APPUI DE DEVELOPPEMENT ASSISTANCE INTERNATIONALE DE DEVELOPPEMENT DE L'EDUCATION DE COTE D'IVOIRE (AIDE-CI)

Final Report

American Institutes for Research

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Acronyms

AIDE-CI   Appui au Développement Assistance Internationale pour le Developpement de l'Education-Cote d'Ivoire (AIDE-CI)

AIR   American Institutes for Research

CI   Côte d'Ivoire

COGES   Comite de Gestion Scolaire

COP   Chief of Party

CSG   Community Support Group

DRENET   Regional Directorate of National Education and Vocational Training

EQUIP1   Educational Quality Improvement Program, Leader with Associates Award 1

ICT   Information Communication and Technology

MENET   Minister of National Education and and Vocational Training

PPP   Public Private Partnerships

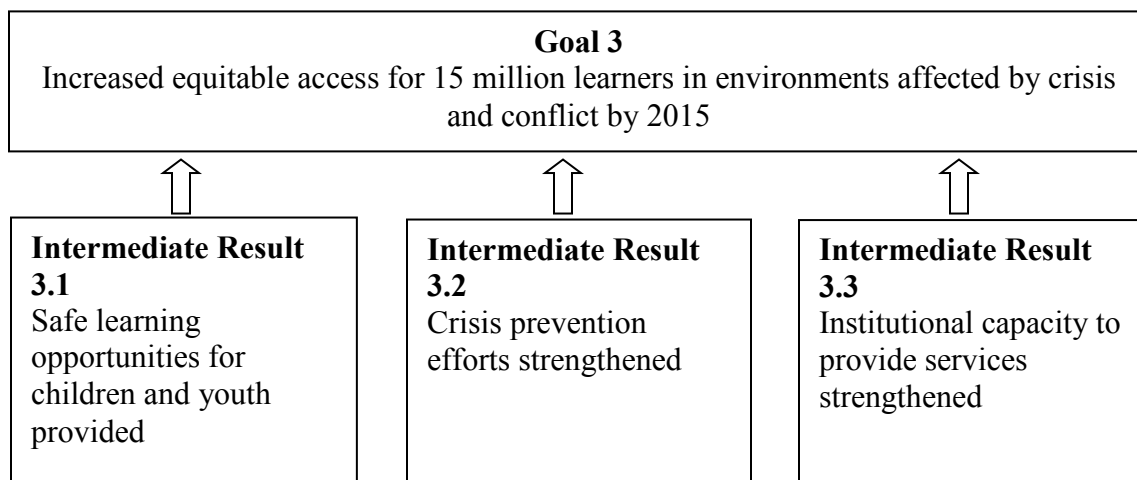USAID   United States Agency for International Development

Contents

I.   Summary

This final report documents the process that the USAID-funded and AIR-implemented Appui de Developpement Assistance Internationale de Developpement de l'Education de Cote d'Ivoire (AIDE-CI) used to increase equitable access to education, especially for girls, in a post-conflict environment. Although the fighting in Cote d'Ivoire has stopped and schools have re-opened, the toll the war took on communities was severe and will take years to reverse. This program was oriented around a set of guiding principles that factored these realities into the initial design and framework and steered implementation of the program along that same path. The emphasis of the program was on post-conflict education reconstruction and community mobilization. Within these objectives, AIDE-CI worked with all education stakeholders, especially communities, government institutions and the private sector to create a culture of ownership, accountability, pro-active participation and inclusiveness around the development of safe learning environments. The overarching goal of the project was to increase equitable access to education for children in two specified communities affected by the history of conflict: Languibonou, in the central north of the country, and Kotogwanda, in the northeast of the country.

The design and implementation of AIDE-CI was focused on achieving results within Goal Three of the USAID Education Strategy. Accordingly, all activities contributed towards this end. The Results Framework for Goal Three appears below:

Goal 3
Increased equitable access for 15 million learners in environments affected by crisis and conflict by 2015

Intermediate Result 3.1	**Intermediate Result 3.2**	**Intermediate Result 3.3**
Safe learning opportunities for children and youth provided	Crisis prevention efforts strengthened	Institutional capacity to provide services strengthened

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The AIDE-CI project had three primary activities, aligned with the three intermediate results shown above:
1. Systems strengthening, which included upgrading management information systems at the district education level and developing public private partnerships
2. School construction (which provided a safe learning environment for children)
3. Community engagement (which mobilized communities to support education in a post-crisis context)

The AIDE-CI team produced lessons learned reports on each of these three components. These three guides (*AIDE-CI Lessons Learned Guide: Public Private Partnerships*; *AIDE-CI Lessons Learned Guide: Construction*; and *AIDE-CI Lessons Learned Guide: Community Mobilization*) were delivered to USAID Cote d'Ivoire between January and October of 2015. Additionally, the revised program description and work plan can be found in Annexes A and B, respectively.

Systems Strengthening
AIDE-CI provided information and communication technology (ICT) equipment to the Regional National Education and Vocational Training Directorates (DRENETs) of Bouaké and Bondoukou. In each location, trainings were conducted to ensure that staff were knowledgeable in how to use this equipment for data and information management. In addition, this component involved developing public private partnerships (PPPs). The AIDE-CI team worked to create context and needs-specific PPPs between businesses and the two project communities. By developing PPPs, the project team's objective was to promote the value of education and help establish a safe learning environment in both communities.

School Construction
The school construction component was designed to increase access to middle school in two regions of the country (Center North and East), with an emphasis on assuring increased access for girls. The project funded the construction of two middle schools (also referred to as "colleges"), which were built near clusters of "feeder" primary schools. In collaboration with the Ministry of Education (MENET), the AIDE-CI team identified Languibonou in Bouaké and Kotogwanda in Bondoukou as the two school sites. The factors influencing the location of the schools were based on several criteria including a) historical data of girls' retention rates; b) conflict-affectedness and presence of students with disabilities; c) existing MENET school-mapping criteria.

Community Engagement
In order to establish safe, equitable learning environments for the children, AIDE-CI worked to ensure community ownership over the schools and promoted community engagement around the value of education and greater access to learning opportunities. AIDE-CI organized and supported community groups, and facilitated their engagement in school construction efforts. In doing so the project team mobilized men, women, youth and children to ensure that this new learning environment was safe and equitable, that students would be protected and empowered, and that the school would be resilient against the forces of local level conflict should this re-emerge.

II.   Component One: Systems Strengthening

Under the systems strengthening component, two key activities were developed: **i)** technology improvements at the DRENET level and **ii)** establishment of public-private sector partnerships.

Management Information Systems (MIS)

The AIDE-CI project initially planned to work with the MENET on an ICT component that aimed to decentralize management information system activities across the country. However, due to a lack of engagement from the MENET, activities under this component stagnated for the first eighteen months of the project.[1] Consequently, with USAID approval, the AIDE-CI team shifted the primary focus of the proposed ICT activities and interventions from the MENET level to the DRENET level. AIDE-CI activities concentrated on providing computers and related-equipment to the two DRENETs (Bouaké and Bondoukou). The expectation was that this new technology infrastructure would ease the current data entry, storage and analysis burdens, as well as improve communication around conditions of education service delivery and decision-making based on accessible data.

Key Activities

The project team delivered the following activities to each DRENET in order to strengthen their capacity in information and communication technology:

- AIDE-CI provided 6 desktop computers and 7 UPS inverters to each DRENET; the team also installed basic Microsoft Office software on each computer and printer.

- The ICT/MIS Specialist delivered practical hands-on computer literacy training that focused on the Internet and the use of hardware and software for specific organizational management purposes. Twenty-four DRENET staff in total (12 at each district office) participated in this two-day training. The ICT/MIS Specialist used basic training resources in French provided by Microsoft Europe (Middle East and Africa Community Affairs division). It focused on the use of Microsoft Office software for each DRENET's particular district education needs, such as creating databases and budgets in Excel, email communications, use of social media for professional purposes, and organizing and managing Word and Excel files. The project team also adapted material from the *USAID Computer System Sustainability Toolkit* © 2010 in order to train DRENETs on the maintenance, security and professional use of the hardware and software provided to them. Both sets of trainings occurred in the fall of 2014 using the AIDE-CI-provided computers.

