ALL HANDS ON DECK FOR SDG 4

An action toolkit for collaboration in education systems

Case Study on Transforming Education in Cocoa Communities (TRECC) Programme in Côte d'Ivoire

Acknowledgements

The All Hands On Deck For SDG 4 Action Toolkit comprises a set of resources including toolkit, case studies, presentations, guides and facilitator notes to support better collaboration and integration across national, subnational and regional education systems. All Hands On Deck For SDG 4 calls for affirmative action by all education stakeholders, so that governments can benefit from the experiences and expertise of the affordable non-state sector (ANS) through their voice in policy development, implementation, and monitoring.

These resources were developed in consultation with experts including government representatives, non-state providers, researchers, and civil society organisations. Their valuable inputs and insights are a welcome contribution, and are listed in Annexure 3.

GLOBAL SCHOOLS FORUM	**The Global Schools Forum** is a collaborative community of non-state organisations working to improve education at scale for underserved children in low- and middle-income countries.
IDP Foundation, Inc. INNOVATION · DEVELOPMENT · PROGRESS	**IDP Foundation** is passionate about strengthening the global education system and giving children in all settings access to quality education.
Oxford MeasurEd	**Oxford MeasurEd** is a global education consultancy dedicated to working with international partners to collect and analyse data, and improve learning for all children around the world.

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Executive Summary

The 2021/22 UNESCO Global Education Monitoring Report 'Non-state actors in education: Who chooses, who loses?' called for all schools, whether public or private, to be recognised as being part of one system. This call to action requires that non-state providers, such as those within the Affordable Non-State sector (ANS) who provide education to marginalised communities around the world, be included in policy planning processes.

Currently most non-state schools (often referred to as informal schools or low-fee private schools) run with little support or regulation by governments. A lack of government engagement with the ANS means there is little supportive regulation of these schools in place to ensure a minimum level of quality within all education provisions. Alongside this, the lack of a collective voice for the ANS means they have limited opportunities to support the national education agenda.

All Hands On Deck For SDG 4, referring to the utility of all actors and providers, both state and non-state, in progress towards SDG 4, is an initiative which aims to resolve the challenges of a lack of recognition, integration and support, by creating resources and practical tools to foster better collaboration between the ANS and government.

All Hands On Deck For SDG 4 aims to find a way to support this direction, using a case study approach to synthesise common lessons across diverse initiatives which have built successful engagement between state and non-state actors.

This case study is one in a set of four, and focuses on the partnership-building work of the Transforming Education in Cocoa-Communities (TRECC) initiative in Côte d'Ivoire. TRECC was initiated by the Jacobs Foundation, and brings together a partnership between the foundation, the government of Côte d'Ivoire, and a coalition of cocoa producers, to focus on improving quality of education in cocoa producing regions. TRECC ran between 2016 and 2021, funding pilot initiatives to improve learning in schools and non-formal settings. These initiatives were co-funded by the Jacobs Foundation and the cocoa producers, and were evaluated to find viable solutions which could be implemented at scale by the government of Côte d'Ivoire.

TRECC's approach to building a partnership between the government, private philanthropy, and the corporate sector makes it an interesting case study for All Hands On Deck.

Since 2016, TRECC has solidified a productive, trusting working relationship between groups who had previously not worked closely together. This has led to the formation of a new Child Learning and Education Facility (CLEF), which pools funding from all three groups to co-fund innovations. This marks the success of TRECC's partnership, thus providing insights on what works in building productive partnership between state and non-state organisations.

I Introduction

1.1 Background

Over the past decade, there has been progress made in growing the support for non-state actors' engagement with government. However, this space still does not include all non-state actors working to support education in underserved and marginalised communities. The affordable non-state sector including low-fee or no-fee private schools, religious schools, and the ancillary services which support them are often not engaged to support governments in policy planning, dialogue, implementation, and monitoring. This limits the diversity of experiences involved in formulating and implementing policies to expand inclusion to education.

In a more collaborative environment, governments, as duty bearers for education, would be able to rely on expertise from all non-state actors involved in education. All Hands On Deck aims to find a way to support this direction by using a case study approach to synthesise common lessons across diverse initiatives which have built successful engagement between state and non-state actors. This forms the basis of a practitioner toolkit aimed at supporting non-state actors to engage government in education policy planning, dialogue, implementation, and monitoring.

1.2 This Case Study

This case study is one in a set of four, and focuses on the partnership-building work of the Transforming Education in Cocoa-Communities (TRECC) initiative in Côte d'Ivoire. TRECC was started by the Jacobs Foundation, and brings together a partnership between the foundation, the government of Côte d'Ivoire, and a coalition of cocoa producers, to focus on improving the quality of education in cocoa-producing regions. TRECC ran between 2016 and 2021, funding pilot initiatives to improve learning in schools and non-formal settings. These initiatives were co-funded by the Jacobs Foundation and the cocoa producers, and were evaluated to find viable solutions which could be implemented at scale by the government of Côte d'Ivoire.

TRECC's approach to building a partnership between the government, private philanthropy, and the corporate sector makes it an interesting case study for All Hands On Deck. Since 2016, TRECC has solidified a productive, trusting working relationship between groups who had previously not worked closely together. This has led to the formation of a new Child Learning and Education Facility (CLEF) which pools funding from all three groups to co-fund innovations. This marks the success of TRECC's partnership, thus providing insights on what works in building productive partnership between state and non-state organisations.

