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Mission Evangélique
Luthérienne En Côte d'Ivoire



MID TERM EVALUATION 10741 – HFA

**Supporting project to improve living conditions for people
in precarious neighborhoods in the district of Abidjan**



Report

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EVALUATION TEAM

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List of abbreviations

CV	: Community Worker
ARSIP	: Religious Alliance for the Fight against AIDS and other pandemic diseases
CAP	: Knowledge Attitudes and Practices (KAP)
BCC	: Behavior Change and Communication
CDC	: Community Development Committee
VTC	: Voluntary Testing and Counseling Center
FGD	: Focus Group Discussion
FIOPA	: Ivorian Federation of Operators and Promoters in Literacy
IEC	: Information E ducation and C ommunication
IEP	: Inspection Primary Education
IST	: Sexually Transmitted Infections
OVC	: Orphaned and Vulnerable Children
NPFA	: National Program for the Fight against AIDS
NPFT	: National Program for the Fight against Tuberculosis
PLHIV	: Person Living with HIV
SIL	: International Society of L inguistics

1 Introduction: Background for the project HFA and reminder of the terms of reference

The Evangelical Lutheran Mission in Côte d'Ivoire (MELCI) is a Christian institution under Norwegian Lutheran Mission (NLM). It has been present in Côte d'Ivoire since 1984 with Mahou people as the main target group. Until the civil war in 2002 the NGO was based in the region of Touba with church, linguistic work and an integrated village development project establishment (PRODIV).

In 2003, the Evangelical Lutheran Mission in Côte d'Ivoire (MELCI) started activities in Abidjan with church establishment, initiation radio programs in Mahou language and development project (Nouvelle Espérance/(New Hope 2006-2011) with literacy education and fighting against HIV-AIDS as key components. This pilot project enabled the observation that literacy education and perception of risk dealing with HIV AIDS remain major challenges to be faced in the visited sites.

With this in mind, the Evangelical Lutheran Mission in Côte d'Ivoire (MELCI) initiates a new development project called "Hope for All» in 10 precarious neighborhoods in the communes of Yopougon, Attécoubé and Abobo with the support of the Norwegian government from 2013 to 2017. "Hope for All" aims to communicate to the target population, hope and faith in the future, and help them to realize their own ability to change their lives through literacy, the fight against HIV-AIDS and Speed School. This vision is based on faith in a God who wants all his creatures to thrive.

This project started officially in 2013. After two years of intervention, a mid-term evaluation was initiated in order to assess project's progress, identify barriers and corrective measures to achieve expected results.

This report was written in this context and is structured in the 5 chapters below:

1. Presentation of Hope for All project and reminder of the terms of reference
2. Methodology adopted for the evaluation
3. Characterization of the components of the project
4. Results of the mid-term evaluation
5. Conclusions and recommendations

2 Methodology adopted in the context of the evaluation

2.1 Target population and sampling

Data were collected from several categories of stakeholders involved at various levels in the project. First, these are the players who are internal to the project including beneficiaries, instructors and community leaders, members of the CDC, and team members of the HFA Project (Coordinators, component officers, etc.). On the other hand, there are the external players combining education authorities (IEP, Academic Advisor and literacy trainers), health authorities, leaders of partner NGOs (FIOPA, SIL, ARSIP) CDV agents, etc.

The selection of participants in the survey is based on the sampling technique whose principle was to start from the familiar ground of the project team to construct a reasoned qualitative sampling covering, by component, the diversity of situations generated by the project. On this basis, it was asked to each of the project teams, during a meeting convened for this purpose to classify areas of intervention by component between two categories: the sites where they believe the interventions the project can be carried (i) as a success; (ii) as having mixed results or being considered failed.

Table 1: Distribution of the sites based on qualitative development of the project

	Intervention Results								
	Success			Failure			Sart/ No intervention/		
	HIV	Literacy	Speed School	HIV	Literacy	Speed School	HIV	Literacy	Speed School
Biabou	X		X		X				
Avenue Kaza		X		X					X
Derrière rail							X	X	X
Plaque		X					X		X
Doukouré		X		X					X
Andokoi ferraille				X	X				X
Attécoubé Mairie	X							X	X
Attécoubé derrière l'eau		X					X		X

Following this classification, 2 successful sites and 2 sites with mixed results were selected for each component. In total, 8 sites were surveyed.

Table 2: Sites selected for the survey

	Success	Failure
VIH	Biabou ; Doukouré	Avenue Casa ; Andokoi Féraïlle
ALPHABÉTISATION	Plaque ; Mairie	Biabou ; Andokoi Féraïlle
CLASSES PASSERELLES	Biabou	

2.2 Data collection organization

Prior to the data collection, 02 working sessions were conducted with key project personnel to ensure the alignment of the understanding of team members concerning the design and objectives of the project, the scope of assessment required and the nature and content of the assessment. These sessions allowed reviewing project documents available that include project framework; Activity reports, baseline and needs assessment reports and training reports.

After this step, the actual field phase lasted 08 days. The table below provides a summary of the survey.

Table 3: Summary of the data collection

	ABOBO			YOPOUGON		ATTECOUBE	TOTAL
	Plaque	Biabou	Avenue Kaza	Doukouré	Andokoi Ferraille	Mairie	
FGD with trainees	1		1	1		1	07
FGD with Beneficiary		2			1		
	04			02		01	
Total FOCUS GROUP							
CDC	03	01	01	01	01	-	07
Community Leaders	01	01	-	-	01	01	04

Community Development workers		07	05	01	02		15
Teachers		-					
Trainers	04	01		02	01	03	11
Students 'Parents		01					01
Total EI							38

3 Characterization of the project components and results obtained

The Hope for All project include three components:

- HIV component
- Literacy component
- Speed School component.

In the context of the overall strategy, a participatory approach based on the implementation of the Community Development Committees (CDC) was adopted. In addition, a number of advocacies have been initiated in terms of strategy for strengthening sustainability.

3.1 The implementation of CDCs and advocacy

3.1.1 The implementation of CDCs

The CDCs are considered as entities that activities are crosscutting in the 3 project components. The CDCs are the foundation of the participatory approach stated in the project document. This strategy based on the CDCs aims to better rooting the project and appropriation by the communities.