- Each local network was upgraded to a stronger Internet connection speed.
  - In Bouaké, the DRENET local area network (LAN) was installed by replacing outdated cables between the three buildings with newer cables. Additionally, three switches were installed and the office registered a second Internet subscription in order to double the speed and power of the Internet connection.
  - In Bondoukou, the team installed Wifi Kits (USB keys) on the computers at the DRENET office and also purchased a new Internet box in order for a local area network (LAN) to be installed.

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[1] The project shared an MIS/ICT Situation Analysis Report and proposed MIS/ICT activities with the AIDE-CI MENET counterpart and also with other multi-lateral donor partners planning to invest in ICT and decentralized management in November 2012.

Success Stories

DRENET participants report an increase in knowledge and understanding after the ICT/MIS trainings. Indeed, the AIDE-CI team conducted a post-evaluation of the training, and discovered that a significant number of training participants had used their own means to purchase both cleaning materials to maintain the ICT equipment and USB keys for backup storage of data. In addition, several other DRENETs approached the AIDE-CI chief of party to ask when they, too, would benefit from ICT support in their districts. In Bondoukou and Bouaké, the DRENETs even asked for a second training so that all the staff would be able to participate and increase their computer skills.

While the AIDE-CI project at one point considered canceling this component due to a lack of engagement from the MENET, DRENET staff proved eager to benefit from this support and build their capacity. As a result of both the equipment and training support, the DRENETs were so grateful that they demonstrated stronger commitment to the project's other components.

Lessons Learned

Supporting district level education offices can be just as effective as support to the central ministry, and sometimes more welcome.

Conducting an assessment at both DRENETs was an invaluable exercise that allowed the project team to properly tailor the ICT/MIS intervention to each office's needs. Because of this detailed assessment, for example, the project team made room in the original budget in order to accommodate the needs of the offices for a larger number of computers and staff trained to properly use and maintain this equipment.

Each DRENET had different needs and it was therefore critical that trainings were context-specific. The project team provided different Internet solutions as connectivity challenges were different depending on the DRENET. While a wired Internet connection was the best approach for Bouaké, the project installed wifi equipment in Bondoukou.

Public-Private Partnerships

In Côte d'Ivoire, public-private partnerships are relatively new and can be complicated. Local and national businesses have a keen interest in them, and there are even examples of private sector investment in public service delivery. Yet many Ivorian nationals working in the private sector are wary about working hand in hand with the government. Much of this reservation is historical and tied to a cycle of government corruption, a lack of transparency and equity, and political and economic instability. Thus, building dialogue and understanding between the private sector and the public sector is a long-term endeavor that will be achieved only through small-scale, practical initiatives that demonstrate meaningful returns on the invested partnership. From there, large-scale partnership initiatives can be developed over time.

The AIDE-CI project developed a systematic approach to engaging interest, establishing dialogue, and creating investment opportunities that would leverage private industry's resources and expertise in the same communities that provide the private sector's future workers and

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consumers. The project team worked with communities and government agencies to engage the private sector. Several activities were developed as part of outreach to the private sector: an initial mapping of the business environment in Cote d'Ivoire, survey research to determine private sector interests as they related to educational development, facilitating communication among companies related to best practices in social investment, and partnership building between the schools, DRENETs, and private sector representatives.

Key Activities

Mapping the Environment

To build successful and relevant public-private partnerships, one must understand community or public needs and priorities as well as each private entity's core business interests. Knowledge of the political will and capacity of both public and private partners is critical. The AIDE-CI project's first step in building public-private partnerships was to better understand both communities and private sector. Thus, AIDE-CI conducted a needs assessment in each community through extensive interviews with a range of individuals representing different community groups and interests. AIDE-CI also conducted a mapping exercise of the existing business environment to determine where businesses were operating, their core business interests, and their corporate social investments, if any; and whether there was a potential relevant connection between the business entity and community education needs.

Using the findings of the needs assessment and mapping exercise, AIDE-CI designed a template database and developed an extensive list of businesses, including contact information and a basic overview of the company. This dashboard was used as a key tool during the life of the project, and was regularly updated.

Survey Analysis

As a second step in the process, AIDE-CI designed and implemented a survey analysis of businesses in Abidjan and the communities of Languibonou and Bondoukou. AIDE-CI received a total of 30 responses to the survey between April and November 2014. The surveys provided information on whether or not businesses were interested in supporting the education sector as well as the motivating reasons for why they would engage in supporting the education sector. Additionally, many companies suggested ways in which they could contribute to the education sector; for example, through teacher professional development trainings, income-generating activities, gender campaigns, and infrastructure support.

Partnership Building

In AIDE-CI's experience, three elements were critical to establishing public-private sector partnerships:

- Approaching partners whose core business interests were aligned with project objectives
- Establishing similar visions and expectations of what partnership meant
- Signing memorandum of understandings (MOUs) between the communities and the private sector provided clearly delineated roles, responsibilities, and expectations for each partner

Toward this end, the project worked to establish a protocol for signing a Memorandum of Understanding (MOU) with those private sector stakeholders interested in committing resources, in-kind contributions and time to community mobilization activities. During the life of the project, 5 MOUs were signed with companies that provided communities with cashew seedlings, tomato seeds, agricultural trainings, and a grinder and tiller (to the community support group of Languibonou).

Facilitating Communication with the Private Sector

To implement consistent communication with established and potential partners, AIDE-CI created face-to-face opportunities for dialogue and brainstorming on how public- and private-sector resources could be mutually invested to address community needs in Languibonou and Bondoukou. The AIR team met directly with more than 100 private partners.

The AIDE-CI project also provided a platform and venue for quarterly public private sector partner meetings. By moderating these focused discussions on PPP best practices and lessons learned, AIDE-CI created a safe space where government, private sector and community members could interact to share feasible ideas on how to best support education interventions. Such meetings were also an opportunity to recognize committed partners and the generous investment of resources made to the project communities. In addition, quarterly roundtables took place on a different theme or focus area, and sometimes with the participation of external speakers. In total, the project organized 5 quarterly meetings, with a total of 71 participants, and 4 roundtables, for a total of 66 participants.

To monitor progress, celebrate achievements, and hold partners accountable, AIDE-CI also developed a newsletter. The project disseminated the newsletter to the private sector to share the data on the progress of project activities and the returns on investments made in the two communities. A total of 3 newsletters were produced and disseminated.

Success Stories

In January 2014, UNACOOPEC-CI donated a grinder and a tiller (valued at approximately USD 10,000) to the Community Support Group (CSG) of Languibonou (Bouaké) to support agricultural production. In a widely attended ceremony, the president of the CSG and a representative from the Ministry of Education signed a protocol describing how the equipment will be used to generate funds to support Languibonou's college. Mr. Raphael, the president of the CSG, said: "*This support is a very good sign for the whole community. This will allow us to develop income generating activities, and create a good dynamic among the village*". The ceremony was covered by the Ivorian National Television (RTI) as well as the newspapers.

One private sector partner, AGRO-Services, provided tomato seeds to the Languibonou community. The CSG planted and consequently grew approximately 2690 kg of tomatoes, which were sold at 263,250 CFA ($537.33) by the community. The income from the sales was deposited into the CSG bank account; this income-generating activity can eventually be used to meet some of the needs of the middle school as they arise, or it can be reinvested in other income-generating activities for the school or community.

Lessons Learned

Over the course of the project, the engagement of both private and public sector participants fluctuated. The limited participation by MENET, which had no strategy for private sector engagement, hindered the development of a systematic process for public private partnership engagement at the national level. In the future, the government should invest in a systematic approach to building public-private partnerships. This would signal leadership at the national level for these types of collaborations and ultimately could result in greater impact. Regardless of AIDE-CI, many companies support the education system. But these efforts are ad-hoc and not coordinated with either the district or central-level education offices. Developing a systematic approach to private-sector investment in public service delivery would maximize resources, create greater equity regarding resource distribution, and provide good practices and lessons learned to mitigate waste and graft.