Using this case study, TRECC can answer the following questions:

1	What conditions/activities were needed to bring together and maintain the partnership of government, philanthropy, and private industry?
2	What can be learned from the transition from TRECC to CLEF about building a sustainable platform for collaboration?
3	What was the role of Jacobs Foundation as the funder/catalyst for this partnership?

1.3 Methodology

We use an analysis framework (shown in Annex 1) to analyse

(1) the political and issue context in the setting;
(2) the characteristics and assets, including geography, types of actors, core characteristics, and assets of the initiative;
(3) Goals and approaches, including targeting; and
(4) Impact.

The sources of data for this case study were a review of documents produced by TRECC, and a select number of Key Informant Interviews (KIIs). The document review covered research produced by TRECC, as well as documents providing perspectives on the context (cited in footnotes). The KIIs included representatives of the three partners in TRECC, the Jacobs Foundation, Cocoa Producers, and the Government of Côte d'Ivoire.

The case study questions were answered through the following steps:

- Present the **findings** of the research aligned with the analysis framework, with a narrative summary in the main body of this report.
- Draw **conclusions** from these findings, under three headings:

  → The **first** is concerned with how the approach was informed by and adapted to the context.
  → The **second** looks at what lessons can be drawn from the findings, responding to the three specific research questions outlined above.
  → The **third** presents recommendations for organisations looking to undertake similar activities to TRECC.

This structure is common across all of the case studies, with different specific questions being addressed under the first two sections of the conclusions for each, depending on the relevance of that case study.

It is important for us to note that this does not represent in-depth research or evaluation of the impact of TRECC/CLEF. Instead, it is a case study, gathering reflections from those involved in TRECC on the lessons they have learned from the process.

II Findings

2.1 Context

Côte d'Ivoire's educational landscape sits within a political context recovering from prolonged conflict, which ended in 2011, and an outbreak of presidential election-related conflict in 2020[1]. Since the conflict ended in 2011, the country has made strides towards expanding its education[2] system. Côte d'Ivoire implemented a Transitional Education Plan for 2012-2014 and extended it for 2015-2016 before putting in place its ten-year[3] strategy. The Education and Training Sector Plan 2016-2025 was adopted by the government in Côte d'Ivoire in May 2017.[4] Another significant step towards improving the country's education system was the adoption of a law in 2015 which made education compulsory for children aged 6 to 16.[5]

Throughout the country, over 55% of students were enrolled in private secondary schools. In 2018 and 2019, data shows that 80.9% of primary schools in the country were public, with 82.6% of school-going children enrolled in them.[6] Also in 2018 and 2019, 74% of secondary schools were private, with 51% of Côte d'Ivoire's students enrolled in them. It is worth noting that while these figures illustrate the number of private schools in Côte d'Ivoire, it is difficult to discern the exact number, as not all of them are registered.[7]

Both the non-state education and formal education sector face significant challenges regarding quality of education. While the formal education system is reaching around 80% of school-going children, the quality of education must be improved.[8] The 2014 Program for the Analysis of Education Systems, as well as the USAID funded EGRA and EGMA, assessed students' reading, writing and mathematics, and placed students in Côte d'Ivoire among those with the lowest learning outcomes in Sub-Saharan Africa.[9] Moreover, learning outcomes are especially low in rural cocoa-cultivating areas.[10] Today, despite mandatory schooling from the ages of 6 to 16 years old, 8% of children are not enrolled in primary education, and 60% of children enrolled in primary school are unable to read a simple story by the time they complete primary school.[11]

1. https://freedomhouse.org/country/cote-divoire/freedom-world/2022
2. https://www.globalpartnership.org/where-we-work/cote-divoire
3. https://www.globalpartnership.org/where-we-work/cote-divoire
4. https://www.globalpartnership.org/where-we-work/cote-divoire
5. UNICEF. Towards a Sweeter Future: Analysis and Recommendations concerning Child Labor in the Cocoa Industry in Côte d'Ivoire and Ghana during the Covid-19 Pandemic. 2020.
6. https://education-profiles.org/fr/afrique-sub-saharienne/cote-divoire/~acteurs-non-etatiques-dans-leducation Étude sur la privatisation de l'école en Côte d'Ivoire. Recherche de l'internationale de l'éducation
7. https://www.globalpartnership.org/where-we-work/cote-divoire
8. https://www.unicef.org/media/118106/file/Cote-d-Ivoire-2021-COAR.pdf
9. https://www.brookings.edu/blog/education-plus-development/2019/02/13/cocoa-cote-divoire-and-childrens-education-what-you-should-know-this-valentines-day/
10. https://www.brookings.edu/blog/education-plus-development/2019/02/13/cocoa-cote-divoire-and-childrens-education-what-you-should-know-this-valentines-day/
11. CLEF Slidedeck

Private schools experience a range of issues that affect their quality, such as unqualified teachers, low teacher salaries, lack of school materials and inadequate infrastructure.

