

Right-Fit Evidence Unit



COMPANY PARTNER ICS PILOT

Skillful parenting promoted within COMPANY PARTNER farmer cooperatives in Ivory Coast

EVALUATION REPORT

EXTERNAL VERSION

Context

The Transforming Education in Cocoa Communities (TRECC) initiative aims at improving the living conditions of children and youth in Côte d'Ivoire by promoting quality education in cocoa-growing communities. Via its Grant Matching Mechanism round 2 (GMM2), 14 pilots-to-scale projects are being co-funded with 12 cocoa companies and implemented by 14 implementing organizations in the sectors of Early Childhood Development, Primary Education and Vocational Training.

The role of Innovations for Poverty Action (IPA) is to provide technical support to the companies and implementing agencies to design and implement sound monitoring systems to closely monitor and learn from these pilots. In parallel, IPA conducts its own independent and complementary data collection. IPA will use these two sources of information – the administrative data collected by the implementing organizations through their own M&E system and the independent data collection – to feed into an independent evaluation matrix to assess each pilot. The final scale up report will therefore be based on the evaluation matrix that was agreed upon all partners.

IPA has used this data to make recommendations on the potential scale-up of the HKI pilot to other relevant cocoa-growing communities. In addition, TRECC may consider whether certain pilots are feasible for future scale-up beyond such communities, for example to the regional or national level, though this has not been a central focus of this evaluation given the existing contractual arrangements of GMM2.

The report is divided into the following five sections:

1. Relevance;
2. Results (outputs and immediate outcomes);
3. Costs & Operations management;
4. Capacity to learn, improve and innovate; and
5. Sustainability.

For each section, we are describing the key findings based on quantitative and qualitative evidence.

Following the setup of the evaluation matrix, we are using a color system to provide an overall assessment against each of the 11 criteria: green means that the pilot is compliant with the criteria requirement for potential scale-up, red means that it is not, and orange means that it does partially comply and that eligibility for scale-up should be conditional on corrective measures to be taken in that area. As per the initial plan, our final overall recommendation is then decided as follows: pilots with green assessments on all 11 criteria receive an unconditional recommendation for eligibility for a scale-up proposal; pilots who have only green and orange criteria (no red), and among these a majority of green criteria, receive a

conditional recommendation for scale-up – i.e. conditional on the various corrective measures being mentioned in the orange criteria. Pilots with any red criteria are not recommended for scale-up.

The Assessment signs used throughout the document are the following:



Acronyms:

ECD: Early Childhood Development

FGD: Focus Group Discussion

FFS: Farmer Field Schools

GMM2: Grant Matching Mechanism round 2

ICS SP: Investing in Children and their Societies (ICS-SP) is an African NGO focused on Children Development

IPA: Innovations for Poverty Action

M&E: Monitoring and Evaluation

SP: Skillful Parenting

TRECC: Transforming Education in Cocoa Communities

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Executive Summary

General assessment and recommendation

Overall, the BC-ICS pilot has earned a conditional recommendation for scale-up. Six of the evaluation criteria were rated as green and five as orange. Therefore, this recommendation comes with important conditions on those five criteria, which we believe should be addressed for the program to be well positioned to go to scale:

Relevance

1. Targeting: To maintain the ECD focus of the pilot, IPA recommends improving targeting to include more beneficiaries that are caregivers of children under 8 years old.

Capacity to learn improve and innovate

2. Monitoring: The project didn't manage to collect reliable data on attendance at the individual level. M&E tools should be revised to distinguish between main and catch-up sessions.

Sustainability

3. ICS did implement actions aimed at building sustainability; however, IPA did not see evidence that these were successful in building clear prospects for the program to be maintained in the pilot communities.
4. ICS needs to build a stronger pathway to scale including through strengthening government and partners' buy in.

1. Relevance

Data collected during IPA's baseline survey indicates that *Skillful Parenting* is targeting an important need in the community, illustrated by high prevalence of violent child discipline methods, limited fatherhood involvement in child rearing and low levels of knowledge and application of good parental practices.

Beneficiaries reported a high level of interest in ECD coaching at baseline, and qualitative work confirmed widespread interest in parents gaining more knowledge about children's development and stimulation. This provides suggestive evidence that beneficiaries' perception of their own needs is in line with the theory of change of the program.

Working through the cooperatives resulted in including a large proportion of individuals who are not caregivers of young children. For the endline only 53 % of beneficiaries are caregivers of children under 8. This may have influenced the expected impact of the program since the biggest knowledge and practice changes is expected from the population that is the more involved in young children's education. In addition to this, working through cooperatives does not result in targeting the population that is most in need as we observe a higher prevalence of child labor and lower access to ECD programs among non-beneficiaries. Although the skillful parenting program can also be useful for parents/caregivers of older children, the implementing agencies might want to consider changing or refining their current targeting mechanism to be more in line with the ECD focus of the program.

2. Results (outputs and direct outcomes)

ICS-SP successfully achieved most outputs from the proposal with a high level of engagement. All BC coaches trained were very satisfied with the training and the project recorded very high completion rate on the 9 modules delivered to beneficiaries. Indeed, 82% of beneficiaries completed all 9 modules through main sessions or catch up sessions.

Quantitative analysis shows statistically significant improvement from baseline to endline for 4 out of 8 knowledge and practice indicators for age appropriate parenting and in addressing child maltreatment.

In terms of knowledge we observe a significant increase in the proportion of beneficiaries able to identify at least 2 stimulating activities with their child with a 16 percent increase in percentage point (79% vs 93%). However, the increase in the proportion of beneficiaries capable of identifying key developmental milestones is small (22% vs 29%) and not statistically significant.

Concerning practices, we observe that caregivers are significantly more involved in child rearing activities. In fact, the key indicator that measures the percentage of caregivers who report having engaged in 7 or more child-rearing practices in the last three days increases by 20 percentage points from baseline to endline.

Regarding attitudes towards the use of physical violence, we observe a small and non-statistically significant decrease in the proportion of respondents who believe violence is necessary to raise a child, from 19% to 14%. In addition, we observe a significant increase in the exclusive positive child discipline methods for the past 30 days reaching 29% at endline compared with 18% at baseline. This is significantly above the national average reported in the MICS. In fact, in 2016, In Ivory Coast the UNESCO found that only 9% of parents are using only positive methods to raise their children.

General quantitative feedback on beneficiary satisfaction towards the program is very high.

3. Costs and operations management

The pilot experienced significant delays during the first phase of activities. The contextualization of the training materials took a lot more time than expected due to the difficult contractual arrangements and coordination issues with all partners.

Based on the information received from the existing reporting templates, we don't observe any reason to doubt about the good cost management. No overspending was reported, and a high amount of the initial budget was allocated to direct project implementation. The project would however benefit from more transparent and detailed explanations on the in-kind contribution of each stakeholders. This would in turn enable a better assessment of the project cost structure.

4. Capacity to learn improve and innovate

Credible and reliable data was collected on most indicators. However, no data is available on actual attendance rate to sessions. This is preventing us from knowing clearly how many sessions were organized by facilitators and how much effort a field team should put in order to achieve such completion results.

ICS did show a strong willingness to learn and take corrective measures based on collected data. A careful work was indeed carried out during the need assessment and detailed data collected before and after the program. IPA however recommends spending more time analyzing all data collected.

5. Sustainability

Despite the clear strategy of ICS to train community leaders, focus groups revealed limited concrete actions taken by the community to sustain the project. The community didn't make any kind of financial or in-kind provisions and seem to wait for other partners to continue the project. The scale-up strategy of ICS is unclear at the moment, though some avenues are being explored, e.g. through discussions with Brookings. ICS is currently strengthening their capacities while establishing a new office in Ivory Coast.

Snapshot of specific assessment against each pre-defined evaluation criteria:

Evaluation Criteria	Assesment	Recommendations
1.Relevance		
1.1 Targets an important need in the community	✓	Improve targeting of caregivers of children from 0 to 8
1.2 Aligns with the priorities of the donors	✓	
2.Results: outputs and direct outcomes		
2.1 Delivers outputs at high quality	✓	Simplifying message and introduce more role plays
2.2 Achieves direct outcomes	✓	
2.3 Beneficiaries' feedback about the program is positive	✓	
3.Costs and operations management		
3.1 Costs are well managed/cost scale-up vision	✓	Increase tranparancy in cost reporting
3.2 Project management is successful	✓	
4.Capacity to learn, improve and innovate		
4.1 Project collects credible monitoring data	✓	Clarify distinction between attendance and completion
4.2 Monitoring is used to learn and improve	✓	Use pre and post test data
5.Sustainability		
5.1 Provides sustained benefit to community	✓	Explore ways to more effectively and sustainably incentivize facilitators
5.2 There are prospects of scale-up beyond GMM2	✓	Build stronger pathways to scale

Project summary

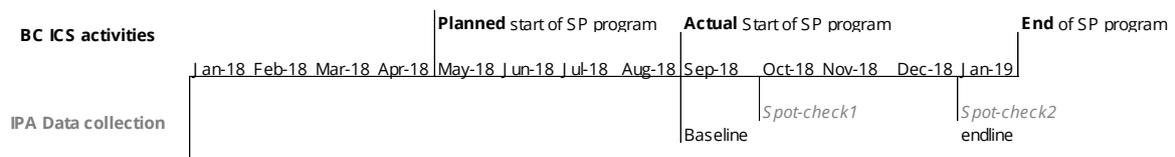
ICS SP has partnered with Company partner through the Transforming Rural Education in Cocoa Communities (TRECC) initiative to test the implementation and effectiveness of the Skillful Parenting (SP) model in addressing early child development and child maltreatment (including child labor) in Ivorian cocoa-growing communities.

The skillful parenting has 9 modules covering topics such as family relationship, roles and responsibilities of parents, early childhood development, nutrition, stimulation for children, and family budgeting.

This pilot targets 4 communities - X, X, X and X - within Agboville Department in south-eastern Ivory Coast, reaching directly 307 farmers and indirectly 300 partners and 900 children of sensitized farmers.

This pilot combines the skillful parenting model with farmer field schools and links families to social support networks, peer groups and providers of child wellbeing services. Most beneficiaries are male since the pilot uses farmer field schools as an implementation channel for the skillful parenting program. Women are involved by joining their partners in some modules and participating in community awareness sessions.

Overall Timeline



1.Relevance

The relevance section will include the following two criteria:

- ✓ The program is targeting important needs in the community
- ✓ The program is aligned with donor's priorities

✓ 1.1 Targets an important need in the community

This project meets an important and specific needs in the community given the low level of knowledge in terms of positive parental practices, child stimulation and male caregivers involvement in child rearing. However, targeting of caregivers between 0 and 8 was not successful. In addition to this, working through cooperatives does not result in targeting the population that is most in need as we observe a higher prevalence of child labor and lower access to ECD programs among non-beneficiaries.

✓ Criteria 1.1.1 Evidence of skillful parenting being an important need in the community

As per Skillful Parenting Needs Assessment by ICS, families and children in Ivory Coast *"experience multiple vulnerabilities and risk factors that are passed from generation to generation, including low income, harsh or poor parenting, traditional harmful practices such as early marriages, gender inequality, high rates of violence against children and women, low value for ECD and education, lack of or unresponsive government services and lack of social support"*. Children and women are exposed to multiple types of violence and abuses, including forced labor, sex trafficking, rape, and corporal punishment, and lack access to adequate protection. In addition, focus groups discussants and face-to-face interviewees identified the following challenges:

- 1) Parents: curbing child rights violation due to lack of knowledge on child's rights, economic constraints. Poor infrastructure and poor communication skills; and
- 2) Children: Inadequate awareness on rights among children and parents, lack of access to health and education services, child's right violation and consequent school drop outs, and economic deprivation.

Discussions also highlighted the lack of adequate parenting skills, weak involvement of fathers in child rearing, and frequent use of corporal punishment to discipline children in the target communities.

According to the UNDP's Human Development Indices and Indicators: 2018 Statistical update, Ivory Coast ranks 170 out of 188 on HDI and belongs to the low human development group¹. In 2016, some 1.7 million children aged 5-17 (21.5%) were involved in hazardous work². According to the UNESCO Institute for Statistics, gross (net) enrollment rates in education stood at 8% (7.4 %) for pre-primary education, 98.8% (86%) for primary education and 49.7% (39%) for secondary education³. Some 21.6% children are affected by chronic malnutrition⁴.

The following paragraphs provide a brief overview of IPA's independent baseline analysis. The baseline analysis is carried out on a random sample of 180 (out of 306) beneficiaries and 69 non-beneficiaries in the targeted four communities.

[Child maltreatment: \(annex 1\)](#)

Overall, there is widespread maltreatment of children in the four communities. We observe that 26.3% of beneficiaries' children tend to be involved in some form of child labor. In our analysis, we consider the following form of child labor: i) doing the activities prohibited for children (Articles 5-11 of the Prohibitions of Hazardous Work List); ii) manipulating heavy or dangerous objects; and iii) being exposed to smoke, gas, or chemicals. In comparison, national data shows that 21.5%⁵ of children are involved in hazardous work in Cote d'Ivoire. Although indicators used are slightly different⁶, it suggests that beneficiaries' children work as much as (or more) than the overall population. On the contrary, 73 % of beneficiaries' children experienced some forms of violent child discipline methods in the past 30 days such as yelling, shaking, hitting and slapping. These results seem significantly lower than in the 2016 MICS survey where the national average is around 92 %. Finally, 19% of children under the age of 5 have been left alone or with another child under 10 for more than an hour in the past 7 days.