Partnership building should occur after a thorough inventory and mapping exercise of existing and relevant private and public sector entities in and around a community. In the case of a development project, partnerships with larger international organizations or private sector companies whose activities align with a new project are ideal. Such partnerships can leverage resources and create a greater return on investment for the development project. And, these partnerships can ensure sustainability after a development project ends.

Furthermore, communities must articulate and prioritize their needs as well as demonstrate ownership of and accountability for investments made on their behalf. For the private sector, working closely with chiefs, elders, and community leaders is critical. These same leaders must hold the community accountable for investments made toward a public good.

Unfortunately, delays in constructing the middle schools negatively affected the successful development of several public private partnerships and timely signing of MOUs. Local businesses, however, made numerous contributions that resulted in supporting and generating income for these schools. Furthermore, community leaders will use the experience and lessons learned from the public private partnership activities of AIDE-CI to grow additional partnerships that ultimately will strengthen the quality of education resources available to other schools in Cote d'Ivoire.

III. Component Two: School Construction

AIDE-CI committed to the construction of schools in order to help increase access to middle schools in two regions (Center North and East), with an emphasis on assuring increased access for girls. The program funded construction of two middle schools to provide safe-learning spaces and also extend the value of the school infrastructure as a community asset for public use.

Key Activities

The original program objective to build an 8-classroom school in Languibonou was changed to a 16-classroom school in November 2012 based on discussions and the perceived need to reflect the large catchment area where the school would be located. However, due to multiple resource and time constraints the design reverted to building the 8-classroom school in September 2014,

when USAID, MENET, and the AIDE-CI team met and agreed to a strategy to scale back construction at this site. The plan to build an 8-classroom school in Kotogwanda remained the same from the outset of the project.

Fixed price construction contracts for both sites were awarded to local construction companies through an open and competitive bidding process. Moreover, AIDE-CI hired two construction engineers who were each posted to a project site to monitor and report on construction (especially environmental mitigation activities), as well as support the community mobilization activities with regard to site safety (e.g. protection and maintenance of the site). In the spring of 2014, AIDE-CI also hired a U.S. based French speaking architect to provide oversight of this component.

In addition, to ensure an independent quality assurance and inspection process, the project team contracted the services of two Ivorian professional firms. The first, an oversight quality assurance engineering firm, was responsible for:

- Review and approval of construction materials and equipment, and assessment of their compliance with the requirements agreed upon in the construction plans.

- Technical and architectural arbitration related to material and engineering choices and providing possible alternatives if those proposed by selected vendors were in question.

- Quality and conformity checks of the work carried out by full-time firm representatives employed at each site for the entire duration of construction.

Also, AIDE-CI secured the participation of a firm to serve in a legal capacity as the accredited architect, "Maitre D'Oeuvre." This firm made periodic visits to the construction sites. As a result, AIDE-CI ensured that construction met the quality and safety standards set forth by USAID as well as international construction safety and quality protocols.

Ultimately, AIDE-CI built an 8-classroom school in Languibonou that can be scaled up to 16 classrooms in the future. This school also contains three technical rooms (including one room fully equipped with 20 computers), a multipurpose room, an administration building, and separate latrines for boys and girls. In Kotogwanda, AIR built an 8-classroom school according to the "college de proximité" model provided by the MENET. The school's infrastructure was enhanced by adding ceilings under the roof, as well as a bore-hole for potable drinking water. Additionally, AIDE-CI equipped both schools with school furniture, scientific equipment, sports equipment and books.

Success Stories

Despite delays prior to starting construction, the project managed to build both schools within 9 months (Kotogwanda) and 10 months (Languibonou), even as construction was affected by a cement shortage that lasted for more than a month. Considering that a typical school construction project in Cote d'Ivoire takes at least year, this is a marked success for the project.

The school inauguration went very well on both sites, thanks to excellent mobilization of the school communities. Those in attendance celebrated the quality of the construction and the range of equipment provided to schools. AIDE-CI was the first project to build a school under the "college de proximité" model, which was initially designed by the MENET in 2011. Consequently, the school built in Kotogwanda will serve as a model for future Ivorian middle schools.

Lessons Learned

In the early stages of the project, AIDE-CI employed one person with relevant skills (a local engineer based in Abidjan) but without the experience to drive decision- making, ensure that the right questions were being asked, or address potential risks inherent in construction projects. This led to problems managing procurements, work plans, and partner/client relations related to school construction. AIR, as a result, used its own resources to correct this oversight, learning that it is critical to have the right people with the right skills empowered to inform decision making.

Understanding local materials markets proved critical to mitigating the problems encountered with the national cement shortage. In the early stages of construction, a nationwide shortage of cement led to paralytic and potentially project-threatening delays. Overcoming these delays, and finding alternative strategies to procure cement exemplified how AIDE-CI, USAID, and local construction vendors worked together to find new ways to secure cement and issue change orders. Stronger local knowledge and more effective communications between partners allowed for brainstorming and the quick resolution of this problem.

In addition, having a set of agreed upon ground rules regarding how change orders occur is vital to a construction project. This allows for quick decision-making. AIDE-CI was fortunate to have few change orders and an agreed upon change order process that allowed for expeditious review and action. Furthermore, frequent and consistent communication among partners is invaluable. Regular meetings are essential to keeping all parties (construction firms, project team members, the Ministry and USAID) aware of developments and challenges. These meetings were also key to ensuring transparency in discussing challenges as a unified construction team.

Finally, community engagement in protecting and maintaining the construction site was essential to building patterns for ongoing management of safe learning environments. Such community involvement at the beginning of construction creates ownership and community pride. It also instills in the community the value of education and safe learning spaces, and that the school space can be supported by everyone.

IV. Component Three: Community Engagement

AIDE-CI endeavored to mobilize communities around the importance of social protection for their children, especially girls. The project team developed community forums as a platform to listen to community concerns around the barriers to education and also facilitate discussion about problem-solving solutions. AIDE-CI community mobilization activities helped communities to become advocates for better learning, parents to increase support to schools, and leaders to

strengthen accountability vis-à-vis the school. An important dimension to this engagement was building increased community support for girls' enrollment and attendance in middle school.

Key Activities

After selecting the communities for school construction, the first and arguably most critical activity under this component involved conducting a needs assessment to understand the contextual environment, integrate feedback from stakeholders and community members into project plans for mobilization activities, and learn about local strengths and resources. While an initial needs assessment was conducted by Save the Children in Languibonou in 2012, after they withdrew from the project AIDE-CI conducted a second SWOT analysis in both communities in November 2013. The information collected during this analysis identified several factors that were linked to the low attendance of girls in middle school, and provided insights on future programming that the project team could develop to address this challenge and achieve the project's overall objectives.

The AIDE-CI team ultimately worked to mobilize communities to ensure that the schools built would be safe and secure learning environments where children's rights were respected. In order to do this, AIDE-CI established community support groups (CSGs) in each community that were modeled after the existing "COGES" or Parent Teacher Associations. The CSGs were established in consultation with local education officials and the local community. Their objectives were to develop and implement sustainable activities to support the school in each community. To develop these activities, AIDE-CI deployed a community mobilization assistant to each site to work with CSGs and maintain ongoing communication with project partners.

Targeted training and sensitization campaigns were developed and implemented around three thematic areas: the value of education and education infrastructure, community involvement in the construction of middle schools, and child protection and gender equality. Targeted trainings strengthened the capacity of communities to assess the education needs of their children and helped them manage education infrastructure investments. In addition, the design of community mobilization included education officials, local government officials, local philanthropists and private sector companies, as well as the community.

Sensitization campaigns focused on mobilizing communities around the importance of education for girls and social protection for children. AIDE-CI engaged in ongoing messaging and communications on child protection, gender equality, and early teenage pregnancy. AIDE-CI also worked with local leaders and education officials to create a sustainability plan for ongoing community engagement once the project concluded.

Success Stories

With the support of the CSG, AIDE-CI helped communities establish Child Protection Committees (CPCs). These committees actively sensitized their communities on child rights and protection, and organized activities for the holiday celebrating the day of the African child. Community-led advocacy also included addressing teen pregnancy in schools. In one notable instance, the CPC in Kotogwanda became aware of a case regarding an underage wedding and denounced it to the local authorities.

