under national poverty line: 36%
(Estimated with the [PPI](#))

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ROUND 2

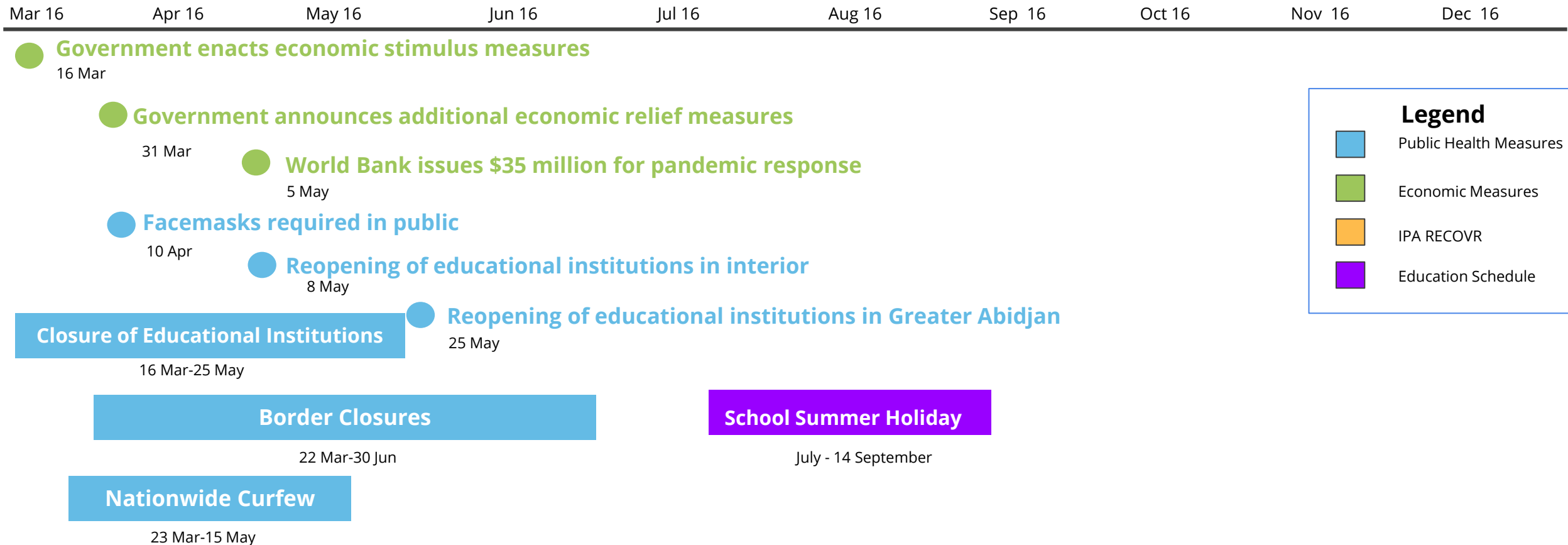
Dates of survey: October 22 - 30, 2020

Sample size: 994 respondents out of 1287 (about 77%) call attempts/consent from R1.

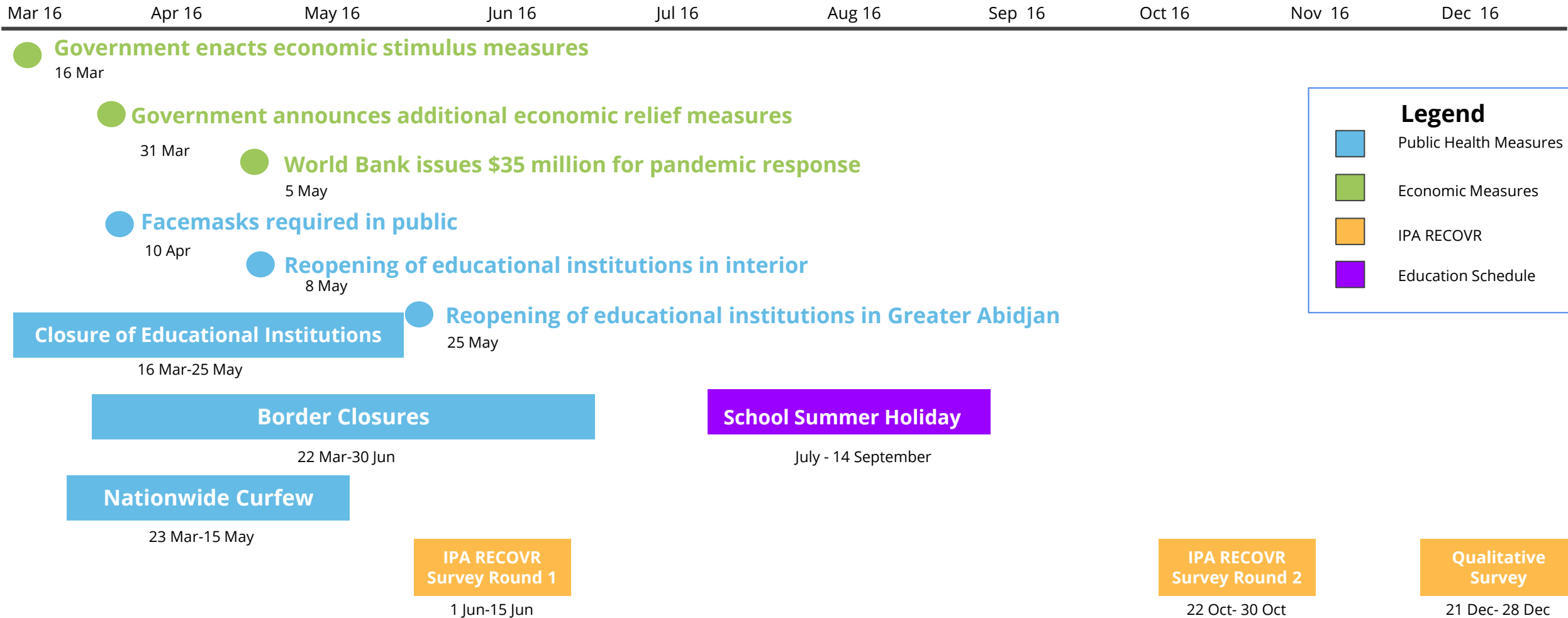
Average respondent demographics:

- Age: 40
- % women: 32%
- Household size: 6.4
- % that completed more than secondary school: 45%
- % Under national poverty line: 36%
(Estimated with the [PPI](#))

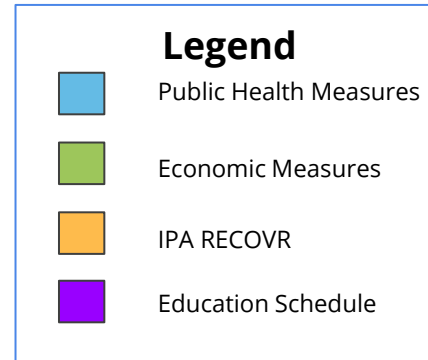
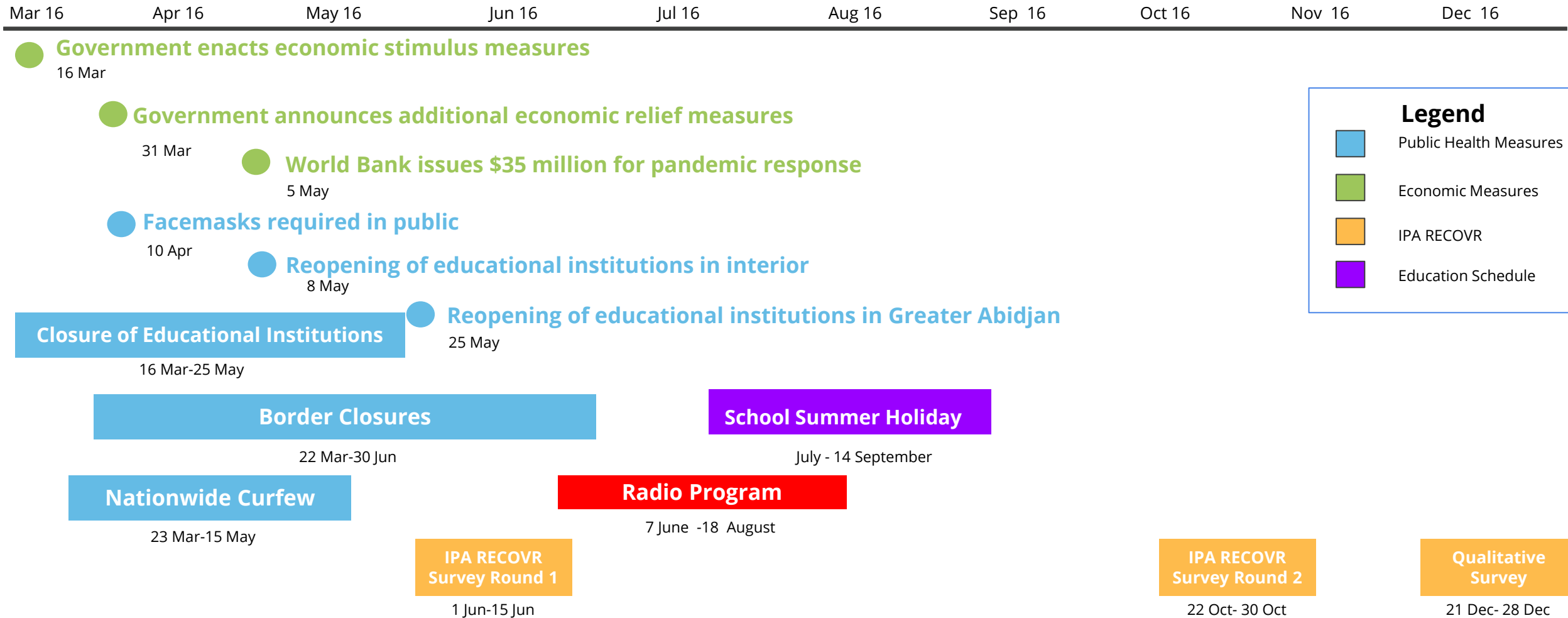
Côte d'Ivoire RECOVR: Survey and Policy Timeline



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RECOVR Côte d'Ivoire Quantitative Surveys

ROUND 1

- Multisectoral
 - Health & COVID-19 Mitigation
 - Economic Activity & Employment
 - Social Protection & Financial Resilience
 - Education

Dates of survey: June 1 - 15, 2020

- Immediately following lockdown period

ROUND 2

- Extra attention to Education
 - Additional programs
 - Mon ecole radio
 - Television

Dates of survey: October 22 - 30, 2020

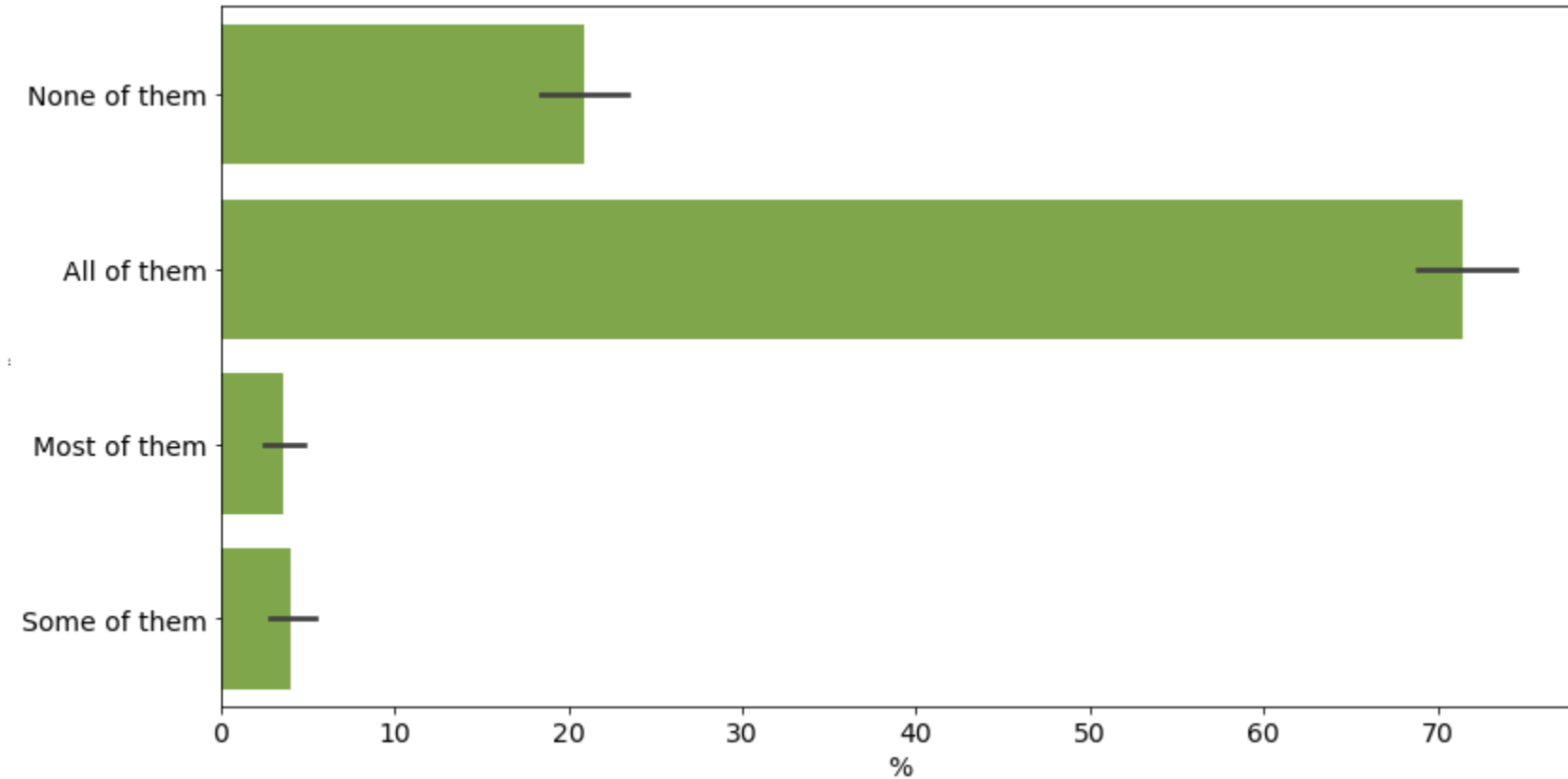
- Multiple periods
 - Lockdown, school holiday