[Access to basic services for children and school attendance: \(annex 2\)](#)

¹ Human Development Indices and Indicators: 2018 Statistical Update, United Nations Development Programme, 2018

² 2017 Findings on the Worst Forms of Child Labor - Côte d'Ivoire, United States Department of Labor, September 2018, page 1, (<https://www.dol.gov/sites/default/files/documents/ilab/CotedIvoire.pdf>)

³ <http://uis.unesco.org/en/country/ci>

⁴ WFP Côte d'Ivoire Country Brief, November 2018, World Food Program, page 1, (https://docs.wfp.org/api/documents/WFP-0000101505/download/?_ga=2.234015646.1687814957.1550860453-70910827.1550860453)

⁵ MICS 2016

⁶ Child labor indicators in the IPA's baseline analysis do not include all possible types of child labor as defined by the national laws.

Although, 98.5% of beneficiaries' children had a vaccination record, focus group discussions highlighted the lack of access to health services in the communities. Besides the need for health services, beneficiaries also declared there is a need for other children's facilities. *"In our village, we need a health center for our children to be well cared for, a school for our children to be better educated, kindergarten classes because it is there that children learn to speak, to count and the colors"*.

77.3% of children have birth certificates. ICS's needs assessment has identified the distance from government offices as the main culprit for lack of birth certificates. In terms of preschool and school enrollment, 18.8% of children aged 3-5 years attend ECD programs and 76.7% of children aged 6-8 years attend primary school. Among children enrolled in primary education, 13% often misses classes. In comparison with national data, beneficiary children are more often enrolled in pre-primary education (18.8% vs 4.9%) but less often in primary education (83% vs 76%).

Fatherhood involvement in child rearing: (annex 3)

Qualitative and quantitative evidence shows similar results to ICS's need assessment. Male caregivers (a person who regularly looks after children, whether a parent or not) engage in few child rearing activities. Individual interviews highlight that 25.5% of male caregivers have participated in at least seven basic child rearing activities (out of 14 activities) in the past 3 days. During focus groups, a father explained: *"We are not involved in child care such as washing, purging and housework such as cooking, washing dishes, doing laundry for the child"*. In these communities, males are largely responsible for material support while mothers take care of the house and the children.

Parental knowledge and beliefs (annex 4)

In terms of knowledge and belief on parental practices, at baseline, beneficiaries are better at recognizing activities that promote child's development than at naming their benefits. On a grade of zero to four, their average scores on recognizing stimulating activities is 2.6. Their scores on naming the benefits is 2.1. At baseline, 85% did not believe that physical punishment is needed to raise children properly. However, they did not have high levels of knowledge about positive discipline: a beneficiary is able to identify, on average, 1.25 out of 5 methods of positive discipline cited. Although they might want to avoid physical punishment, participants do not know alternative discipline that would help them to stop those practices with their children.

✔ Criteria 1.1.2 Beneficiaries' description of their needs and need assessment are in line with the pilot's theory of change:

The previous section (section 1.1.1) provides evidence that parents in the community did not have adequate parenting skills prior to the intervention. Essentially, the theory of change of the project stipulated that fathers' training on skilled parenting will increase children

wellbeing in the long run. Baseline qualitative interviews confirmed that beneficiaries are in line with this theory and willing to learn more on parenting methods.

During focus group discussions – organized by IPA – prior to the intervention, beneficiaries discussed their need to better take care of their children. The first levers identified by groups to improve their children’s welfare was financial support (to better feed children, pay their school fees etc...) and infrastructures in the communities (water, light, schools, health center etc...). *“In our community, we need money to pay food for our children, to pay for school, to pay for their health, to improve our cacao production etc...”*. Fathers’ first responsibility is traditionally to ensure the financial needs of their family members. However, in Oress Kroubou, beneficiaries mentioned, at first, parenting skills trainings as a solution to improve their children’s welfare: *“we need training on how to live, on good manners, on how to educate the child as a family and then on how to live to better take care of our children”*.

Most focus groups revealed a positive attitude toward the project once moderators have presented it to the group. *“A training for men would be welcome.” “It’s a good thing to teach men on parenting skills because men do not know how to educate. Also, we can learn on parenting practices teach it to our wife”*. Negative opinions were moderate. The most frequent concern discussed in communities was the integration of women and spouses in the trainings. Most fathers thought it was necessary to involve the couple in such kind of training. This concern was addressed by the implementors who advised farmers to invite their wife during the trainings.

During focus groups, fathers recognized the importance of such trainings to improve children’s wellbeing since they believed the main reasons for child labor or maltreatment is the lack of knowledge of parents on those topics. *“According to us, some kids participate in hazardous work because their parents are uninformed, they do not know it is bad for their kids”*. Participants also believed that parents’ knowledge will increase children’s wellbeing in the long run.

✔ Criteria 1.1.3 Those who received the intervention have a comparable or greater level of need compared with the rest of the community

Beneficiaries of the intervention were selected through farmer field schools. More specifically, Company partner provided a list of 307 farmers from their cooperatives to implementing agencies. Based on baseline data, the following section discusses how their characteristics correspond to the pilot criteria and their level of need compared to other person interviewed in the communities.

✔ Respondents’ characteristics related to targeting criteria

BC-ICS pilot targets parents and caregivers of children aged 0-8 years. However, we found that beneficiaries are less likely to be parents of young children than the non-beneficiaries interviewed: 47.8% of beneficiaries have a child under 8 compared with 75% of non-

beneficiaries. Comparing the number of children under 8 in both groups emphasizes the problem: beneficiaries have on average 1.6 children, while non-beneficiaries have 2.1 children under 8. In addition to being less likely to be parents, beneficiaries are also less likely to be caregivers (by caregivers we mean beneficiaries that are taking care of children between 0 and 8 both in and out of the households): 61.7% of beneficiaries are caregivers of young children against 77.9% for non-beneficiaries. Out of 180 beneficiaries interviewed at baseline, 67 (37%) are neither parents nor caregivers of children under 8.⁷

The discrepancy between beneficiaries and non-beneficiaries probably comes from using farmer field schools (FFS) as an implementing mechanism. Indeed, working through the cooperatives results in targeting a population that is on average older and less in charge of young children. This could in turn influence the expected impact of the program if the biggest knowledge and practice changes are expected on the population that is the more involved in young children's education. Although the skillful parenting program can also be useful for parents/caregivers of older children, the implementing agencies might want to consider changing or refining their current targeting mechanism⁸ to be more in line with their initial beneficiaries' criteria.

✔ *Child maltreatment*

At baseline, children from age 5 to 15, in the non-beneficiary households were more likely to be involved in child labor than children in the beneficiary households. Around 35% of non-beneficiary children and 25% of beneficiary children tended to be involved in some form of child labor. Doing activities that involve being exposed to gas or smoke ranks high for both groups of children. Again, the non-beneficiary children were more likely to be involved in this type of work by about 9%. They were also more likely to be involved in work that includes handling dangerous objects by about 10%. One interpretation is that farmers who participate to farmer field schools have more incentives to refrain from child labor, as they are most likely to be certified and child labor can prevent them from certification.

Beside child labor, baseline data shows no statistically significant difference between beneficiary and non-beneficiary in terms of violence and negligence towards children from 0 to 5 years old. Almost 75% of children in both types of households have experienced at least one negative method of discipline in the past 30 days, such as yelling, shaking or hitting. In both groups, one sixth of children under the age of 5 were left alone - or with another child under the age of 10 - for more than an hour in the past week.

✔ *Access to basic services for children and school attendance*

In terms of access to health and education services, we found no significant difference between beneficiary and non-beneficiary children in terms of vaccination certification (about

⁷ Here, we looked at both children living in or out of the household.

⁸ The project proposal highlights the skillful parent model as useful for all parents/caregivers of children aged 0-18 years, but the pilot targeted only parents/caregivers of children under the age of 8.

95% in both groups) and school enrollment for children 6-8 years old (around 80%). However, we observed differences with regards to birth registration, ECD program attendance and school absenteeism. Beneficiary children have higher birth registration (77.3% for beneficiaries and 67.4% for non-beneficiaries) and ECD program attendance 18.8% (beneficiaries and 4.9% for non-beneficiaries). In addition, they have lower rates of school absenteeism (13.3% for beneficiaries and 50% for non-beneficiaries). Since beneficiaries' children are less likely to work, it's not surprising to observe higher school enrollment and participation.

✔ *Fatherhood involvement in child rearing*

Regarding participation in child-rearing activities, we have found no statistically significant difference between beneficiary and non-beneficiary male caregivers (see annex 3 and 4). About 25-32% of male caregivers in both groups report having engaged in 7 or more general child-rearing activities in the past 3 days (out of 14 examined activities).

✔ *Parental knowledge and believes*

There is no statically difference between beneficiaries and non-beneficiaries in terms of knowledge on methods of positive discipline, developmentally stimulating activities and benefits form those activities (see annex 5).

Comparing the key characteristics of beneficiaries to a sample of non-beneficiaries we find that beneficiaries are significantly less likely to be caregivers and parents of children between 0 and 8. Not being affiliated to the cooperative seem to be also correlated with a higher prevalence of children exposed to hazardous work and child labor. As a result, we also observe higher rates of schools' absenteeism among non-beneficiary children. We also find lower rates of birth registration and access to ECD programs among non-beneficiaries. Finally, on most outcomes related to parental knowledge and practice around child rearing we don't observe any significant differences between both groups. The program is therefore not targeting the population with the greatest level of needs.

✔ 1.2. Aligns with the priorities of the donors

The intervention as implemented strayed somewhat from the initial objective consisting in targeting caregivers between 0 and 8. As a result the current pilot as implemented is not fully aligned with TRECC priorities in terms of ECD. In addition to this, training farmer field schools' coaches on parenting practices strays

somewhat from the preferred BC approach to directly tackle child labor through a community approach.

✓ Criteria 1.2.1 Aligns with Company partner's strategy:

Through its program "chocolate forever", Company partner plans to contribute to making sustainable chocolate the norm. It aims to attain this objective by 2025 through the improvement of cocoa farmers communities' living conditions⁹.

The community approach has been identified as a promising way to reduce child labor while connecting local structures to local governmental counterparts. In this endeavor the Child Labor Remediation System (CLMRS) has been a core component of BC's projects.

As a result, ICS's program is aligned with the current strategy that is going through a value chain approach and aims at building capacities of farmers through existing farmer organizations. This includes improving caregivers' parenting skills and knowledge. However, in its supply chain approach it strays from the more global community approach needed to tackle the problem of child labor across all community members.

The current target age group of the project is not a specific pre-requisite for the Company partner. Given that the main concern is child labor, a bigger age group would even make more sense since children above 8 are more involved in agricultural work.

✓ Criteria 1.2.2 Aligns with TRECC's strategy:

The ICS project is still aligned with TRECC's global strategy as it focuses on improving parenting practices in ECD while using the existing value chain structure to deliver ECD trainings. This significantly reduces the amount of resources allocated to implement awareness campaigns and create groups of beneficiaries from scratch. Using existing group dynamics also ensures higher participation rates.

TRECC also acknowledged the trade-off between working in the supply chain to take advantage of existing groups and working at a community level to improve the targeting on the person most in need of the program. In this respect TRECC is ready to think about broadening the age range of the beneficiaries' children or/and being more flexible around who can attend training. Finally, the fact that the training was targeting men is seen as a relevant approach.

⁹ Key Informant interview

2.Results: output and direct outcomes

Results' section will include the following three criteria:

- ✓ Delivers output at high quality
- ✓ Achieves direct outcomes
- ✓ Beneficiaries' feedback about the program is positive

✓ 2.1 Delivers outputs at high quality

All outputs were achieved at expected quality. ICS was able to train BC staff with a high level of satisfaction and very high rates of completion have been recorded on the project.

✓ Criteria 2.1.1 Has the pilot produced measurable outputs with the required quality

✓ *Facilitators are trained and certified:*

ICS's training is relying on a cascading model. First, qualified master trainers (ICS's staff) receive a refresher training on Skillful Parenting modules. Then, they train community facilitators and co-facilitators who will lead the parent trainings in communities.

The refresher training for two master trainers was organized in Abidjan. Then, they (helped by one assistant) trained 12 facilitators and co-facilitators from 12th to 18th August 2018 in Agboville. The 12 facilitators who were invited to the training include 10 field farm schools (FFS) coaches from Company partner and 2 supervisors from "Ecole Pour Tous". Field Farm Coaches have been working with the Company partner on productivity trainings for farmers. The training was their first training on social welfare issues. The objective of the training is to equip all 12 persons to become facilitators (i.e. deliver SP modules and give guidance to parents) in the communities.

At the end of the training, all passed the certification with good level of knowledge. Among the 12 persons, certification results are only average for 3 facilitators, good for 8 and very good for one. ICS' final report mentions a 13th facilitator who was integrated to the project

after the initial training. Table 1 shows targets and outcomes which have been defined in the evaluation matrix concerning the training. Initial targets were achieved or exceeded.