It is impossible to paint a picture of the context in Côte d'Ivoire without including the cocoa industry and its impact on the lives of Ivorians. Cocoa farmers in Côte d'Ivoire produce 40% of the world's cocoa. As cocoa production makes up 20% of Côte d'Ivoire's GDP, there are over six million people working in the sector.[12] Cocoa farmers face many difficulties, as they earn below the national poverty line, are at the mercy of fluctuating cocoa prices and are excluded from the formal financial sector.[13] The cocoa industry in Côte d'Ivoire has a significant impact on the lives of children in the country, as well as their relationship with education.

The cocoa industry in Côte d'Ivoire has long involved forms of child labour. Around 25 years ago, the cocoa sector in West African countries came into the spotlight, due to reports of child trafficking. In response to this, in 2001, the Harkin-Engel Protocol was signed, to eliminate the worst forms of child labour in the cocoa industry, in both Ghana and Côte d'Ivoire.[14] Child labour in cocoa-producing areas in Côte d'Ivoire has not decreased significantly within the last 10 years, and in 2020, it was reported that there were over 2 million children involved in cocoa production. While the long-term effects of the COVID-19 pandemic on child labour in the cocoa industry are not yet known, a 2020 report warned that without targeted investments in social protection and education, the economic impacts of the pandemic could exacerbate existing issues in the sector, leading to increased use of child labour. [15]

The 2021 publication by the European Commission, *Ending Child Labour and Promoting Sustainable Cocoa Production in Côte d'Ivoire and Ghana*, identified root causes of child labour in the cocoa industry, such as poverty of cocoa farmer households, weak enforcement of legal and regulatory frameworks, lack of access to quality child protection services, and notably, a lack of access to quality education.[16] Poverty of cocoa farmer households means that families are unable to make enough profit, so tend to rely on children's work to decrease the cost of production.[17] Families are often in the position where they must choose between sending their children to school or having them work on the cocoa farms. Despite the law enacting compulsory education for 6- to 16-year-olds, 38% of 5–17-year-olds in agricultural households are engaged in child labour. [18]

12. https://unsdg.un.org/latest/stories/sustainable-cocoa-farming-cote-divoire-un-deputy-chief-notes-significant-progress
13. https://www.brookings.edu/blog/education-plus-development/2019/02/13/cocoa-cote-divoire-and-childrens-education-what-you-should-know-this-valentines-day/
14. https://www.dol.gov/sites/dolgov/files/ILAB/research_file_attachment/Tulane%20Univ ersity%20-%20Survey%20Research%20Cocoa%20Sector%20-%2030%20July%202015.pdf
15. UNICEF. Towards a Sweeter Future: Analysis and Recommendations concerning Child Labor in the Cocoa Industry in Côte d'Ivoire and Ghana during the Covid-19 Pandemic. 2020.
16. https://knowledge4policy.ec.europa.eu/publication/ending-child-labour-promoting-sustainable-cocoa-production-côte%C2%A0divoire-ghana_en
17. UNICEF. Towards a Sweeter Future: Analysis and Recommendations concerning Child Labor in the Cocoa Industry in Côte d'Ivoire and Ghana during the Covid-19 Pandemic. 2020.
18. https://www.norc.org/content/dam/norc-org/pdfs/NORC%202020%20Cocoa%20Report_English.pdf

2.2 Description of Initiative (Characteristics and Assets)

2.2.1 Overview of TRECC

According to a recent report, TRECC is best described as "located at the intersection of evidence, policy making and corporate practice".[19] It is an initiative which was conceptualised to use evidence generation and partnership-building to improve education in cocoa communities. Between 2016 and 2021, the Jacobs Foundation, the Government of Côte d'Ivoire and a coalition of cocoa producers collaboratively selected and implemented innovative approaches to improving education in cocoa-communities. Through these pilots, the aim was to find solutions which could be implemented at scale by the government of Côte d'Ivoire.

The selection, financing, implementation, and evaluation of pilot initiatives was governed collaboratively by a tripartite steering committee of the Jacobs Foundation, the Government of Côte d'Ivoire, and the cocoa producers. Initiatives were co-financed by the Jacobs Foundation and the cocoa producers and implemented in national schools and non-school settings, with the support of non-state actors. These initiatives covered formal education at the primary and early childhood level, as well as non-formal education and parenting support initiatives. They were largely implemented in government schools by teachers, with technical assistance and support from TRECC partners including local and international non-state actors. Evaluation of the effectiveness of pilots was coordinated by Innovations for Poverty Action (IPA), and was central to all decisions made for scale up or continuation of pilots.

Following the TRECC initiative, a Child Learning and Education Facility (CLEF) was established. CLEF is a joint fund bringing together the government of Côte d'Ivoire, Philanthropies (Jacobs Foundation and UBS Optimus Foundation) and the cocoa industry. It represents an evolution from TRECC in being a joint fund, in which all partners have made a financial contribution and share decision making. It also increases the scale of TRECC, looking beyond the cocoa producing regions of Côte d'Ivoire to fund initiatives across the entire education system.