To establish the CDCs, MELCI relied on the Mahou Group to integrate people from other ethnic groups. Thus, sensitization meetings were held with community leaders, religious leaders, women and youth groups. Following this, opportunity was given to different neighborhoods to choose a president to the CDC who should have unanimous support. In addition to the President, the other members of the CDC were selected. They are the Vice President, Treasurer, Secretary and three (03) component officials.

In the context of the project, the status of members of the CDC is the responsibility of the volunteer.

The following results were obtained:

INDICATORS	EXPECTED	REALIZED	RATE OF IMPLEMENTATION
Number of sensitization meeting	10	7	70%
Number of CDC established	10	7	70%
Number of training of CDC members	50	40	80%
Number of CDC members trained	80	69	86%
Number of CDC established	10	7	70%
Awareness equipment offered to the CDCs			

01	TV set	10	7	70%
02	DVD player	10	7	70%
03	chairs	500	350	70%
04	megaphones	10	7	70%

3.1.2 Advocacy

To establish a basis of sure sustainability of project achievements, advocacy actions have been undertaken in the sense of ownership of activities at all levels. Public technical services, administrative and traditional authorities should play a foreground role. The project HFA in the whole established a contact with local decision-makers to inform them and involve them regularly in the project activities implementation.

3.2 HIV Component

This component consisted of an awareness program on HIV / AIDS to help reverse the trend and the spread of the disease.

3.2.1 Reminder of the objectives

In the intervention areas, HIV awareness program aims at increasing knowledge of the target population about the risks of HIV transmission, the correct use of condoms and stigma and discrimination of PLHIV, reducing the spread of HIV by the voluntary screening of sensitized people, promoting responsible sexual behavior by delaying the first sexual intercourse among young people and the promotion of faithfulness and monogamy.

3.2.2 Intervention areas

HIV program activities concerned 8 neighborhoods among which 05 started in 2013. This is Biabou, Avenue Kaza, Doukouré, Andokoi feraille and Attécoubé Mairie. The other 03 sub-neighborhoods namely Derriere rail, Plaque and Attécoubé rive droite are at the starting point.

3.2.3 Engineering of the component

The first step was implementation of a KAP survey that preceded the implementation of the health component to enable ultimately an assessment of the level of change in practices. Data collected should be the basis for the project planning, monitoring and evaluation.

The second step concerned the community leaders' recruitment and their capacity building as well as that of the CDC members through training and retraining of them on key issues related to HIV / AIDS as well as on CCC methods. It should be noted that the work of leaders is to be volunteers, although a lump sum bonus of 5,000 CFA francs is expected at the beginning of the realization of 4 activities.

The third step was the CDC equipment in sensitization materials, namely brochures T-shirts, posters, audio-visual materials (films, picture box). To these communication tools, it should be added the TVs, megaphones, chairs.

The fourth step concerned the mass and proximity sensitizations based on the results of the KAP survey. In terms of mass sensitizations, it is generally about film projection on HIV in public places of neighborhoods followed by questions and answers. Regarding the proximity awareness, it is essentially about educational talks in groups of 25 with young people from 10 to 19 and home visits for couples.

The fifth and last activity focused on supporting partners CDV and the promotion of screening test. Regarding the support, MELCI, with no appropriate facility for screening, offers a contribution to these partners for the realization of screening activities. In terms of promotion of HIV screening test, it is about community-based screening advice in fixed and advanced strategy.

3.2.4 / Quantitative Results

Under this component, the following quantitative results were recorded:

Indicators		Objective	Achieved	% of achievement
Awareness Equipment				
1	Film	30	21	70%
2	Zizi	20	14	70%
3	Zoé	20	14	70%
4	IEC-IST Support	70	44	63%
5	IEC-CDV Support	70	44	63%
6	IEC- Life Skills support	0	0	0%
7	Support of the Awareness against Ebola	10	7	70%
Number of training of community leaders in awareness work		5	5	100%
Number of community leaders trained in awareness work		70	99	141%
Number of supervision of Community leaders				
Number of mass awareness conducted by AC		39	19	49%
Number of people reached		undetermined	773	
Number of proximity awareness realized		3325	850	25%
Number of people affected		9022	3585	40%
Number of realized advertising		47	17	36%
Number of training of counselors testing		2	2	100%
Number of local counselors trained in testing		14	16	114%
Number screening session conducted		22	15	68%
Number of people Tested *		4699	2419	53%

3.3 Literacy Component

3.3.1 Summary of objectives

The literacy component aimed at:

- Increasing the level of literacy in Mahou and in French languages within the target population with a majority of women
- capacity building in reading and additional knowledge to make beneficiaries autonomous in their daily lives

3.3.2 Beneficiary Locations and Component Engineering

➤ Beneficiary Localities

Among the 10 sites selected in the context of this project, the literacy component implemented in 7 locations:

- Abobo: Biabou, Avenue Kaza and Plaque;
- Yopougon: Doukouré and Andokoi Ferraille;
- Attécoubé: Mairie and Derrière l'eau

➤ Component Engineering

The approach taken in this component is structured around two points:

(I) preparatory activities

It consisted in:

- awareness and mobilization of all project partners: neighborhood leaders, community leaders, opinion leaders, beneficiaries and technical partners to join the project and to own it;
- Implement in each neighborhood a community development committee to coordinate activities
- Identify and selecting endogenous literacy instructors available and good character, with the minimum level of 10th grade
- Identify and record the illiterate or poorly educated recipients willing to follow with interest the literacy sessions in Mahou and French languages
- Identify specific training needs of beneficiaries for additional modules
- Undertaking the necessary formalities with the directors of public schools for the needs of literacy (CDC responsible). If there is no public school in the neighborhood, identifying another building for literacy.
- Developing the content and validate training programs. This consisted in organizing harmonization workshop of the program content and their validation
- The training of teachers in literacy
- Equipping literacy centers in manuals for teachers and learners, etc.

(II) Implementation of literacy programs

The literacy phase consists of the distribution of the level 1 training content followed by the level 2 teaching content.

In general, it is about:

- Providing basic knowledge in reading, writing and arithmetic
- Allowing learners to acquire skills for daily life in civic education and citizenship, hygiene and community health
- Building the capacity of learners, especially women, in the management and organization, trade and simplified accounting to help them be empowered.

- Encouraging the beneficiaries to help them organize themselves into cooperatives through identified IGA.