Table 1: Key outputs – staff training

	Target (Evaluation Matrix)	Achieved	Difference	Data Source
Master trainer trained	1	2	+1	Admin data & Focus groups
Facilitators / co-facilitators trained	13	13	0	Final report
Facilitators certified	13	13	0	Final report

Overall, the facilitators’ feedback about training received and the supervision visits are positive.

During focus group discussions, facilitators gave mostly good general feedback on the training. They were happy to be accommodated and fed during their training. They reported that the trainings’ content was adapted to their level and that they were able to assimilate the content easily. *“We were well housed, the setting was removed from the noise, modules were good and easy to understand!”*. Therefore, facilitators interviewed felt confident on their capacity to deliver the modules.

According to facilitators, ICS staff did supervision visits weekly during the pilot. Facilitators interviewed gave positive feedback on monitoring; they considered ICS visits as an opportunity to benefit from ICS’ staff knowledge and experience as well as an opportunity to extend their own skills and knowledge. The number of hours ICS staff allocated to support, and supervision was not collected.

Prior to the beginning of the program, Company partner provided a list of 307 caregivers from their cooperatives to implementing agencies. All farmers and parents from this list were invited to trainings.

Among all 307 farmers invited to the training, 55 farmers have never come. According to Company partner, it’s because they are living too far away or left the cooperative. Overall, 252 farmers have participated in at least one session of training.

✓ Criteria 2.1.1. Positive feedback about the quality of key outputs

Section 2.1 described facilitators' feedback on the training and supervision (or support). The following section will focus on their opinion about the pilot based on information gathered during spot check visits and endline data collection survey.

Facilitators believe that the content of the module was adapted to the needs of the communities. They are aware of communication difficulties within families. The lack of knowledge of many parents was emphasized in the focus group, at least from their point of view, as the main reason for violence. According to them, parents resort to violence to discipline children when no other options are known. At the end of the training sessions, facilitators believed that many parents have understood the importance of communication, the use of positive methods of discipline and family budgeting. The key change for facilitators is the improvement of intra-household communication.

✓ Criteria 2.1.2 Participation rate

Due to low attendance, catch up sessions were implemented. In practice, facilitators were asked to reconduct the module through "catch-up sessions" for the entire class when the attendance was lower than half of the class.

To insure an efficient monitoring system, administrative data should reflect:

1. **"Main-session" participation:** beneficiaries who participated to the "main sessions"
2. **"Catch-up session" participation:** beneficiaries who participated to the "catch-up sessions"
3. **Completion:** beneficiaries who completed all 9 modules

However, administrative data received from ICS only reflects completion. Completion could be through either "main-session" or "catch-up" session participation.

The first spot-check administered by IPA in October 2018 shows a very low participation rate in both communities visited. IPA's staff participated to two sessions in the field and observed 33% participation rate in X and 20% in X. Most beneficiaries reported not being able to attend sessions because of a lack of flexibility in the scheduling of the sessions and low levels of interest. In reaction to this an exceptional operational committee was organized in October 2018 and partners decided to organize catch-up sessions.

With the implementation of catch-up sessions, completion rate computed within IPA using ICS logs reached 79.8%. Those results are very similar to the participation rates described in ICS's report (82%).

Recommendation for scale-up: A clear definition of what we mean by participation rate could be very beneficial to all project stakeholders. Creating a difference between completion

rate and main session participation rate could help to assess the intensity of the program and provide more accurate information for future comparisons. Catch-up sessions should be displayed in the attendance logs.

2.2 Achieves direct outcomes

✔ Criteria 2.2.2. Change in beneficiaries' knowledge, behavior and practices

Methodology:

During the endline survey, IPA interviewed 170 beneficiaries out of the 180 interviewed during baseline. This leads to an attrition rate of 6%. Reasons for attrition differ from one respondent to another and include poor health or death of beneficiaries' family members, death of beneficiary, unavailability of beneficiaries residing outside the villages where data collection took place.

For the analysis of changes in the outcomes from baseline to endline that is presented in the following pages, we used a sample of 169 respondents. One household interviewed during endline was dropped from the initial sample of 170 households as it did not have a matching household in the baseline data.

Table 2: Planned vs realized interviews by village

Village	Planned interviews	Realized interviews	Realization rate
X	46	45	98%
X	16	16	100%
X	17	16	94 %
X	101	92	91 %
X	0	1	100%
Total	180	170	95%

Such a low level of attrition gives us high confidence that results are not driven by a selection bias.

For more details on how IPA conducted the data collection phase and what are the underlying power calculations please refer to the Annex A at the end of the document and baseline report.

Target population:

During the survey delivered to beneficiaries two big families of indicators were included: questions about knowledge and questions around practices. Questions about knowledge are reported for the entire sample of beneficiaries, i.e. 169 respondents. However, looking at practices, IPA could only report answers of beneficiaries who are caregivers of children in the relevant age-range. This in turn significantly reduces the sample for analysis as only half of the population was caregivers. This results in a studied sample of 71 beneficiaries for self-reported practices.

Changes in direct outcomes key results

We present key log-frame outcomes¹⁰ in two groups (table 5):

1. Outcome 2- includes indicators related to knowledge and practices for age appropriate parenting,
2. Outcome 3 - includes indicators related to knowledge and practices in addressing child maltreatment

The last column shows the difference between endline and baseline data, either in absolute numbers for the indicators in averages or percentage points for the indicators in percentages. Stars in the "Diff" column indicate statistically significant differences as noted in the note below the table. In the figures, a yellow star means statistically significant results at the 1, 5 or 10% level.

Table 3: Key outcomes baseline VS endline

Outcome	N	Baseline	Endline	Difference
Outcome 2 knowledge and self-reported practices for age appropriate parenting				
% of caregivers having engaged in 4 or more activities that promote learning and school readiness (in the past 3 days)	71	27%	35%	8%
% of caregivers having engaged in 7 or more child-rearing activities (in the past 3 days)	71	42%	62%	20%***
% of respondents that can identify at least 2 stimulating activities (cognitive, speech, emotional, physical)	169	79%	93%	14%***

¹⁰ Additional outcomes not included in the evaluation matrix are presented in Annex 5 and Annex 6 of this report.

% of respondents that can identify at least 4 out of 8 developmental milestones	169	22%	29%	7%
Outcome 3 knowledge and self-reported practices in addressing child maltreatment				
% of caregivers applying only positive methods of discipline (in the last 30 days)	71	18%	29%	12%**
% of caregivers who left at least one child alone or with another child under 10 for more than an hour (in the past 7 days)	71	14%	18%	4%
% of caregivers having accessed health clinics when their child was sick	71	100%	93%	-7%**
% of caregivers who reported at least one child having accessed ECD center	71	14%	42%	28%***

Statistically significant differences marked with asterisks: *p<0.1; **p<0.05; ***p<0.01

Data presented in table 4 show statistically significant improvement from baseline to endline for 4 out of 8 indicators. The improved indicators are related to both knowledge and practice. In fact, we observe that caregivers are more involved in child rearing activities (42 % vs 62%) and that they also better identify stimulating activities. Concerning child maltreatment, there is an increase in the exclusive use of positive child discipline and better access to ECD centers. There is also a small but statistically significant decrease in the proportion of caregivers accessing health clinics when their child was sick, but this statistic is very high at both baseline (100%) and endline (93%).

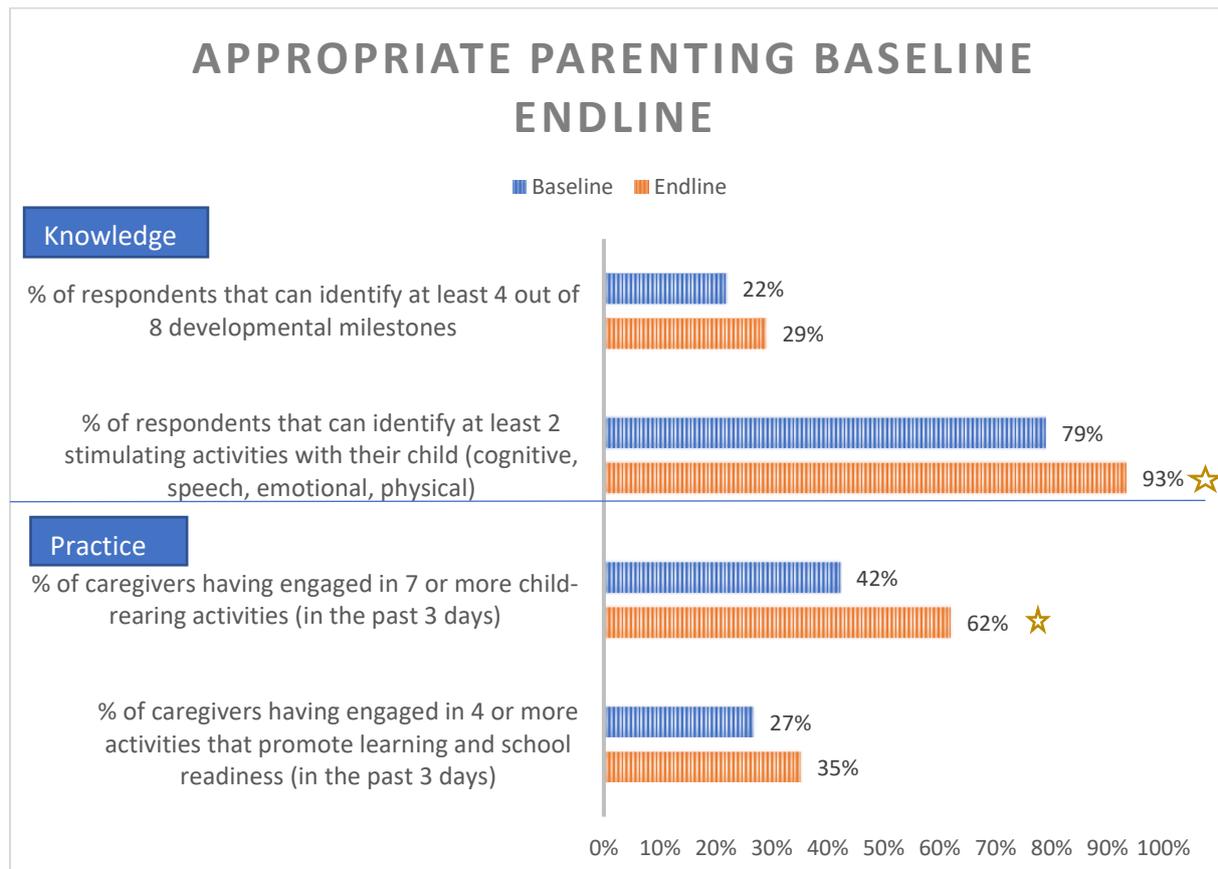
Outcome 2: endline

Figure 1 shows endline and baseline values of the first group of log-frame indicators. In terms of knowledge we observe that respondents better identified stimulating activities. During endline 93 % of the sample managed to identify at least 2 out of 4 stimulating activities. We tested this level of knowledge using pictures, presenting four types of stimulating activities: cognitive, speech, emotional and physical. This result indicates that respondents have a broader understanding of what are stimulating activities. During the training, an entire module is also dedicated to developmental milestones. On average we observe that a low number of respondents can identify at least 4 out of the 8 development milestones. This percentage increases between baseline and endline but is not statistically significant. Questions about development milestones are quite precise. This includes questions such as at what age starts a child to smile.

For the self-reported practices, we will constrain our analysis on caregivers. In the questionnaire delivered during baseline and endline a list of 14 activities was presented to respondents (this includes playing, drawing, bathing, singing etc.). For each activity

respondents had to declare if they were engaged in it in the past three days with a child they are taking care of in the household. All 14 activities are child rearing activities and only 7 of them are considered as activities that promote learning and school's readiness¹¹. Looking at figure 1 we observe a significant increase in the number of child rearing activities declared by caregivers. Caregivers are significantly more engaged with their children in the past three days reaching now a level of 62 % of caregivers engaged in more than 7 activities. For activities that promote learning we also observe an increase in reported practices, but this is not statistically significant.