In addition, AIDE-CI, in conjunction with the CPCs, developed a six-month partnership with Radio Bradrè, a radio station located 7 kilometers from the Kotogwanda community. The radio broadcast news releases, skits (performed by the CPCs), and coverage of AIDE-CI activities. The themes covered the right to education, the need to prioritize girls' education, the rights of children, the importance of birth certificates, the need to protect girls, and the health and education problems of early marriages. Multiple stakeholders, including local and education authorities, were involved in this effort, and the radio extended the partnership without requesting any additional financial contributions.

AIDE-CI worked with the CSGs to establish codes of conduct for school construction workers in order to prevent the communities (particularly young girls) from abuse. Construction workers signed the protocols, and the CSGs continued to conduct regular sensitization regarding this matter throughout the construction period to ensure the community's safety. The Code of Conduct was posted in a public place at each site. Fortunately, neither site experienced any reports of abuse.

Furthermore, the DRENETs and the CSGs agreed to sign an MOU, describing in detail the roles and responsibilities of both entities for the management of school infrastructure and child protection. This was a significant step in order to sustain community engagement beyond the life of the project.

Lessons Learned

It is imperative to have a sound understanding of key actors and interventions in a community prior to implementing a new project and engaging in community mobilization. This ensures that funds are not wasted and that activities are relevant and not duplicated. Additionally, more experienced and longstanding actors in a specific community can help support community mobilization through collaboration and overlap as they often have achieved a certain credibility and trust. For AIDE-CI, UNFPA, UNICEF, and Save the Children had central and regional offices across Côte d'Ivoire. Their expertise in child protection, and especially girls' protection, and proximity to our beneficiary communities made them critical partners as AIDE-CI did not have regional offices.

Ensuring safe learning spaces necessitated a strong partnership with both central- and regional-level education authorities. The "buy-in" of central authorities is essential to project implementation. Sometimes the central authorities may agree to a project but be more passive than active in the implementation and support of project activities. The best results, often, are developed in close relationship with district/local authorities. In the case of strong relationships with central authorities, and, even more important, in the case when central authorities are less active, these local relationships are imperative to mobilizing the community and creating sustainable relationships between the community and the education system.

Identifying motivated community individuals and leaders and building their ownership and engagement in project activities is critical. Motivating community leaders is about developing a mutual understanding of (a) the project's goal and its value for the community and (b) the tools and knowledge they can acquire as leaders to benefit their people. AIDE-CI began community

mobilization through sensitization meetings to which all project partners, education authorities, and community leaders were invited.

Finally, public trainings, when properly conducted, can be extremely effective ways in which to equip communities with useful tools and skills. There are several important principles to follow in designing and running trainings. First, training programs must be tailored to the specific needs of a community, needs that should be identified with the support of community leaders as well as subsets of the population (e.g., women, children, and youth). They must also be tailored to the skill level of the prospective participants (e.g., if the majority of participants is illiterate, developing visual aids instead of written materials will be more practical). Trainings should be relevant to the achievement of project objectives and provide local actors with the skills to play a substantial role in the implementation, management, and monitoring and evaluation components of project activities.

V. Conclusion and Recommendations

The armed conflict in Côte d'Ivoire had serious consequences on the country's education sector. The destruction of school infrastructure and classroom materials considerably compromised access to quality education. To address the many remaining challenges facing the education sector, even years after the conflict, the Ivorian government must continue to commit itself to large-scale investments in infrastructure, teacher training, community mobilization around education, and child protection. AIDE-CI understood that involvement of communities in the management of education at the local level is key to promoting sustainable and equitable access to education and providing greater protection for children.

AIDE-CI learned many lessons from implementing this project and provides the following recommendations:

- The government should seek resources to build additional middle schools in order to face the growing needs of the country, particularly in a context where officials want students to remain in school through at least the end of middle school.

- Ivorian education authorities should develop a clear strategy and process to attract public private partnerships towards the education sector.

- The government should recognize the valuable role communities play in the management of schools. This would help involve communities in the safeguarding of school infrastructure. AIDE-CI consistently recognized the willingness of communities to be involved in matters pertaining to the wellbeing and safe learning of their children.

- The government should reinforce the teacher code of conduct and ensure that communities as well as schools understand the code and the consequences of violations.

- The government should recruit and retain female teachers in remote rural areas to provide role models and mentors for girls in schools.

- Communities should be encouraged to undertake development initiatives such as income-generating activities to help support school fees, feeding programs, and upkeep and maintenance of school infrastructure.

- Communities must be advocates for children's right to access an education and to be protected from violence or abuse at school.

- Communities should recognize the role that female leaders play in maintaining girls' access to schools, mitigating sexual violence and abuse in and around the schools, and preventing teen-age pregnancy and school dropout.

- Radio, TV, newspapers, and key elders and chiefs are critical gatekeepers to accurate information and purveyors of essential and credible behavior change messaging. Every effort to engage partnerships with a plurality of information and communication channels that can reach into remote rural areas, especially, will be critical to reinforcing positive behaviors and social norms.

Annex A. Revised Program Description

Revised Program Description for Associate Award under AIR's existing Leader with Associate (LWA) Agreement Number GDG-A-00-03-00006.

Cote d'Ivoire Appui au Développement Assistance Internationale pour le Developpement de l'Education-Cote d'Ivoire (AIDE-CI)

Contents

Acronyms

AIDE-CI	Appui au Développement Assistance Internationale pour le Developpement de l'Education-Cote d'Ivoire (AIDE-CI)
AIR	American Institutes for Research
APE	Association des Parents d'Elèves
AWP	Annual Work Plan
CI	Côte d'Ivoire
COGES	Comite de Gestion Scolaire
COP	Chief of Party
CSG	Community Support Group
DREN	Regional Directorate of Education
EQUIP1	Educational Quality Improvement Program, Leader with Associates Award 1
GoCI	Government of Côte d'Ivoire
ICT	Information Communication and Technology
IR	Intermediate Result
M&E	Monitoring and Evaluation
MENET	Ministere d'Education Nationale et Technologie
NGO	Non-Governmental Organization
PAMT	Plan d'Action à Moyen Terme
PMP	Performance Monitoring Plan
PPP	Public Private Partnerships
PTA	Parent Teacher Association
USAID	United States Agency for International Development
USG	United States Government

Executive Summary

The American Institutes for Research (AIR), the prime leader of the Educational Quality Improvement Program 1 Leader with Associates Award (EQUIP1), submits this revised program description for the Appui au Développement Assistance Internationale pour le Developpement de l'Education-Cote d'Ivoire (AIDE-CI) at the request of the United States Agency for International Development (USAID)/ Côte d'Ivoire. This program description has been revised in light of significant changes to the extended time-line of the project, agreed to reductions in the Project's scope of work, and the ceiling on available funds.

The AIDE-CI project has had three primary design features:

Systems Strengthening
AIDE-CI Project office will be located within MENET offices to ensure that project staff is accessible for day to day consultations and capacity-building support; and project activities and planning for the two program sites are done in collaboration with MENET staff. AIDE-CI will provide equipment, tools, and training to improve the ICT infrastructure, data management and use at the DRENETs of Bouaké 2 and Bondoukou. Through the provision of computer hardware and software, and basic IT literacy and mainte-nance sustainability training, AIDE hopes to enable the DRENETs to improve their organizational man-agement and information management capacity.

School Construction
The school construction program will be designed to help increase access to middle schools in two re-gions (Center North and East), with an emphasis on assuring increased access for girls. The program will fund the construction of two schools for middle school aged youth. The middle schools will provide safe-learning spaces in the two catchment areas and, if possible, also extend the value of the school infrastruc-ture as a community asset for public use.

Community Mobilization/Engagement
Stability and safety are key factors in helping to re-establish the Ivoirian school system. In order to estab-lish safe, equitable learning environments for the children, AIDE-CI will work to ensure community own-ership and promote stability through community engagement around the value of education and access to learning opportunities. The program will support organized community groups and help them to engage in school construction efforts.

