

# COVID-19 in Sub-Saharan Africa: Monitoring Impacts on Learning Outcomes

CÔTE D'IVOIRE REPORT



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Published in 2022 by:

UNESCO Institute for Statistics  
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Montréal, Québec H3G 2K8  
Canada

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<http://www.uis.unesco.org>

ISBN 978-92-9189-280-8

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## Acknowledgments

The COVID-19 MILO (Monitoring Impacts on Learning Outcomes) project was a UNESCO Institute for Statistics (UIS) project, funded by the Global Partnership for Education (GPE). The Australian Council for Educational Research (ACER) was the technical partner for this project and is the author of this report. Support was provided from the Global Education Monitoring (GEM) Centre, a long-term strategic partnership between ACER and the Australian Government's Department of Foreign Affairs and Trade (DFAT).

The UIS and ACER are grateful for the technical and implementation support for the MILO project provided by CONFEMEN to the participating Francophone countries, including Côte d'Ivoire.

The MILO project was a collaborative effort. The UIS and ACER thank the National Centres that implemented MILO within their countries. The MILO project was implemented in Côte d'Ivoire by the Ministry of Education. The Côte d'Ivoire National Centre team members were Joseph Kauphy (National Project Manager), Asseman Aman Hilaire, Aguido Koffi, Konan Koffi, Coulibaly Nakakpanlan and Koffi Kouakou Aka Urbain.

The project depended on the cooperation of the schools, principals, teachers and students. ACER and the UIS are also grateful to the participants from the six MILO countries who contributed to the MILO standard setting exercise and to the members of the international community involved in SDG 4.1.1 whose participation came by the invitation of the UIS.

The UIS and ACER also acknowledge the contribution of the organisations that provided items to the UIS's Global Item Bank that were used in the AMPL (Assessments for Minimum Proficiency Levels). We also acknowledge the items provided to the UIS from the IEA (REDS/PIRLS) and the OECD (Global Crisis Module/PISA) for inclusion in the MILO contextual questionnaires. A list of contributors to the MILO project is provided in the MILO Main Report (see Appendix C).

# Contents

Acknowledgments .....	2
Contents.....	3
List of figures .....	3
List of tables .....	3
List of abbreviations .....	4
Introduction .....	5
Study design .....	5
Report outline.....	6
Sampling outcomes .....	6
Learning outcomes.....	7
Contexts of learning during the COVID-19 pandemic.....	9
National contexts .....	9
School and classroom contexts.....	10
Operational circumstances during COVID-19 .....	10
Limitations to remote instruction and strategies to overcome barriers.....	10
Support for teachers .....	11
Student health and wellbeing and returning to school.....	12
Student contexts .....	13
Conclusion .....	14
References .....	16

## List of figures

Figure 1: Reading and mathematics proficiency shown against the nine scales created from the Student Questionnaire .....	14
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## List of tables

Table 1: Côte d'Ivoire student and home background characteristics of historical 2019 assessment and AMPL 2021 .....	7
Table 2: Proportions of students who met or exceeded MPLs for reading and mathematics, AMPL and historical assessments, by gender, and percentage point difference for Côte d'Ivoire.....	8
Table 3: Proportion of students who reached or exceeded reading and mathematics MPL by region in Côte d'Ivoire .....	8

## List of abbreviations

ACER	Australian Council for Educational Research
AMPL	Assessments for Minimum Proficiency Levels
CONFEMEN	The Conference of Ministers of Education of French-Speaking Countries
DFAT	Department of Foreign Affairs and Trade
DREN	Regional Directorates of National Education
GEM	Global Education Monitoring
GPE	Global Partnership for Education
MILO	Monitoring Impacts on Learning Outcomes
MENETFP	Ministry of National Education, Technical Education and Vocational Training
MPL	Minimum Proficiency Level
OECD	Organisation for Economic Co-operation and Development
PASEC	Programme for the Analysis of Educational Systems
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
REDS	Responses to Educational Disruption Survey
SDG	Sustainable Development Goal
UIS	UNESCO Institute for Statistics
UNESCO	The United Nations Educational, Scientific and Cultural Organization

# Introduction

Six African countries participated in the COVID-19: Monitoring Impacts on Learning Outcomes (MILO) project in 2021 – Burkina Faso, Burundi, Côte d’Ivoire, Kenya, Senegal and Zambia. This report presents the key findings from the MILO project for Côte d’Ivoire. The cross-national findings from all six participating countries are provided in the MILO Main Report (UIS & ACER, 2022).