Figure 1: Appropriate parenting baseline endline

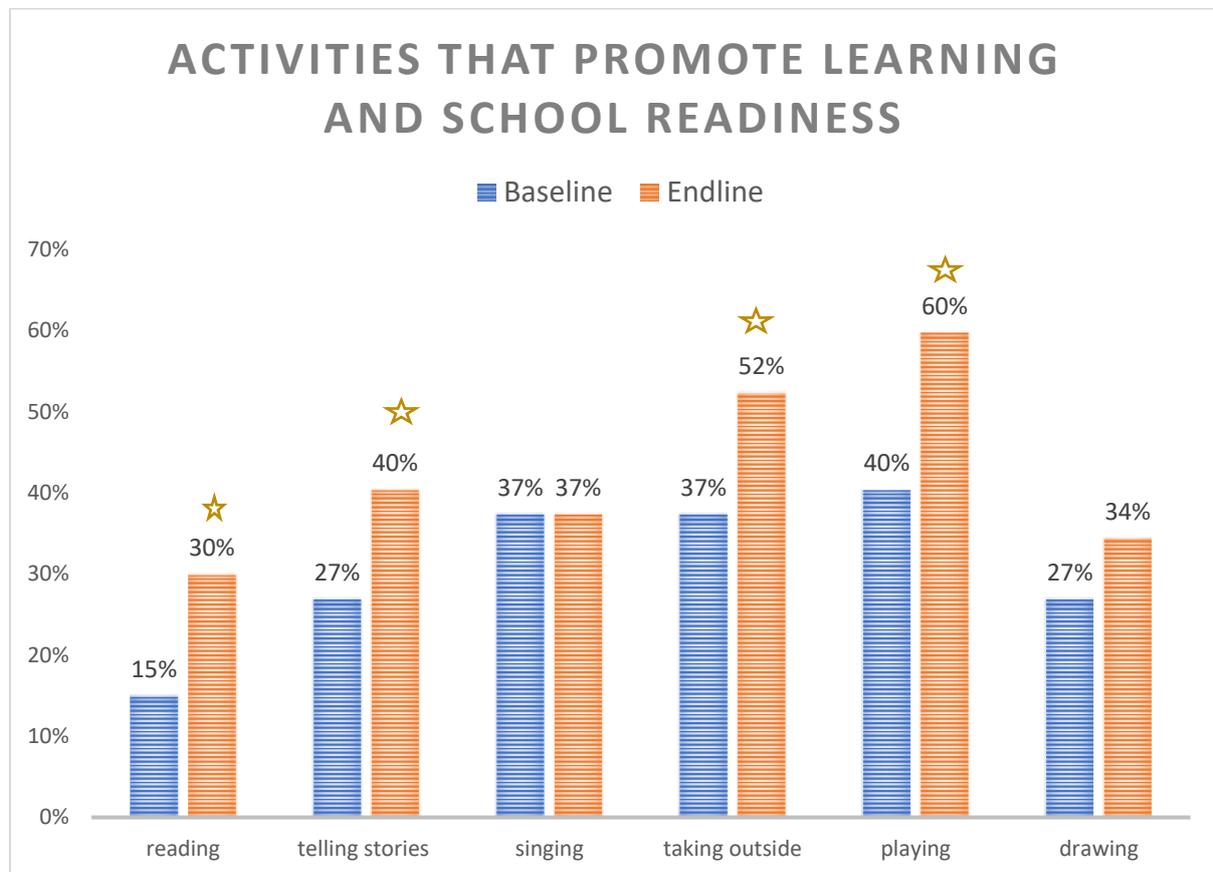


Looking at the details of activities caregivers are engaged in, we observe a significant progress on 4 out of 6 activities as displayed in figure 2. A positive result is that the biggest reported change concerns playing. This seems to indicate that the message around the need for parents to play more with their children has been translated into practice. If we look at the average number of practices parents are engaged in during the last three days, we also observe a significant increase. On average parents are now involved in 2.3 activities while before they were only 1.7 activities. Despite these observed changes in underlying practices, the evolution in reported practices is still not big enough to significantly impact the key

¹¹ This includes reading, telling stories, singing, going outside, playing and drawing. These indicators are typical measurement indicators developed by UNICEF

indicator. In fact, we want parents to be involved in more than 4 out of the 7 activities that promote learning and school readiness.

Figure 2 :Activities that promote learning and school readiness: endline vs baseline



Outcome 3: endline

The second group of key log-frame indicators is related to access to basic services for children and child maltreatment. It comprises five indicators.

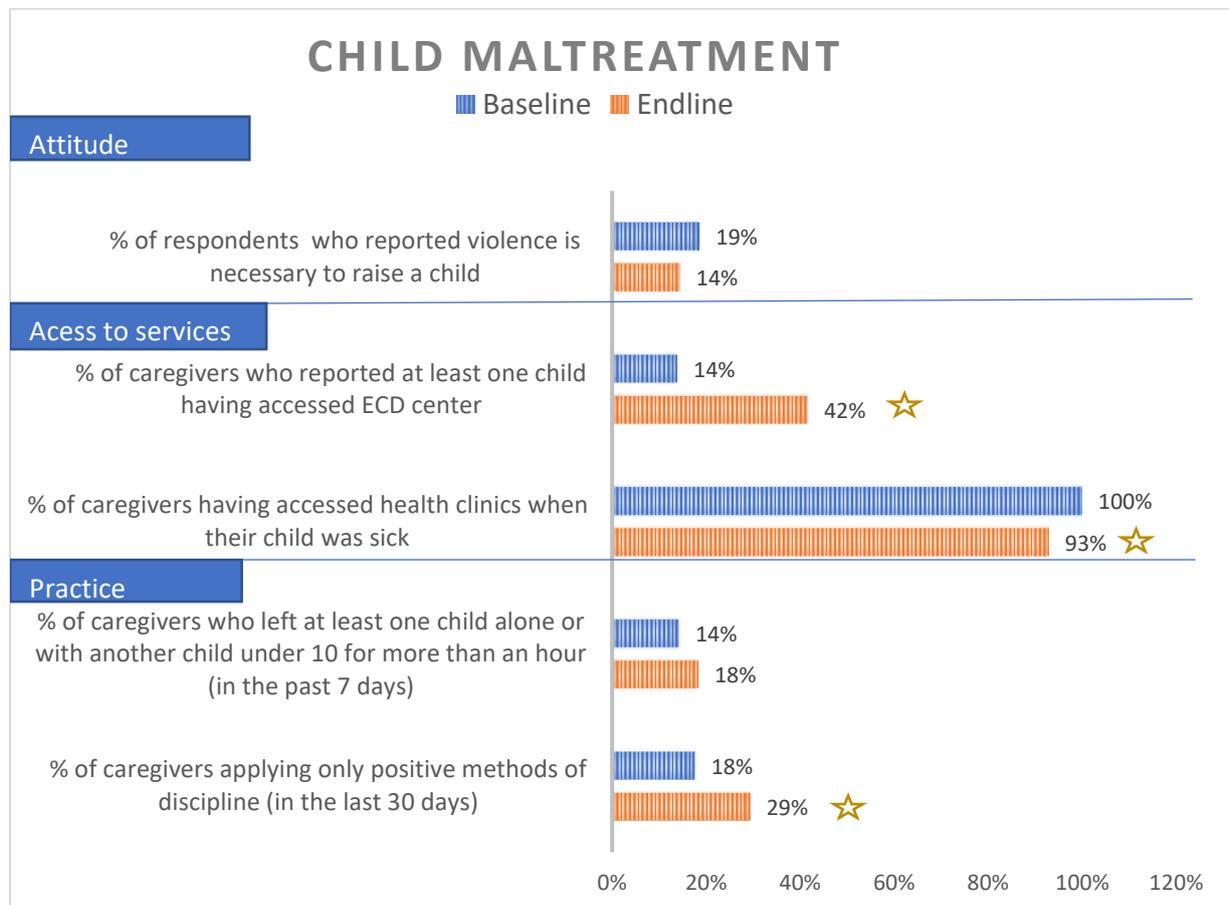
Looking at global attitude towards the use of physical violence we observe a slight decrease in the number of respondents that agree with the following statement “Physical violence is necessary to raise a child”. However, this change is not significant, and a similar trend is observed among caregivers. Despite non-significant change in attitude towards violence, caregivers globally reported using less violent discipline methods with their children. We observe a significant increase in the use of exclusive positive child discipline methods for the past 30 days reaching a 29% at endline. This is significantly above national average reported in the MICS. In fact, in 2016, In Ivory Coast the UNESCO found that only 9 % of parents are using only positive methods to raise their children.

One puzzling result is that despite a reduction in the use of violence and an increase in awareness about child development, we observe an increase in the number of children left alone during endline. This change is not statistically significant, but the trend could be

explained by the fact that the endline was implemented during the cocoa harvest in turn affecting the time constraints of parents.

Last results concern the access to services. Caregivers reported a significant increase in access to ECD centers going from 14 to 42 percent. However, caregivers also reported having less access to health clinics.

Figure 3: Outcome 3 child maltreatment baseline endline



✓ 2.3. Beneficiary feedback about the program is positive

Most beneficiaries reported being satisfied with the way the training was conducted and feedback on the trainers was very positive. Focus groups revealed

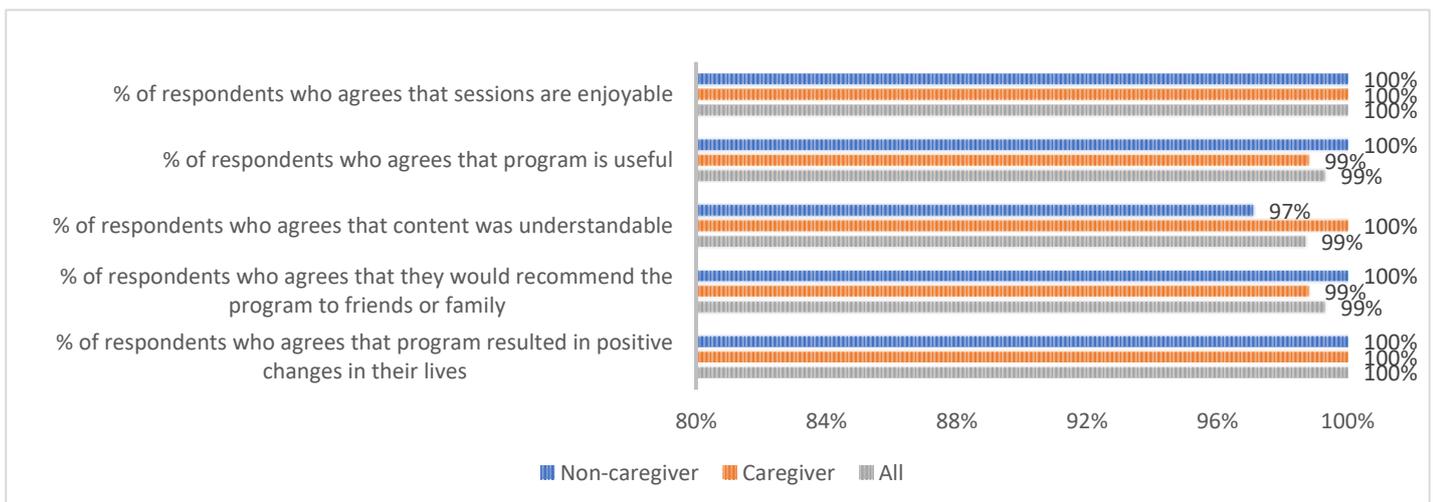
an increased awareness on good parenting practices. Beneficiaries also acknowledge the importance of social norms.

✔ Criteria 2.3.1 Beneficiaries provide positive feedback on the delivery of the outputs

Through the quantitative questionnaire, we observe a large buy-in for the program from beneficiaries. We asked multiple questions to obtain respondents' opinion on coaching sessions and more particularly, the way they were conducted. The sample includes 23 women and 148 men. All questions can be grouped into four areas: (1) overall satisfaction with sessions, (2) satisfaction with facilitator's performance and coaching practices, (3) satisfaction with the location of coaching sessions, and (4) satisfaction with personal participation in sessions.

Regarding the overall satisfaction with sessions (figure 3), all respondents agreed that sessions were enjoyable. In addition, almost all respondents agreed that the program was useful and worth recommending to friends and family (100% for women and 99.3% of men). Most respondents agreed with the statement that most of the content was understandable. We however observe a slight difference between female and male respondents. Except for the clarity of content, the satisfaction rate tends to be higher among female respondents. However, they also had a lower attendance rate in previous coaching sessions. Thus, it can be that a group of women – women who like the program - self-selected into attending the program, which brought their satisfaction rates above men's.

Figure 3: Respondents' overall satisfaction with coaching sessions



Regarding the satisfaction with facilitators, figure 4 provides the breakdown of respondents' opinion on facilitators performance and figure 5 the breakdown of respondents' opinion on facilitators coaching practices. Almost all respondents rated facilitator's friendliness,

enthusiasm, serviceability and clarity above average. Slightly lower percentage of respondents thought facilitators' confidentiality was above the average (92%). In addition, almost all respondents reported that sessions started with their title and purpose and ended with their summaries. Around 97% of respondents reported that the revisions of previous sessions and rules of punctuality and respect for others were mentioned. Slightly less than 95% of respondent reported group discussions happening during the sessions. Again, women provided higher ratings than men, except for facilitators' serviceability and practicing of group discussions.