Regarding the duration and pacing of the training, it is planned 03 sessions of 02 hours per week with a total of 240 hours for level 1. The Level 2 has been delivered on a weekly basis for 03 sessions of 02 hours with a total of 192 hours.

In terms of monitoring and evaluation of learner's knowledge an assessment sheets were developed. Indeed, with assessment sheets used during the training, the teacher identifies the skills of each student in each training area. This activity should be supervised by the IEP, SIL and the project team.

Finally, a monitoring and evaluation process of the literacy course was implemented. It is about assessing the level of acquisition of knowledge taught as well as appreciating the merits of the pedagogical approach taking into account the results obtained. At the end of each assessment, a report is prepared for each of the literacy centers. This activity is carried out by the staff committed by the IEP and SIL and coordinated by the Project team. The beneficiaries have paid 1000 FCFA for registration and 500 FCFA per month as a contribution to the teacher's fee. The project has completed the teacher's salary with 7,500 CFA francs.

3.3.3 Quantitative Results

Indicators	Objective	Achieved	% of achievement
Number of registered learners	1500	543	36%
Number of trained teachers	30	34	113%
Number of kits distributed	1500	543	36%
Teaching materials available to CDC (teachers kits: teaching materials)	60	27	45%
Number of learners admitted to Level 2	172	87	50%

3.4 Speed- School component

3.4.1 Summary of objectives

The Speed School component aims to enable children (9-14) who are outside the school system; boys and girls to complete primary school. For this component, it should be noted that it is a pilot phase.

3.4.2 Locations and beneficiaries of Component Engineering

- beneficiary Localities

The Speed School component is implemented only in one single site: Abobo Biabou

- Component Engineering

The approach adopted in this component is structured around four points:

(i) Mobilization and management / administration:

This concerns:

- Mobilizing the community to empower it
- Identifying local trainers to handle classes
- Identifying student out of school
- Requesting permission to open the speed- school classes to the concerned IEP
- Identifying speed school buildings or building hangars if necessary
- Equipping speed school (tables, benches, blackboards, etc.)
- Equipping the Speed School Class in teaching materials (for teachers and students)
- Training children through speed- school programs (two years in one)
- Insert the youngest children and the most deserving in the formal education system

(ii) The training of teachers in speed school

- Organize an initial 20 days training carried out by Educational Consultants Trainers of speed school in collaboration with the Inspections of Preschool and Primary Education (IPPE) for part-time teachers
- Organize five training sessions of two days every two months

(iii) Monitoring and evaluation

Local advisors of IPEs and the Director of the host school should:

- Conduct educational visits and regular monitoring
- Ensure contact between the main partners and the speed school team.
- Make regular visits to the course sites by the project team to ensure the monitoring
- Ensure with communities the keeping of children in classes
- Ensure the organization of student assessments by IPE
- Ensure that the contact between the CDC and the speed school is ensured
- Ensure the integration of children into the formal school at the end of the year and ensure follow up in formal school

(iv) Organization of public hearings

The project team, in collaboration with CDC members and with other partner organizations and municipal and judicial authorities carry out the organization of public hearings to establish declaratory judgments for the children of speed school that do not have birth certificates.

3.4.3 Quantitative Results

Indicators	Objective	Achieved	% of achievement
Number of children from 9 to14 years out of school identified	70	68	97%
Number of teachers trained for speed- school	02	03	150%
Number of training for teachers in speed- school	02	05	250%
Number of built classrooms	02	02	100%
Number of school kits distributed	70	70	100%
Number of children recruited	70	68	97%
Number of children admitted to the upper class and inserted into the formal school	70	29	41%
Teaching materials	02	02	100%

4 Evaluation Findings by project components

The different components of HFA project showed quite different quantitative results.

4.1 HIV Component

4.1.1 Relevance of the HIV component

The analysis of the data reveals that the relevance of the HIV project initiated by the MELCI is noticeable at several levels.

Firstly, the HIV project integrates national priorities in the fight against HIV / AIDS. The MELCI project called HFA, by focusing on communities in precarious neighborhoods, touches a priority sector, which is at the center of the Ivorian government concerns. Indeed, it takes into account the different groups identified as vulnerable (young people (teenagers), women, men).

In addition, the project covers various fields of priority actions of the Ministry of fight against AIDS going from the improvement of the level of knowledge of the population and the adoption of safer behaviors, to the promotion of voluntary testing and the support to local structures with an extension to the Voluntary Testing and Counseling center.

There is also a matching of activities with national standards in sensitization on HIV/Aids.

Secondly, the relevance of HIV component of the project HFA is certified with regard to the results on HIV KAP survey conducted by MELCI. Indeed, in the development stage, a situational analysis was conducted with a view to establish a corpus of sufficient data on the quality of Knowledge, Attitudes and Practices (KAP) of people in 5 neighborhoods of the communes of Yopougon, Abobo and Attécoubé .

The results of this study showed that accurate knowledge on HIV / AIDS by the populations surveyed is very low. Nobody answered exactly 100% to the questions on knowledge.

4.1.2 Coherence of HIV component

In general, the HIV component of the project HFA is characterized by a consistency of the overall project strategy. The strategy proposed in the context of the project is participatory and inclusive. It combines both the communities and the local authorities (community support structures for the fight against HIV / AIDS, non-governmental organizations working in this field, health districts, NPFA ...) for an effective fight against STIs and HIV / AIDS in the community.

Although the overall strategy shows a proven coherence, the assessment mission revealed some inconsistencies in the implementation of activities.

First, it should be noted that the stakeholders involved in this component of the project gradually built their logical interactions with occasional misunderstandings in the interpretation of assignments and the way of implementing them. This is the case of relations between some Community workers (Avenue Kaza) and the project team. In some neighborhoods (Avenue Kaza) Community workers claimed to have misunderstandings with their direct managers (project team). According to them, they undergo significant pressure which they consider disproportionate given that their activity is voluntary. In reality, the Community worker who complained said that given that the activity is voluntary, they often engage in other activities that allow them to have income. Consequently, they have delays in the implementation of planned activities or delivery of reports. With these delays, Community workers declared that the project team members put much pressure on them. However, these misunderstandings have not hindered the implementation of activities

because the quantitative results show that at mid-term the initial objectives are being achieved. Although there are often misunderstandings, most Community workers continue to conduct awareness and screening activities.