The MILO study was designed to provide information on the impact of the pandemic on learning outcomes. As countries work towards achieving Sustainable Development Goal (SDG) 4.1.1b,<sup>1</sup> it is essential that progress towards this goal continues to be monitored. The MILO project was implemented to provide a way for countries to measure learning progress against SDG 4.1.1b prior to, during and after the pandemic.

The four overarching goals of the MILO project were to:

- evaluate the impact of COVID-19 on reading and mathematics learning outcomes by reporting against SDG indicator 4.1.1b
- identify the impact of different distance learning mechanisms put in place to remediate the learning disruption caused by COVID-19
- expand the UIS bank of items for primary education assessments
- generate a toolkit to scale assessment results to international benchmarks, reporting against SDG 4.1.1.b.

The MILO study is a UNESCO Institute for Statistics (UIS) project and was funded by the Global Partnership for Education (GPE). The Australian Council for Educational Research (ACER) was the technical partner. Technical and implementation support was provided by The Conference of Ministers of Education of French-Speaking Countries (CONFEMEN), to the four francophone countries (Burkina Faso, Burundi, Côte d’Ivoire and Senegal). A National Centre was responsible for implementing the project within each country. In the case of Côte d’Ivoire, the MILO project was implemented by the Ministry of Education.

## Study design

The MILO project used Assessments for Minimum Proficiency Levels (AMPL-b) to estimate learning outcomes in reading and mathematics at the end of primary schooling. These learning outcomes were reported as the proportion of students in the target grade who met the minimum proficiency levels (MPLs) referred to in SDG 4.1.1b:

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<sup>1</sup> The proportion of children and young learners ... at the end of primary ... achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex. (United Nations, 2015)

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In Côte d'Ivoire, the AMPLs were administered in French to a representative sample of Grade 6 students in schools from 31 May to 4 June 2021. The results of these assessments were compared with historical assessment data collected from an equivalent student cohort prior to the COVID-19 outbreak. The historical assessment was the Programme for Analysis of Educational Systems (PASEC) 2019 (CONFEMEN, 2020). This comparison enabled the impact of the pandemic on learning outcomes to be quantified.

To assist in the interpretation of the assessment results, contextual data were collected through questionnaires:

- a Student Questionnaire – given to the same students who completed the AMPL tests)
- a School Questionnaire – completed by school principals or their delegates
- a System Questionnaire – completed by respondents at the national level.

The questionnaires focused on the main COVID-19 disruption period, as identified by each country on the basis of when there was the most disruption to education. Côte d'Ivoire identified 20 March to mid-May 2020 as their main COVID-19 disruption period.

## Report outline

In this report on the MILO results for Côte d'Ivoire, sampling outcomes are first provided, including a comparison of key characteristics of the Côte d'Ivoire populations participating in 2019 and 2021 assessments. Next, the learning outcomes in reading and mathematics are presented for Côte d'Ivoire, for boys, girls and for all participants. This report provides the achievement outcomes by explicit strata, showing achievement results by sub-region. Subsequently, the contexts of learning during the COVID-19 pandemic are first presented, including at the national education system level, school level and student level. Finally, the report concludes with a discussion of the outcomes and recommendations for strengthening the resilience of the education system.

The MILO Main Report complements this Côte d'Ivoire report. It provides more detail on the MILO project background and instruments and provides the cognitive and contextual results for all six countries that participated in the MILO project.

## Sampling outcomes

The Côte d'Ivoire school participation rate in the MILO study was extremely high. There were 250 schools that participated, with a 100 per cent response rate. Similarly, there

was a very high student response rate. There were 4,867 students who undertook the assessment, with a 96 per cent response rate.<sup>2</sup>

To ensure that achievement results between the AMPL 2021 and PASEC 2019 were comparable, it was important that the two populations had similar characteristics. Comparative data based on the following categorical variables for both populations can be seen in Table 1. These variables were family wealth, gender, age, maternal and paternal literacy and school type. The characteristics of the population were similar across the two assessments, with some differences. The most prominent difference was the different rates of maternal and paternal literacy, with the AMPL sample being 12 and 14 percentage points greater, respectively, compared to PASEC 2019.