I. Introduction

The original proposal and this current project description present an EQUIP1 approach to program design that meets the needs and strategic vision of USAID-CI and the MENET. The justification for placing this award through the EQUIP1 LWA mechanism is that the program proposes to build educational quality through improving classrooms, schools, and communities. It is a multi-faceted program designed to im-prove school-level learning environments and facilities, and improve schools' connections to communi-ties with an emphasis on increasing access for girls.

Simultaneously, the program supports USAID's Global Education Goal 3 for assisting countries to achieve "Increased Equitable Access to Education in Crisis and Conflict Environments." AIR will draw on the experience it has gained through managing EQUIP1 awards and other projects in conflict and crisis countries, such as Ethiopia, Haiti, Liberia, and Pakistan. Please refer to the original program description submission for more details on technical areas that have been supported through EQUIP1 projects and countries of expertise.

This revised program description is organized as follows: Section II retains the background and guiding principles of the original program design and implementation. The overall program vision is presented in Section III. The program update on implementation is outlined in Section IV. Section V recognizes that a revised program work plan, performance monitoring plan and environmental monitoring performance plan will be submitted upon approval of Modification 3.

II. Background and Guiding Principles

Background

Increasing equitable access to education in crisis and conflict environments is USAID's third strategic goal for 2011–2015. Increasing equitable access to education, especially for girls is also one of the goals stated in the medium-term strategic plan of the MENET of Côte d'Ivoire. Thus, USAID's approach has been endorsed by the MENET in Côte d'Ivoire and is based on the 2011 post-conflict reality of the country.

The Government of Côte d'Ivoire (GoCI) has identified strengthening access to middle school education through the creation of "College de Proximites" (middle schools) as one of its priority areas, elaborated on in the "Plan d'Action à Moyen Terme" (PAMT) or the Medium Term Action Plan for Education. In the past, Côte d'Ivoire's periods of civil war and instability have adversely affected all physical and social institutions in the country. Yet the education system in particular has suffered due to the overly politicized nature of the teachers and students unions and the historical legacy of politicizing education. Despite these setbacks there have been some successes since the cessation of violence due in large part to the guidance and motivation of the new Government and its new Cabinet of Ministers.

The causes and consequences of violence have only reinforced historical problems in the education sector of the country. According to the MENET data for 2012-2013, basic education indicators are low. Teacher shortages, lack of paid salaries, school shortages, corruption, lack of transparency in decision-making, and overall economic decline continue to plague communities in Côte d'Ivoire. The education system is further taxed with the increase in children with disabilities and the number of students, teachers, and parents with unaddressed psychosocial trauma. With low gross enrollment rates at the secondary level; low enrollment, retention, and academic success of girls; an inadequate number of schools and classrooms[2]; extreme overcrowding in urban areas; lack of instructional materials; diminishing resources per student; increasing teacher demoralization and attrition; and lack of adequate counseling and coping services, the needs of the basic education sector in Côte d'Ivoire are vast.

The Role of Conflict

Historical inequalities in distribution of education resources according to political patronage and ethnic affiliation has left a divided legacy in the education sector in Côte d'Ivoire. The cessation of violence in the country provided a new opening for reconciliation and advancement if substantive changes were to be made, especially with regard to education. Decisions made on the allocation of resources, both financial and human, should be based on the principle of equity, regardless of historical political affiliation. Existing inequities and the perception of lack of advancement towards real rapprochement could even now create space for political and social violence to the degree that education, schools and learning would become instruments of conflict rather than avenues of reconciliation. Based on limited data it appears the access is worse and inequities highest for children with disabilities, including both physical and psychosocial disabilities.

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[2] In particular, middle schools have an average of 71 or 72 students per classroom (Source: MENET, 2011-2012 statistics; 2012-2013 statistics).

The educational system in Côte d'Ivoire is highly politically charged; schools, teachers and students have shouldered a heavy burden of this legacy due to their role as victims and participants in the melee. There is anecdotal evidence of severe psychosocial trauma to families (students, teachers, parents) and some physical disabilities due to injuries sustained in the fighting which have yet to be adequately dealt with at the national policy level. Teachers unions and university students have historically been very tied to one political party or another thereby causing rifts in communities that have been before and can easily again be exploited. Perhaps because of the role of these unions or because of the presence of Army or Rebel troops at school locations, 224 schools nationwide were destroyed thereby causing massive displacement which is estimated to have affected 800,000 school going youth. Schools were closed from anywhere between one and six months and re-opened with enrollment rates that exceeded the capacity of classrooms. Exam schedules were totally disrupted as well. Schools, schooling, and education feature prominently in any attempt to address root causes of real and perceived inequalities. This dynamic rests upon the already complicated dynamic of a developing country where a rural and urban divide exists and contributes toward unequal access to schooling by young people in rural areas and overcrowding and poor quality education in urban areas.

Guiding Principles
This revised design under Modification 3 is in line with the budget, timeline and resources available currently and takes into account significant delays to the school construction efforts of the project.

The overarching goal of the program in Côte d'Ivoire is to increase equitable access to education for children in select areas, all of whom have been affected by the history of conflict. Although the fighting has stopped and schools have re-opened, the toll it took on communities was severe and will take years to reverse. This program is oriented around a set of guiding principles that factor these realities into the initial design and framework and will continue to steer the detailed needs assessment findings and implementation of the program along the same path. The emphasis of the program is on post-conflict education reconstruction and the need to cultivate a culture of ownership, accountability, pro-active participation and inclusiveness for all education stakeholders including communities, government institutions and the private sector.

Achieving the goals of the Strategic Objective and three IRs
The design and implementation of the education program is focused on achieving the goals of USAID's Education Strategy's Goal 3 which is to increase equitable access to education in crises and conflict affected contexts. The complementing Strategic Objective and its associated intermediate results (IRs) are illustrated in Figure 1 below. All program activities will contribute towards this end. The success of program activities will be evaluated in terms of their contribution to achieving these goals. The program is designed to be implemented in a highly collaborative manner with the MENET in Côte d'Ivoire to ensure effectiveness. Moreover, the Chief of Party (COP) has established an office in the MENET to further ensure collaboration and capacity building. The project team will ensure that all project members, particularly the COP, represent a collaborative, responsive, and responsible partner with counterparts of the GoCI as well as counterparts at USAID, establishing excellent relations within Côte d'Ivoire, and playing a proactive role in harmonizing the efforts of international donors in the education sector. Project success will be a product of all partners understanding of, support and commitment to, the bilateral agreement between USAID and the GoCI MENET.

Building synergy among program approaches and activities
The program addresses issues of access, equity and quality as a means to improving basic education at the middle school level. Although these issues are closely related, it requires a strong and purposeful approach in design and implementation of program activities to ensure that powerful synergies are built and sustained at the community level. The community support groups will go a long way towards helping to ensure success.

Establishing multiple partnerships
The AIDE-CI program is based on principles of partnership and collaboration. The primary partnerships will be with MENET and community groups at the two project sites. The activities implemented in this program will be run with and through the different institutions of the education sector in Côte d'Ivoire and with special attention to both vertical and horizontal linkages at the national, regional, and local levels making the program integral to the MENET's overall program of quality improvement in basic education.

Public Private Partnerships (PPP) will be explored in order to leverage the very best possible outcomes for two identified communities. Understanding that the MENET has verbally dismissed the idea of creating a systematic approach to PPPs at this time, ways to look at private sector donations direct to community leaders or organized community support groups will be explored. All efforts will be informed by and designed to support the MENET's medium term action plan and in accordance with USAID's Global Education Strategy. The program will also be coordinated with the activities of multilateral, bilateral, and other international organizations working in education in Côte d'Ivoire in order to create synergies and build on the strengths and experiences of all. The program will seek partnerships with local NGOs in order to implement activities effectively and to encourage community ownership and participation. The involvement of communities and the private sector will be sought, nurtured, and developed as part of the project.

