How do pre-primary education providers differ? A landscape study of Abidjan & Gbékédé, Côte d’Ivoire.

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Background & Context

Despite growing international advocacy, access to quality pre-primary education remains a challenge in developing countries. In sub-Saharan Africa, fewer than one in five children attends pre-primary education – and very little is known regarding the quality of the provision they receive.

In January 2018, the Ministry of Education in Côte d’Ivoire requested Education Partnerships Group’s support to provide a better understanding of the quality of current pre-primary provision in Abidjan and Gbékédé. These districts were selected by the Ministry to include a representation of lower income areas and because of the presence of a wide range of different types of providers. The main focus of this research is to provide a landscape analysis of the structural and process quality of pre-primary education across different types of providers.

Research question

What are the differences between providers regarding structural and process quality indicators, teacher well-being and child outcomes?

Data

165 /492 centres sampled in Gbékédé and Abidjan
160 centre leaders interviewed
145 observational assessments of centre structural and process quality
162 teachers interviewed
2023 children learning outcomes assessed

Methodology

• Comparative analysis of the current pre-primary provision in selected districts of Abidjan and Gbékédé
• Comparison of structural, process, learning environment indicators, and learning outcomes, broken down by preschool types.
• Pairwise comparison of means between preschool types (public, private formal, and private informal). We report significance differences between providers when the reported p-value <0.01 (significance level of 10%)

Learning outcomes

The differences in learning outcomes may be driven by children or family characteristics rather than by school type. Or these differences may be due to systematic differences in the type of children attending each type of provider (i.e., differences in socio-economic background, parental education, etc.).

1. Significant differences in learning outcomes across pre-primary education providers
2. Assessment seems to be more adapted to “Grande Section” level
3. Results in private formal preschools are significantly higher compared to other providers

How do providers compare on pre-primary education quality indicators?

Structural indicators

<table>
<thead>
<tr>
<th>Children to teacher ratio</th>
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<tbody>
<tr>
<td>Private formal</td>
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<tr>
<td>14</td>
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1. Resources are significantly better used by children in private formal preschools compared to other providers
2. Public preschools have a significantly higher children-to-teacher ratio compared to private providers
3. Teachers in private formal preschools are significantly more experienced than private informal teachers (< 3 years of experience on average)

Process indicators

<table>
<thead>
<tr>
<th>Support to struggling children</th>
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<tr>
<td>Private formal</td>
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<tr>
<td>17</td>
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1. Teachers are reported to interact significantly more in private formal preschools (book-reading time significantly higher compared to other providers)
2. Private informal teachers support children significantly more than private informal teachers
3. Teaching in private formal preschools is significantly different from public preschools

Learning Environment

<table>
<thead>
<tr>
<th>Group Supervision</th>
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<tr>
<td>Private formal</td>
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<tr>
<td>15</td>
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1. Group activities are positively associated with social behaviour in private formal preschools. Private formal schools supervise significantly better small group activities
2. Lack of supervision significantly more reported in private informal compared to other providers

Teacher Well-being

<table>
<thead>
<tr>
<th>Teacher Satisfaction</th>
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<tbody>
<tr>
<td>Private informal</td>
</tr>
<tr>
<td>85</td>
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</tbody>
</table>

1. Teacher satisfaction is higher across providers. However, public teachers are more satisfied than private – even though the workload is the same
2. Support to Teachers: Public teachers are happier with the support they receive with school leader. 8 out of 10 public teachers report “totally agree” and that is significantly more than other providers
3. Parent Perception of Teachers: Public school parents value teachers’ role less than private formal

Conclusion

1. We found significant differences between provider types on structural and process quality indicators, as well as between teacher well-being and child outcomes. Specifically, private formal (and to some extent public schools) tended to be higher than informal private preschools on many of those indicators.
2. These differences could be driven by underlying differences in the quality of provision between providers and/or by underlying differences in children who attend them.
3. We are undertaking further analyses to examine the linkages between the different types of indicators and to control for child background characteristics.

Acknowledgements

This work benefited from substantial input from Mr. Rémi Kone, Director of the Department of Education at the Ministry of Education and Mr. Hubert Dembélé, working group on pre-primary education, and the support from UNICEF. The data was collected by Innovations for Poverty Action (IPA).