**Table 1: Côte d’Ivoire student and home background characteristics of historical 2019 assessment and AMPL 2021**

	AMPL 2021	PASEC 2019	Difference (AMPL 2021-PASEC 2019)
<b>AMPL–National assessment wealth index (logits)</b>	-0.30	-0.41	0.11
<b>Gender (% girls)</b>	48%	46%	2%
<b>Age (years)</b>	12.0	12.1	-0.1
<b>Maternal literacy</b>	49%	37%	12%
<b>Paternal literacy</b>	70%	56%	14%
<b>School type (% public)</b>	81%	83%	-2%

## Learning outcomes

To measure the impact of the COVID-19 disruption on learning outcomes, the reading and mathematics achievement results in 2021 were compared to those from 2019. Achievement results in reading and mathematics are reported in terms of the percentages of students who reached or exceeded the MPLs for upper primary for girls and boys, as well as overall.

A standard-setting exercise was conducted to establish the MPLs for students at the end of primary schooling. This determined the score in the AMPL associated with the minimum level of skill or knowledge required to meet the MPL for SDG 4.1.1b. Appendix A of the MILO Main Report provides further details on how the MPL was established.

The percentages of students from Côte d’Ivoire who met or exceeded the reading and mathematics MPLs in 2021 is shown in Table 2. The table also shows the percentages of students who met or exceeded the MPLs in 2019. For all students there was no statistically significant difference in the proportion of students who met the MPL for reading and mathematics between 2019 and 2021. However, it is notable that in both

<sup>2</sup> The response rates are unweighted including substitutes.

2021 and 2019, there is a greater proportion of students meeting the MPL for mathematics than reading.

**Table 2: Proportions of students who met or exceeded MPLs for reading and mathematics, AMPL and historical assessments, by gender, and percentage point difference for Côte d'Ivoire**

Learning domain	2021 AMPL Students who reached or exceeded MPLs (%)			2019 PASEC Students who reached or exceeded MPLs (%)			Percentage point differences 2021 AMPL - 2019 PASEC		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Reading MPL	10.8	9.9	11.7	10.4	9.9	10.9	0.4 <sup>^</sup>	0.0 <sup>^</sup>	0.9 <sup>^</sup>
Mathematics MPL	8.9	8.8	9.1	7.6	8.2	6.9	1.4 <sup>^</sup>	0.6 <sup>^</sup>	2.2 <sup>^</sup>

<sup>^</sup> No statistically significant difference between AMPL and historical assessment

The learning outcomes in 2021 were not homogeneous across the different regions of Côte d'Ivoire. The administration of Côte d'Ivoire education system is divided into 36 DRENs, which translated to English refers to – Regional Directorates of National Education. The economic capital of Côte d'Ivoire – Abidjan – is the most populous region of the country, containing almost a fifth of the population, and has been separated into four DRENs (Abidjan 1-4) (Central Intelligence Agency, 2021). As can be seen in Table 3, with the exception of Daoukro, these four DRENs had the greatest proportion of students reaching or exceeding the MPLs in both reading and mathematics. This is consistent with literature showing that across many countries urban areas generally outperform rural areas on learning assessments (Echazarra & Radinger, 2019).

**Table 3: Proportion of students who reached or exceeded reading and mathematics MPL by region in Côte d'Ivoire in AMPL 2021**

Regional Directorates of National Education (DREN)	Reading AMPL 2021 Students who reached or exceeded MPLs (%)	Mathematics AMPL 2021 Students who reached or exceeded MPLs (%)
Abengourou	3.7	4.8
Abidjan 1	29.1	22.1
Abidjan 2	27.6	20.2
Abidjan 3	25.9	20.7
Abidjan 4	21.5	20.0
Aboisso	19.1	18.1
Adzope	7.4	5.4
Agboville	2.3	1.1
Bondoukou	3.3	2.2
Bongouanou	0.0	2.1
Bouafle	9.4	7.0
Bouake 1	12.7	13.0
Bouake 2	8.6	7.5
Bouna*	3.8	3.4