Informing and mobilizing communities in support of education and equity
The program will mobilize communities to become involved in defining their values around education; their culture around the community's education assets and their protocols for interacting with other stakeholders such as local education and government authorities and local businesses to improve education for their children. The project intends to also sensitize the community on the importance of social protection for their children, especially girls. The project team will use regular and project planned community forums as a platform to gauge community concerns around the barriers to education and also facilitate discussion about problem-solving solutions. Program interventions will ideally help communities to become advocates of better learning for their youth through increased parental support of schools and improved accountability relationships across the community, school management and local government authorities. An important dimension to this engagement will be building increased community support for girls' attendance and success in school.

Using technology and multimedia approaches as appropriate
The MENET has been unable to reach internal agreement on proposed activities and responsibilities with regard to systems strengthening. As such, and with MENET support, AIDE-CI will implement the proposed IT component at the DRENET level in order to augment existing equipment, provide basic computer literacy training on the use of hardware and software for specific organizational management purposes, as well as train DRENET staff on responsibilities and maintenance of owning and utilizing information and communication technologies.

III. Program Vision

EQUIP1's approach to designing the interventions for each IR proposed in the technical proposal is to group these interventions into three broad design components. The design components bring together complementary activities that fall under the singular goal of increasing equitable access to education in crisis and conflict environments. The proposed interventions are listed according to activity type. The diagram (Figure 1) illustrates the EQUIP1 approach to the design framework of AIDE-CI.

1. Increase equitable access to education in crisis and conflict environments

Between the damage caused to schools, the material loss due to looting, the displacement of students and teachers and the fear of returning home, the education system is in dire straits. These new problems compound the previously existing old problems of corruption, lack of transparent decision-making by authorities in budgeting and teacher deployment assignments and lack of sufficient infrastructure to accommodate a growing school-aged population.

Figure 1. USAID Strategic Objective and IRs
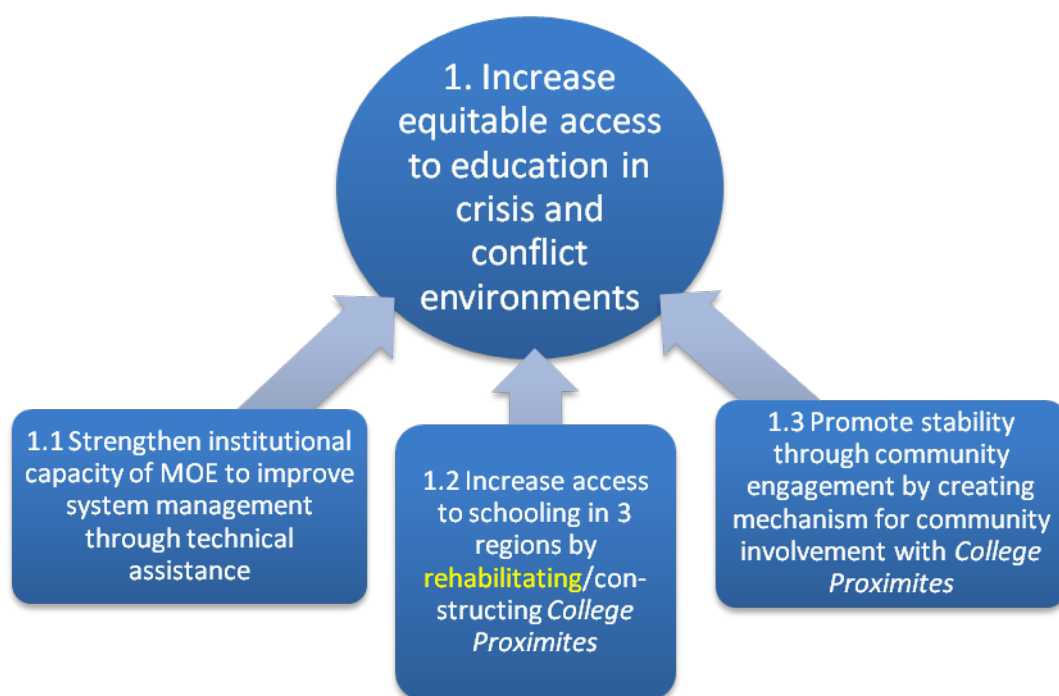
1.1 System Strengthening (Institutional Capacity Building)

Management Information Systems

Under the System Strengthening Component, the project has had to alter its approach to existing realities. The project team indicated the unsustainable nature of simple procurement of equipment for MENET without MENET agreement on the intended use of the equipment, by whom, where and for what purposes. Discussions with other CI education donors (i.e. World Bank and UNICEF) revealed the potential for duplication and overlap on planned activities supporting the same technical area of MIS/ICT. Due to positive collaboration at the DRENET level and the impact this activity would have in the two communities in which the project is working, computer technologies and training support as a foundation for District Education Offices (DRENET) will be provided to organize information and resources and lay the foundation for better communication and tracking procedures.

In various consultations, the Regional Director of Education in Bouake specifically referenced ICT/MIS as the single greatest improvement made to education that he could think of due to the increase in efficiency and satisfactory outcome for the families and the system itself. His office, the regional directorate of education (referred to by the French abbreviation, DRENET – Direction Régionale de l'Education Nationale et de l'Enseignement Technique) is at the forefront of the battle to improve education for all in Côte d'Ivoire and is therefore advocating for improvements in systems, practices and outcomes.

Although improving the data infrastructure and management at the DRENET level requires some interventions at the national levels for which the project has no resources, activities at the DRENET level will serve as a pilot for improving information flows between the schools and the DRENETs, as well as between the DRENETS and central level authorities by creating a network which allows information to be generated, sent and received in a continuous feedback loop. The project plans to purchase Microsoft Office software, servers, desktop computers, and provide training for the DRENETs and school staff responsible for data at the two project sites. There is great need at the DRENET level and working at this level may be a good opportunity to demonstrate how management information system functionality is critical to educational planning and decision-making.

Public Private Partnerships (PPP)

Projects implemented by non-governmental organizations play a critical role in meeting civil society expectations for educational delivery in developing contexts and specifically in post-conflict contexts. Non-governmental organizations (as implementing partners) can act as neutral brokers by creating the political space in which to foster greater dialogue and cooperation among communities, the private sector, and governments. Toward this end, the project has worked to establish a protocol for signing a Memorandum of Understanding (MOU) with those private sector stakeholders interested in committing resources, in-kind contributions and time to community mobilization activities. Signed MOUs ensure that there is agreement on partner responsibilities and commitment.

The project team through its outreach to over 200 private companies has established a small PPP community that is now invited to semi-annual roundtable discussions on the issues of PPP. While there is wide interest in PPP in Cote D'Ivoire from many local private companies, there is still some reservation towards government institutions and their ability to act equitably, transparently and to be accountable for their decisions. By providing quarterly meeting platforms (which are currently oversubscribed with the number of companies that want to attend) and moderating focused discussions on PPP best practices and lessons, the project team is creating a safe space where government, private sector and community can interact safely to share feasible ideas on how and where to support education in Cote d'Ivoire. The project expects to leave a 10 page lessons learned guide on the development of PPPs for ongoing and future collaboration between the two sectors and communities.

1.2 School Construction (Increased Access)

One of the barriers to equitable access to education in Côte d'Ivoire stems from the lack of adequate and abundant middle schools. The program team will endeavor to build two middle schools. The middle schools will be built near clusters of "feeder" primary schools. AIDE-CI with the MENET has identified Languibonou in Bouake and Koto Gwanda in Boundokou as the two approved sites. The factors influencing the location of the schools were based on several criteria including a) Historical data of girl retention rates; b) Conflict affectedness and presence of students with disabilities; c) Existing MENET school-mapping criteria.

The original program objective to build an 8-classroom school in Languibonou was changed to a 16-classroom school in November 2012, based on discussions and the perceived need to reflect the large

catchment area where the school will be located and the population it will serve. Now, due to the parameters of existing resources and time, the objective for Languibonou is changed back to building an 8-classroom school. This also reflects a revised estimate of the needs of the community. In September 2014, USAID, MENET, and the Project Team met and agreed to a strategy to scale back the construction at this site. The construction at both sites will be awarded to local construction companies through an open and competitive bidding process, at a fixed price contract. The project team includes two construction engineers who will each be posted to a project site to monitor and report on construction (especially environment mitigation activities), as well as support the community mobilization activities with regard to school ownership (e.g. management and maintenance).