2.2.2 Characteristics and Assets

As a coalition, the TRECC initiative represents the four core characteristics[20] of successful champions for change, as outlined in our research framework. While at the initial stages of the partnership, the Jacobs Foundation was not influential in Côte d'Ivoire

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19. From a feasibility study for the expansion of TRECC, carried out in 2019 by Philanthropy Advisors
20. The framework outlines that champions should be influential, aligned, committed and capable.

before TRECC, and the partnership with the government ensured that the programme would have a root to influence on national policy. The initial stages of partnership-building focused on creating clear *alignment* in ambitions between the three partners. This was created through the common vision of reducing child labour through improved education. *Commitment* was a key characteristic of the work of the Jacobs Foundation. For example, from the beginning of the initiative the foundation established an office and staff in Côte d'Ivoire. Finally, the range of partners involved in TRECC ensured *capability* across the fields of research, implementation, advocacy, and coalition building.

Looking at the assets of TRECC as a coalition for systems change, we see similarly all four [21] represented. Formal authority for the initiative is supplied by the government of Côte d'Ivoire as duty bearer for national education. While the initiative itself may not draw significant *public support*, the right to quality education, and the issue of child labour are both important public issues. The inclusion of the cocoa-industry and leveraging of private philanthropic funding creates the *financial resources* for the programme. As mentioned above, the Jacobs Foundation committed early on to providing constant, dedicated *leadership* for the programme. This is bolstered by the engaged leadership of the other steering committee members, the government of Côte d'Ivoire and the coalition of cocoa producers.

2.3 Approach

TRECC aims to improve education quality in cocoa producing communities. This improvement in quality (and thereby learning outcomes) was theorised to be an effective way to reduce levels of child labour in those communities. According to the programme theory of change, the programme vision is:

> *"Quality education in Côte d'Ivoire that enables individuals to lead healthy and fulfilled lives, helping them to respond to local and global challenges, and to pursue doing - and being - what they value."* [22]

To reach this vision, TRECC defines six operational goals:

i) supporting evidence-driven decision making,
ii) empowering civil society,
iii) leveraging public-private partnerships,

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21. The advocacy coalition framework defines these as, formal authority, public support, financial resources, and skilful leadership.
22. https://trecc.wpenginepowered.com/wp-content/uploads/2022/03/TRECC-REPORT-ENG.pdf (Page 1)

iv) leveraging education markets,
v) mobilising additional funding, and
vi) banking government strategy[23]

Looking at Kingdon's multiple streams approach (see annex 1 for further details) the goals of the TRECC approach to systems change is primarily through the *policy* strand, aiming to model and demonstrate solutions that can be then scaled up by the government in response to the challenges they face in providing quality education.

Achieving these operational goals required a focus on innovative partnerships that could bring together the government, the cocoa industry and a range of civil-society and non-state actors. This focus on *coalition building* aimed to create an environment of trust in which the government and the cocoa-industry would work collaboratively with each other.

Building this trust within the education sector was done through collaborative, evidence informed decision making and action. The site for this collaboration was a national tripartite steering committee comprised of the Jacobs Foundation, the participating Cocoa-Producers (represented by Cocoa Initiatives as industry intermediary) and chaired by the Ministry of National Education. This steering committee acted on evidence generated by Innovations for Poverty Action who were TRECC's evidence partner, and who conducted evaluations of the pilot initiatives. Within the coalition building efforts, the Jacobs Foundation played an *advising* role, both in bridging local decision-makers to a global evidence base on education innovation, and on ensuring that evidence was available for decision-making throughout the project.
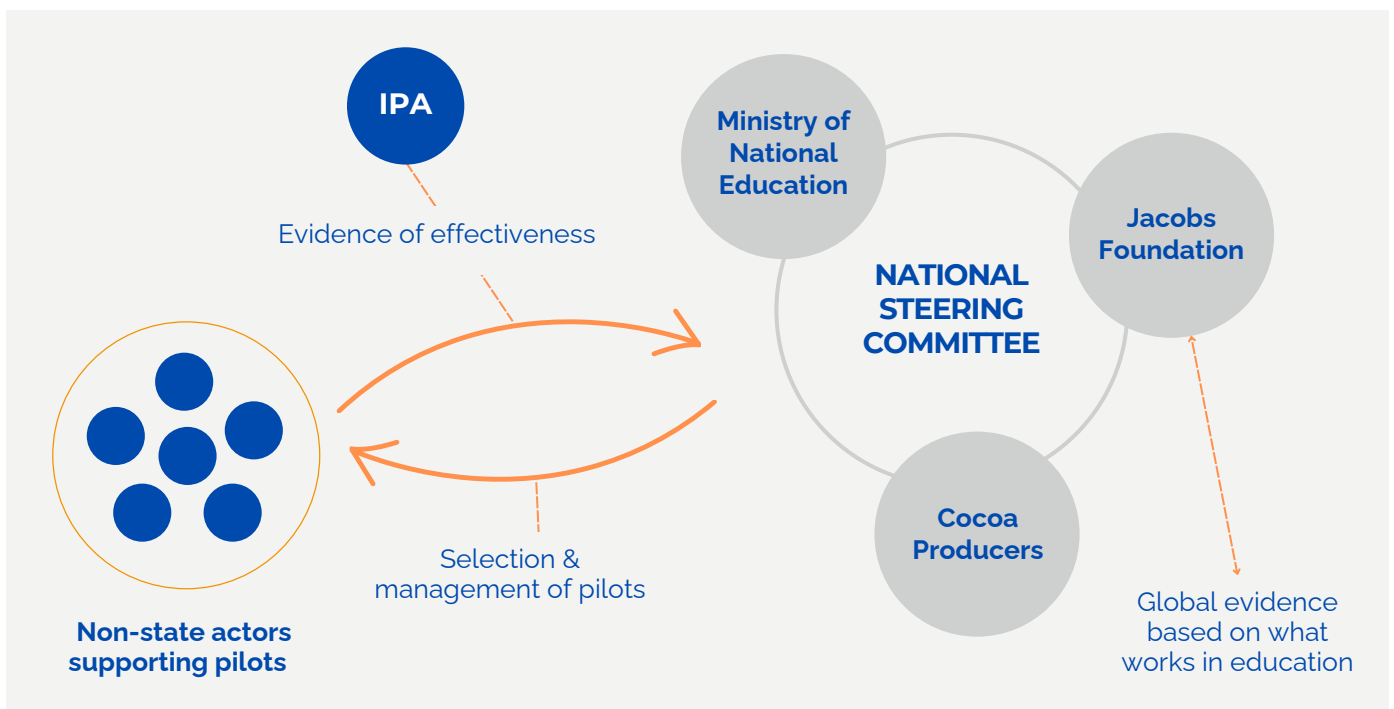