Then, among the number of inconsistencies identified, there is the fact that some administrative procedures do not always allow an optimum involvement of communities as intended by the project. It is in particular about the requirement of standard invoices to justify the expenditure incurred during the project activities. In fact, in the implementation of the activities, the CDCs members benefit from a grant from MELCI. These funds are intended for rental of logistics (tarpaulin, sound system, etc.). For a community optimum participation, the equipment was expected to be leased from neighborhood structures. However, these structures, usually operating in the informal, do not have documents that can serve as evidence. Therefore, CDC members resort to structures external to their neighborhood: anything which somewhat limits the involvement of the whole community.

This situation, consecutive to the funds provider's requirements is similar to a constraint, but has the advantage of instilling to CDCs rigorous management of funds allocated to the project activities to the extent that they are organizing themselves to carry out the activities according to the procedures in force. In addition, these requirements have encouraged number of entrepreneurs of sub-neighborhoods to become more professional, to get out of the informal sector.

Moreover, the mission noted the inadequacy of television offered by MELCI to conduct awareness activities. Given the precariousness of the electricity network in some neighborhoods, in particular Biabou and Doukouré, characterized by parallel connections and frequent power cuts, the agents of these neighborhoods have difficulty in using the TV for mass activities.

Finally, a low representation of Mahou population among the beneficiaries is to be reported in this assessment as an inconsistency. The project's objectives as written in the draft documents are focus on Mahou people. It is in order to achieve this target that the neighborhoods with high concentrations of Mahou were selected. However, in the deployment of the activities, a small proportion of Mahou is recorded among the beneficiaries of the activities. However, this does not constitute an obstacle to the achievement of the objectives of the project. The main objective being to reverse the trend of HIV by reducing the spread of infection.

4.1.3 Effectiveness and efficiency of HIV component

On the basis of the activities carried out at this stage of the project, the HIV component can be considered as having been effective but not efficient enough. In fact, essentially, the activities planned were executed. The basic participatory diagnoses were made:

- The community workers have effectively been trained by taking into account gender. A total of 99 Community workers including 44 men and 55 women.
- The different committees have received equipment consisting of IEC materials and 'Zizi' and 'zoe'. These devices may appear of course sketchy, but were essential, and allowed CDCs and community workers to carry out mass and proximity awareness activities, and bring back all their awareness activities, etc.

The mission was able to note that several advocacies have been made not only at the community level, but especially at the level of state structures and the various organizations working in the field of HIV (ARSIP, Lumière Action, El Rapha, etc.) Generally, these advocacy actions functioned as a catalyst in the

implementation of the activities. The central role played by the CDCs, the collaboration with ARSIP in the context of capacity-building activities, the participation of partner NGOs in screening activities may be mentioned. However, advocacy for public structures, including the health districts need to be strengthened, to the extent that their involvement in the activities is very low. We should also think about advocating with other national health programs that have a link with HIV/AIDS, especially the National Program for the Fight against Smoking and other Addictions, the National Program for the Fight against tuberculosis, etc.

Many mass and proximity awareness activities have been a success. According to reports data, 19 awareness and 850 educational talks were carried out for about 3585 people reached constituting 40% of achievement with regard to the objectives set by the project in two (02) years of operation. It is therefore a component that has not been in lack of efficiency. However, efforts are still required for the remaining period by building the capacity of community workers and CDCs to lead further awareness and ensure at the same time that they provide quality data.

However, the investigation allows identifying some grey areas that oblige us to relativize the efficiency of the project initiatives. They are:

- **The discouragement of some Community workers finding their stipend insufficient.**

A communication allowance worth CFA F 5000 is given to the Community workers for the realization of four activities with a group of recipients. They are also decreasing and the consequence is that many community workers plan to stop activities.

In Attécoubé for example, there were two cases of discontinuations. In Avenue Kaza, among 25 Community workers trained, 12 continue to carry out the activities. The others withdrew for lack of financial motivation. The resignation of community workers shows a growing discouragement that jeopardizes on the one hand the success of the project in terms of stated objectives (number of individual to be sensitized) and on the other hand the sustainability of the project's achievements is a real loss and a human and social capital to be rebuilt. Given this situation, the project HFA must address this problem by reviewing its strategy, for example:

- Motivate Community workers on the component objective, and regular meetings each term or semester for "Team Building"
- In collaboration with CDCs and leaders to explain clearly their responsibility in changing the living conditions of people in their own community
- Explain clearly that this activity is an act of voluntary and not an income producing activity.
- Ensure that the schedules of awareness and talk activities do not impact on personal activities of Community worker component
- Conduct more supervision
- The search for other experience with other key players in the field of HIV AIDS in Côte d'Ivoire, share knowledge and good practice on how to work with Community workers
- Train other Community workers during the project life to ensure the shifts whenever there are dropouts

To this, it could be added the improvement of the monitoring system was supposed to detect and anticipate some difficulties through decision-making based on evidence.

- **Insufficiency of motivating factors for participating to the activities:**

It is recommended or required by national standards to achieve 4 awareness sessions with each of the groups involved in educational talks. However, there are not enough incentives in favor of the participants to maintain them for 4 sessions. Indeed, HFA puts gadgets available to the Community workers to encourage participants in awareness activities, but according to Community workers allotments are in very insufficient quantity. This situation complicates the activity of Community workers who are forced, as they reported, to

replace repeatedly those who are absent and do extra sessions for all participants to the same level. Community workers, referring to other interventions, including " Super go ", would like to have a transport allowance for participants. They even stated that a snack could be shared with participants to encourage them to be diligent to the various sessions.

According to the information collected above, we understand that the Community workers are not satisfied. Therefore the evaluation project proposes to remove these ambiguities that could hinder the success of the project, explaining that these are the strategies and requirements and projects are different from each other.

- The delays in the availability of funds for implementation of activities

Members of CDC and Community workers noted that they often receive late allotments to carry out activities, in particular mass awareness and mass screening. These delays according to them are usually due to the complex financial procedures, making difficult the preparation of their activities. The evaluation revealed at this level a matter of lack of planning of the component activities. All activities must be planned taking into account the administrative and financial requirements and disbursement processing delays. A bad planning always results in this situation of delays and unavailability of resources for the implementation of field activities. The members of the HIV Component should ensure that all the CWs / CDCs have what they need and this in time to carry out properly the activities, otherwise it could have a negative impact on the number of people to reach regarding the awareness and talk meetings.