To ensure an independent quality assurance and inspection process, the project team will contract the services of a quality assurance engineering firm that will be responsible for:
• Reviewing and approving construction materials and equipment, and their compliance with the requirements agreed in the construction plans.
• Technical and architectural arbitration related to material and engineering choices and provide possible alternatives if those proposed by selected vendors are in question.
• Checking the quality and conformity of the work according to the rules.

These steps are to ensure the completion of the construction that meets the quality and safety standards set forth by USAID and international construction safety and quality protocols before the start of the school year in September 2015.

1.3 Community Mobilization (Promoting Stability and Engagement)

Promoting stability through community engagement by creating a mechanism for community involvement in education awareness, learning opportunities, and management of safe learning environments will help mitigate conflict and improve the value and perceptions of education in the community. The factors contributing to equitable access and retention of students are complicated and the existence of conflict or threat of return to conflict further complicates the situation. Recognizing that any successful intervention needs to take this into consideration, this program aims to create community support in two communities. Community support will help ensure that the learning environment is safe and equitable and will help protect and empower the students and school from being vulnerable to the forces of local level conflict should this re-emerge. The actual composition and function of the "community support group" which is modeled after the existing "COGES" or Parent Teacher Associations (PTA for this proposal but "Association des Parents d'Elèves" or APE, in French), will be determined in consultation with local education officials and the local community. However the design of the community groups will be based on the COGES or PTA models currently in practice. Community support groups will be empowered to make decisions in relation to aspects of support that include social protection.

IV. Project Management

The Côte d'Ivoire education program will continue to be implemented as an Associate Award under EQUIP1. AIR has the managerial oversight and ultimate accountability for the project. AIR will ensure the project's technical and financial integrity. USAID/CI will be responsible for communicating jointly with AIR to the MENET on all formal communications related to the project. Overall responsibility for meeting agreement obligations and submitting all required technical and financial reports lies with AIR.

The following organizational chart illustrates the proposed structure for the project.

Proposed Reporting/Management Structure

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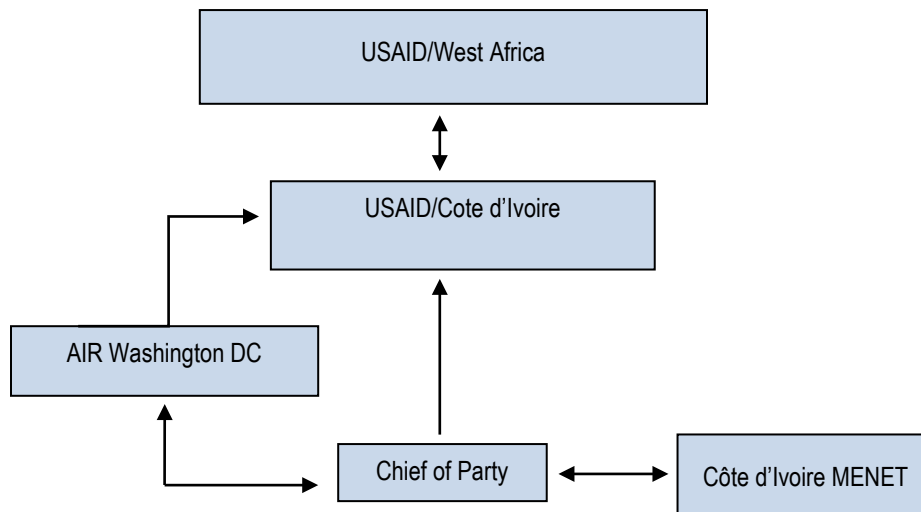
The project will be managed locally by a COP, an expatriate or third country national who will oversee a local team of professionals. The COP and local management team will be assisted by an AIR home office team consisting of a program manager, finance associate, and a research associate. The primary responsibilities of the Chief of Party are to:

- Serve as chief representative of AIDE-CI for all local counterparts and stakeholders, including USG agencies, GoCI, other donors, local NGOs, schools, and communities;
- Attend donor coordination meetings as requested and initiate activities and cooperation within the donor community;
- Make project presentations at meetings and project events;
- Lead the development of the monitoring and evaluation plan and the PMP design;
- Maintain consistent communication with the USAID staff in Côte d'Ivoire;
- Create, develop, and maintain appropriate public-private partnerships in conjunction with USAID in order to leverage more resources to augment existing program design efforts and perhaps expand the program in new geographic areas;
- Develop job descriptions and oversee the open and competitive recruitment of local staff;
- Oversee local staff professional development and performance, in accordance with semi-annual performance reviews;
- Oversee all project procurement, and ensure open and competitive procurement procedures in line with USAID and AIR directives and regulations;
- Manage project finances carefully and accurately with the assistance of a local Finance/Administrator;
- Establish and maintain professional and cordial relations with local stakeholders, including USG agencies, host government agencies, other donors, local NGOs, and targeted schools and communities;
- Develop scopes of work for and manage any local subcontractors and short-term technical consultants;

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- Oversee all project monitoring, evaluation, and reporting, as well as information dissemination, in collaboration with local staff;
- Refine and update the project work plan on a semi-annual basis;
- Provide leadership for the design in expanding the project if additional funds become available;
- Abide by all contracting and other regulations related to AIR's presence in Côte d'Ivoire;
- Play a strong role in the technical implementation of the program, particularly in the use of appropriate technology and media in supporting teacher and principal professional development; and
- Deliver Monthly Activity Reports, Monthly Fund Reports, and standard Quarterly Activity Reports to the home office team.

All activities undertaken to achieve the referenced results will require careful management. The local management team, representing all implementation areas, will need to hold regular coordination meetings that produce "action items" for team members. The team will use various methods and tools to follow-up on action items and track progress toward results, and will require regular reports to ensure total quality management of the various activities. These efforts will be guided by the start-up work plan. Potential threats to the achievement of work plan results will be communicated to the various stakeholders in a timely manner, and issues will be resolved through participatory consultation with stakeholders and a consensus building approach.

Key personnel on the project requiring USAID approval are the Chief of Party, Project Director and Construction Engineer (2) positions.

Project Director: Based in Washington DC and responsible for overall program implementation progress, technical reports, tracking project finances, and technical direction. The Project Director will work closely with the Chief of Party to ensure proper planning and execution of project activities through the life of the project. The Project Director will be responsible for the daily oversight of the project in the home office and will provide assistance in technical, logistical, and administrative support to the field activities.

Chief of Party: Chief of Party (COP) oversees the USAID education program in Côte d'Ivoire. This person will be based at the MENET and will have overall management responsibility for the program. This person will also provide technical assistance to relevant offices within the MENET in relation to strategic planning.

Construction Engineers (2): With one engineer based at each site, the engineers will provide ongoing daily monitoring of the construction work. They will liaise with those responsible for quality assurance and report progress to the Chief of Party on a daily and weekly basis.

Other program positions include:

Community Mobilization Specialist: Based in Abidjan. Work with the two Community Mobilization Assistants to adapt/modify all community mobilization materials including focus group interview questions, community profiling and engagement protocols, and also lead training. The Community Mobilization Specialist provides technical direction (i.e. develops tools and activities for community mobilization, leads the process of reviewing and consolidating the monthly reports coming from the two AIDE-CI sites). He is also the lead writer in distilling the best practices, lessons learned and way forward for future community mobilization activities focused on education reconstruction in Cote D'Ivoire. He will travel to the two sites from Abidjan periodically to work with and support the two community mobilization assistants and works with them to develop community mobilization activities and report on progress. Works

with relevant actors at all levels of the MENET (national, regional and local) to improve dialogue and decision making capacity which, in turn, will improve efficiency and outcomes for communities in terms of support for education. The Abidjan specialist will have primary responsibility for engaging with the communities once construction begins, and after the completion of all other non-construction related training and activities.

PPP Specialist: Based in Abidjan. Is responsible for working collaboratively with MENET staff to reach out to private and public sector companies; support the improvement and standardization of PPP practice within MENET and create an open and accountable platform for PPP activities related to MENET's education reconstruction efforts.