FIGURE 1: **The TRECC Partnership (as mapped for this case study)**

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23. Ibid

2.4 Impact

Looking at TRECC's vision of improving education quality, and ultimately lifetime outcomes, we see strong progress at the output level. At the end of 2021, TRECC had reached a total of 200,956 children and youth with its pilot innovations, along with the training of 4,456 teachers, and 1,299 non-school coaches and facilitators.

A key success of TRECC has been the scaling of the Programme d'Enseignement Ciblé [24] (PEC). PEC, based on Teaching at the Right Level approaches, was piloted through TRECC, and was selected as a promising initiative for scaling. Improvements in learning outcomes through the initial PEC were lower than expected (30 percent of children at the expected grade level), but the evaluation attributes this to a lower baseline than had been planned for. Since the pilot phase, PEC has made significant process towards scale, being implemented in 1,000 schools by March 2023, with plans to continue this expansion towards the target of reaching all government schools.[25] It has also been referenced as a "great buy" in the Global Education Evidence Advisory panel's 2023 report on cost-effective approaches to improving learning.[26]

The proof of the success of the partnership-building initiative can be seen in the formation of CLEF. CLEF is a natural successor to the partnership vision of TRECC. As an expanded initiative, it creates a more even platform for decision making, with equal financial contribution from all partners, including government, the cocoa-industry, and the philanthropic partners involved. Reflections from all the involved partnerships are that this programme would not have been feasible without the foundations of collaboration built by TRECC.

24. Targeted Instruction Programme
25. https://www.brookings.edu/wp-content/uploads/2023/06/Scaling-impact-in-education-for-transformative-change_FINAL.pdf
26. https://documents1.worldbank.org/curated/en/099420106132331608/pdf/IDU0977f73d7022b1047770980c0c5a14598eef8.pdf

▐▐▐ Discussion

3.1 How did the approach adapt to the context?

The conception of TRECC was rooted in both a challenge and opportunity provided by the context. The issue of child labour is related to the lack of opportunities for quality education in the producing regions, as well as the opportunity costs of education for families living in poverty.[27] However, the presence of cocoa producers who were already investing in social projects provided the opportunity to generate solutions to that challenge. It was an understanding of these conditions that provided the basis for the TRECC initiative.

Evolving relationships between the government and the private sector provided a window to foster collaboration. In 2016, institutions in Côte d'Ivoire were on a pathway to recovery from the 2010/11 civil war. While historically there had been a strong presence of international organisations in Côte d'Ivoire, the space for collaboration between state and non-state actors was not seen as open. However, this was changing over time, and there was an opportunity created by a government who was open to collaboration with private philanthropy and the cocoa producers.

This window of opportunity meant Jacobs Foundation could leverage their position as a foundation, connected to the global evidence on what works. The final piece in the puzzle of context is the position of the Jacobs Foundation. As a foundation, Jacobs is well connected to the global evidence on approaches to improving teaching and learning. This provided them with the connections and tools to create the evidence platform on which TRECC could be built.

It was this combination of opportunities created by the context which allowed for TRECC to grow. More importantly though, it is notable that in founding TRECC, the Jacobs Foundation began with a strong understanding of what the opportunities were in the context, rather than beginning with a solution and trying to map it to the context.

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27.   https://knowledge4policy.ec.europa.eu/publication/ending-child-labour-promoting-sustainable-cocoa-production-côte%C2%A0divoire-ghana_en

3.2 How did the characteristics of the individual/organisation inform the effectiveness of the approach?

3.2.1 What conditions/activities were needed to bring together and maintain the partnership of government, philanthropy, and private industry?

Using the research framework for this case study, we can see that TRECC's tripartite coalition embodied the characteristics of successful champions for change, as well as the assets of successful advocacy coalitions. We cannot say definitively that it was these characteristics and assets that led to the initiative's success. However, it is an opportunity to reflect on how to build effective coalitions that bring together diverse state and non-state interests. From the consultations for this case study, we can learn three central lessons on what worked to build the partnership:

- **Focus on building alignment around a core vision that aligns with diverse institutional objectives.** The partnership-building process in TRECC placed importance on understanding who the individual actors were, and how their institutional structures, dynamics and goals would inform their engagement. For example, the presence of child labour in supply chains presents a huge ethical and business risk for cocoa-producers, who had been struggling to find solutions to the issue. Providing TRECC as a solution to this pre-identified risk made it an easier partnership to build. In the case of government, it was recognised that while education quality was a priority across the government, solutions or priorities would vary between departments and individuals. For the Jacobs Foundation, this meant spending time with different individuals, building relationships, and understanding the motivations to arrive at a shared vision for the programme.