Figure 4: Respondents' satisfaction with facilitators performance

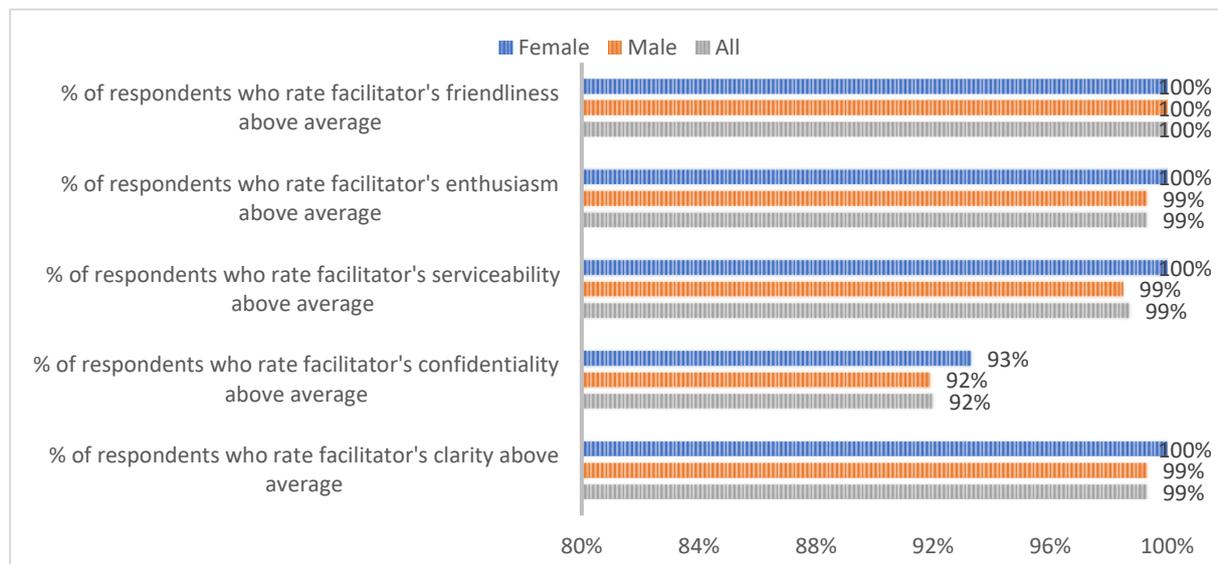
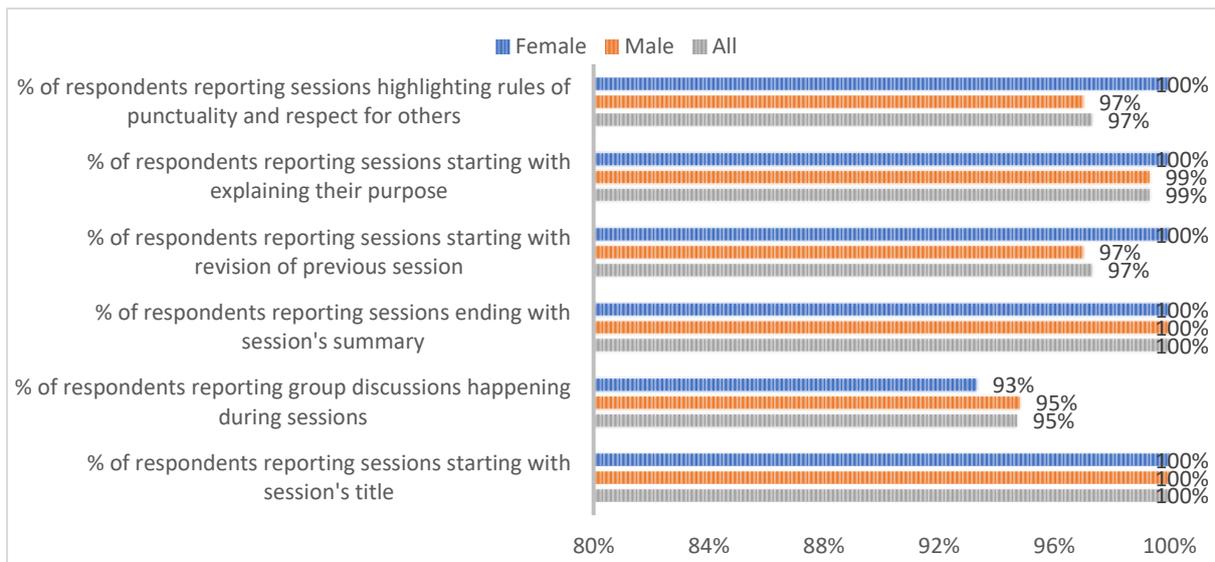
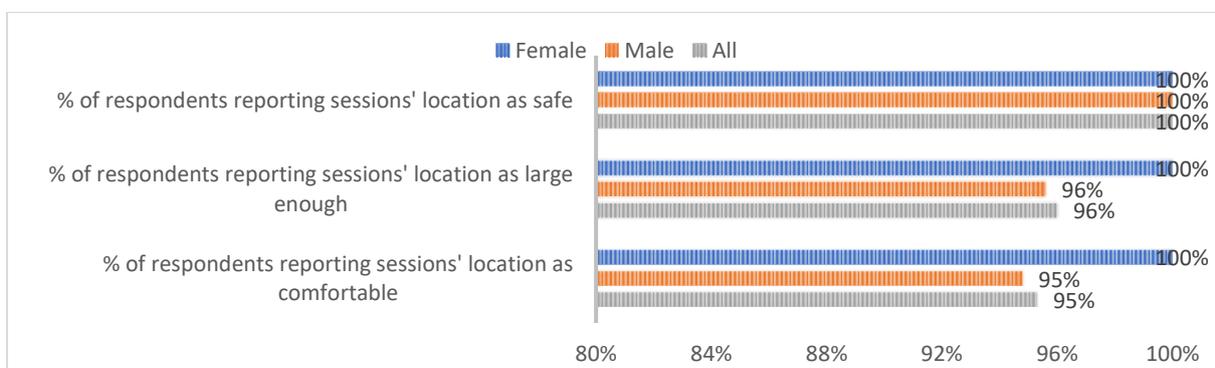


Figure 5: Respondents' satisfaction with facilitator's coaching practices



Regarding the satisfaction with the locations of coaching sessions (figure 6), all women thought the locations were safe, comfortable and large enough. More than 95% of men shared women’s option, and the remaining 5% thought that the space could have been larger and more comfortable. This is in accordance with the previous areas as the rates are again higher among women.

Figure 6: Respondents' satisfaction with space where coaching sessions took place

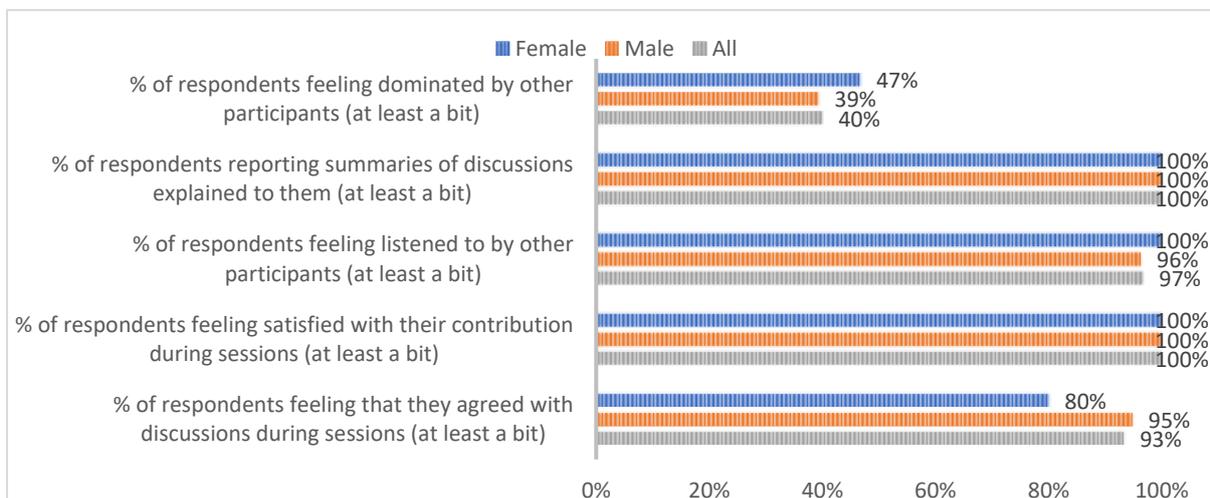


Regarding the respondents' satisfaction with their participation (figure 7), they were slightly less generous with themselves than with the facilitators and sessions. Satisfaction rates¹² were between 80% and 90% for all indicators, except for feeling dominated by other participants. Men and women had slightly different opinions in two areas. Interestingly, more men than women agreed with the ideas presented and discussed during the sessions. However, the percentage of those who agreed with these ideas was quite high in both groups

¹² Satisfaction rates exclude only "Not at all" responses, and include all other responds ("A little bit" and above).

(80% for women and 94.8% for men). In addition, men felt less dominated by other participants, which is somewhat expected as the coaching groups consisted mostly of men.

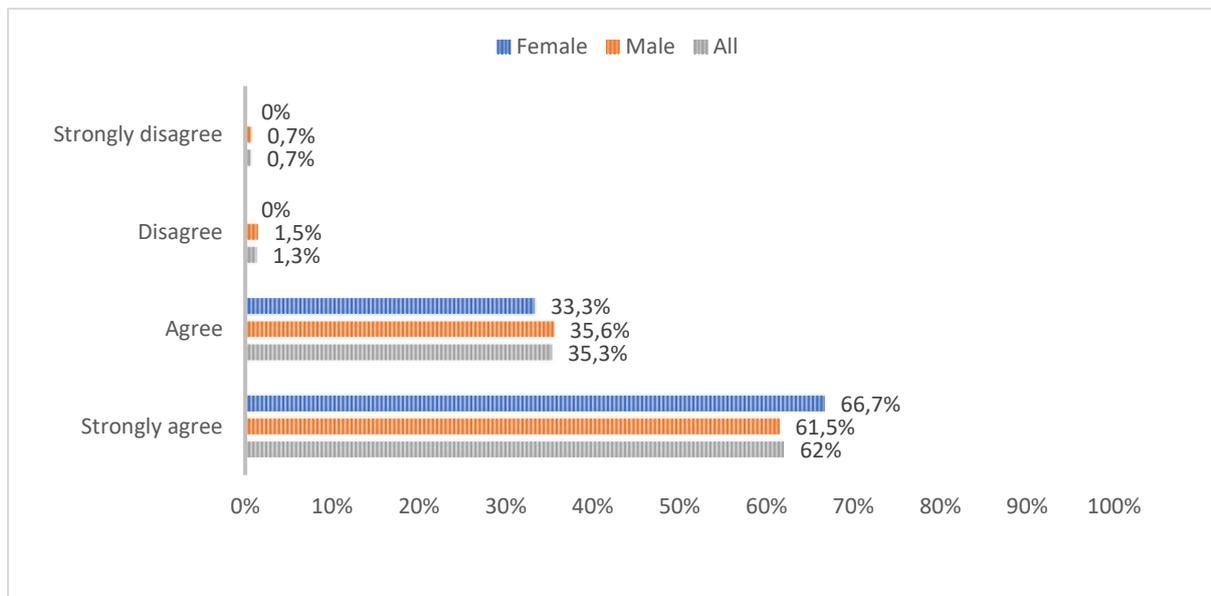
Figure 7: Respondents' satisfaction with their own participations in coaching sessions



✓ Criteria 2.3.2 Beneficiaries provide positive feedback on the main immediate outcomes

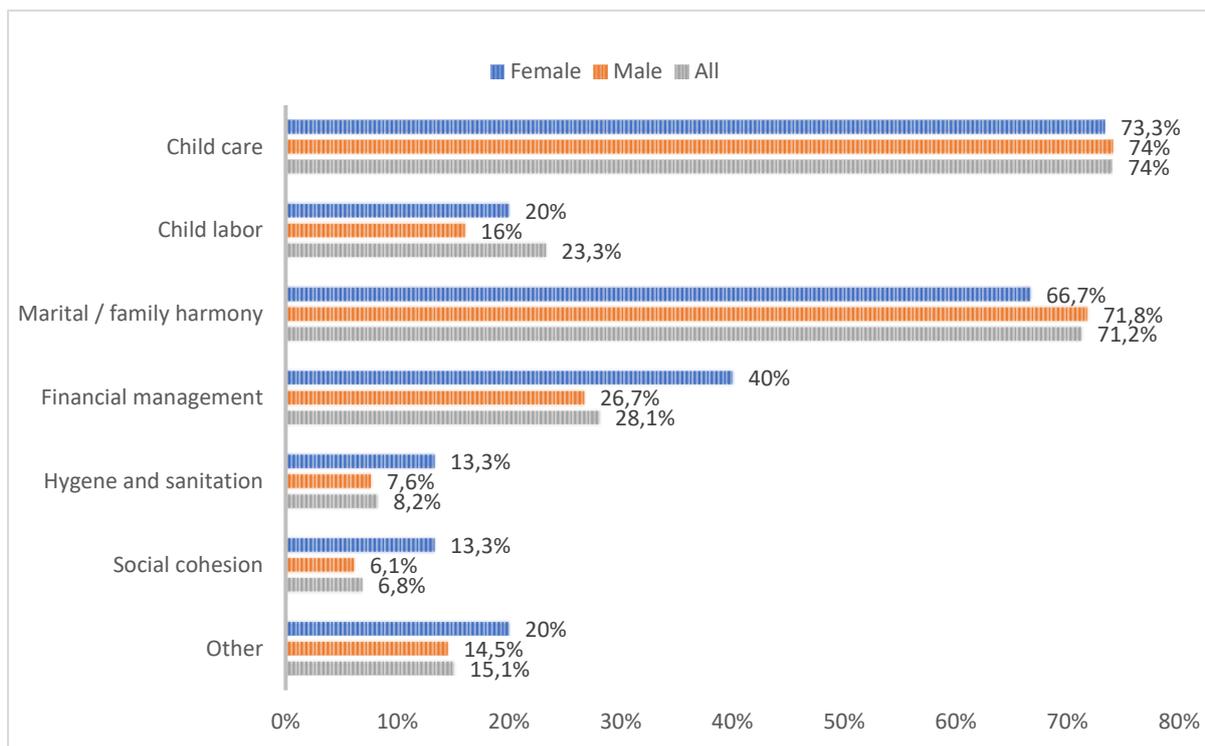
Through the endline questionnaire (figure 8), we observe that 66% of beneficiaries strongly agree with the fact that the program brought changes in their daily lives. Only 2% of male respondents disagreed with the statement that the program caused changes in their lives. All female respondents agreed with this statement. A follow-up question indicated that 100% of these changes were positive. For these types of questions with very high scores, it is important to keep in mind the possibility of a Hawthorne effect, meaning that individuals would modify their answers because they know they are part of an evaluation. Therefore, quantitative data should be thoroughly backed-up with qualitative research.