RECOVR Côte d'Ivoire Round 1 Education

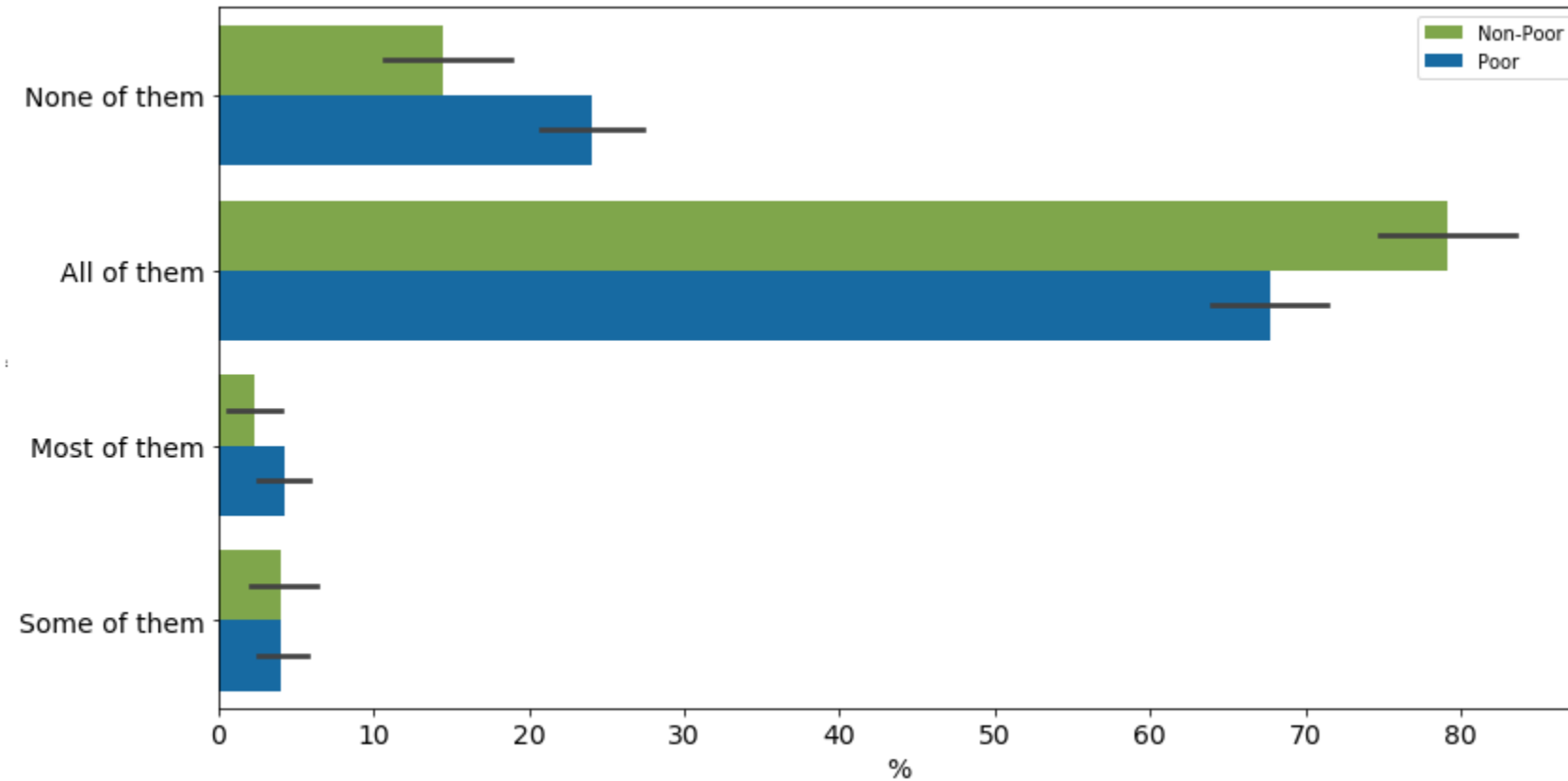
Key Findings

- Approximately 70% of respondents report that primary and secondary school children are spending time on education at home since schools were closed
- Among children engaged in distance learning, the majority are using books
- Households report that almost 60% of school-aged children have already returned to school since schools have reopened

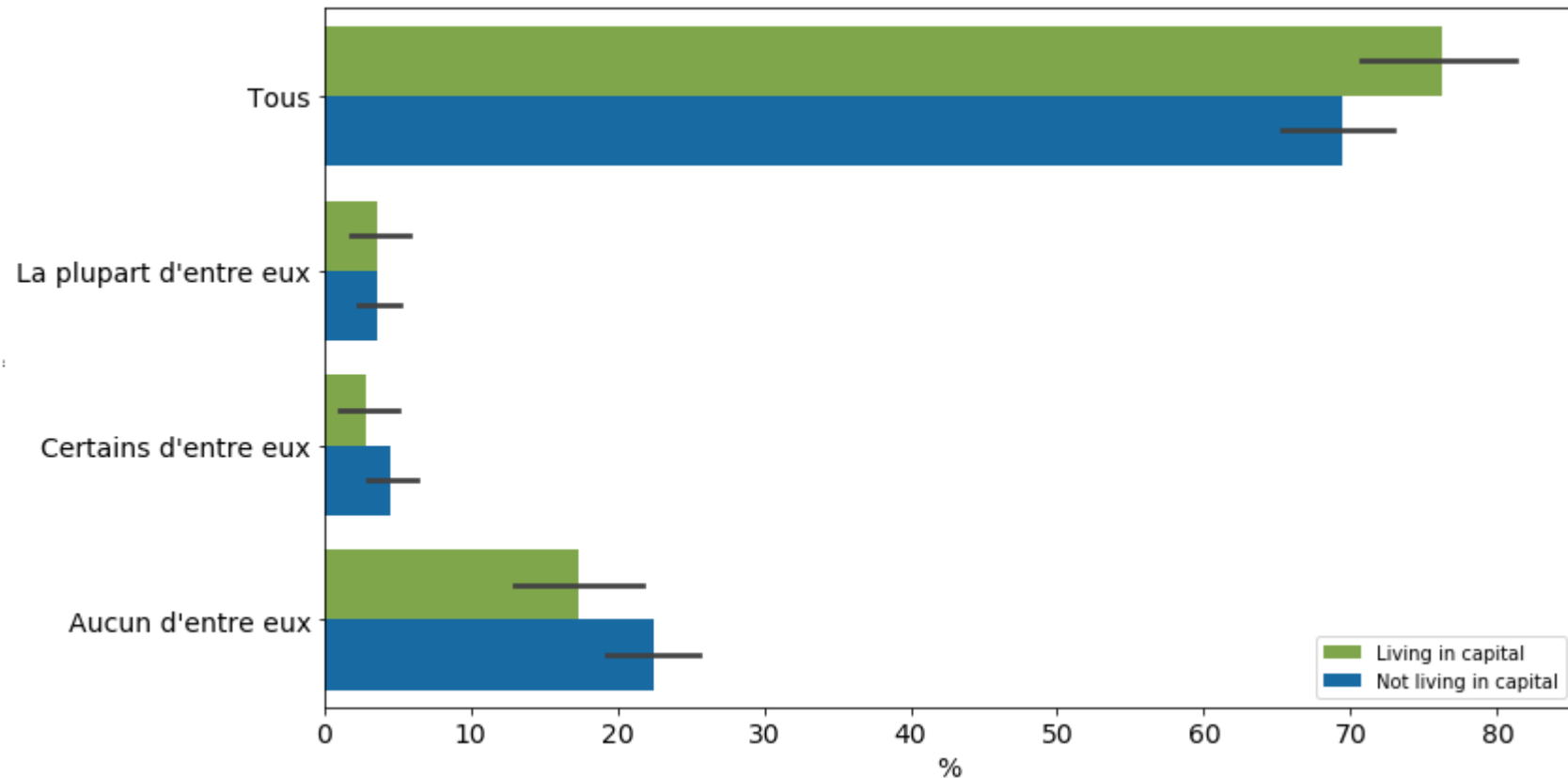
71% of respondents report that all of primary school children at home are spending time on education at home since schools were closed



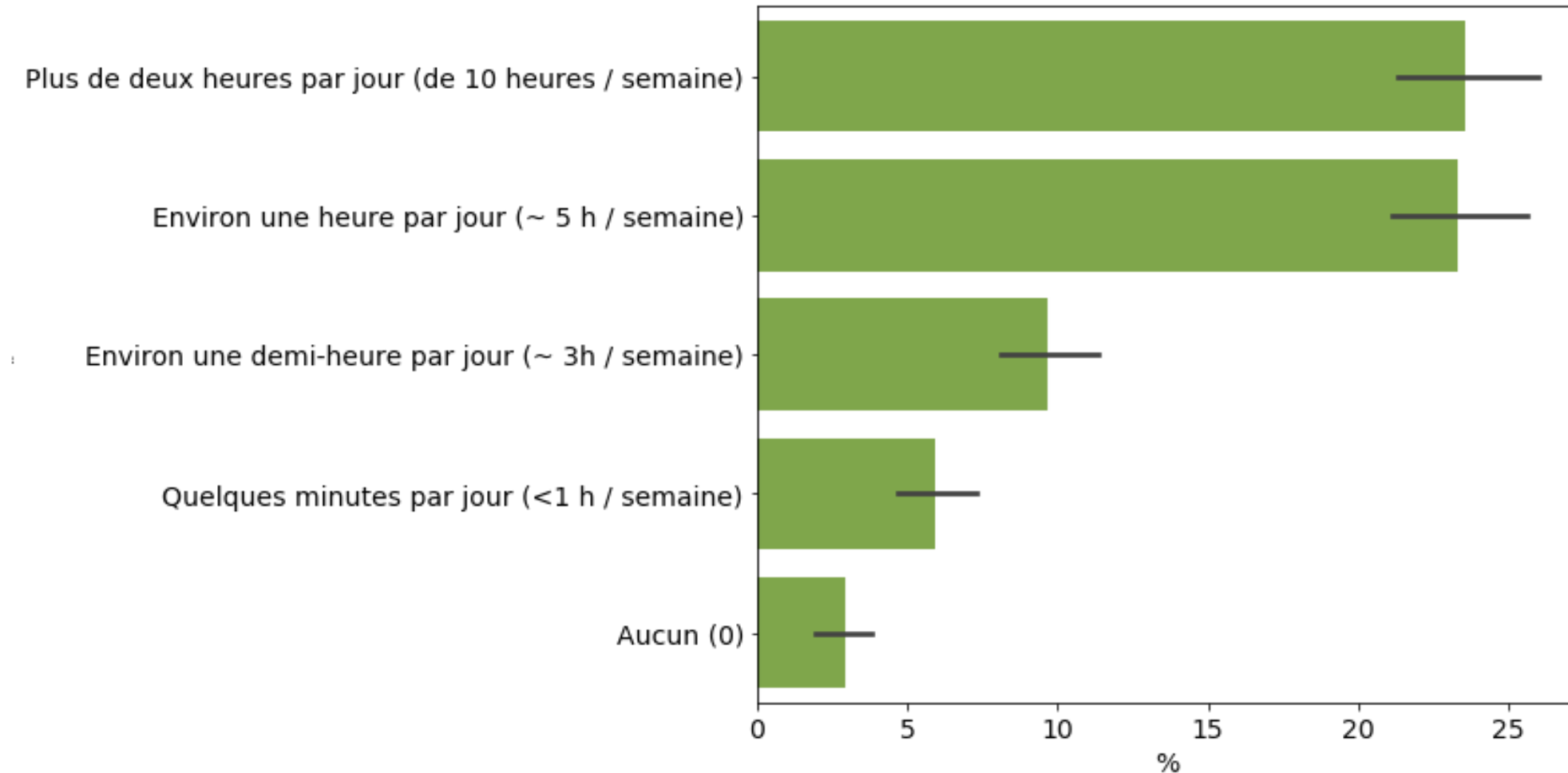
Wealthier households are more likely to report that primary school children are spending time on education at home