Some quarterly plans could be developed and made available to project managers to anticipate the availability of resources.

Regarding the complexity of procedures, it should be simply explained to partners that they are standards and requirements of donors. Furthermore all project partners must be built on codes of conduct, internal rules and other project administrative procedures.

- Lack of supervision

On the basis of the information collected (see table: quantitative results of HIV section) the difficulties for the team to assess the number of supervisory activities can be noticed. Qualitative information exist in the activities reports relating to the activities supervision of the HIV Component activities but supervisions are not sufficient. Although the drafting of reports allows monitoring activities, a greater presence of supervisors on the field would allow identifying problems and improve procedures.

So for the HIV component, it should:

- identify problems related to lack of supervision
- Establish an annual timetable of supervisions
- Integrate supervision issue as part of the monitoring and evaluation system
- Develop simple tools to document each supervision; these tools shall include information such as: date and place of supervision, objectives, results, names of supervisors and supervised people, etc.
- Count the tools of each supervision conducted to know the number of supervision carried out by type and include it into the reports.
- Take into account the observations and results of supervision to guide the project activities

4.1.4 Impact of the HIV interventions component

It appears from the evaluation that the activities implemented under the HIV component have some impact in the communities. It is true that we cannot talk about a real impact at this stage of the implementation of activities; however the results of the evaluation show that the project is on the right track to achieving the desired objectives for the change in the living conditions of beneficiaries.

We can mention:

- **Improved knowledge and attitudes**

On the one hand, most of the beneficiaries interviewed in focus groups are fully aware of the contamination patterns, HIV prevention means. On the other hand, there is an improvement in risk perception and attitudes towards PLHIV. On this last point in particular, the results of focus groups conducted in this evaluation confirm this fact.

For example, in Doukouré (Yopougon) some women referred to the fact that they have become more tolerant towards PLHIV, while others indicated that now they know how to behave with someone who is HIV-infected. Women of Biabou in the commune of Abobo, share the same point of view, they say, they have learned to accept people living with HIV that were previously rejected. Community leaders during individual interviews also confirm this finding.

The community leader of Attécoubé said:

"There are many changes and all of this thanks to this project. There are positive changes in the neighborhood now. In the past, people used to run away from sick people but now it's no longer the case. "

These findings indicate preliminary successes of the project in terms of awareness, change of attitudes and especially the satisfaction of target populations. Project management should continue its support to keep the cape and pretend achieve the stated objectives.

These early successes can also be translated in an excitement of the beneficiaries for the screening: over the awareness campaigns, the numbers of people getting screened showed an increase. For example in the neighborhood of Avenue Kaza in the commune of Abobo, an average of nearly 200 tested by mass screening session is registered. In general, we realize midway that the HIV component has completed over half (53%) of the objectives set by the project. On This momentum of the objectives could be achieved at 100% by the end of the project. However the project should maintain good resource marshaling, build the capacity of advisors and even increase the number of screening session in the target communities.

- **Community workers gradually become confidants of people with whom they carried out activities.**

They have even become thereby social mediators on health problems; since people suffering from any disease confide in Community workers that give them advice. This shows the success of advocacy, communication on project activities. The evaluation showed that the staffs of MELCI and the different partners are well integrated into the various target communities of the project; this could be a guarantee of success. The fact that the Community Workers are becoming confidants is favorable for the sustainability objectives of the project; this could be exploited upstream to convince beneficiaries to participate more in activities to fight against HIV / AIDS.

4.2 Eliminating Illiteracy

4.2.1 Relevance

The analysis of the results of this evaluation shows that the objectives of the literacy component incorporate national priorities (and even international) in educational policies. On the other hand, it is justified by the educational situation of populations in the target areas with a very high illiteracy rate and the satisfaction expressed by the surveyed population that is able to read, write and count. The mission found a real general learner satisfaction especially in women. These positive perceptions are often justified by the great attention paid to literacy sessions. There were a relatively low number of dropouts among learners and a strong presence at meetings which are held. In addition, during the various focus groups organized, learners have unanimously noted that since they have attended literacy classes, they were able to read, write and count. They are now able to tell time, read text and electricity and water bills.

"Thanks to the literacy classes, I manage to read and write. Now I go alone to the bank to do my payments. I fill out the cards in the bank myself." **Focus group –Learner Level 1 Attécoubé-Mairie**

Some level 2 learners, especially trading women, indicated that the simplified accounting courses that were taught to them were very useful to them in their professional activities. Therefore the mission notes that the beneficiaries view the project HFA positively.

"Now I can read. I send text messages. Simplified accounting also helps me a lot as a trader" **Focus group - Learner Level 2 Attécoubé-Mairie**

The mission was also able to note that the strategy proposed in the project is participatory and inclusive. The mission notes that this approach is quite relevant as it has advantage of facilitating the ownership of activities by the community and ensures the foundations for its sustainability.

Furthermore, the survey reveals a match between the objectives and the expected results of the project with the needs of beneficiaries. Regarding the literacy component, the MELCI survey (2011) indicated an illiteracy rate of 62.1% in the project's target neighborhoods; thereby helping these still very vulnerable populations.

Moreover, the MELCI survey (2004) indicated at that time that the project sites were part of the populations of the least favored populations in Côte d'Ivoire. Thus, the literacy component, proposing to increase the number of literate people among the population with a majority of women, and allows learners especially women to acquire skills in reading, writing and calculation.

"The neighborhood is filled with illiterates. So carrying out literacy program is welcome. The population expressed this need" **Focus Alpha supervisor, Abobo-plaque**

"It's good for us who have not had the chance to go to school. Because it's difficult when you cannot read and write" **Focus group - Alpha Learner, Abobo-plaque**

Gender is taken into account in the same component if all standards and gender mainstreaming strategies into activities are not integrated as reflected in the project resource documents. Indeed, the gender aspect is a cross-cutting issue for all aspects of the project HFA, the evaluation found that the project team has engaged to ensure that during training and awareness there is an effective participation of women (adult and young girls): 543 Learners including 180 men and 363 women that is 67% women

This is a good start for the integration of the gender aspect in the project.