- **Partnerships should provide an opportunity to leverage the oversight role of the government, with the agility of the non-state sector.** Government is the central duty bearer for education. The private sector can play an important supportive role, but to achieve scale there needs to be deep engagement with, and respect for the role of government. TRECC worked in this way from the beginning, creating long-term buy-in and scalability for the programme. This was balanced with a desire to support innovations from non-state and international organisations. This meant that while the individual innovations were led by non-state organisations, teachers in government schools implemented the innovations. In the evolution from TRECC to CLEF, this relationship was further formalised, creating a co-funding structure between government, private philanthropy, and the cocoa industry. While it is recognised that the administrative inertia of the government may reduce the agility of programming, deeper integration within government systems grows the potential for long-term, sustainable impact.

- **Evidence is the foundation for building trust in a partnership, but it requires the building of an evidence culture.** This is particularly important when dealing in

contented areas, or in new partnerships. The use of evidence that is generated externally ensures that decisions are made in a consistent, transparent, and neutral way. The TRECC programme invested heavily in ensuring that high quality evidence would be available to support all the decisions which needed to be made about the pilot initiatives. It was felt that while the focus on evidence was not necessarily aligned with the previous ways of working of the cocoa producers or the government, over time, a norm of decision making was established as a foundation for the partnership.

3.2.2 What can be learned from the transition from TRECC to CLEF about building a sustainable platform for collaboration?

A notable impact of the TRECC programme has been the establishment of the CLEF financing facility. Looking at the transition from TRECC into CLEF we can draw two reflections about long-term engagement building.

- **There are no shortcuts to long-term partnership.** CLEF as a co-funded initiative took time to build and was not a destination all would have envisaged at the beginning of the TRECC programme. The work of building the platform for CLEF to exist was done through a long and intensive process of trust and relationship building. It also built on the experience of what works, and the new skills gained through TRECC. These were the result of the commitment and capability of the TRECC leadership over a period of five years. The real potential of CLEF is that all partners have committed financially to it, and co-own its processes. Without a long-term view, and a commitment to taking the 'slow road' to building buy-in and commitment from all partners, this may not have been possible.

- **The deeper the collaboration, the more compromise is needed.** CLEF represents a shift from the TRECC model, towards a deeper collaboration between philanthropy, the cocoa industry, and the government. As with TRECC, this partnership brings together organisations with an overall shared objective but with different priorities, approaches, and mandates. Informants for this case study reflected that this increasing collaboration necessitated increased compromise. For example, as a national programme, CLEF is no longer just focused on cocoa producing regions, which are the core focus areas for the cocoa producers.

3.2.3 What was the role of Jacobs Foundation as the funder/instigator of this partnership?

All informants saw the role of Jacobs Foundation as central to the success of TRECC and the

formulation of TRECC. Specifically, as a private philanthropic organisation, the Jacobs Foundation contributed:

- **A hybrid position between private sector and state.** As a private philanthropic organisation with connections to the corporate world, the Jacobs Foundation could straddle the line between the language of the state and the language of the corporations. This was a key benefit in the partnership-building process, giving the foundation a deeper understanding of both other partners in the initiative.

- **A connection to global evidence on what works.** As a foundation, Jacobs is seen as being particularly evidence-driven. They brought a focus on evidence to the TRECC programme, both in using evidence from other contexts to support decision=making on what TRECC should invest in, as well as in providing the evaluation partner. This language of evidence became ingrained throughout the initiative.

- **Commitment to make it work.** Delivering TRECC relied on a partner with commitment to a vision of what could be possible. This kind of commitment was provided by the Jacobs Foundation. This involved opening an office in Côte d'Ivoire and hiring full-time staff to work on TRECC. This level of commitment increased the value proposition for both the other sets of partners, building a foundation of trust, and a platform from which to build relationships.

3.3 Key Lessons for Other Initiatives

3.3.1 Recommendations for Planning Partnerships

1	**Establishing a framework for partnership.** Before planning, spend time thinking through what is the common goal that brings different partners together. Once you have found this, work backwards and think through why this is a priority for different groups, what is their mandate to work towards this, and what strategies they currently employ to get there. Use this to look at where compromise is needed, and where alignment already exists that can be leveraged for partnership.
2	**Establish a clear vision for the collaboration.** Think in the long-term and set a clear destination. This will give the partnership a clear end point to frame the work. Look at how different parties can contribute to the goal, and why it is important to them. This will also allow you to think through the steps you will go through to get there, and how the partnership will need to evolve over time.

3.3.2 Recommendations for Working in Partnership

1 **Use evidence as a neutral space.** This is particularly important in a new partnership, or in one where different parties may be perceived to have conflicting intentions. Setting a grounding framework which places evidence at the centre will ensure that conversations are driven by common goals, rather than divergent priorities or positions. Early on, take time to establish norms for evidence-based decision making, and a reliable source(s) of evidence. This should act to reassure all parties that outside interests are not driving decisions.