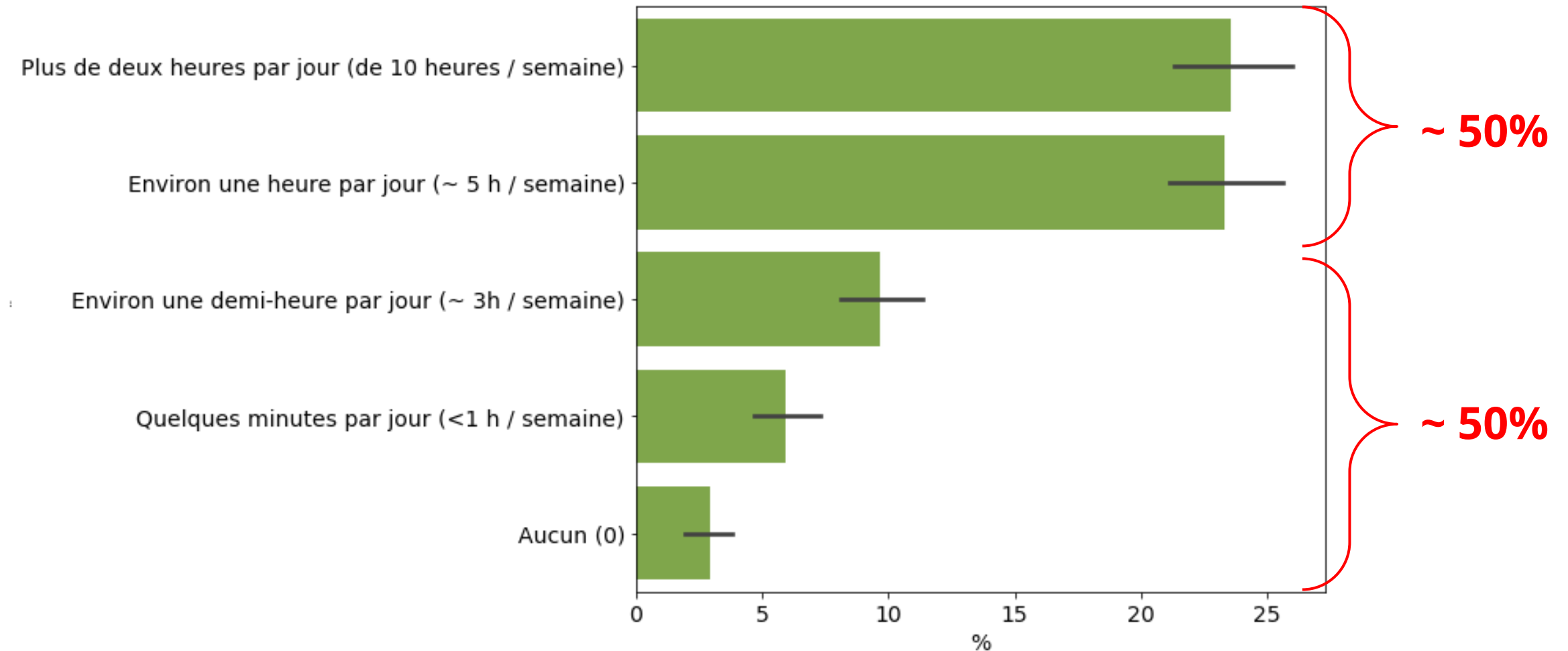
Households living in the capital and those living outside the capital were similarly likely to spend time on education while schools were closed



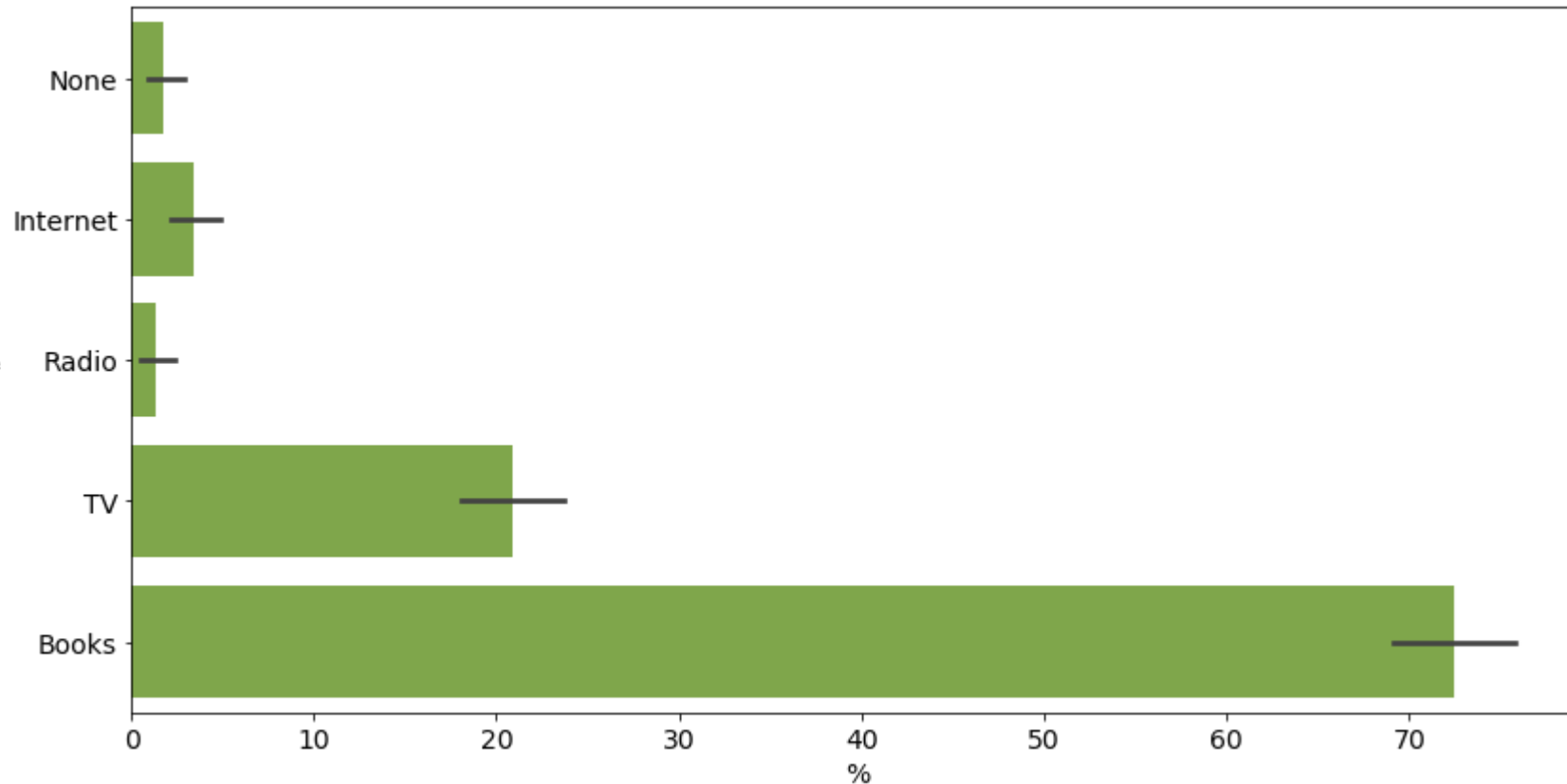
20% of children are spending 10+ hours per week on education



But 50% of children are less than an hour a day on education



Among children in primary school, more than 70% used books to help continue their education while schools were closed



RECOVR Côte d'Ivoire Round 2 Education

Key Findings

- Households report that 97% primary school and 94% secondary school children have returned to school (October)
 - Compared to 60% in Round 1 (June)
 - No differences between children in poor and non-poor households
- Households again report that reviewing textbooks is the most popular activity children use to continue their education outside of school
- 32% of respondents report that their children's teachers have been in touch with the parents at least once during lockdown
 - Does not vary by household poverty

RECOVR Côte d'Ivoire Round 2 Education

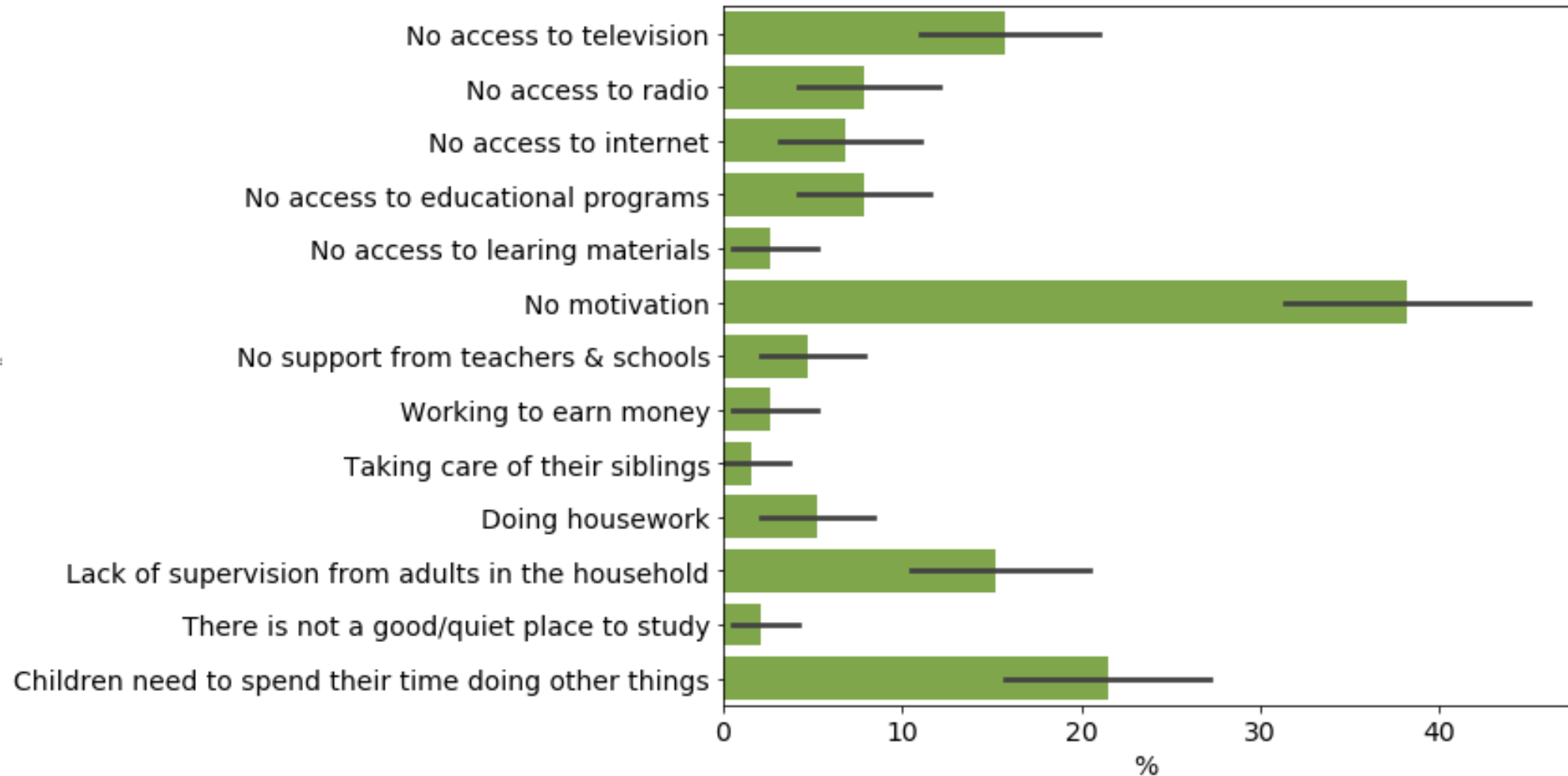
- Questions on awareness, use, and perceptions of distance learning interventions
 - Radio
"Ma radio, mon école avec Tonton Jojo"
 - Television
Mon école à la maison, Classes fermées, cahiers ouverts

B	C	
edu29b	*If Y to edu29a* Approximately how often did #NAME# listen to the "Ma radio, mon école avec Tonton Jojo"?	Every day Several times a w A few times Never DNK Refused
edu29c	*If Y to edu28b or edu29a* How would you rate the quality of "Ma radio, mon école avec Tonton Jojo" in terms of engaging #NAME# in learning?	Highly engaging Engaging Not of great intere Not of any interes DNK Refused
edu30	*If Y to edu28b or edu29a* Would you recommend the program to friends or other members of your family who have children?	*Read out Yes, it's very likely Yes, it's possible No, it's unlikely DNK Refused
edu31	*If Y to edu28b or edu29a * If "Ma radio, mon école avec Tonton Jojo" continues during this school year, would you prefer that secondary school children in your household...?	*Read out* Listen and learn fr Listen and learn fr No longer listen to DNK Refused
edu32	*If Y to edu28b or edu29a *	*Read out*

RECOVR Côte d'Ivoire Qualitative Survey

- Conducted after Round 2 Quantitative Survey
- Also used to investigate different user experiences of radio, television, and SMS distance learning services
- Key findings related to:
 - Importance of parent and caregiver support and supervision
 - Influence of house teachers and private tutoring
 - Future potential of educational media interventions
- Rest of presentation integrates findings from all three surveys

Lack of motivation is a primary barrier for children in primary school to spend time on education at home