<b>Boundiali</b>	1.7	1.7
<b>Dabou</b>	21.2	17.1
<b>Daloa</b>	6.9	4.8
<b>Daoukro</b>	39.6	41.8
<b>Dimbokro</b>	6.2	6.4
<b>Divo</b>	4.3	2.9
<b>Duekoue</b>	2.0	2.0
<b>Ferkessedougou</b>	6.0	10.1
<b>Gagnoa</b>	6.1	4.4
<b>Guiglo</b>	4.4	1.5
<b>Katiola</b>	6.7	6.4
<b>Korhogo</b>	0.9	0.8
<b>Man</b>	3.2	3.7
<b>Mankono</b>	0.0	0.0
<b>Minignan</b>	0.6	13.1
<b>Odiene</b>	2.6	0.0
<b>San-Pedro</b>	14.9	7.9
<b>Sassandra</b>	1.8	1.6
<b>Seguela</b>	2.5	3.7
<b>Soubre</b>	3.4	1.7
<b>Touba</b>	0.6	0.0
<b>Yamoussoukro</b>	5.9	7.2
<b>Côte d'Ivoire</b>	10.8	8.9

\* 50 or fewer students participated in the AMPL assessments in this county, statistics should be interpreted with caution

## Contexts of learning during the COVID-19 pandemic

### National contexts

The MILO System Questionnaire was completed by a senior government official nominated by the National Centre who provided information about the education policies and programs implemented in Côte d'Ivoire. This information was complemented by other sources from publicly available literature on the impact of COVID-19 on schooling in Côte d'Ivoire. School closures and remote education are two policy areas of particular relevance to learning during the COVID-19 disruption.

All schools in Côte d'Ivoire were closed for two months from mid-March to mid-May, 2020. The closures affected those in preschool, primary, general and technical secondary, and vocational training. In response to school closures, the Ministry of National Education, Technical Education and Vocational Training (MENETFP) initiated a distance education program entitled 'My Home School' to allow the completion of

lessons for the 2019-20 school year. Television, radio and online technologies were all incorporated into the remote education response.

## School and classroom contexts

Principals in Côte d'Ivoire were asked to indicate how the pandemic affected schooling, teaching and learning. This section describes the proportion of students who attended schools where the principal reported issues related to operational circumstances during COVID-19, the limitations to providing remote instruction and strategies to overcome these limitations, student health and wellbeing, and returning to school. For example, when asked about the COVID-19 disruption, 13 per cent of students attended schools where the principal indicated the school continued to provide access for specific grade levels.

### Operational circumstances during COVID-19

Despite school closures during the COVID-19 disruption period, specific groups of students in Côte d'Ivoire still had access to school buildings. These groups were:

- students with special needs (18%)
- students from selected grade levels (13%)
- students who were considered at risk (11%)
- children of essential or critical workers (8%).

Among schools that closed, half of students attended schools whose principal reported that some or all teachers were onsite. Teachers being onsite would be able to teach the minority of students who had access to school buildings, as well as facilitate remote learning, such as using school resources, like computers, phones and photocopiers. Amongst students attending schools that closed, a minority of students (16%) attended schools where the principal reported offering remote learning programs to *all* students.

Just over 86 per cent of students attended schools where the principal reported that they were not prepared for providing remote instruction if their school buildings were closed to students for an extended period in the future. This indicates that Côte d'Ivoire has the opportunity to support schools to provide remote instruction in the case of future education disruptions.

### Limitations to remote instruction and strategies to overcome barriers

Principals were asked to indicate the extent that their school's capacity to deliver remote instruction was limited by any one of ten options. The most common limitations indicated were:

- students' lack of digital devices (84%)
- lack of internet (83%)

- difficulty distributing hard-copy (75%)
- concerns to provide equitable teaching (75%).

The least reported limitation was a lack of available teaching (47%). This indicates that the support many schools most need relates to accessing technology, rather than human capital.

Strategies were implemented to minimise the impact of the pandemic on teaching and learning. The most common strategies, rated by principals as important or very important, were:

- engaging the broader community (81%)
- communication between staff and students (80%)
- distributing learning materials (66%)
- digital resources for teachers or students (65%)
- encourage educational TV/radio (61%).

The least common strategies were:

- communication between staff and students (54%)
- additional staff professional development (52%).

## **Support for teachers**

Support was provided or promoted to teachers to assist them in supporting students and themselves. The most common forms of support were:

- peer support systems (40%)
- formal support networks, such as counselling services (36%)
- accommodation for teachers who are primary carers and have children at home (35%).

The least common forms of support were:

- professional association links and information such as mental health services (19%)
- online well-being management programs and resources (18%).