However, the mission noted that the team at some sites such as Abobo-plaque, Doukouré and Attécoubé-Mairie made some modifications or adaptations, during the implementation of the HFA project.

The project document indicated that the sites should be public institutions. However in its effective implementation, all the selected sites are not public institutions. Moreover, the project document has not provided the locations of the sites selected for literacy sessions. However, the mission noted that in most cases, the rental cost of room was required both for private institutions (case of Abobo -plaque) and for public institutions (case of Attécoubé-Mairie).

In Abobo-plaque, insecurity around public institutions and the lack of electricity in the aforesaid schools prompted community members, as it happens to CDC to resort to private institutions. Accordingly, a contribution of 100 CFA francs, in addition to contribution charges to the salary of the teacher is required from learners. In the neighborhood called Doukouré, it is rather the lack of public institutions which forced the community to resort to private institutions. In Attécoubé-Mairie, although the site is a public institution, a contribution of 5,000 CFA francs is required by the COGES as rooms' fees for holding meetings.

In addition, educational materials and resources available to instructors and learners allow sessions to be held properly.

The durations and rhythms of the training, as provided in the project document (03 sessions of 02 hours per week) are actually followed. The sessions are held generally Mondays, Tuesdays and Fridays. It is on the site of Attécoubé-Mairie that the mission found that instead of 3 sessions, it is rather four sessions that are organized. What particularly pleased learners.

4.2.2 Coherence

- **Compliance of the implementation with the organization of activities in the project document**

The mission noted compliance in the implementation of the project with the organization of activities in the project document.

- **A strategy based on a participatory approach of target populations**

The strategy proposed in the framework of the Literacy component is participatory. The evaluation information analysis shows that the activities conducted on the literacy component are implemented and consistent with the policies and intervention strategies as announced in the project document. This is an advantage because the project is to be executed according to the plan. The participatory approach was identified during the assessment, such people negotiate their own classrooms and a modest participation is required from learners as contribution charges for trainers' salary payments.

Moreover, the project targets the precarious neighborhood that typically record low literacy rates. However this component should keep on working to identify and enroll learners. Only 36% of the set objectives have registered, this is very little, given the high illiteracy rate in the target communities.

The project could, for example:

- Raise awareness and better inform the population about the need for literacy classes
- Emphasize on the almost free nature of classes
- Involve leaders in the identification of learners
- Involve also religious leaders (mainly imams)
- Plan literacy schedules to allow a large number of people to take part in classes without constraints

Moreover the free kits donation provided in the project also justifies the consistency of the project; given the level of poverty of the population in the targeted neighborhoods. This further encourages recipients to be interested in literacy but may jeopardize the sustainability. The project's management should take into account, this in its exit strategy at the end of the project.

In contrast, the non-use of mother tongue like Mahou teaching approach is an offset to the project document. This indicated that the mother tongue Mahou should be used as educational approach to learn how to read; and write in French. The mission noted that only French is actually used as a language to provide literacy classes. The mission found that this is related to the fact that if the first target of the project was the Mahou population in general, most of the learners are not Mahou.

As noted above if the project HFA in its draft document must involve Mahou people and use Mahou language, the team of this component should normally perform according to the project plan. However, it is

advisable to document all changes, lessons learned and reasons for the project's direction.

4.2.3 Effectiveness and Efficiency

In terms of effectiveness, the mission noted the effectiveness of the implementation of the literacy component on most sites. Discussions with learners and instructors have allowed seeing that the implementation process as described in the project document is actually respected. In addition, educational materials and resources available for instructors and learners allow sessions to be held properly. No negative impacts resulting from project activities and / or results could be found by the mission. However during the focus groups, some participants (learners) highlighted some concerns expressed by their husbands. This is firstly the issue of security on the way back when completed courses and suspicions of infidelity from them because of their participation in the literacy sessions. The mission therefore noted that all those facts are not tending to constitute a barrier for the achievement of the project objectives.

The mission noted that the CDC establishment is a good practice since it aims to share better rooting of the project and ownership by the communities. However, there were some shortcomings in functioning of some sites in particular Andokoi Ferraille and Avenue Kaza that are likely to negatively impact the project. In Andokoi Ferraille for instance, internal dissension within the CDC members due to leadership's problems prevent the smooth running of the project activities in this area, to the point that the activities of the project HFA are not properly executed. For example, the CDC has not been able to find a site for the construction to start literacy sessions.

Moreover the field data highlight the effectiveness of monitoring and evaluation actions and of literacy classes. Thus allowing trainers to identify and appreciate the capabilities and developments of learners in each area of training content. But the mission noted a supervisory deficit by the education authorities. For this reason, supervision activities at various levels, as presented in the project document have not been as provided.

In reality the advocacy actions undertaken should enable the involvement of educational authorities, NGOs and the community. The evaluation shows that collaboration works relatively well with NGOs included FIOPA and SIL. However, educational structures were very weakly involved. It was planned supervisions from them through advisers. It is only in Attécoubé that supervision of counselors has been noted. Therefore, for the continuation of activities, it would be necessary to undertake new advocacy at different levels of the educational hierarchy.

4.2.4 Achievements Impact

The mission found general satisfaction from the learners. This progress is evidenced by the 50% of learners admitted to Level 2 literacy classes compared to the target set. That now enables them to acquire some skills in situations of everyday life. A success that the evaluation found likely to change the lives of long-term learners.

Learners also said that in addition to literacy classes, they are satisfied with additional educational themes that are developed such as law, civic education, and citizenship.

"They taught us forgiveness, tolerance towards others. They told us not to pour water and wastes near one's place of residence; not to resolve community conflicts through violence. There really is a change

"Focus group learning, Abobo-Plaque

"It is a satisfaction to see our students reading. I'm proud because when they got here they knew nothing. And see how hard we worked so that they can read, it is good". Interview with an Alpha monitor, Abobo-plaque

The mission noted a reinforcing in relationship among learners themselves on the one hand and learners with monitors on the other hand.

Concerning learners themselves, the focus group participants revealed that they now consider themselves as a family member; so that during the events, both happy and unhappy people, all contribute in one way or another to those events. When it is noticed that a student is missing, provisions are made at their level to inquire about him. In analyzing these data, the evaluation found that this approach could help maintain learners throughout training reduce dropout rates and anticipate sustainability.