Figure 8: Respondents' agree that the program brought changes in their daily lives



To identify the areas in which the changes happened, we asked the beneficiaries to describe the changes. The results presented in graph 9 show that the most significant reported changes are in the areas of child care and family relationships.

Figure 9: Reported types of changes in daily respondents' lives



✓ Criteria 2.3.3 Beneficiaries describe positive experiences with the program

Through focus group discussions, beneficiaries were asked different questions to assess their opinion about the program. Overall they appreciated how sessions were implemented : *“For us, the field schools are also a good channel to provide a coaching to the parents on the care of the children, because during these moments one deals directly with the parents, they are more attentive and they can better understand, the peasants are illiterate so they can learn better because they translate what they say during the field schools”*. This section describes their feedback about the content of the sessions and how it has been useful for them.

✓ Criteria 2.3.4 Beneficiaries report that the pilot was meaningful for them

While different social norms exist at the community levels on fathers’ role and parenting, beneficiaries reported that the trainings changed their vision and some of their practices.

At baseline, focus group discussions revealed that parents’ roles are typically divided along gender lines. Fathers are confined to a provider and protector role. In other words, they are essentially responsible for providing, protection and discipline to children. On the other hand, mothers are responsible of all household duties including caring for children. Beneficiaries

considered that this division of tasks was natural and seemed to have little intention to change it for various reasons such as religion, traditional customs, and habits. Some participants appeared to fear facing mockery from their peers if they deviate from these norms. *"This is because the man and the woman each have different duties. It is shameful for a man to do the homework of the woman as doing housework and taking care of the child, it is shameful when others hear that we are helping our wives at home"*.

The beneficiaries interviewed during focus group discussion held near the end of the program have reported that they operated changes in their lifestyles. More specifically, beneficiaries interviewed have reported the following changes:

✔ Nutrition:

Overall, the participants of the endline focus groups seemed to have a good understanding of children's needs in terms of nutrition. For instance, they could identify accurately the period for exclusive breastfeeding (from 0 to 6 months) and understood some of the benefits that exclusive breastfeeding can play in a child's well-being. *"From 0 to 6 months, breastfeeding only to prevent illness"*. Participants could also identify the appropriate age for introduction of complementary food. Additionally, they understood that the change of diet should be made progressively. *"From 0 to 1 years old, give some corn or rice porridge plus some milk; From 1 year old, give riz gras with fish"*.

However, the fact that parents' have a better understanding of their children's nutritional needs does not necessarily mean that they are in position to meet those needs. This is because the capacity to provide can depend on other factors. For instance, during baseline, parents have reported that the lack financial resources prevented them from being able to feed their children correctly. *"In our village, we need money to pay for food for our children"*. Also, a few parents reported that the provision of water was insufficient in their village. *"The water is not enough because the village is big. Those who are far from the tower cxt afford to draw water to them"*. These examples indicate that the capacity to meet their children's needs in terms of nutrition might be restricted by their financial situation and access to public services.

✔ Child labor:

Some focus groups participants declared their children are no longer involved in labor since training. *"Before my children did field work and used sharp objects but now my children they do not touch the machete anymore"*. They also seemed to have more knowledge about the types of activities classified as child labor which are harmful. Moreover, they seem to have become aware of certain products used for field work that can be detrimental to children. *« I wash my hands well when I leave the field so that toxic products do not come in contact with the children»*.

However, the reduction of children's participation in labor requires more than raising parents' awareness on the consequences such practices can have. This is because lack of knowledge about the effects of children's participation in labor is not the only reason why certain parents have recourse to child labor. The beneficiaries cited other reasons such as the lack of access

to financial means. *"There are parents who did not go to school, when you tell them not to tire the children, they get angry, they tell us that's what their parents did ...", "there is also the lack of means to buy a machine to transport luggage, harvests"*. This example suggests that amongst other things limited resources and access to agricultural equipment can hinder efforts to reduce the recourse to child labor.

✔ *Involvement in child rearing:*

Fathers have reported being more involved in their children's upbringing and life in general than in the past. *"I did not follow children (follow their education), today I make an effort to find the time to follow them, when I go to the field, I call them to take their news"*. However, during endline focus groups that included all beneficiaries some key barriers to changes were identified. Some fathers considered child rearing as something that only women would be responsible for. Moreover, they appeared to fear facing mockery from members of their communities. *"It is shameful for a man to do the homework of the woman as doing housework and taking care of the child, it is shameful when others hear that we are helping our wives at home"*. It shows that social norm which dictate that only women should be involved in certain activities may prevent fathers' involvement in child rearing. One explanation for this result could rely on the fact that the social norm does not affect all beneficiaries in the same way. Fathers of young children might be ready to change their practices while older individuals that already have old children might be more reluctant to change.

✔ *Use of positive methods for discipling children:*

Parents have reported that they are less inclined to use violence to discipline their children than before the program. *"It was difficult. When the child makes a mistake, I go listen to some music, when the anger diminishes, I come back to speak to the child because on the spot I risk hitting him"*. Also, some participants stated that they communicate with their children to correct them instead of using violence. *"It changed a lot of things in our behavior with our wives and our children. Indeed, before I used to hit my children but thanks to the training, I do not hit them anymore I communicate with them."*

Recommendation for scale-up: ICS should invest in refining their training material to build on the pilot experience. Reducing the time of a session, simplifying some of the core concepts, introducing more role plays are some of the avenues forward identified through our qualitative work with participants.

3.Costs and operation of Management

- ✓ Costs are well managed
- ✓ The project management is successful

✓ 3.1. Costs are well managed

We observe good cost management. The project would however benefit from more transparent and detailed explanation on the in-kind contribution of each stakeholders. This would enable a better assessment of the project cost structure.

[Details removed]

✓ 3.2. Project management is successful:

Important delays occurred on the project due to contractual arrangements and coordination issues. However, overall project management was successful and aligned with the earlier agreed approach and changes

[Details removed]

4.Capacity to learn, improve and innovate

✓ 4.1. Project collects credible monitoring data

Credible and reliable data was collected on most indicators. However, no data is available on actual attendance rate to sessions.

✓ Criteria 4.1.1 Routine monitoring data are collected and shared on time with stakeholders

In their proposal ICS referred to tracking attendance and completion of the sessions but administrative data shared with IPA reflects only modules' completion. No data on facilitators' support were shared with IPA.

Module completion data were regularly shared with IPA. The first set of administrative data was shared with IPA on 19 December 2018, two months after the start of training. The final dataset was shared on 05th March 2019, at the request of IPA and two months after the end of the project. Datasets shared are well-structured, clear and had no missing values. It includes the completion of all beneficiaries for each module: the 9 modules on parenting skills and the 4 modules on financial. However, we recommend changing the title of the variables and file shared from "attendance" to "completion" since it is what it reflects.

✓ Criteria 4.1.2 IPA spot check confirms the quality and accuracy of the data shared with partners

IPA conducted 2 spot-check missions during the scope of the pilot. The objective of those missions was to check the quality of administrative data, observe training sessions and collect beneficiaries' feedbacks.

The first spot-check mission was conducted on October 11th and 12th, less than a month after the beginning of the project. During this mission, IPA's agent visited 3 communities X and X. Three main lessons were drawn from this mission and shared with the NGO:

- Sessions observed have low attendance rates. 33% of beneficiaries were present in the session observed in X and 20% in X.
- Facilitators observed follow the methodology. Facilitators respect the different sections of the manual; the necessary material is available (table, flipchart, images etc..) and the session occurs in an appropriate place.
- Participants interviewed give positive feedback. Participants are satisfied with the sessions in general and how the facilitators lead them.

The second spot-check was done at the end of the pilot, from January 15th to January 17th. IPA's agent visited 4 communities (X, X, X, X). The agent evaluated the knowledge of beneficiaries and collected their feedback through focus group discussions. In total, we interviewed 33 beneficiaries (more than 10% of the sample). At this stage of the program, feedback was mostly positive, and all interviewed beneficiaries had a good understanding of the modules.

✔ Criteria 4.1.3 Monitoring data is actionable and aligned with program management

To assess the credibility of data collected by the implementing NGO three key concepts are discussed for each indicator:

- Validity: Valid data accurately capture the core concept one is seeking to measure.
- Reliability: implies that the same data collection procedure will produce the same data repeatedly.
- Unbiased: Measurement bias refers to the systematic difference between how someone responds to a question and the true answer to that question.

ICS' indicators capture the participation in facilitator trainings accurately by looking at the presence of facilitators during Xs training. Since there were few participants, we are confident ICS did suitably collect attendance. In other words, we are confident data on facilitator trainings is reliable. Similarly, we are confident there is no systematic bias.

IPA did not receive the test administered to facilitators at the end of the training. The test evaluates three levels of knowledge: knowledge of facilitation, knowledge of group management and knowledge of SP modules.

As discussed previously in this report, administrative data does not reflect attendance but only completion. Therefore, we consider that attendance data is not valid and completion data is valid. Disaggregating data on attendance to the main sessions from the catch-up sessions would allow us to validate the reliability of completion data. In addition to this, the fact that for all modules we have the exact same rate of completion for each group casts some doubts on the reliability of data.

As catch-up sessions are not always clearly defined in the way they are implemented, we think recording the attendance rate to the main session is theoretically important for two main reasons. First, theoretically, if we want to discuss the efficiency of the program and how we can refine it, we need to talk about the same delivery channel, meaning, a group session with X participants for X number of hours. Second more precise data on the main session are important to give information about the number of sessions organized and the involvement of the field staff in terms of hours.

Table 4: Credible data criteria

Credible data criteria	Valid	Reliable	Unbiased
Facilitators' attendance	✓	✓	✓
Beneficiaries' attendance	✗		
Beneficiaries' completion	✓	✓	✓

Recommendation for scale-up: Record attendance rates for the main session separately to beneficiaries' completion rate.

✓ 4.2. Monitoring is used to learn and improve:

Based on the information available to stakeholders, appropriate changes in program management and delivery were implemented.

✓ Criteria 4.2.1 Program improving in response to monitoring

Focus group discussions with beneficiaries for ICS' needs assessment have highlighted the importance of integrating women and spouse in the trainings. This suggestion made by the beneficiaries has been considered by ICS who offered to farmers to invite their spouses during trainings.

At the beginning of the program, the attendance rate was lower than the expected rate described in the proposal and matrix. Data attendance and spot-checks enabled ICS to identify the problem of attendance at the beginning of the program. Then, the operational committee decided to take corrective measures to encourage beneficiaries' participation. The measures taken and implemented were:

- Beneficiaries have been allowed to attend any session on a specific day.
- Catch up sessions were organized.

ICS-SP collected demographic data to tailor the training to the specific needs of the population. One of the main findings from this data collection was the prevalence of child abuse that was specifically addressed in the later modules.

ISC-SP also explained during Key Informant Interviews that they implemented a strategy of benchmarking knowledge improvements against the master trainer. Indeed, the master trainer group would act as a reference group to monitor other groups' progress in terms of

learning. ICS would in turn greatly benefit from explaining this approach more in details in the annual report.

ICS did spend a significant amount of time collecting data before and after the program. This data is partly available through the final report but more detailed presentation of data through tables could be created to inform decision.

ICS clearly demonstrated a willingness to learn and incorporate feedback. The local field team has always been very collaborative and ready to exchange with IPA 's staff.

5.Sustainability

✓ 5.1. Provides sustained benefit to community

Despite the clear strategy of ICS to train community leaders, focus groups revealed limited concrete actions taken by the community to sustain the project. The community didn't make any kind of financial or in-kind provisions and seem to wait for another partner to continue the project.

✓ Criteria 5.1.1. Signs that the intervention from the pilot will continue to benefit the beneficiaries/community members over time

At the end of the program, IPA administered individual qualitative interviews with all facilitators and focus group discussions with beneficiaries. This section discusses the perspectives of facilitators and beneficiaries on the project's sustainability.

Prospects of facilitators continuing training over time:

Facilitators mostly believed that the trainings have responded to a real need in the community improving the quality of the communication inside the household. They wished the program could continue and that more beneficiaries could be enrolled. If the project continues, facilitators are willing to go along with the trainings and help on recruiting new participants. *"I'm ready to accompany the project and approach parents to raise their awareness and motivate them"*. Facilitators that are BC paid staff also mentioned that they would need financial support if there is a next phase as some declared they had to use their own money for a radio campaign delivered during the pilot. Finally, it is important to note that BC coaches oversee many tasks including supporting the global productivity of cocoa farmers as a pre-requisite. In this sense, without clear direction from the management there is few chances for them to continue delivering the training to communities.

Prospects of maintaining practices over time:

To maintain changes in practices over time, ICS trained 36 leaders to be role models in their community and sustain the SP training effort. These leaders were trained during a one day workshop that included key services representatives of the community.