2 **Spend time on building relationships.** While partners are committed to the shared activity, they are also guided by their own individual and institutional priorities and necessities. Spend time understanding these potentially competing priorities and ways of working in different institutions. Use this to plan for support, and to make sure that workplans and activities consider these institutional norms and limitations.

3.3.3 Recommendations for Building Long-Term Momentum

1 **Build relationships around the programme.** Understanding the competing priorities that partners may face, focus on making sure the programme is being aligned with other activities in the context. What are the different forums in the country where programmes that support the government are discussed? Where possible, be part of these forums and use them to discuss what the programme is learning, and how others can support, or align to it. It is easier to maintain momentum in a programme that is in the mainstream consciousness of the sector.

2 **Focus on commitment from partners.** Set a minimum commitment, and ensure that all partners reach this, supporting each other to do so. This may be in terms of financial contribution, commitment of human resources, evidence generation, or any other areas. While it may produce quicker results, don't substitute forward momentum for real commitment. If one partner is taking on most of the responsibilities, the commitment of other partners may wane, and their investment may become fragile.

Annexure

Annex 1 – All Hands on Deck Research Framework

Data Point	Details	Link to Frameworks	Scoring (Initial)
1. Context for Initiative			
Political Context			
1.1 Political Space	Is there political space for civil society/non-state engagement in policy discussions? Is the system democratic or autocratic? Open or closed?	Taken from Champion Building Framework	Open/Mixed/Closed
1.2 Decision makers' openness to influence	Are there for engagement on policy formation? Does the government involve outside voices in technical discussion and reflection?	Taken from Champion Building Framework	Collaborative/Mixed/Non-Collaborative
1.3 Stability of policy sub-system	Are there rapid changes happening in policy at the national level, or is there stability in government? Has the prevalence of non-state providers been changing dramatically?	Taken from Champion Building Framework	Stable/Mixed/Unstable
1.4 Global Connection	Do international organisations have a strong presence in the system? Are they heavily involved in dialogue and policy formation? Is there significant donor funding for education?	Adapted from "geopolitical considerations" point from Champion Building Framework	Weak/Mixed/Strong
Issue			
1.5 Prevalence of non-state actors in education	What proportion of the student population is outside of the public system?	Taken from Champion Building Framework	Low/Moderate/High
1.6 Issue Sensitivity	How sensitive is the issue of non-state education providers? Is it a subject that has been widely debated? Are there important organisations who oppose broadening inclusion?	Taken from Champion Building Framework	Sensitive/Mixed/Supported
1.7 Stage in the policy process	Do clear policies exist for governing/supporting non-state education providers?	Taken from Champion Building Framework	Nascent/Emerging/Established

Data Point	Details	Link to Frameworks	Scoring (Initial)
2. Characteristics & Assets of Initiative			
Description of Initiative			
2.1 Geography	• Local • National • International	Based on supposition from Patillo (2022) on the importance of location	Select one
2.2 Type of Actor	• Technical/Issue Experts • Political Insiders • High level Influencers • Influencer Communicators	Taken from Champion Building Framework	Present/Absent for each point
Characteristics & Assets			
2.3 Core characteristics	• Influential • Aligned • Committed • Capable	Taken from Champion Building Framework	3-point scale for each point
2.4 Assets	• Formal Authority • Enthusiastic Public Support • Financial Resources • Skilful/Influential Leadership	Adapted from ACF assets	3-point scale for each point
3. Approach of Initiative			
3.1A Goals	• System Change • Policy Change • Attitude and Behaviour Change	Taken from Naeve et al (2017)	Present/Absent for each point
3.1B Description	Description of the overall/long term goals of the programme	NA	Short written description
3.2A Target Stream	• Problem • Policy/solution • Politics	Based on Multiple Streams Approach	Present/Absent for each point
3.2B Description	Description of any specific outcomes that precede the achievement of the overall/long term goal of the programme	NA	Short written description
3.3A Approaches	• Advising (insider) • Advocacy (outsider) • Lobbying (insider) • Activism (outsider) • Coalition Building (mixed)	Adapted from Hearne (2020)	Present/Absent for each point
3.3B Description	A short description of what the key activities of the initiative are.	NA	Short written description

Data Point	Details	Link to Frameworks	Scoring (Initial)
4. Impact of Initiative			
4.1A Achievement of Goals	To what extent has the initiative achieved its goals.	None	Not Achieved/ Partially Achieved/ Fully Achieved
4.1B Description	Description of what goals have been achieved and what evidence exists to affirm this	None	Short written description
4.2A Achievement of Intermediate outcomes	To what extent have other, intermediate outcomes been achieved?	None	Not Achieved/ Partially Achieved/Fully Achieved
4.2B Description	Description of any other successes of the initiative so far	None	Short written description
4.3A Success in Delivering Approach	To what extent has the initiative been able to deliver its planned activities?	None	Not Achieved/ Partially Achieved/Fully Achieved
4.3B Description	Description of what activities have been undertaken	None	Short written description

Context in Côte d'Ivoire

2.1 Political Context

Political Space	Relatively open. Government in the last ten years has become more stable, open and collaborative.
Decision makers' openness to influence	Mental model of governance in Côte d'Ivoire places emphasis on the centrality of government in planning and service delivery. Government has been happy to collaborate with development partners, NGOs and civil society.
Stability of policy sub-system	No significant recent changes
Global Connection	Moderate

2.2 Issue Context

Prevalence of non-state actors in education	Low to moderate
Issue sensitivity	Relatively sensitive. A lot of emphasis placed on public schooling.
Stage in the policy process	--

Characteristic & Assets of Organisations within Lagos State

3.1 Geography

Level	**National,** only in Côte d'Ivoire. For TRECC, focused on cocoa growing regions, for CLEF focused nationally.