In response to the pandemic, teachers in Côte d'Ivoire were also provided with a range of professional learning activities. The most common activities were:

- methods for preventing the spread of infectious diseases, such as though hand washing (51%)
- methods to engage with families to support their child's well-being (30%)
- methods to engage with families to support their child's learning (27%).

The least common professional learning activities were:

- teaching specific content remotely (e.g., literacy, numeracy) (17%)
- support for providing remote student instruction using digital technologies (16%)
- teaching students with special needs (10%).

## **Student health and wellbeing and returning to school**

Throughout the pandemic, many students attended a school that undertook activities to support student health and wellbeing. The most common activities were

- check in with students (84%)
- contact families (80%)
- specific support to students (53%)
- provide support from counsellors (42%).

Visits to students' homes were relatively uncommon; only 38 per cent of students attended schools where the principal reported this strategy was used.

In preparing for regular teaching after the COVID-19 disruption, schools in Côte d'Ivoire made various provisions. Most frequently these involved:

- additional monitoring of students' health and safety (83%)
- spending time going over material previously covered (82%)
- targeted teaching directed to learning areas where student achievement had not progressed to the desired extent (64%).

The least common provisions were:

- require or encourage more students to repeat a grade (21%)
- connecting students to contact agencies that provide food and other essentials to assist families who need help (16%).

Principals were asked about their concerns after the COVID-19 disruption. They reported concern about all four options, which were:

- students' academic progress (97%)
- students' health and wellbeing (96%)
- staff ability to cope (94%)
- the principal's own ability to cope (93%).

## Student contexts

A student's context, including their home environment and the level of support that they are provided, can shape their achievement levels (Çiftçi & Cin, 2017; Cullinane & Montacute, 2020). The resources that students have access to at home can greatly mediate the effects of disruptions to learning resulting from COVID-19 (Cullinane & Montacute, 2020; Reimers & Schleicher, 2020). Hence, the effect size of various factors related to student characteristics, home environment and support are analysed and compared.

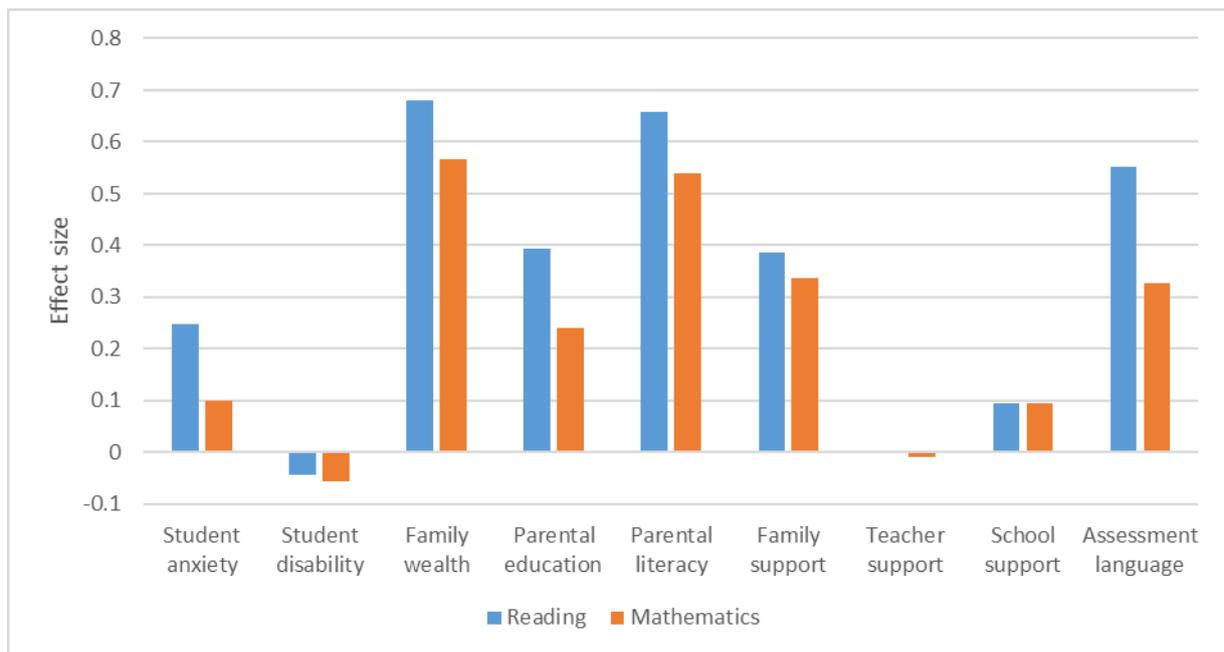
An effect size is a measure of the strength of the relationship between two variables using a standardised difference. The stronger the effect size, the stronger the relationship between the variables of interest (e.g. family wealth) and the outcome variable (e.g. mathematics proficiency). Nine indices were created based on a collection of related items from the Student Questionnaire. These indices are student anxiety, student disability, family wealth, parental education, parental literacy, family support, teacher support, school support and assessment language (whether assessment language was the main language spoken at home). The MILO Main Report (UIS & ACER, 2022) provides further details about the effect sizes and specific scales constructed.