The aim of this workshop was for each community to develop an action plan that will guide their future engagements. During the Key Informant Interview IPA asked for these action plans but this work was mostly carried out on flipcharts and ICS's staff was not able to share these documents.

During focus groups, despite the large consensus on the need for the project to continue no one had taken concrete actions to sustain the project. Most respondents declared waiting for BC or other stakeholders to continue supporting the program financially.

Threats to sustainability

Poor access to services: As mention in the ICS report, the SP training is seen as a prevention program linking parents to ECD services such as birth registration or health facilities. However the very low access to the required services in the targeted communities might play against sustainability.

Strong social norms towards men role in the househld are playing against a change in pratctices by men caregivers.

✓ 5.2. There are prospects of scale-up beyond GMM2:

Not enough time and resources have been devoted to seeking government and company buy-in during the short period of implementation. Despite the recent creation of ICS office in Abidjan, the organization stills needs to strengthen implementation and engagement capacities. Few concrete potential prospects have been explored for scale-up beyond the company funding.

✓ Criteria 5.2.1 Evidence of government/partners buy-in

The Company partner demonstrated interest in the ICS-SP approach. Training more of their staff could be an interesting avenue forward. BC staff however mentioned that the involvement of ICS should be revised in the next phases. ICS-SP should in turn train BC staff but take a step back as lead implementer to give the opportunity to local BC staff to have more ownership on the project. Different length and period of implementation could be discussed to better consider the seasonal nature of cocoa cultivation.

Despite clear interest of the BC management in the program, no clear action from BC staff was taken to ensure project continuity

One recommendation received during Key Informant Interviews was also for ICS-SP to be more precise about their vision on what are the best conditions to implement the program and with which model.

Criteria 5.2.2 Organizational capacity to implement at scale

ICS proved its ability to recruit highly skilled staff that implemented coaching sessions in a timely manner. ICS also recently opened an office and recruited a full-time project manager participating in most meetings with all stakeholders in Ivory Coast. However, the fact that the top management is in Kenya and not speaking French had an adverse effect on the efficiency of the advocacy work and the capacity of the organization to provide a quick answer to specific problems identified in the field.

The scaling vision of the current project has not been clearly defined and further discussions will be organized around the findings of the report

6. Brookings input

Brookings High-level Feedback on GMM2 ICS-SP BC Project Work Plan 2017-2021

May 30, 2019

Project Workplan

It was exciting to read about the strong outputs the pilot showed. The pilot appears to demonstrate a number of strengths that should help to facilitate scaling and sustainability, including:

- Initiative responds to a deeply felt need by the local community;
- Trainers and beneficiaries had strong positive reactions to the initiative;
- Initiative was able to recognize and react to challenges in real time, such as implementing catch up classes when attendance was low;
- Exciting to see that there was recognition in the scaling plan of the iterative, non-linear nature of scaling, the need for flexibility, and the importance of refining the model to be simple, affordable, and easy to replicate—all key principles behind scaling.

Rather than highlight all of the strengths of the proposal, we have focused below on areas where additional information or thinking could be useful:

- **Limited details on pathways to scale:** While we were happy to see that the plan indicated the intention to simultaneously pursue vertical, horizontal, and organizational scaling pathways, more detail would be useful to flesh out these plans and match them to specific targets and activities. It seemed that the primary proposed pathway to scale is expansion of implementation activities to additional Company partner Farmer Field Schools and integration of Skillful Parenting into BC's supply chain. At the same time, the plan mentions the intention to embed skillful parenting interventions into ECD, nutrition, child protection, social protection and/or economic strengthening programs to ensure long-term sustainability, but further details on plans or activities for how to accomplish this would be useful.
- **Scaling vision and plans:** The scaling goal was broad and could benefit from additional details; though it is positive that the overall goal is to expand the impact of the intervention (rather than just expand the intervention), the plan would benefit from more details around the goals and objectives for scaling in the next phase and beyond. CUE appreciates the acknowledgement of the need to remain flexible and open to iteration and adaptation in the scaling plan, but feels it is also important to begin with a clear and detailed vision of the scaling goal and draft plans for how to get there. This plan would benefit from a more clearly articulated scaling vision, with specific details about targets and activities, including target direct and indirect beneficiaries, new target communities, number of individuals to train in the next phase, etc. While it is great to read the intention to develop the more detailed scaling plan in collaboration with key stakeholders, it would nonetheless be helpful to have more information on the

proposed plan included, based on lessons learned from the pilot phase and an understanding of the broader landscape.

- **Lack of clarity around government take up:** The plan includes limited details about how government take up would happen and what activities are planned in this next phase to lay the ground work for that process. It would be useful for the plan to include more discussion around how implementation might be transferred over to the government, whether the government has the capacity to incorporate skillful parenting elements into its current activities, whether BC would continue implementing SP within its own supply chain after transfer, how this process might be aligned with the National Nutrition Program, etc. The partnerships section states the intention to work with relevant government ministries, which is excellent, but does not include further information on which ministries in particular will be targeted and what role these ministries might play. Further, the key activities section states that the intention is to devolve responsibility to government service providers to facilitate longer term service delivery, but it does not appear that plans are in place to test this alternative model during the upcoming phase. It is important not to assume that the model tested in the pilot phase would function in the same way and automatically lead to the same outcomes when delivered in a new context by a different implementer (the government). In short, it is encouraging that the pilot team is already considering questions of long-term sustainability and government integration, but the plan would benefit from additional planning around how this might be specifically accomplished and what activities should be pursued in the short and middle term to achieve this goal.
- **Resources section does not include discussion of financial resources:** While it was encouraging to see the emphasis on and thought put into the non-financial resources required for scaling, it is also important to consider the financial implications of expansion. The resources section did not include a discussion of financial requirements for scaling, potential economies of scale, or possible long-term funding opportunities beyond Company partner. It was excellent to read in the final report that the team planned to assess and document the cost of taking the intervention to scale during the pilot phase and to explore how to pool funding from industry partners, CSOs, government, and donors to ensure long-term sustainability, and it would be very helpful to know if this study was in fact completed and what the results were. More detail on the financial implications of expansion will be necessary when moving forward (such as the mention in IPA's key informant interviews that BC coaches would require financial compensation in the scaling phase).
- **No information is provided about the enabling environment:** The section about the enabling environment would benefit from additional consideration and thought. While some barriers were mentioned, it seems as though additional ones could be included as well or expanded upon. For example, the traditional social norms about the different roles for men and women in the family were clearly confronted during pilot implementation, but there was not consideration as to how these cultural mores might affect or constrain scaling and how these cultural constraints might be addressed. Similarly, there was little discussion around the current political climate, what is happening in the ECD space, the appetite for expanding parenting activities, and how this might change plans for expansion. It will be important for the pilot team to further

examine how the enabling environment might affect the current vision and plans for scale. CUE notes, however, that there might have also been confusion or lack of clarity as to what this question in the scaling plan was asking or more guidance might have been needed to respond fully.

- **Plans for targeting beneficiaries could use more thought:** The IPA report found that, as a result of implementing through the FFSs, beneficiaries were less likely to have young children (ages 0-8) than non-beneficiaries (so the content was not always relevant for them) and were predominantly men. However, the scaling plan describes the intention to continue implementing the program through the FFSs. If this is the intention, it would be useful to also include discussion of how the limitations of the FFS approach might be mitigated or addressed when scaling. While IPA recommends a stronger focus on targeting beneficiaries with children ages 0-8 in the next phase, the scaling plan indicates interest in pursuing the opposite approach—namely, to expand the focus to parents of children ages 0-18, to better address child labor issues. It will be critical to clarify and clearly articulate the primary purpose of the intervention and which beneficiaries are most important to target (is the primary purpose to improve parenting in support of early childhood development or to reduce child labor?) and to consider the delivery mechanism accordingly.
- **Challenge of lack of adequate services:** A stated aim of the intervention is to create awareness among farmers and their families of basic local services in order to increase their access. However, we know that this activity also raised challenges in the pilot phase, when the resulting increase in demand confronted the fact that the services were often not locally available or became overloaded. More consideration should be given to this challenge of increasing demand for services in the face of limited supply or availability—how might they consider addressing this lack of supply in the next stage of implementation? What might they do differently as a result of learning from the first phase?
- **Insufficient information about plans for training, recruiting, and compensating coaches:** The final report and scaling plan mention the need to agree on recruitment criteria, plans for training, compensation, level of effort, etc. for community facilitators in the next phase, but no further information is included in the scaling plan about these issues. Furthermore, given the limitations of the cascade model (particularly the potential for dilution of impact), it would be useful to also give some consideration to how the cascade training model might work and be strengthened at larger scale. It will be important to give additional thought and elaboration to this area, as recruiting, training, mentoring, monitoring, and retaining high-quality facilitators is fundamental to delivering the intervention.
- **Need to explain plans to address factors affecting attendance:** The final report mentioned several challenges that hindered consistent attendance in the sessions, including the rainy season and the distance some beneficiaries live from the training site, but the scaling plan does not discuss how these barriers will be taken into account when planning for the next phase. It also appears from the IPA focus group discussions that there is still a lack of ownership among the beneficiaries over the initiative—IPA reports that despite large consensus around the need for the project to continue, no one has taken concrete actions to sustain the project, and most participants were

waiting for BC or other stakeholders to lead the way. It would be good for ICS and BC to continue to consider how they might further build local ownership in the scale up phase.

- **Lack of information on monitoring and evaluation plans:** The scaling plan and final report did not include an analysis of what worked and did not work well in the M&E activities of the first phase and how M&E plans should be adjusted for the next phase.

Other Areas to Consider

- It is interesting to note that the ICS pilot had difficulty reaching fathers with their parenting intervention, but this intervention primarily reached male beneficiaries given the FFS as the delivery mechanism. This may be a good area of cross-pilot learning and exchange to strengthen plans for the next phase of both interventions.
- It is wonderful that the pilot team intends to facilitate a policy dialogue with government as part of this scaling plan, and CUE feels it would be particularly useful if TRECC could support this plan by coordinating and streamlining this process between the different pilots. This seems to be a good potential area for the Real-time Scaling Lab to support.
- Additionally, the scaling plan mentions that the main challenge they see to scaling is that there are multiple ECD pilots within GMM2, with different approaches, all competing for similar partnerships and resources. This concern has also been echoed in scaling plans from other pilots. CUE sees this as another area where the Real-time Scaling Lab could bring clear value to the process by helping to align scaling visions and activities and better enabling coordination between interventions, particularly in regard to government take up and integration.
- This scaling plan again raised the issue of the maintenance budget, and the need for funding to bridge the gap between the pilot and the extension phase. This seems to be a key learning from the process to date and an area that TRECC should continue to consider moving forward.
- Another key learning of the process to date seems to be the importance of not underestimating the complexity of bringing together so many different stakeholders and the challenges of communication across a variety of partners. The effects of this complexity will likely persist in the next phase.
- Finally, CUE wonders if some of the scaling questions were unclear or confusing to those completing the template. It may be useful to hear feedback from the different project teams to understand where we might improve these questions and clarify what information we are seeking.

7. Annexes

Table 5: Baseline outcomes on child labor and maltreatment of children

Outcome	Non-beneficiaries	Beneficiaries	Difference
Child labor - % of children involved in child labor	37.5%	26.3%	-11.2%**
% of children who did work that included lifting heavy objects	4.7%	3.1%	-1.6%
% of children who did work that included handling dangerous objects	15.6%	6.1%	-9.5%***
% of children who did work that included being exposed to smoke or gas	21.1%	12.3%	-8.8%**
% of children who did work that included being exposed to chemicals	1.6%	0.8%	-0.8%
% of children who did work that is defined by national law as hazardous or prohibited for children	14.1%	16.1%	2.0%
Violence - % of children exposed to only methods of positive discipline (in the past 30 days)	27.4%	26.8%	-0.6%
Negligence - % children left alone/with child under the age of 10 for more than an hour (in the past 7 days)	17.0%	19.1%	2.1%

Statistically significant differences marked with asterisks: *p<0.1; **p<0.05; ***p<0.01

Table 6: Baseline outcomes on access to basic services for children and school attendance

Outcome	Non-beneficiaries	Beneficiaries	Difference
% of children with birth registration	67.4%	77.3%	9.9%*
% of children with vaccination certificate	96.9%	98.5%	1.6%
% of children attending organized learning or ECD program (3-5 years old)	4.9%	18.8%	13.9%**
% of children having attended school (6-8 years old)	83.3%	90.0%	6.7%
% of children enrolled in school for school year 2018/19 (6--8 years old)	83.3%	76.7%	-6.6%
% of children that often miss school during school days (6--8 years old)	50.0%	13.3%	-36.7%**

Statistically significant differences marked with asterisks: *p<0.1; **p<0.05; ***p<0.01

Table 7: Baseline outcomes on male caregivers' involvement in bringing up children