3.2 Types of Actors

Technical Issue Experts	**Yes** – Jacobs Foundation acted as a bridge to bring in technical expertise from IPA and Brookings, to provide the evidence base for the projects
Political Insiders	**Yes –** project involved the MoE from the beginning

3.2 Types of Actors (contd.)

High-level influencers	**Yes** – both in the form of the government partners, as well as eventually Jacobs Foundation, who chaired the LEG, ensuring their influence within the sector in Côte d'Ivoire
Influencer communicators	**No**

3.3 Core Characteristics

Influential	**For JF** – Not at the beginning, relatively unknown in Côte d'Ivoire. **For partnership** – Yes, involve both MoE and Cocoa Producers in Côte d'Ivoire's biggest industry
Aligned	**For Partnership** – Yes, partnership built on common goal of eradicating child labour through strengthened education (Jacobs Foundation worked very hard on this)
Committed	**For JF –** Yes, clear commitment from the beginning, opened an office in Côte d'Ivoire to ground project
Capable	**For Partnership –** Yes, partnership focused on a strong technical foundation to all work

3.4 Assets

Formal Authority	**Yes** – government involvement from the beginning ensured that coalition could exact systemic change
Enthusiastic Public Support	**Mixed**
Financial Resources	**Yes** – JF brought funding, which could then be used to draw funding from cocoa producers, and eventually the government
Skilful/Influential Leadership	**Yes** – Leadership of JF in forming TRECC is a key factor. Work to build credibility a slow and intensive process

TRECC Goals & Approaches

4.1 Goals for Private Schools

System Change	**Yes** – delivery of new partnership model for collaboration, and a shift towards focusing on cocoa producers supporting education quality above access
Policy Change	**Yes** – aim for government to target funding to promising interventions
Attitude & Behaviour Change	--

4.2 Target Stream

Problem	**Not a project focus.** Scale of challenges already recognised by all partners
Policy/Solution	**Core focus of project,** delivering solutions the challenge of child labour
Politics	**Secondary focus,** partnership model worked to resolve some of the politics of collaboration between government and private sector

4.3 Approaches

Advising	**Yes**
Advocacy	**No**
Lobbying	**No**
Activism	**No**
Coalition Building	**Yes**

TRECC Impact

5.1 Goals for Private Schools

System Change	**Promising signs that partnership model is sustainable**
Policy Change	**Early signs** – CLEF funding TARL with government funding
Attitude & Behaviour Change	**NA**

5.2 Target Stream

Problem	**NA**
Policy/Solution	**Achieved** – RECC provided several tested, promising solutions
Politics	**Partially achieved** – improved collaboration between private sector and government

5.3 Approaches

Advising	**Achieved** – approach was well delivered, with high quality credible evidence informing support
Advocacy	**NA**
Lobbying	**NA**
Activism	**NA**
Coalition Building	**Achieved** – partnership functioned well throughout programme

Central Square Foundation

Kapil Khurana	Central Square Foundation
Amit Chandra	Central Square Foundation
Harish Doraiswamy	Central Square Foundation
Parth Shah	Centre for Civil Society
Prabhat Jain	FICCI Arise
Baladevan Rangaraju	India Institute

Lagos State

Folasade Adefisayu	Commissioner Basic Education Lagos State MoE
Olanrewaju Oniyitan	SEED
Mo Adefeso-Olateju	TEP Centre
Bunmi Lawson	EdFin Network
	Lagos State Muslim Schools Association of Nigeria
	Association for Formidable Education Development
	League of Muslim School Proprietors
Gboyega Ilusanya	Mott MacDonald
Abiola Seriki-Ayeni	Director Education Quality Assurance Lagos State MoE

RELI Network

Gaudence Kapinga	Haki Elimu
Margaret Wawira	Zizi Afrique
Emmanuel Lubaale	LGIHE
Goretti Nakabugo	Uwezo Uganda
Samuel Otieno	GESCI
Joyce Malombe	Wellspring Philanthropic
Samson Sitta	Milele Zanzibar Foundation
Khadija Shariff	Milele Zanzibar Foundation
Mauro Giacomazzi	Luigi Giussani Institute for Higher Education
Modern Musiimenta Karema	Stir Education
Emmy Zoomlamai Okello	FICH Uganda

TRECC

Samuel Kembou	Jacobs Foundation	Darrell High	Nestle
Donika Dimovska	Jacobs Foundation	Isabelle Adam	Touton
Sabina Vigani	Catalytica Consulting	Faustin Koffy	MoE Côte d'Ivoire
Olaf Hahn	Catalytica Consulting		
Matthias Lange	Cocoa Initiative		

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