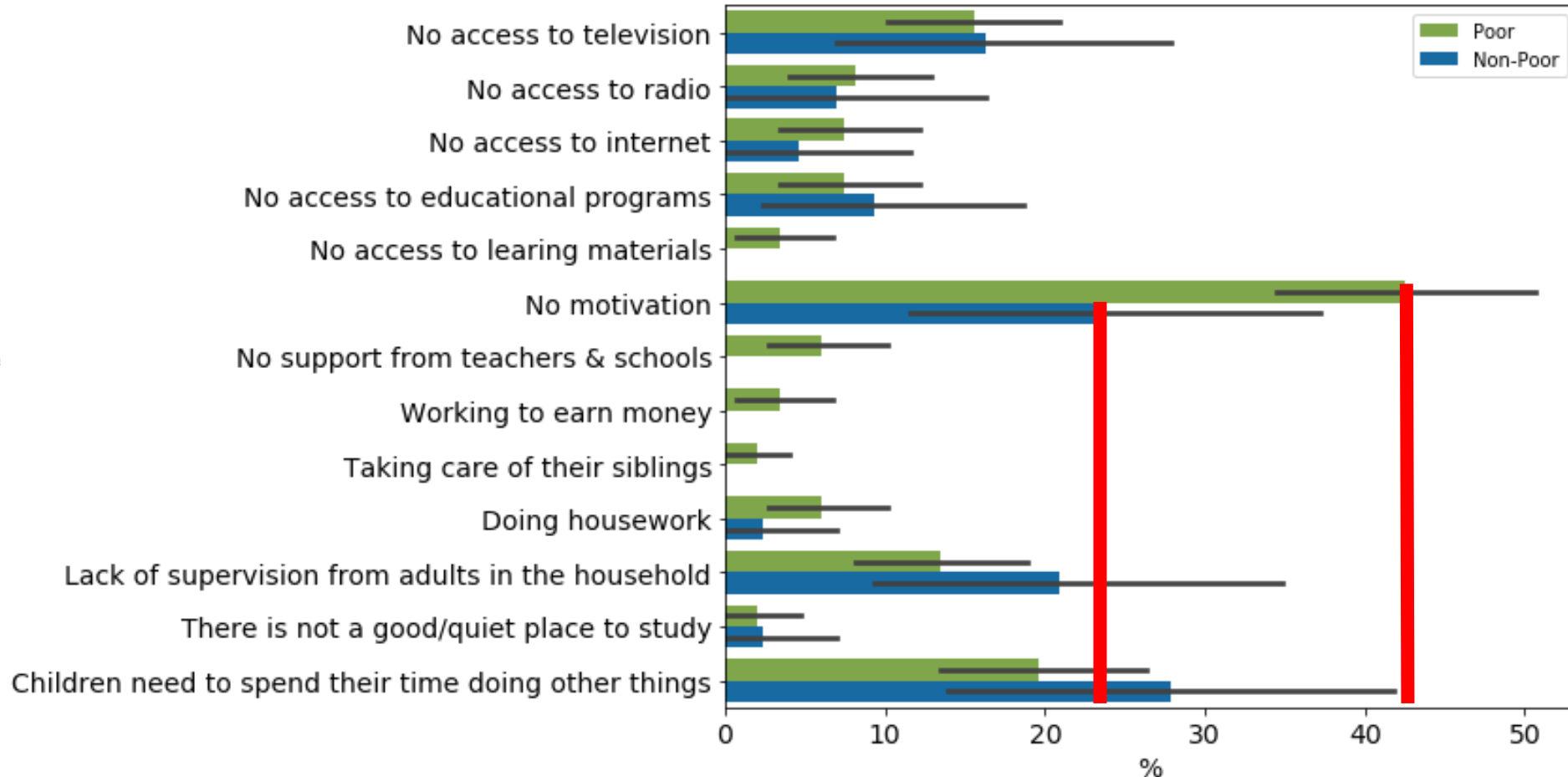
Parent or caregiver involvement is critical to distance learning - adult support and supervision addresses challenge of motivation

For the child, as long as the bells don't ring to announce the resumption of classes, he always thinks he's on vacation.

Over there the child is well supervised whereas at home, when the parents are not there, he does what he wants and how he wants.

It must be said that the period of confinement was not easy: the children were no longer interested in studies, so if you don't follow them closely, they will forget everything; it's a parent's duty to follow their children. It all depends on the parents

Almost 20% more poor households cited lack of motivation as a primary barrier for children in primary school to spend time on education at home



Parent or caregiver involvement can be but is not always defined by educational background or wealth

I didn't have the means to engage a house teacher, so often if I'm at home, I tell him to study even if I cannot read. I sit next to him, he reads, and he starts memorizing so that he doesn't forget what they learned at school ... We don't know what the future holds. My son I say to him "as long as I have money to pay for your studies you will go to school because I didn't attend school, you will.

As I don't have the required academic skills, I was unable to control their work, let alone teaching them anything.

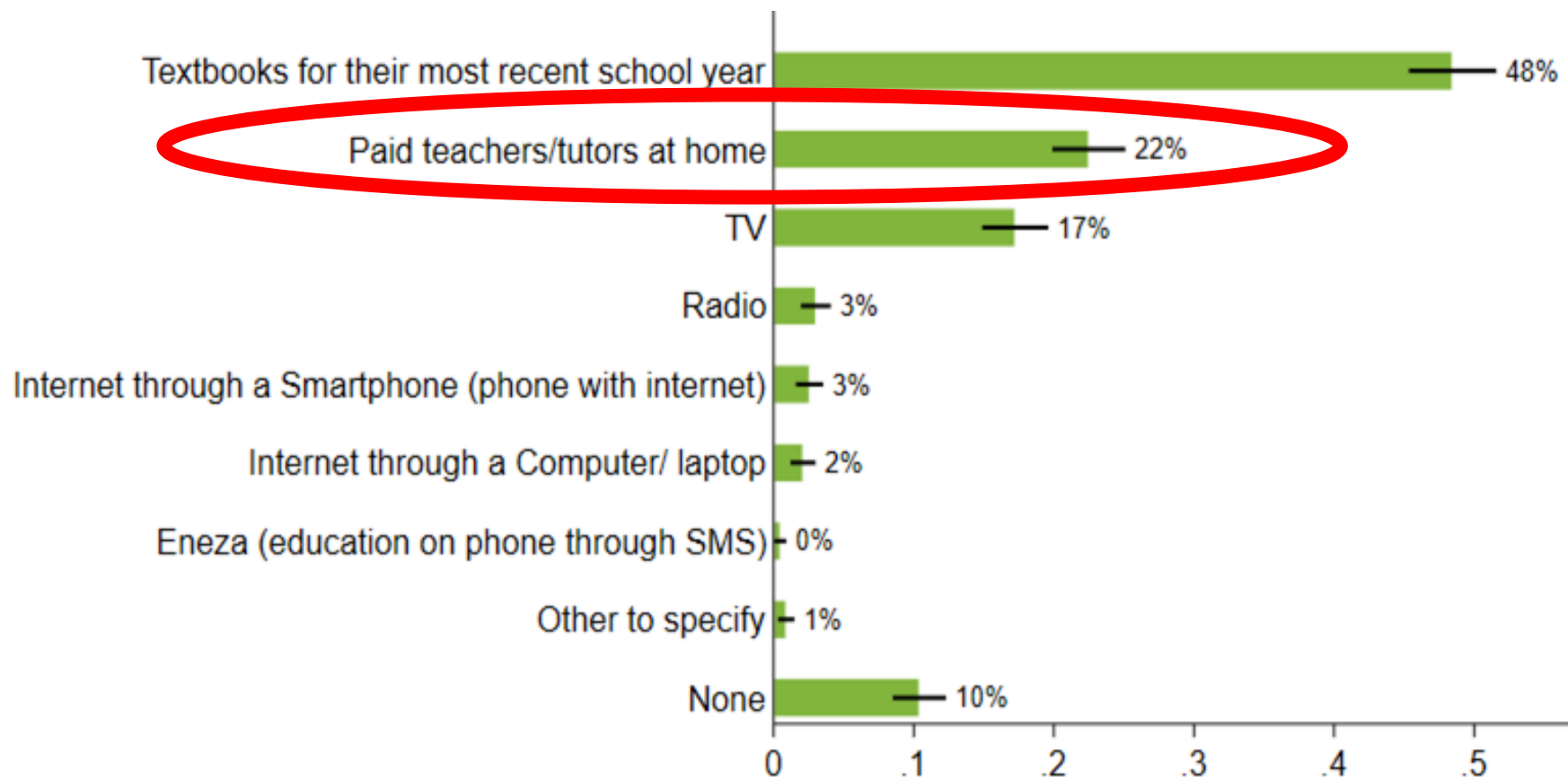
Parent or caregiver involvement can be but is not always defined by educational background or wealth

Policy Takeaway - Parent engagement should be encouraged, especially for those parents who have little educational experience themselves. Qualitative interviews can provide a model of how to support. Can also include older siblings, aunts and uncles, neighbors

... then, he reads, and he starts memorizing so that he doesn't forget what they learned at school ... We don't know what the future holds. My son I say to him "as long as I have money to pay for your studies you will go to school because I didn't attend school, you will.

work, let alone teaching them anything.

“House teachers” and private tutoring are also likely to drive educational inequality



“House teachers” and a “shadow education” system

It's not good because when the children are at home and they don't study. They forget what they have learned. I don't have the (financial) means to engage a house teacher when I needed one for the children. It's embarrassing not to be able to afford a house teacher for our children.

I: You say that you took a teacher who went to study with the children?

R: That's right, because I didn't go to school, I can manage a little bit, so I can't help them.

For me, if I had a good level of education, and the financial means, I would have hired another teacher to help them.

Regarding education, since I'm not too much at home, I go to work. What I would like to do is to look for a house teacher for their education.

Broader discussion on education costs

House teachers are a relevant issue when schools are open and closed

Shadow education also includes “reinforcement classes”

Nowadays, there are no good teachers anymore, the children go on Wednesdays and Saturdays for reinforcement classes but it's paying. And I make the effort to pay. I take the house teacher to improve their work.

Other costs associated with attending school (Comité de Gestion des Établissements, books and scholastic materials)

We have a lot of problems like the COGES. For one child, we can pay up to 50,000 CFA francs and due to lack of means the child starts the school year in November or December. We would be happy if the COGES and school T-shirts could be abolished.

Broader discussion on education costs

| Policy Takeaway - Further investigation is needed to understand the “shadow education” system in Cote d’Ivoire, in addition to exploring strategies for addressing educational inequality, such as remedial education programs and ways in which funding and resources can be used to cover all children

improve their work.

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Radio and television appeared to be successful strategies for disseminating information

I: Have you heard of any other educational activities this year?

R: In the media or on the radio?

I: Have you heard of them?

R: On the radio yes or they talked about compulsory schooling and its benefits.

I: Have you heard about the children's television program?

R: Yes, I have watched

I: What did you hear?

R: We are required to send the children to school, make them comfortable and not make them carry heavy loads and fieldwork

R: When I heard about COVID on the radio, it was scary.

I: I didn't listen to the radio programs. How is the show playing on the radio?

R: It is said that the corona real, you have to protect ourselves by washing our hands and wearing masks.

Parents and caregivers were very open to the idea of educational media but meaningful engagement with the programs could potentially be improved

"I didn't go very far in my studies, I followed [the television program] but it's really like a blind man looking at himself [he laughs]. I just tell them to study and don't go out of the house."

I: Okay, and what did you think of the show?

R: I was saying that it's not bad but the child has to face the teacher to follow the lessons. You have to be well equipped to allow the children to watch these classes at home.

I: Okay, but do you think it's good for the children?

R: I think it's good

I: Why?

R: Because I don't have the time to stay at home to look after the children.

Pacing of radio and television programming was seen to be too fast

“If you're not focused it's difficult. The radio doesn't talk twice . . . You have to take notes. If you do not have your notebooks and your pen during the radio talks, you may not understand.”

“TV they don't explain so good and the show is short . . . It's fast, as soon as it starts it's over

“The children found these programs too fast, the explanations were insufficient, we had no other choice but to comply since there were no other alternatives.”

“It's fast for a little girl, she can't memorize.”

Parents and caregivers had a limited understanding of the media programs

Interviewer: What do children learn from watching the show?

Respondent: I'm the one who makes them watch the show.

Interviewer: No, I mean what do they themselves learn by watching?

Respondent: They learn to remember what the teacher says.

Interviewer: ok

Respondent: They learn how to memorize the principal parts of the courses taught

Interviewer: What do children learn from watching the program?

Respondent: Sorry?

Interviewer: What do children learn from watching this program?

Respondent: I didn't hear

Interviewer: I'm asking: What do you think children learn from watching this program?

Respondent: [long silence]

Interviewer: Hello

Respondent: Yes, they learn the courses, what they watch on TV; that's what they learn.

Parents and caregivers had a limited understanding of the media programs

Interviewer: What do children learn from watching the

In Policy Takeaway - Radio and TV programs should include explicit instructions to have an older sibling or adult listen or watch along with children and support their distance learning. Children can also be encouraged to have a pen and paper available. the show.

Interviewer: No, I mean what do they themselves learn by watching?

program?

Respondent: I didn't hear

R Policy Takeaway - Radio and TV can also be a method for educating parents that learning is more than just memorization te

Interviewer: ok

Respondent: [long silence]

Respondent: They learn how to memorize the principal parts of the courses taught

Interviewer: Hello

Respondent: Yes, they learn the courses, what they watch on TV; that's what they learn.

Mixed views on whether services should continue

“Now that the schools are open, students will not be watching these programs.”

“Because, even in classroom, children don't often follow and can't understand; and then on the radio; I don't think it can help them.”

“If it continues, it can help those who haven't done the courses to get up to speed. What some people didn't understand in the course may be something they can understand on TV or radio.”

“These programs can continue, but on children's days off while making sure to define a precise schedule of presentations on either radio or television.”