Outcome	Non-beneficiaries	Beneficiaries	Difference
Average number of child-rearing activities that male caregivers engaged in in the past 3 days (0 to 8)	4.06	3.38	-0.68
% of male caregivers having engaged in at least 7 out of 14 child-rearing activities (in the past 3 days)	32.4%	25.5%	-6.9%
% of male caregivers having read to at least one child (in the past 3 days)	25.0%	18.9%	-6.1%
% of male caregivers having told stories to at least one child (in the past 3 days)	18.8%	31.6%	12.8%
% of male caregivers having sang to at least one child (in the past 3 days)	25.0%	33.7%	8.7%
% of male caregivers having taken outside at least one child (in the past 3 days)	41.7%	38.9%	-2.8%
% of male caregivers having played with at least one child (in the past 3 days)	54.2%	38.9%	-15.3%*
% of male caregivers having drawn to at least one child (in the past 3 days)	31.3%	32.6%	1.3%
% of male caregivers having looked after at least one child (in the past 3 days)	52.1%	51.6%	-0.5%
% of male caregivers having spent time with at least one child (in the past 3 days)	60.4%	51.6%	-8.8%
% of male caregivers having fed at least one child (in the past 3 days)	27.1%	22.1%	-5.0%
% of male caregivers having taken care of at least one child when child was sick (in the past 3 days)	52.1%	45.3%	-6.8%
% of male caregivers having bathed at least one child (in the past 3 days)	35.4%	31.6%	-3.8%
% of male caregivers having talked to at least one child (in the past 3 days)	75.0%	76.8%	1.8%
% of male caregivers having taught at least one child how to walk (in the past 3 days)	6.3%	21.1%	14.8%**
% of male caregivers having taught at least one child other useful things (in the past 3 days)	70.8%	63.2%	-7.6%

Statistically significant differences marked with asterisks: *p<0.1; **p<0.05; ***p<0.01

Table 8: Baseline outcomes on parental knowledge and skills

Outcome (includes all respondents)	Non-beneficiaries	Beneficiaries	Difference
% of respondents who believe that physical punishment is part of bringing up children	16.2%	18.3%	2.1%

Average score on identifying activities that stimulate child's cognitive, speech, emotional and physical development (0 to 4)	2.56	2.62	.06
Average score on identifying benefits of developmentally stimulating activities (0 to 4)	1.91	2.07	.15
Average score on identifying methods of positive discipline (0 to 5)	1.37	1.25	-.12

Statistically significant differences marked with asterisks: *p<0.1; **p<0.05; ***p<0.01

Outcome (includes male respondents only)	Non-beneficiaries	Beneficiaries	Difference
% of respondents who believe that physical punishment is part of bringing up children	16.2%	18.5%	2.3%
Average score on identifying activities that stimulate child's cognitive, speech, emotional and physical development (0 to 4)	2.56	2.61	.05
Average score on identifying benefits of developmentally stimulating activities (0 to 4)	1.91	2.04	.13
Average score on identifying methods of positive discipline (0 to 5)	1.37	1.24	-.13

Statistically significant differences marked with asterisks: *p<0.1; **p<0.05; ***p<0.01

Annex 5: ICS training modules

Module	Content	Month of implementation	Nb of sessions	ECD focus sessions
Module 1: Family relations (SP)	A dialog is created around the definition and the importance of the family in the African society. This includes extended family relations and relations between parents and spouses impacts on children's development . Take advantage of the values and capacities of teh family	Sep 2018 -Oct 2018	1	0
Module 2: Roles and responsibilities of skillful parents (SP)	Les informations sur les étapes de développement de l'enfant, les besoins des enfants et les styles parentaux, suivi de la discussion sur les rôles et responsabilités d'un bon parent, y compris les informations spécifiques sur l'importance pour les pères de rester disponibles, réactifs et impliqués dans le processus de la parentalité.	Sep 2018 -Oct 2018	1	0
Module 3: Early Childhood Development	Les informations sur la stimulation adaptée à l'âge et les activités de jeu nécessaires pour promouvoir le développement de l'enfant. Les parents recevront également des informations sur la façon dont ils doivent positivement orienter le comportement d'un enfant.	Oct-18	1	1
Module 4: Nutrition		Oct-18	1	1
Module 5: Self-esteem and self-care (SP)	Les informations sur les raisons pour lesquelles l'estime de soi est importante dans le rôle parental et quels facteurs contribuent à influencer l'estime de soi, y compris le développement de l'estime de soi chez les enfants et l'importance du soin personnel et la gestion du stress.	Oct-18	1	0
Module 6: Value and discipline (SP)	Les informations sur l'importance des valeurs familiales positives dans le processus de la parentalité, les différences entre la discipline et la punition et la résolution de problèmes liés à l'âge. La discipline ; comment améliorer le comportement positif chez les enfants et gérer les comportements difficiles chez les enfants.	Oct-18	1	0
Module 7: Communication (SP)	Les informations sur les caractéristiques d'une bonne conversation et les 4 C de la communication dans la famille (communication, attention, engagement et valeurs communes). Comment communiquer avec les enfants et les obstacles et les solutions pour une communication efficace entre les conjoints, entre les parents et leurs enfants.	Nov-18	1	0
Module 8: Child protection	Les informations sur les différents types de maltraitance et de négligence (notamment le travail des enfants), les causes de maltraitance et de négligence des enfants. Les effets de la maltraitance et la négligence des enfants, et les mythes et préjugés sur la maltraitance et la négligence des enfants. Suivi de la prévention et la réponse à la maltraitance et à la négligence des enfants, y compris les facteurs de risque à la maison, à l'école et dans la communauté. Comment réduire les facteurs de risque et les signes	Nov-18	2	2
Module 9: Family Budgeting (SP)	Les informations sur la stimulation adaptée à l'âge et les activités de jeu nécessaires pour promouvoir le développement de l'enfant. Les parents recevront également des informations sur la façon dont ils doivent positivement orienter le comportement d'un enfant.	Dec 2018 -Jan 2019	4	0
		tot	13	4

Annex A: IPA General methodology

1. Introduction

The Independent Data Collection (IDC) is led by IPA in the context of the TRECC-GMM2 project in order to inform the Evaluation Matrix. This comes in complement to the administrative data collected by the respective M&E team of each pilot. The objective is to better understand the context in which the pilots are being implemented, learn and provide feedback and recommendations to TRECC, implementers and companies.

This document presents the protocol guiding our independent data collection. It is organized in two main parts: first, the methodology (this document) and second, its application to the specifics of each pilot. The methodology part includes 5 main sections about: i) the different waves of data collection; ii) the data collection methods; iii) the sampling strategy; iv) data quality; and v) the regulatory requirements. The part on the pilots includes as many sections as the number of pilots.

2. Waves of data collection

There will be three to four data collection rounds per pilot. Ideally, we will run one before the beginning of the intervention (baseline), one or two during the implementation (follow-up) and one at the end of the pilot (end-line).

In each round, the type of information collected, and interviews conducted may change. For instance, it may be relevant to look at the beneficiary selection criteria into the program at the baseline but not during the follow-up or the end-line.

In general, the baseline survey will analyze the situation before the intervention starts and how the selection criteria into the program affect the overall profile of the beneficiaries. The follow-up surveys will focus on tracking the activities, outputs and learning process during implementation. The end-line survey will focus on beneficiaries and contribute to understand whether and how the intervention affected them.

3. Data collection methods

We will combine quantitative and qualitative data collection through individual surveys, focus groups, Key Informant Interviews and direct observations.

Individual quantitative survey (IQS)

Design

The 30-45 minute individual survey collects quantitative data and targets direct beneficiaries, indirect beneficiaries and non-beneficiaries at the unit level (i.e. at the individual level or the household level) of the intervention. The three main goals of the IQS are to provide data to assess programs against the evaluation matrix, validate the administrative data collected by

the implementer and give a general idea of the local context. Survey questions are designed based on the Theory of Change and the log frame.

Implementation

Staffing (Other than the permanent staff) per wave of data collection

- Enumerators (probably 4-5)
- Team Leader (probably 1)
- Back-checker (probably 1)

Staff will be selected from the IPA database to meet the criteria specific to each position and trained.

- Number of interviews

The sample size of the IQS will depend on the number of beneficiaries and the size of the population in the village/ community selected.

4. Sampling for quantitative survey

Sampling method

Sampling of beneficiaries

The beneficiaries are the principal source of information which will be used during each round of IDC. They will be selected from a list provided by the implementer, using a sampling method specific to each pilot, detailed in the separate sections for each pilot.

Sampling of non-beneficiaries

In addition of the beneficiaries, we may need to interview non-beneficiaries at baseline if the targeting of the program to a specific segment of the population is an important part of the program. In those cases, non-beneficiaries (similar to the beneficiaries except that they are not taking part to the program) will be selected using a systematic choice from a listing done with village chief, Community agent etc. In most cases it won't be necessary to survey non-beneficiaries during follow-up or end-line surveys, because baseline data will be sufficient to assess the program's success in targeting the beneficiaries most in need.

Sample size

Determining a sample size to have credible and reliable results is very important. Thus, the main criteria to determine our sample size will be to achieve a representative sample within the budget, and ensure that we have adequate statistical power to detect target changes on key indicators between baseline and end-line for immediate outcomes. The default parameters for our sample size calculations are:

- Margin of error: We will use the standard margin of error of 10% percent, where the budget allows.
- Confidence interval: we will use the standard rate of 95%.

This means that we will be able to say with 95% confidence that the true value of variable of interest is within 5 percentage points of our sample estimate.

The general formula we use in our Sample size calculator is:

$$n \geq \frac{\alpha * N}{N + \alpha - 1} \text{ avec } \alpha = \left(\frac{Z}{\varepsilon}\right)^2 * p * (1 - p) \quad (\text{E.1})$$

n : The sample size

N : The population size

ε : The margin error

p : The estimated proportion of people having the studied characteristic.

Z : z score with 95% confidence

5. Data Quality

IPA has strong requirements regarding high data quality and will implement a Data quality insurance plan.

The plan defines all data quality protocols and steps in processing the data that should be done during the data's lifetime.

Focus group discussion

Design

This survey will be done at the village/community level with a group of 8-12 people. Depending on the data collection wave to be conducted, the FG could be direct/indirect beneficiaries/non-beneficiaries.

The goal will be to get qualitative data on:

- Perceptions of the community members regarding the problem the pilot is seeking to address,
- Community members' current practice as compared to what the intervention is seeking to bring
- Beneficiaries' description of their needs links to the outcomes delivered by the pilot
- Beneficiaries describe positive experiences with the program
- Indications that the community are likely to continue with the practices or program activities
- General feedback about interventions (current and past/future);
- General ideas on local behaviors and beliefs.

Implementation

Staffing

- A focus group moderator (1)

- A focus group moderator-assistant (1-2)

Focus groups moderators (and assistants) will be selected from the IPA database or from a recruitment process. We will require previous experiences in focus group and Key Informant Interviews, with focus on strong qualitative data collection experiences. Once selected, they will be trained to use the research instruments of this project.

Number and composition of focus group discussions

The number of discussion sessions will depend on the characteristics of the pilot (number of village, size of the population, number of community/ethnic group etc.). Depending on the local culture and in order to increase interactions / discussions, it may be possible to re-organize people in order to have a homogenous discussion group.

Key informant interviews

Design

We will run key informant interviews in order to complete the evaluation matrix regarding questions like alignment with priorities, sustainability and operations. It will consist of individual structured interviews with key people for each pilot.

According to the matrix the key informants are:

- Partners program management team
- TRECC staff
- Brookings Institution staff
- Government relevant staff
- Community leaders

Implementation

Staffing:

Those interviews will be led by the facilitators, the Field managers or the M&E staff depending on the level of the people to be interviewed.

6. Regulatory requirements

Language concerns/accommodations

There are many local languages and not one main language in Cote d'Ivoire. Therefore, it may be useful for the team to have guides/translators. Together, team leaders / enumerator who speak the language and the guides will agree translations of questions. In addition, some regularly used words / expressions in some local languages could be added in the electronic form.

Regarding the focus group, teams could take translators (who are not participants) to help them during the interview if needed.

Confidentiality and privacy

We strongly care about the privacy and the confidentiality. The name of the companies associated with the implementers and other details from other pilots should not be mentioned during interviews or any other moment outside IPA office.

Information from interviews should not be discuss outside / after interviews even in another village or location. We remind that all interviews are strictly confidential.

Consent

As this project is a M&E project, we are not required to submit for approval by an Institutional Review Board (IRB). However, we still ask consent from respondents to whatever survey they are taking part in.

To be able to interview children aged under 18 involved in an intervention (for example, primary school students), consent from their parents/ legal guardian is needed as well as consent (verbal or written) from the child and youth themselves.

For the specific case of the focus group, they should be done whenever the minimum number is achieved and people consent to be part of it. However, this should be done with sensitivity to cultural expectations – for example, we will notify the relevant community or group leader about the focus group if appropriate.

Personal data protection

Collecting and/or sharing personal data (personal data are those that can allow to identify an individual; this includes name, first name, phone number, GPS coordinates, etc.) in Côte-D'Ivoire is regulated by the recently created Autorité de Régulation des Télécommunications en Côte-D'Ivoire (ARTCI). Although the regulation is quite new and its application still has some ambiguities, it appears that in order to collect and share such data in conformity with national rules and regulations, an organization needs to comply with the Law No. 2013-450 of 19 June 2013 regarding the protection of personal data of ARTCI. Since companies, implementing agencies and IPA will be collecting and sharing personal data, it is important that each partner investigates whether it needs to comply with ARTCI.

IPA has submitted a request to ARTCI for an authorization and has designated its M&E coordinator as "ARTCI data protection correspondent". The process is still ongoing and we are waiting for ARTCI approval. As far as the process is ongoing IPA can legally start the data collection.