As can be seen in Figure 1, family wealth has the strongest relationship with student proficiency in both reading and mathematics, with students from wealthy families exhibiting higher levels of proficiency than students from less wealthy families. Three other indices related to the home environment also exhibited a strong relationship with reading and mathematics proficiency: parental education, parental literacy and family support. Greater parental education, literacy and family support have a positive relationship with one's proficiency.

Students who spoke the language of assessment at home, had higher proficiency in reading and mathematics, compared to students who spoke another language at home.

Students with higher levels of anxiety had higher levels of proficiency in reading and mathematics. Students with a disability showed slightly lower proficiency in reading and mathematics, compared to those with no disability. Receiving greater school support and teacher support had to have a minimal relationship with proficiency.

This comparison of effect sizes highlights that, in Côte d'Ivoire, the factors that have the strongest relationship with student proficiency in reading and mathematics relate to the home environment, and less so to the school environment or personal characteristics of students. This is consistent with meta-analytical research indicating that the home environment has the largest impact on student achievement (Hattie, 2008).



**Figure 1: Reading and mathematics proficiency shown against the nine indices created from the Student Questionnaire**

## Conclusion

It is encouraging that Côte d’Ivoire students and schools demonstrated resilience in the face of the COVID-19 education disruption. Learning outcomes for reading between 2019 and 2021 remained steady.

One possible explanation for these results is that the two months of nationwide school closures due to the COVID-19 were offset by the approximately eight months that students had been at school prior to the administration of the AMPL.

The majority of students attended schools that undertook the following remedial measures upon returning to school: going over material, targeting teaching and providing extra academic support to students who have fallen behind. These may have been largely effective. Further, the material covered by teachers may have focused more on reading and mathematics compared to other academic and non-academic areas. Hence, while declines in these core areas are less likely, declines in other areas not assessed in the MILO study (such as science or social and emotional skills) might have occurred.

The MILO contextual findings provide insights into how learning progress in Côte d’Ivoire can continue to improve. The three recommendations presented below are elaborated on in the MILO Main Report:

- **Prepare for the provision of effective remote teaching and learning for future disruptions.** It was widely reported by principals in Côte d’Ivoire that they are not prepared for future disruptions to education. Remote teaching needs to

reflect the low technology environment of many families in Côte d'Ivoire, building on the strengths indicated by principals related to communication with families and teachers. However, planning needs to incorporate how barriers to remote education can be overcome through broadening access to and use of technology.

- **Continue to emphasise supporting the wellbeing of the school community.** Principals in Côte d'Ivoire were concerned about their own wellbeing, the wellbeing of teachers, and above all, student wellbeing. Although activities were taken to support general student wellbeing, such as checking-in with students and contacting families, these could be supplemented with more targeted support. A relatively low proportion of students attended a school where the principal reported that specific support for students was provided.
- **Ensure that there are effective systems in place to continue to monitor learning outcomes.** The targeting of support aimed at both wellbeing and student learning can be greatly assisted through effective monitoring of student outcomes. For example, in addition to collecting data related to mathematics and reading, other domains could be monitored, such as social and emotional learning. At the classroom-level and school-level, assessments can provide helpful feedback to students, parents and teachers, informing them of progress, what to work on and how to reform practices. System-level information can be collected through participation in national, regional or international assessments. The MILO project has provided tools, methods and capacity development to support Côte d'Ivoire's monitoring system. This includes using the AMPL to monitor Côte d'Ivoire's progress towards achieving SDG 4.1.1b.

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