Mixed views on whether services should continue

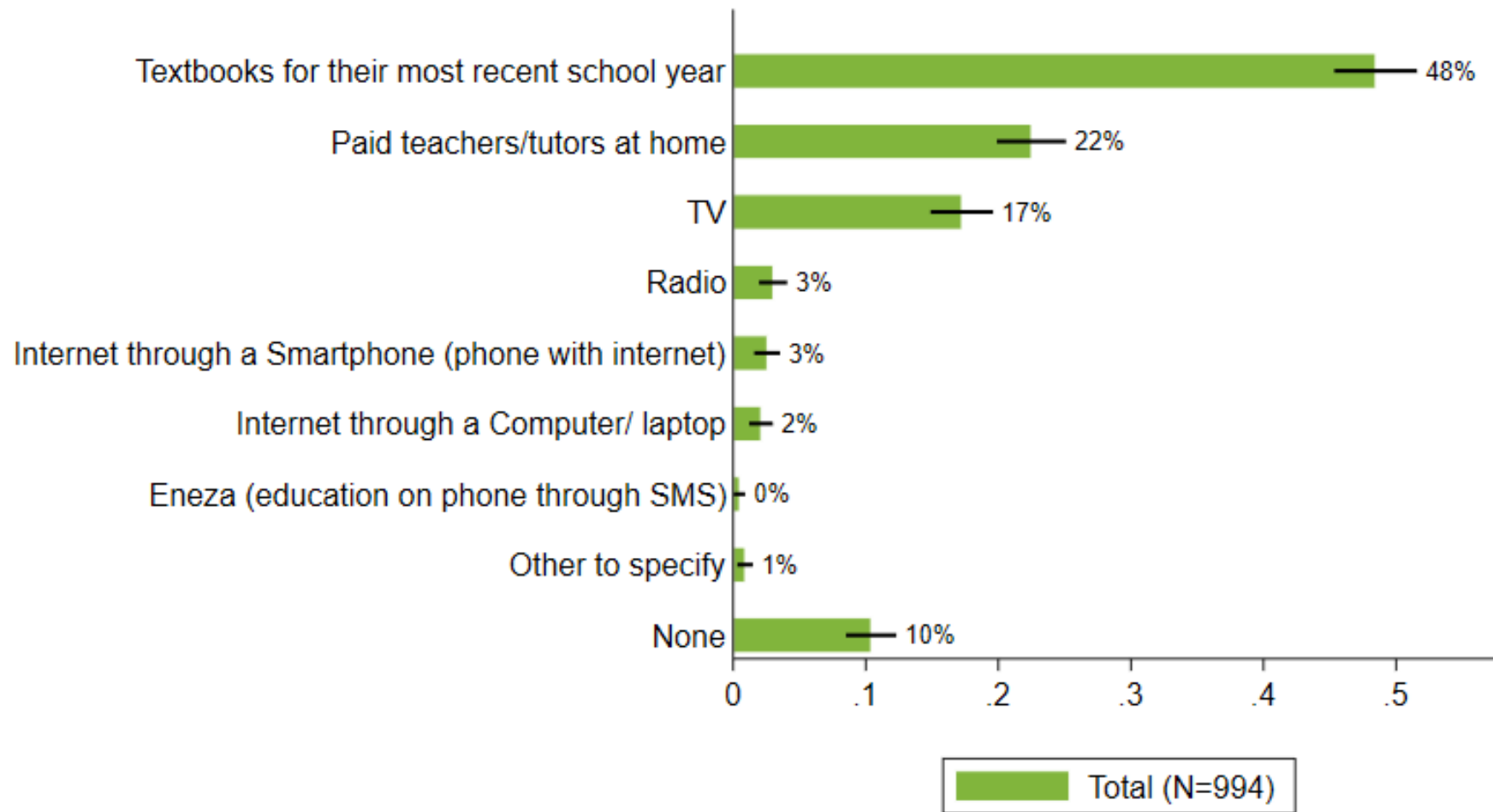
“Now that the schools are open, students will not be watching these programs.”

Policy Takeaway - Future programming should build on respondents' suggestions - address the timing of the programs and parents' and caregivers' belief in the importance of repetition. Radio and TV and other programs could be presented as “reinforcement courses”

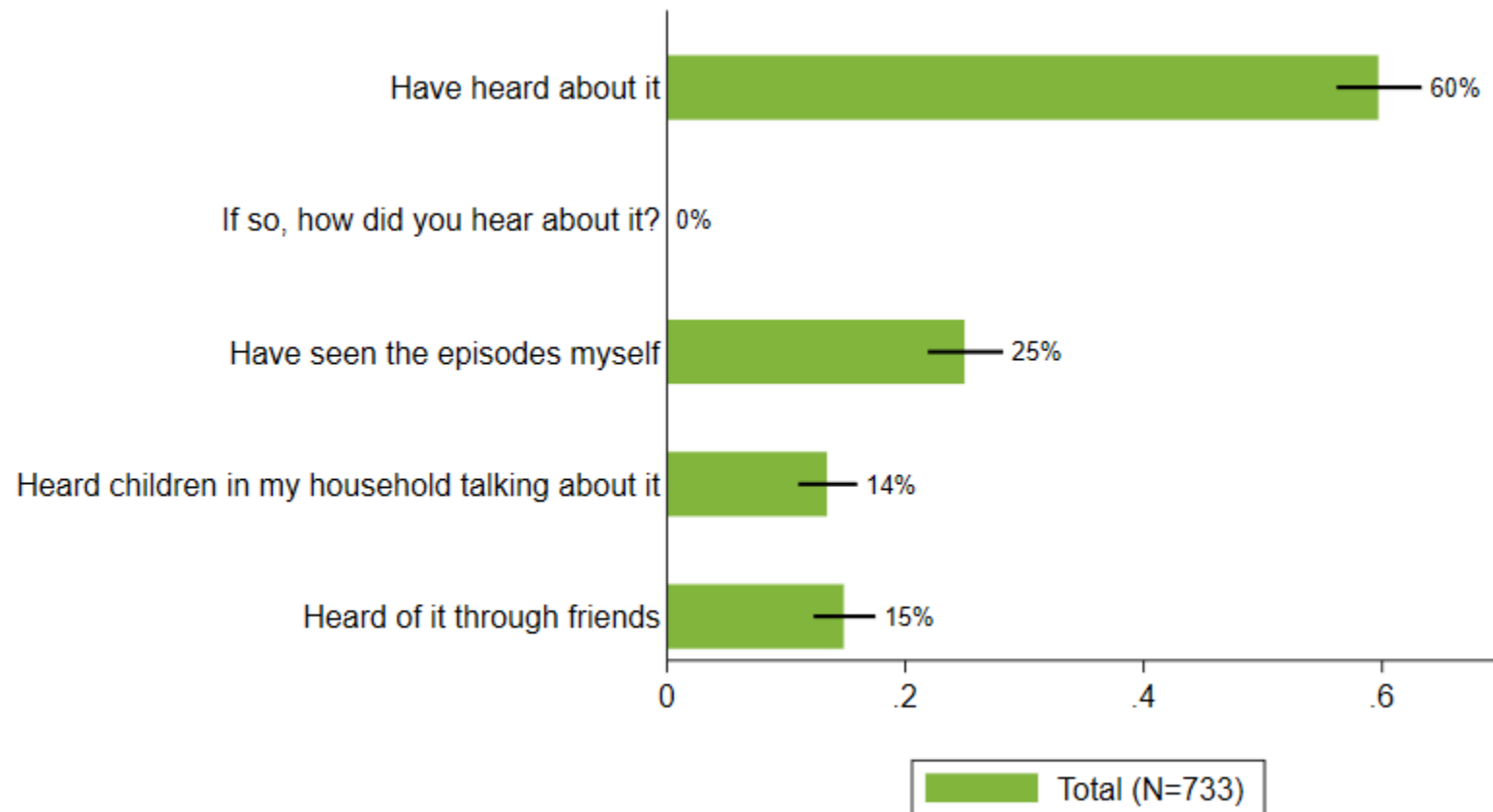
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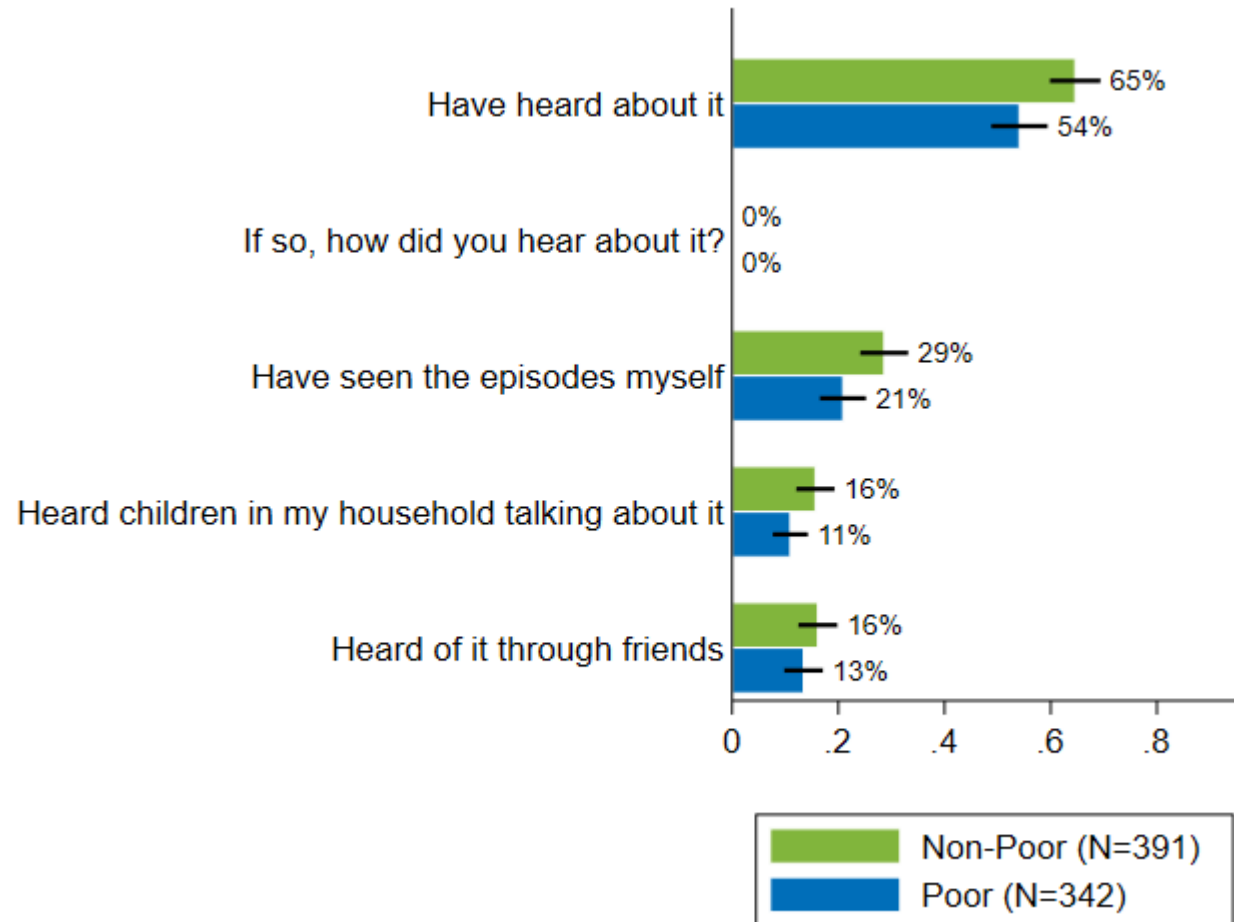
Students most frequently use textbooks to continue their educations at home, TV is more popular than radio



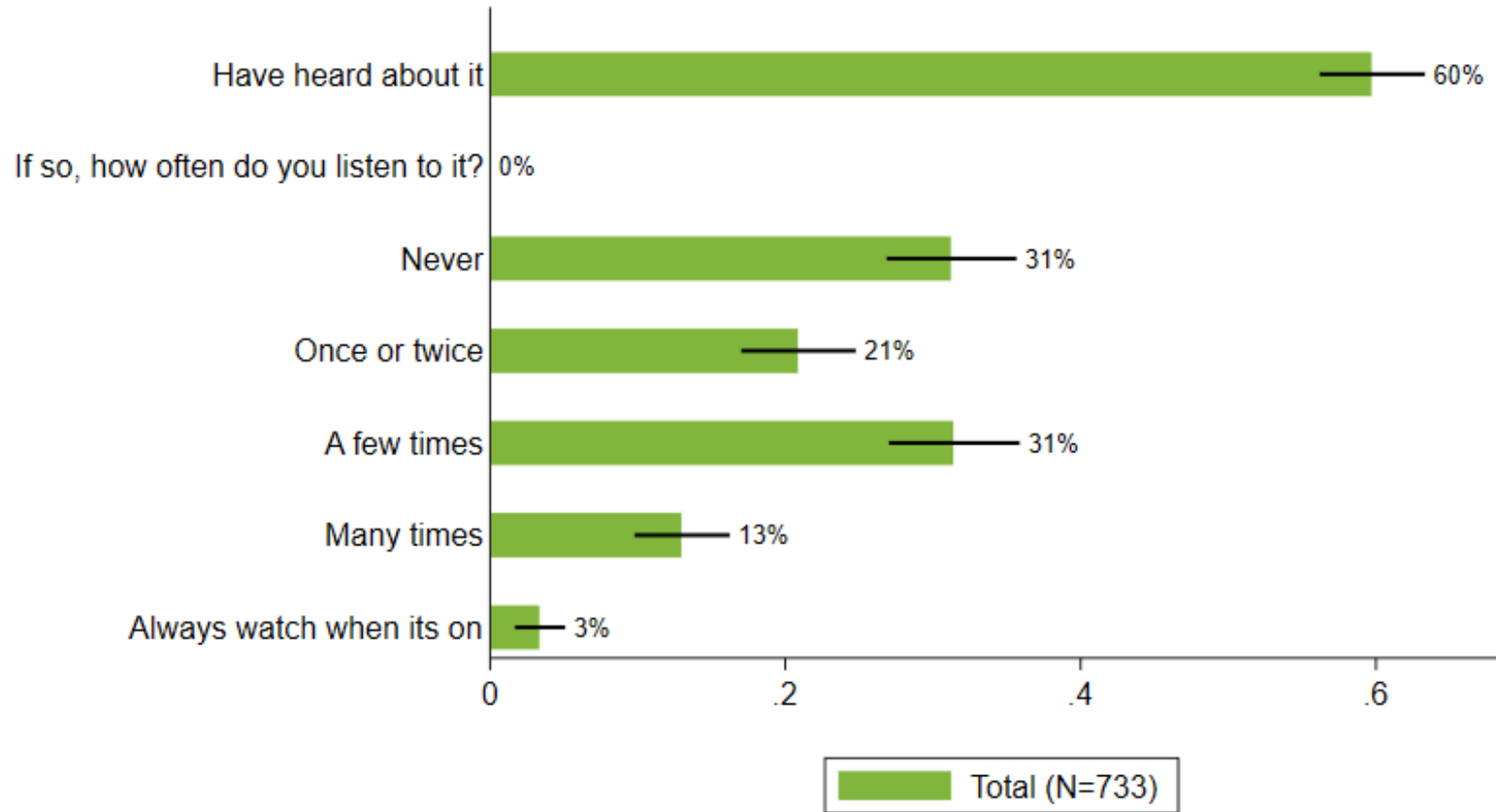
60% of respondents with children had heard of the TV show "Mon école a la maison, classes fermées, cahiers ouverts" & a quarter have seen episodes themselves