In terms of relations between learners and instructors, the mission found a perfect collaboration between them. Sometimes some learners offering them gifts as thanks for the efforts they devote to give them knowledge.

"There is no problem with the teachers; there is a perfect understanding. They respect us so much. Our request is to really continue the project so that we can have the CEPE (Primary School Certificate) and BEPC (Junior Secondary School Diploma)." **Focus group learning, Abobo-Plate**

4.3 Speed- school component

4.3.1 Relevance

- **The relevance of Speed School component under Law No. 95-696 dated September 7th 1995 on education and Law No. 2000-513 dated August 1, 2000 on the constitution of the second Republic of Côte d'Ivoire**

The Speed School is an alternative school that offers a second chance to children from 9 to 12 years who have not had access to formal schooling or who were ejected early for various reasons.

The project HFA by focusing on non-schooled children or dropouts through the Speed School component is presented as a temporary solution for children to enter the formal system for the youngest. This deals with a key priority area situating at the heart of the Ivorian government concerns as expressed in Law No. 95-696 dated September 7, 1995 on education, in its first session, which stipulates that *"the right to education is guaranteed to every citizen to enable him/her to acquire knowledge, develop his/her personality, to raise his/her living standard, training, fit into the social, cultural and professional life and exercise citizenship"* In addition, the Law No. 2000-513 dated August 1, 2000 on the Constitution of the second Republic of Côte d'Ivoire in its session 7 states that "every human being has the right to development and the full development of his personality in his physical, intellectual and spiritual dimensions. "

Moreover, Speed School incorporate the strategic directions of the National Development Plan 2012-2015, which indicates that the State considers an alternative innovative education to the attention of children dropped out of school by the extension of "speed- school" devices for accelerated curriculum and through partnerships with denominational schools whose program and purposes are similar to those of public schools.

- **A relevance in line with the needs of the population study sites**

The relevance of this component is proven insofar as in the target areas of the project, many children who dropped out of school early or are not schooled. In this context, Speed School is as transitional solutions for recovering a large mass of still school-aged children to insert them into the formal education system. Moreover the relevance of this component is proven by the positive perception of populations.

4.3.2 Coherence

The evaluation noted that the Speed School component started with a pilot project in accordance with the project document and the content of the contract with Digni. As planned, the activities of this pilot phase took place in a participatory way. Local people were involved in the implementation and execution of the project, from the identification of the beneficiaries to the construction of the sheds that served as classroom for the children outside the school system. This approach has aroused a lot excitement from many parents who have not been properly informed even enrolled children who were still in the formal school system. The clearance of students lists conducted by the project team allowed to retain only the children who met the criteria defined in the project document.

The mission was able to see that this component is sufficiently consistent. Indeed, in the pilot site this component is actually executed, the reality of the implementation complies with the intervention policy as announced in the project document.

4.3.3 Effectiveness and Efficiency

For this pilot phase of this component the necessary and appropriate resources have been deployed. Let us note that two classes of 35 students each constituted were able to finish the year in the different programs developed for this purpose.

School kits including textbooks, school uniforms were made available to help learners start courses. These are 70 children who received for free this support from MELCI. But we should add the actual construction of two shelter classrooms allowing classes.

We also noted the training of three (03) teachers to deliver lessons.

Then, the mission noted the effectiveness of the first supervisory actions by the director of the host institution and then by the local councilors of IEP. Finally, the evaluations of learners have been effective. This allowed the trainers to evaluate the capabilities and developments of learners in each area of training content. Teachers were well recruited and the courses are supervised by partners responsible for primary inspections, including principals.

4.3.4 Impact of achievements

The mission noted a reduction in the number of children out of the formal system. To this, it must be added the relatively low dropout rate during the year. Indeed, of the 70 children enrolled, only 2 dropped out. At the end of the last academic year, 68 children were admitted to the next grade and steps are being taken to integrate them into the formal system.

Moreover, according to the project document which indicates that the project team in cooperation with the members of the CDC and local IEP should approach the administrative authorities for the organization of public hearings to establish declaratory judgments for the children of Speed School that have no birth certificate. To this end, declaratory judgments have been established for 04 children but steps are being taken to facilitate the granting of administrative acts to the children. This is in compliance with the rights of children, and through this the project makes a major step toward changing the living conditions of these children.

4.4 The advocacy strategy and gender integration.

4.4.1. Advocacy

The evaluation noted a good strategy of advocacy and communication on many levels.

At community level, MELCI was able to convince the leaders and members of the target community of the project. All those interviewed for this evaluation reported the good cooperation between the project team members and the population. This reflects the right strategy for advocacy and explanation of project objectives.

At national level, Inspectors, school Directors and heads of health districts have opened their doors to the project, without prior conditions and for the benefit of beneficiaries, such as the use of public school classrooms, class supervision by directors.... MELCI should keep the good level of cooperation with the authorities who are key players in the success of the project. Finally, at the level of other partners, the evaluation underlined that the advocacy was successful, for example, the CDVs have accepted a partnership with the CDC and community workers for practical internships after training for counseling and testing.

4.4.2 Gender

The Gender component as a whole is not really respected by the standards and strategy for gender integration in the activities as stated in the resource documents of the project. However, the gender aspect is a cross-cutting issue for all aspects of the project HFA; the evaluation found that the project team has committed itself to ensure that during training and awareness there is an effective participation of women (adult and young girls). For example, the data below by component show that women participation rate is high:

- Instructors trained in HIV / AIDS component: 99 Participants including **56% of women**
- Literacy learners: 543 Learners including **67% of women**
- Students in speed- school: 68 Students including **69% of women**

This is a good start for the integration of gender in the project, but in its execution there are other areas of gender that are not taken into account, or probably not documented. We should train all the staff of MELCI and partners on the others key gender issues, including difference between gender and sex. This will enable them to have a clear vision of gender and will take it into account in the implementation of their activities.

5 CONCLUSION

The project HFA aimed at enabling communities to be able to improve their living conditions. At this stage, given the results obtained, it should be noted that the project is on track for all its components. Specifically, if the project continues on this momentum, it will contribute inevitably to significantly reduce the spread of HIV / AIDS. This would require over the remaining period to increase the number of awareness and educational talks.