MIS Specialist: Is responsible for procurement of equipment for DRENETs in two locations, installation of equipment, and training of DRENET staff on how to use, maintain and secure hardware and software provided through the project. Will conduct needs assessment and pre and post testing on those trained.

V. Next Steps

This program description is meant to accompany Modification 3. Once accepted by USAID/CI, activities that require approval will commence while those that do not require approval will continue during this interim period with USAID-CI acknowledgement. AIR and its representatives will continue to work closely with key stakeholders, including but not limited to USAID, MENET, and identified DRENETs in Côte d'Ivoire to fulfill the described activities. Key changes to component 1, systems strengthening and component 3, community mobilization have been made in light of necessary changes to component 2. Component 2 addresses agreement between USAID/CI and AIR on reduced construction costs. As such, elements of components 1, 2 and 3 have been amended to reflect Modification 3.

Program Work Plan and Performance Monitoring Plan will be submitted within 15 days of approval of Modification 3.

Annex B. Workplan 2014-2015

Activities	FY 2014-2015											Responsible
General Program Administration	**O**	**N**	**D**	**J**	**F**	**M**	**A**	**M**	**J**	**J**	**A**	**Designated Staff, Institution, Organization**
Ongoing consultations with the MEN, DREN, communities, donors, public private partners	X	X	X	X	X	X	X	X	X	X	X	AIDE-CI Team
Review and approval of re-aligned budget	X											USAID, AIR DC, COP
Development and submission of Year 3 program description and budget	X											USAID, AIR DC, COP
Recruitment of new staff (e.g. administration assistant, community mobilization assistant)	X	X										COP
Project Monitoring	X	X	X	X	X	X	X	X	X	X	X	USAID, AIR DC, COP
Review and approval of PMP	X											USAID, AIR DC, COP
Review and approval of Work Plan		X										USAID, AIR DC, COP
Project Quarterly Reports (30 days after last day of the quarter)				X			X			X		COP, AIR DC
Project Final Report (Delivered in September 2015)												COP, AIR DC
Project Close-out											X	COP, AIR DC
Component 1: Systems Strengthening	**O**	**N**	**D**	**J**	**F**	**M**	**A**	**M**	**J**	**J**	**A**	
ICT AND DECENTRALIZED MANAGEMENT												
Provide ICT equipment to 2 DRENETs to strengthen data and information infrastructure	X											COP, MIS Specialist, DREN
Create a protocol for strengthening data and communications flow from the 2 AIDE-CI locations using the DRENETS - facilitating reporting, communications and data, and agreeing to maintenance and sustainability of equipment	X											COP, MIS Specialist, DREN
Provide training on data infrastructure use for decision-making; trouble-shooting and decentralized management	X											COP, MIS Specialist, DREN

Activities	O	N	D	J	F	M	A	M	J	J	A	Responsible
Conduct a basic survey to follow up on maintenance and use of equipment and the flow of data and information. Follow-up support will be conducted where needed		X	X	X								COP, MIS Specialist, DREN
PUBLIC PRIVATE PARTNERSHIPS												
Facilitate private and public sector engagement around education through PPP dialogue and soliciting questionnaire feedback for discussion on community needs and core business interests	X	X	X	X								COP, PPP Specialist
Develop database of private sector partners interested in supporting education	X	X	X	X								COP, PPP Specialist
Develop newsletter for circulation to public and private sector partners	X		X									COP, PPP Specialist
Develop Memoranda of Understanding between private sector and AIDE-CI project	X	X	X	X								COP, PPP Specialist
Document lessons learned as part of PPP activities - 10 page document will be final deliverable to USAID in January			X									COP, PPP Specialist, AIR DC
Component 2: School Construction	O	N	D	J	F	M	A	M	J	J	A	
Signature of contracts with construction firms		X										MEN, AIR DC
Conduct Remise de Terre with partners		X										AIDE-CI, USAID
School construction			X	X	X	X	X	X	X	X		AIDE-CI team, Local contractors, Community Stakeholders
Construction clean-up									X	X		AIDE-CI team, Local contractors, Community Stakeholders
Procurement of school equipment					X	X						AIDE-CI,AIR DC
Installation of equpiment and furniture									X	X		AIDE-CI
Final joint inspection of school										X		AIR, USAID, MEN, DREN, AIDE-CI, Local contractors, Community Stakeholders
Memorandum of Understanding signed between DREN										X		AIDE-CI team, DREN, Community Stakehold-

Activities	O	N	D	J	F	M	A	M	J	J	A	Responsible
and communities												ers
Final sign-off and handover of school to DREN and communities										X		AIDE-CI team, USAID, MEN, DREN, Community stakeholders
Document lessons learned and good practices on construction (final deliverable to USAID)											X	COP, AIR engineers, AIR DC
Component 3: Community Mobilization	O	N	D	J	F	M	A	M	J	J	A	
Promote school ownership by mobilizing the community around education needs, the value of education, and the investment of education infrastructure (e.g. AIDE-CI's school project)	X	X	X	X	X	X	X	X	X	X	X	AIDE-CI team, DREN, Community Stakeholders
Document lessons learned and good practices on community mobilization (final deliverable to USAID)											X	COP, Community mobilization specialist, AIR DC
CONSTRUCTION SITES												
Develop Code of Conduct for all those working on construction site that reinforces the following: i) no children playing on or around construction site; ii) no employment of youth under 18 years of age; and, iii) no girls frequenting site/no solicitation of girls under 21 years of age		X										AIDE-CI team, AIR engineers, Local contractors
Display code of conduct in public space within construction sites.			X									COP, Community mobilization specialist, Local contractors, AIR engineers
Sensitization of workers at weekly meetings regarding Code of Conduct, security measures, and sanitation protocols				X	X	X	X	X	X	X	X	Community mobilization specialist, Local contractors, AIR engineers
Create local community monitoring groups responsible for controlling access to construction sites which will ensure protection of children; prohibition of market vendors; and, proper dress codes (hats/shoes) are followed for site				X	X	X	X	X	X	X	X	Community mobilization specialist, Local contractors, AIR engineers, Community Stakeholders

Activities	FY 2014-2015											Responsible
	O	N	D	J	F	M	A	M	J	J	A	
Sign protocol agreements between construction companies and village chiefs for quarrying of sand and gravel (includes economic arrangement and security of sand/gravel sites) if the companies decide to buy in the community.		X	X									Community mobilization specialist, Local contractors, AIR engineers, community stakeholders
Develop plan with community support groups (CSG) for money received for quarrying of sand and gravel to be used for the maintenance or beautification of schools			X	X								Community mobilization specialist, community stakeholders
CHILD PROTECTION	O	N	D	J	F	M	A	M	J	J	A	
Work with child protection committee in each community to create a safe space around the construction sites and a process for responding to violations.		X	X	X								COP, Community mobilization specialist, CSG
Train child protection committees through UNFPA collaboration.					X	X						COP, Community mobilization specialist, CSG
Work with DREN and CSG to develop messaging for awareness campaign on child protection, especially for girls			X	X	X	X	X	X				COP, Community mobilization specialist, CSG, DREN
Form partnership with local radio stations to create educational spots and mini-educational programs on child protection/girls' access to education, and cover important events in the community				X	X	X	X	X	X			COP, Community mobilization specialist, CSG
Work with young artists to illustrate posters and banners to be hung in 2 AIDE-CI communities advocating for child protection, the rights of children to education (girls included), and the value of education for the community					X	X				X	X	COP, Community mobilization specialist, CSG
Collect posters and information from other UN agencies and NGO on child protection, sanitation and WASH, girls education, etc. to leave with DREN for placing in schools post-construction			X	X	X	X	X	X	X	X		COP, Community mobilization specialist

Activities	FY 2014-2015												Responsible
SUSTAINABILITY PLAN													
Work with SNAPS-COGES and CSG to build agreement on how both groups will support the schools and work together post-construction					X	X	X	X	X	X			COP, Community mobilization specialist, DREN, CSG
Ribbon-cutting and event at school for handover of school from AIDE-CI to DREN and community											X		USAID, AIR DC, AIDE-CI team, DREN, community stakeholders
PROJECT CLOSE-OUT												X	USAID, AIR DC, AIDE-CI team

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