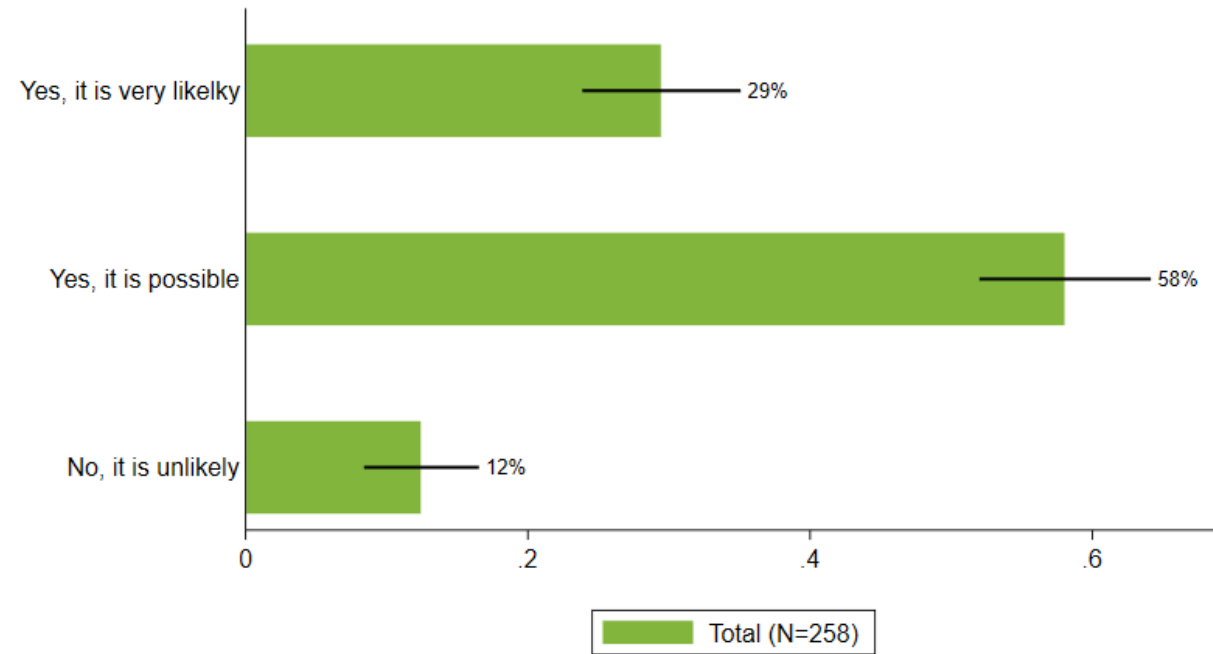
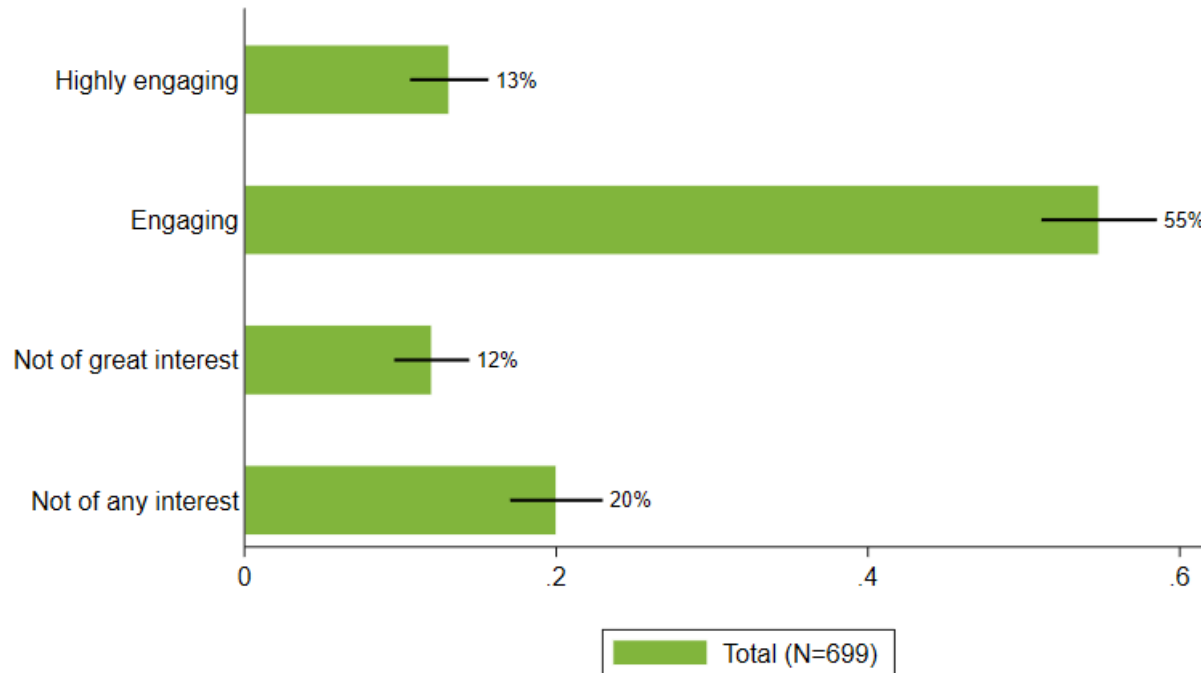
A larger proportion of non-poor parent respondents have heard of the TV show "Mon école a la maison, classes fermées, cahiers ouverts" & a greater proportion has also seen episodes themselves



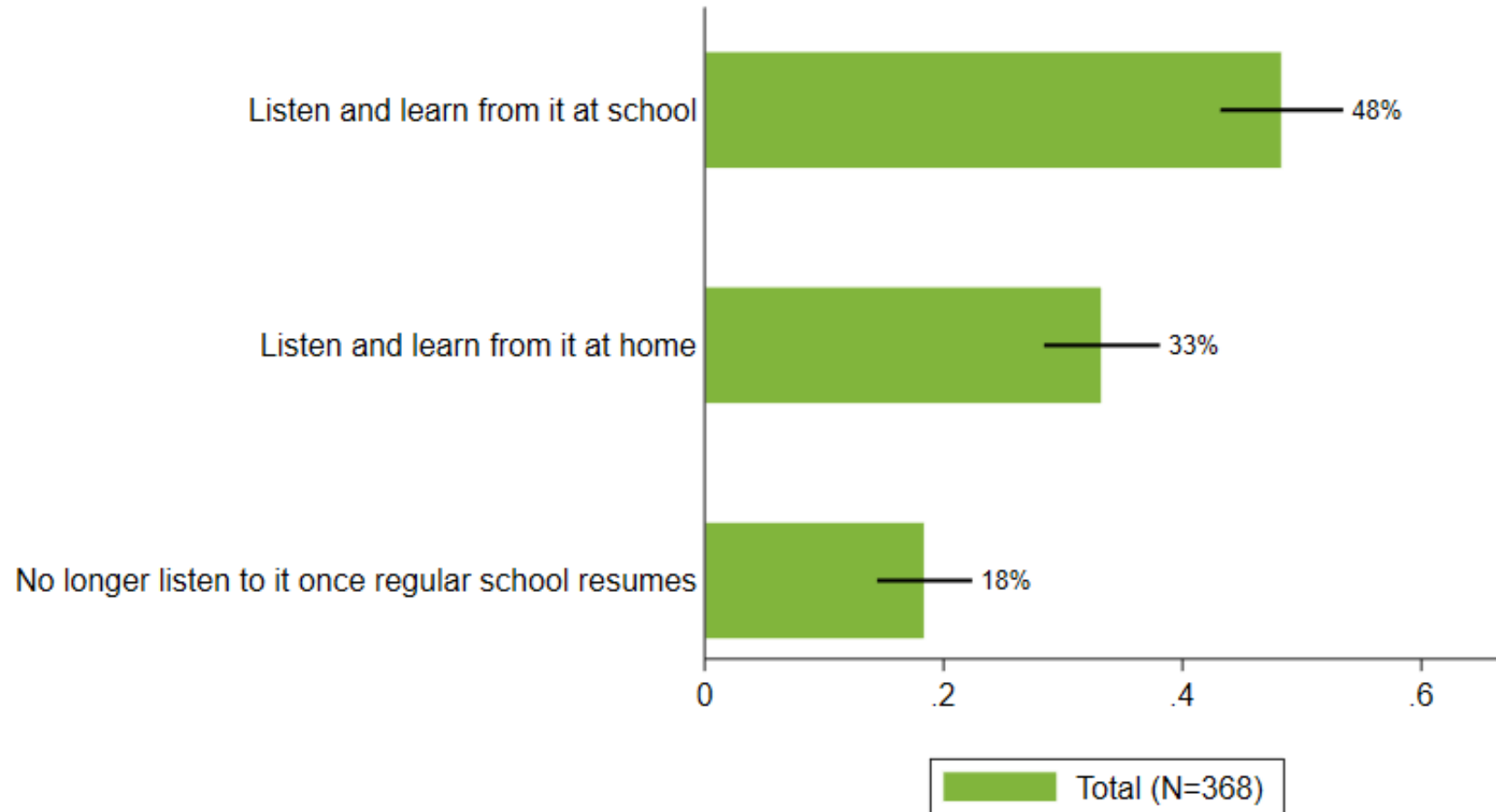
Of parent respondents that had heard of the show, a third had never watched it



More than half of respondents find the show engaging and nearly one third would likely recommend it to others



Nearly half of parents prefer for secondary school students to continue with the TV show at school once school resumes



Audio visual of television appealed to some respondents

“This [TV] is more important than for radio because it's visual”

“Our problem is that ideally we are more audio-visual. We don't listen to really the radio. I know that I once listened to the show about education; but since I had the opportunity to follow it on TV as well, we tried to focus on the visual;”

But radio could have some advantages

I: What was most important to you in the way your children spend their time outside of school?

R: They help us in the fields, but during the vacations they have taken some courses on television.

I: Ok what responsibilities do they have at home?

R: I know that they are often their moms.

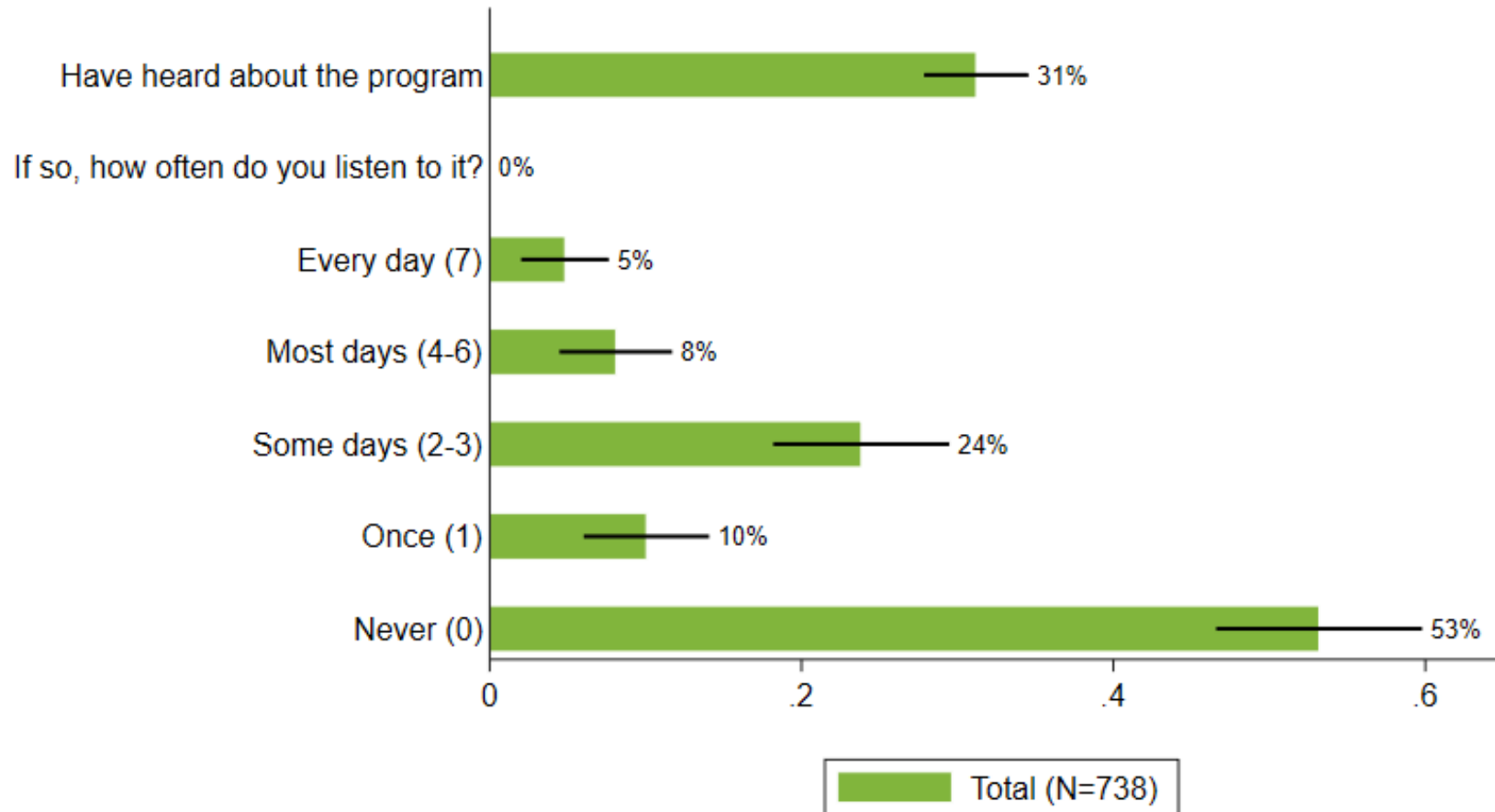
I: What to do?