About literacy, 50% of the learners already passed the level 2 of literacy. The skills acquired and additional knowledge in law and other fields will empower beneficiaries in their daily lives.

For speed school the project has been under the expected results which were to reintegrate into the formal system 42% (29 out of 68) of children out of school that have been identified and who have benefited from the course.

Despite these preliminary success or progress already achieved, efforts are still required to achieve the goals of the remaining period. Project managers should review their strengths and focus on their weaknesses and the conditions of the sustainability of the project HFA described below:

5.1 Strengths and weaknesses of the project

5.1.1 General comments / Project Management

Strengths

- Promotion of human rights
- CDC equipment in hardware
- Consideration of the gender aspect in all activities
- Use of community leaders belonging to existing structures
- Density of relations with public partners and NGOs
- Participatory and inclusive approach

Weaknesses

- Malfunction of certain CDC (Andokoi ferraille, Avenue Kaza);
- Accounting procedures deemed binding;
- Lack of operating budget for CDC;
- Allowances deemed weak by the agents, monitors and teachers;
- Lack of a logical framework;
- Lack of monitoring plan and evaluation of project performance;
- Poor planning of activities (certain activities that were not planned were performed);

5.1.2 HIV / AIDS Component

Strengths

- Equipment of partner's screenings centers
- Strengthening the response capabilities of populations (AC / CDC).
- Raising awareness to behavior change.

Weaknesses

- Insufficient communication premiums and gadgets
- Lack of motivation of participants to educational talks
- Attrition / Abandonment of some agents
- Risk of double counting
- Risk of Data Discrepancy (Data quality issues)

5.1.3 Literacy Component

Strengths

- Free kits and training materials
- Setting of a small financial contribution of learners and parents

Weaknesses

- Insufficient / lack of supervision by the education authorities
- Lack of public school infrastructure in target areas

5.1.4 Speed School component

Strengths

- Free kits and training materials
- Setting of a small financial contribution of learners and parents

- Construction of shed for teaching courses

Weaknesses

- Insufficient / lack of supervision by the education authorities
- Lack of public school infrastructure in target districts
- Late start of the speed- school activities
- Slowness in the deployment on other sites

5.2 Sustainability for the project HFA

The quest for sustainability of HFA project activities goes through a risk analysis before laying the conditions for sustainability.

5.2.1 Risk Analysis

It appears from the field data that the risks that threaten the sustainability of the project HFA are of various kinds:

- Mobility of CDC members as well as Community Workers, trainers and teachers: the project is based on key core individuals that are mostly exposed to mobility either for professional, security, economic and social reasons.
- Cohesion of CDC members: the investigation has identified leadership problems in some neighborhoods.
- Fragility of social cohesion in some communities: the sociopolitical crisis has caused, like all the towns in Côte d'Ivoire, a climate of mistrust and tension between some communities. The same latent community tensions could undermine the actions of the project.
- Insecurity in target areas of the project: the participants to the evaluation reported that their neighborhoods are mostly threatened by gangs of aggressors, especially by the phenomenon of "microbes".
- Value Conflicts between the Christian ideologies conveyed by MELCI and some groups Mahou Muslims: the project HFA has a Christian religious base while Mahou people are predominantly Muslim. The survey noted the reluctance of some individuals or groups, although in the minority, to join the activities of MELCI because of the Christian connotation it has.

5.2.2 Conditions for the sustainability of the results of the project

➤ The Financial Sustainability

Several activities of financial sustainability were described in the project document.

- Communities' capacity building by training of CDC members in funds marshaling and project drafting techniques could afford to continue without needing MELCI's grants.
- The creation of income-generating activities on behalf of the CDC to ensure financial autonomy. Therefore, a feasibility and profitability study will be a condition and a training of CDC members in charge of the activity.

➤ Institutional sustainability

The project considers the following actions within the framework of institutional sustainability:

- Physical facilities will be left to the recipient communities at the end of the project, the new IEC materials, audio-visual equipment; educational materials. Then the volunteers themselves, who may, through the organization of community and with the concepts and experience gained, continue outreach, screening, literacy and speed- school.
- The provision of all CDC with status and house rules of procedure in order to have legal recognition to political and administrative authorities.
- Capacity building of operational partners and their equipment will increase the sense of responsibility of these players and push them to continue to engage in the service of sustainable communities.

➤ **Cultural and Social Sustainability**

This sustainability is based on the involvement of opinion leaders, their advocacy, social mobilization and advocacy on fairly frequent basis during field activities in order to contribute to sustainable behavioral change in favor of issues related to HIV / AIDS, literacy and schooling. This is fundamental to the extent that the leaders as such constitute references for members of the community. A leader involved and committed to the cause is a guarantee of the adherence of the people in the activities.

5.3 Recommendations

Following this evaluation, it is better to make the following recommendations to the project for a better implementation and sustainability of its activities.

➤ **To State structures**

- Ensuring a secure environment throughout the territory, particularly in disadvantaged neighborhoods

➤ **For the project team**

- Re-energize the CDC that do not work properly through awareness and capacity building
- Strengthen monitoring and evaluation system by defining clear indicators for each project, sources of verification and frequency of information indicators should also be clarified.
- Establish a manual and data quality assurance tools to ensure that the project has consistent, accurate, and reliable and complete information.
- The evaluation found that the project is important but the gains are threatened by widespread volunteering crisis. This crisis is not specific to the project HFA. It is recognized in many other projects in Côte d'Ivoire and elsewhere in Africa, whatever the subject of the intervention. Meanwhile the systematic reflection recommended and to delay as much as possible a process of bargaining of services, it therefore takes, as a remedy, to imagine symbolic recognition mechanisms. Example: mediatized graduation, certification of skills, competition between development committees, etc.
- Increase supervision of missions to ensure the quality of results of the various activities
- Rapidly expanding the activities of bridging speed- school to all project sites.
- Adapt the identification and recruitment strategy of learners in Literacy to increase the enrolment rate that is very low (36%)

- Endorse partnerships with governmental structures involved in the project through the signature an agreement.

➤ **To CDC**

- Provide an Advocacy with local officials to facilitate the establishment of declaratory judgments of speed- school children in need.
- Provide an advocacy to the educational authorities for the acquisition of facilities in public schools.
- Provide an advocacy to donors for an easing of accounting procedures at the level of MELCI.