R: To clean, then to cook

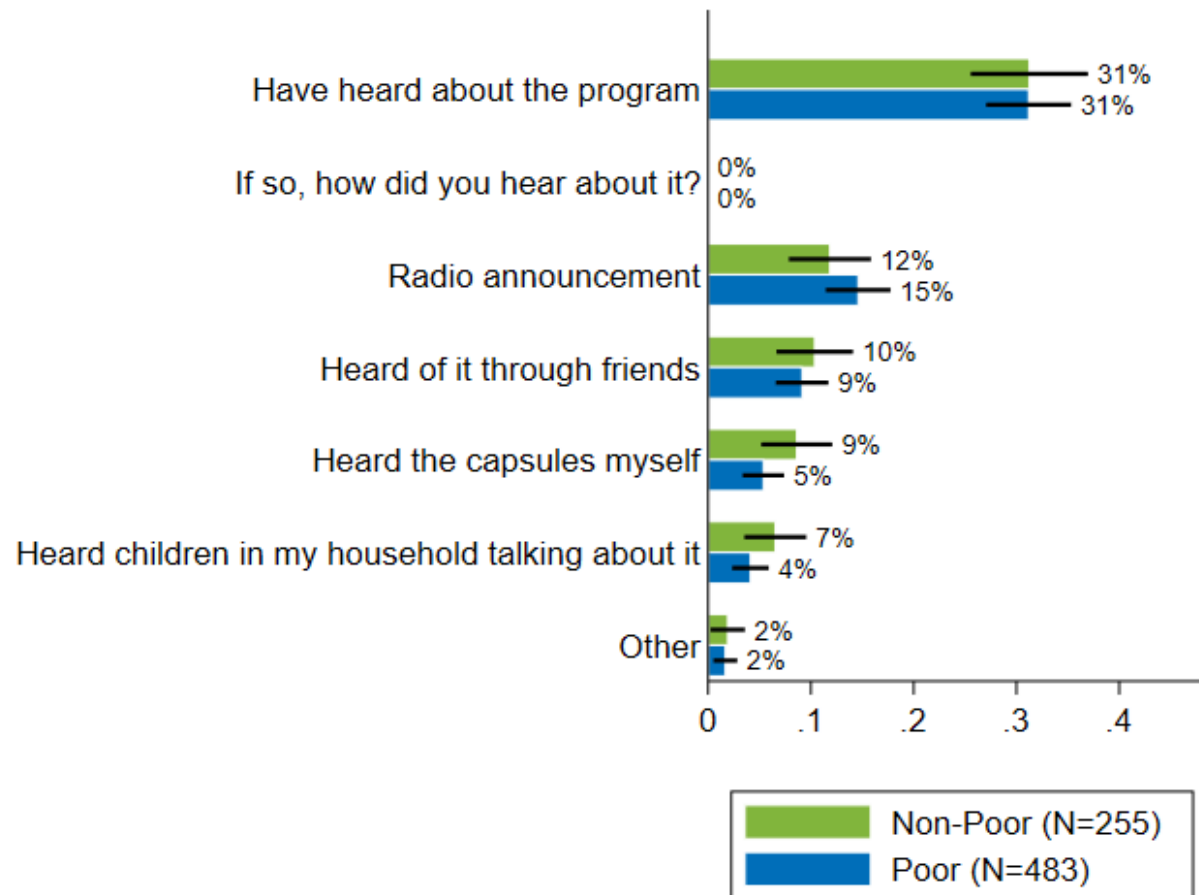
I: During the lockdown, how did they occupy their time?

R: As I said earlier, they help us in the fields. When we are in the field, they listen to the radio to study, but once in the village they watch television.

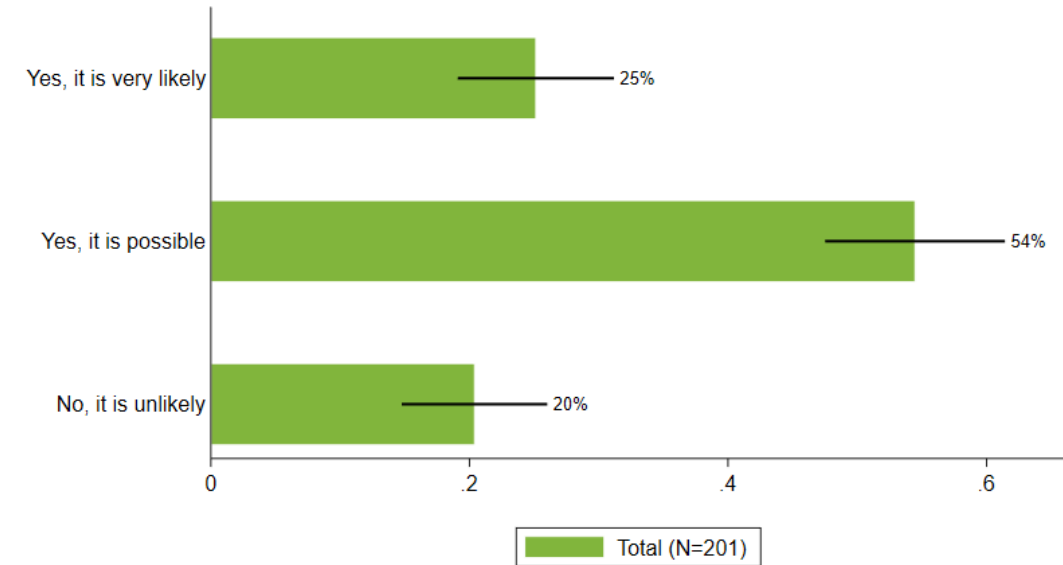
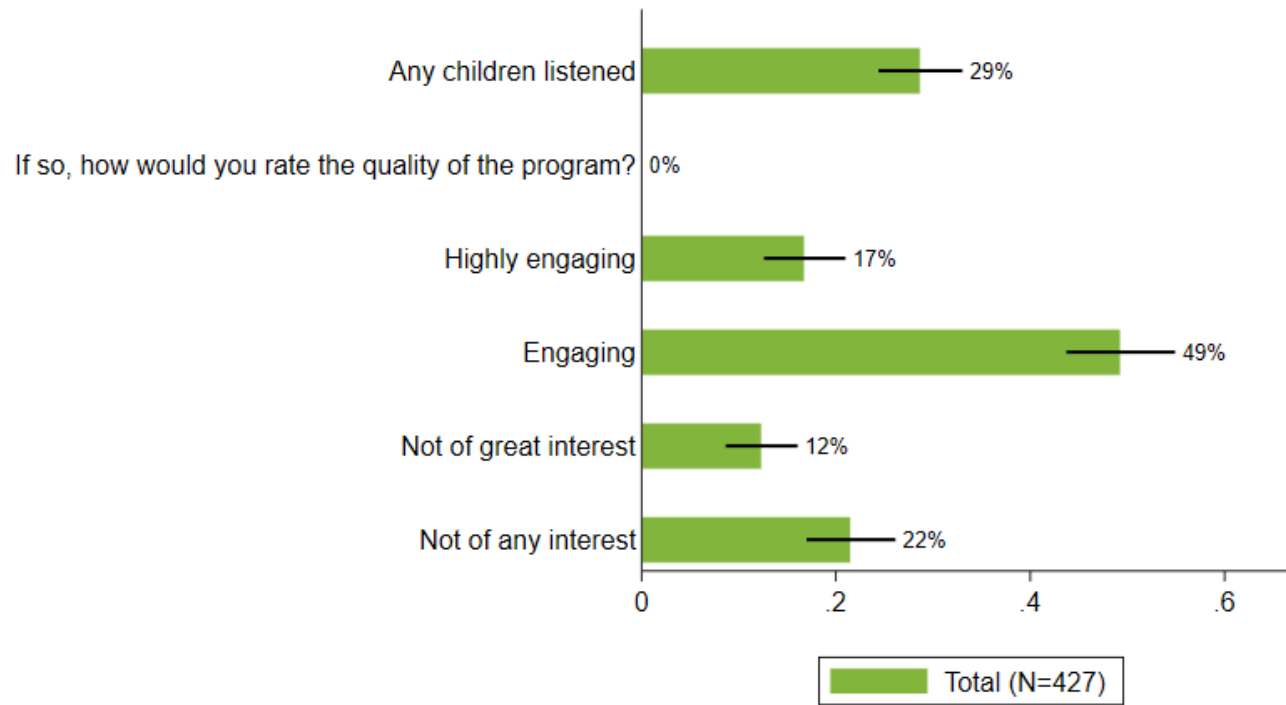
31% of respondents have heard of the "Ma radio, mon école avec Tonton Jojo" radio program, though more than half of those never listened to it



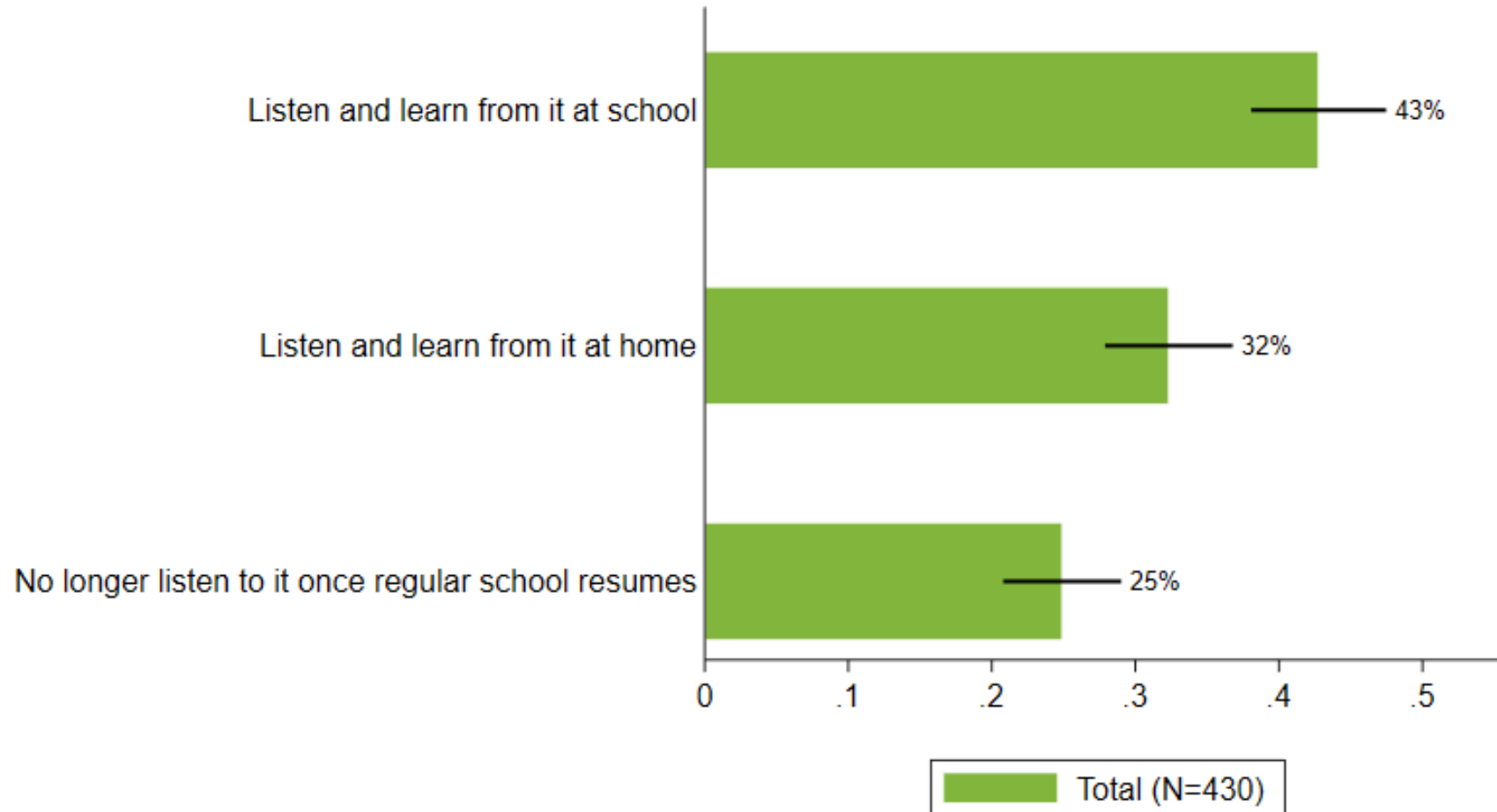
Poor and non-poor respondents have similar familiarity with and sources for "Ma radio, mon école avec Tonton Joe"



66% respondents with children who listen to the show consider it to be highly engaging or engaging, and one quarter would recommend it to others



25% of parents indicate that they would prefer children no longer listen to the show once regular school resumes



Some respondents were skeptical of Eneza and cell phone use

I: What about SMS and then cell phone programs, do you think they should be maintained even though the containment is over?

R: I have a problem with SMS because at home, as long as the child hasn't passed the BAC, he is not allowed to use the phone because children do stupid things. Therefore, when the children are younger, I do not give them a phone. One of them just got his BAC and we just gave him his phone.

"At the beginning I said it was good, but if you don't have money for Internet, you will miss the course."

"I couldn't be interested since not all of my children have a phone to receive lessons with messages."

Some respondents saw its advantages

R: Because nowadays kids use the phone; they're hooked on the phone if things come in via SMS they'll look at it and say there's an exercise. It's a challenge for them and they're going to look for it. I think it needs to be maintained

Asynchronous delivery platform can be helpful (as compared to TV and radio)

I: Do you think the SMS and cell phone programs should be continued?

R: It can continue

I: and why

R: Because in this case at least the courses are in the phones even if you don't have time, you can study later and what you don't understand you come back to see. I think the SMS application is better than TV and radio programs.

I: okay

R: the SMS is in the phone from where you can review the text message

As with radio and TV, caregivers often have limited involvement

I: Okay. Did the children take the courses through the application of Eneza

R: Yes, those who have cell phones were taking the courses.

I: Fine. Did they like the program?

R: Of course they liked it otherwise they wouldn't keep it in their cell phone.

I: ok, can you describe your involvement with Eneza? What did you like or dislike about this App?

R: As children are the ones who use the application and if they installed it, it's because they are interested in it and it also advises them.

I: Okay, but did the children in your household like it? Did they like the program?

R: Yes, they liked it. They themselves mastered it well, they liked it a lot.

I: Do you think that the children have learned by engaging in this program?

Did they learn?

R: Yes, they learned something

I: Hello?

R: Yes Hello?

I: I was saying did the children learn from this program? Did they learn anything by participating in this program?

R: What I can say

I: yes

R: They learned a lot, I gave them the phone to study but I didn't try to find out what they were learning, whether they liked it or not.

Concern for those without access to TV, radio, or electricity

R: In fact, in the villages, people put the study programs on television. I have laughed about it because for the child, or the parent who is in a remote place, who doesn't have access to television or radio, can they care whether the child is watching the programs on television or not? The interest was much more for urban dwellers where parents had the opportunity to assist and watch over their children with these things.

I: Do you mean that your children did not watch or follow these programs, neither on the radio nor on television?

R: We were not interested, because, on the one hand, we were not informed in the village. We had no inspector, no Regional Director, no pedagogical advisor to inform villagers about the existence of such programs.

Concern for those without access to TV, radio, or electricity

I: In spite of everything, the villages have access to electricity. Do you have access to television?

R: No, not all villages have electricity, not all of us have access to television. For example, in my village, there is no electricity. Despite the fact that my house is located nearby the road. I still don't have electricity. We use solar panels at home. However, we don't have the possibility to watch TV since during the day the solar panel is used to recharge the power battery, and in the evening we can just watch the news and some movies here and there. So, we were not informed of the television, but rather in the streets where the information was conveyed, so the information was not taken seriously.

Summary of Possible Policy Recommendations

- Radio and television seem to be effective strategies for disseminating information in Côte d'Ivoire. Sharing key insights through these mediums – from public health practices to emphasizing the importance of education – should continue.
- Radio and television could also be used to experiment with new content – such as emphasizing the importance of parental engagement – and new messaging strategies – such as encouraging debate – to build on existing communication networks, generate discussion, and involve the family, neighbors, and colleagues of radio and television owners and not just the owners themselves.
- Additional strategies for reaching and supporting the most remote populations should be explored so that there are interventions that are appropriate for these contexts and also so that these populations feel like they are the intended audience and not overlooked.

Summary of Possible Policy Recommendations

- Programming for radio and television should be adjusted so that the pacing and content are easy to follow. These programs could also consider including explicit instructions for older siblings or caregivers to support children's participation or for children to be prepared with a pen and paper in order to listen or watch.
- The rise of private tutoring in Côte d'Ivoire should be further explored. Strategies for mitigating educational inequality should be investigated in tandem.
- Strategies for increasing parental involvement should be developed with a particular focus on communicating that even if parents have limited educational experience themselves, they still play a very important role in their children's education.
- Caregivers and other stakeholders' understanding of the learning process should be further explored and it might be useful to consider ways to combat the perception that learning is memorization.

More detailed slides for reference

RECOVR Côte d'Ivoire Quantitative Surveys

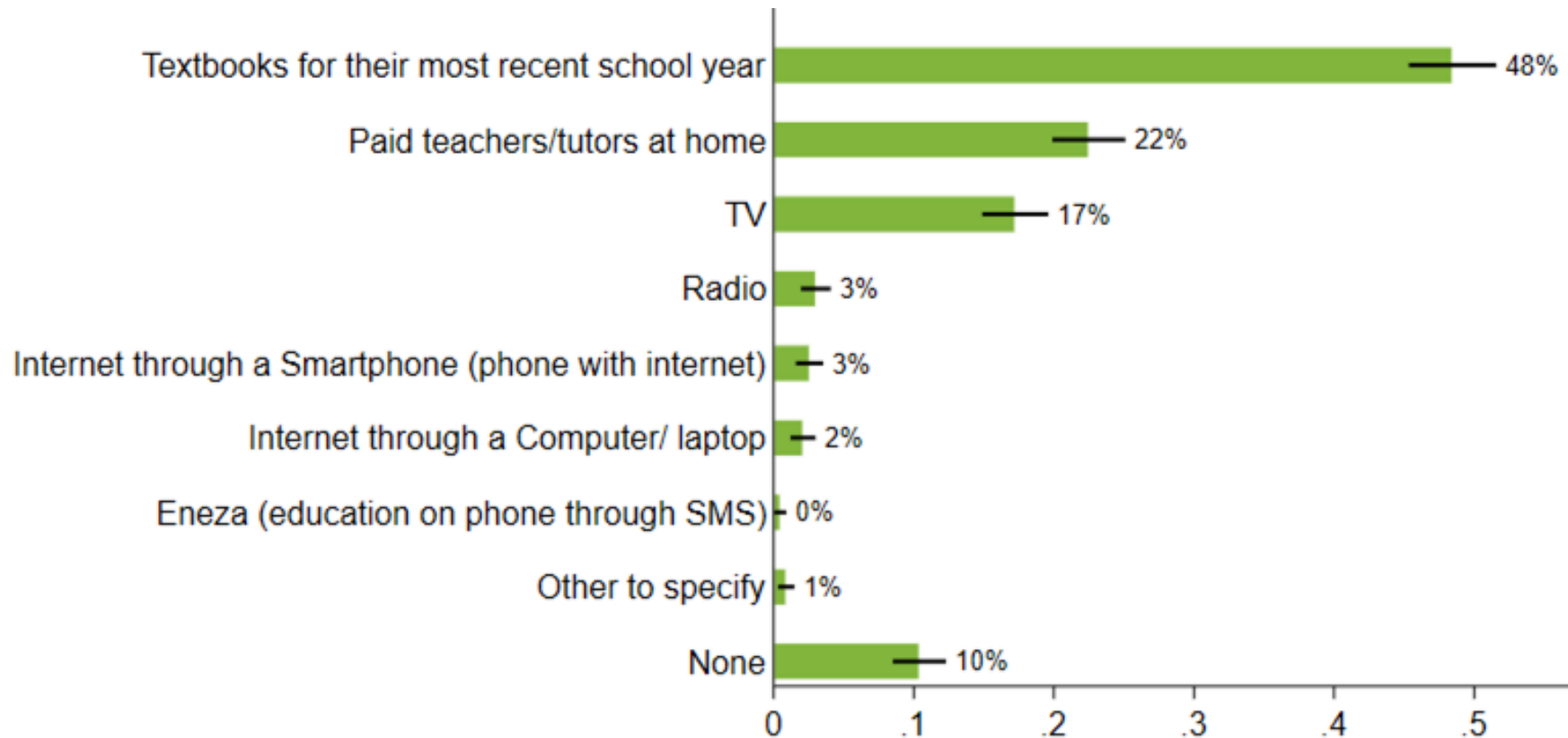
- Random sample from Integrated Regional Survey on Employment and in the Informal Sector (ERI-ESI 2017)
 - Initial reliability test 42 out of a 100 phone numbers were still reachable and the same people picking up the phone.
 - Generated random sample of 3,022
 - Approximately a third of sample from EA in Abidjan, two thirds from EA outside of Abidjan
 - 3,022 call attempts - total sample of 1,329 (44% response rate)
- Comparison
 - Ghana RECOVR Survey
 - Random Digit Dialing
 - 1,357 respondents out of 10,781 call attempts (12% response rate)

RECOVR Côte d'Ivoire Qualitative

- More deeply investigate parents' and caregivers' experience of the school closures, as well as awareness, use, and perceptions of distance learning options
- Semi-structured protocol
- Approximately an hour phone survey
- Sampled from Round 2 Quantitative Survey
- Understand different perspectives and user experiences
 - Oversampling different user profiles

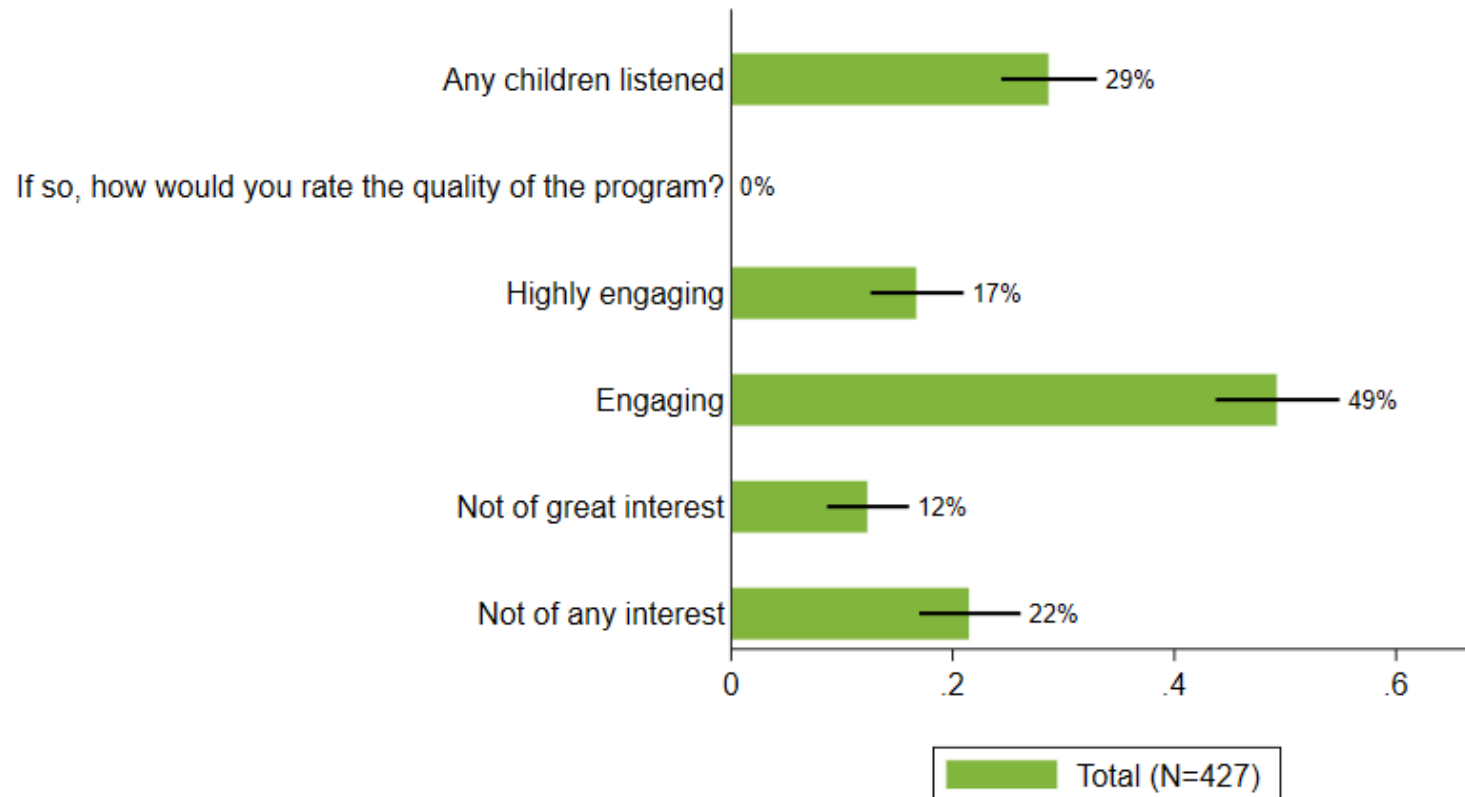
Responses to Round 2 Quantitative Survey used to Generate Qualitative Survey Sample

Between June and the start of this school year in September, which of the following tools were primary school-aged children in your household using to help continue their education?



Using Quantitative Survey Responses to Generate Qualitative Sample

How would you rate the quality of “Ma radio, mon ecole avec Tonton Jojo” in terms of engaging child in learning?



Qualitative Survey Sample

Reported Educational Activities & Experience		No. Respondents
No educational activities		3
Tutoring external		2
Household member tutoring		3
Using books provided by school		2
Using own schoolbooks		2
Using household books		3
<u>Eneza</u>		2
Radio	Heard of but did not listen	2
	Listened but was not of any interest	2
	Listened but was not of any great interest	1
	Listened and found engaging	2
	Listened and found highly engaging	4
TV	Heard of but did not watch	1
	Watched but not of any interest	3
	Watched but not of any great interest	4
	Watched and found engaging	2
	Watched and found highly engaging	1
Total Respondents		39

RECOVR Côte d'Ivoire Qualitative

Key Findings

- Semi-structured protocol
- Approximately an hour phone survey
- Sampled from Round 2 Quantitative Survey
- Understand different perspectives and user experiences
 - Oversampling different user profiles