

UNICEF Algeria
EDUCATION
Thematic Progress Report
April 2016 - March 2017



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Executive Summary

In the context of a country whose performance in terms of democratization of access to education is quite impressive placing it among the top performers in the Arab World, UNICEF is supporting the Algerian government in addressing what could be considered as the 'unfinished agenda'. This includes a variety of issues including most importantly (i) improving the quality of education, (ii) addressing the issue of Out of School children and adolescents, (iii) enhancing school governance both at system level and at decentralized school level and (iv) designing national policies/strategies in various areas such as early childhood development (ECD), violence in school and inclusive education.

Over the reporting period, UNICEF worked jointly with the Ministry of Education and other partners on several fronts and was able to achieve few results in terms of moving processes forward in fields where children can still gain grounds or in terms of concretizing tangible improvements for children; these achievement are synthesized as follows:

- Progress made in the process of design and adoption by Algeria of a national Early Childhood Development (ECD) policy led by the Ministry of Education and involving 5 other Ministries. It is expected that during the first half of 2017 the process will be finalized and Algeria will concretely move to operationalize the new policy with the significant gains this will imply for children in terms of access to quality social services
- The presentation and discussion of the results of the OOSC study at a restitution workshop chaired by the Education Minister with the participation of parliamentarians, education officials and personnel, Civil Society Organizations (CSO), media, children and parents. As a politically sensitive question, working on OOSC needs patience and perseverance but success in addressing the issue is of crucial importance for the country.
- The continuation of the capacity building programme for supervisors and teachers around the basic competency approach to teaching and learning which is considered to be an important lever for improving educational quality.
- The initiation of a process to strengthen the quality of teaching practices in multi-grade classes which will involve training and production of educational aids for teachers
- The commitment made by three ministries (Youth, Education, Vocational Training) to develop and implement a comprehensive life skills framework built around the 12 core skills starting with conducting a mapping and situation analysis of life skills education practices in Algeria. This is also an area where Algeria has a lot to gain for its children and youth
- The return to school of more than 7000 Sahrawi Children to resume lessons in secure, safe and attractive schools and KG made possible by the construction and rehabilitation of school infrastructure undertaken by UNICEF after the October 2015 and August 2016 floods.

UNICEF major role in most of these processes is to mobilize high level expertise that can guide and accompany national officials, specialists and workers on the ground on finding the most appropriate solutions to the issues at hand, formulate forward-looking policies and design, implement and monitor well thought out and contextualized strategies and plans. UNICEF is also helping Algeria gain access to state of the art knowledge in many fields and in parallel to document its own experience and the progress it is making and give them greater visibility.

Strategic Context

The priority given by the Algerian Government to Education has materialized in strong investments made in this sector in the past and which continue now despite the important reduction in the country's income generated by the oil sector due to the 60 percent decrease of oil prices compared to their level in 2014. Over more than 2 decades, the Algerian government has allocated to education on a yearly basis an average of 15 per cent of the government total budget (current and investment); this allocation is unequalled by any other social or economic sector. This level of investment is reflected in the outstanding results achieved in terms of development of the educational infrastructures and in terms of access to school, especially among children aged 6-16; today, Algeria counts more than 25,000 primary, middle and secondary schools (including 18300 primary schools) providing access to learning for over nine millions children and adolescents. The progress in access has been outstanding and the country reported having reached MDG 2 pertaining to education along with the educational targets of MDG 3 on gender equality with enrolment rates of 98 per cent in primary and nearly 95 per cent in lower secondary and with a gender parity index reaching nearly 1 in primary education and slightly superior to 1 in intermediate while the gap significantly increases in favor of girls both in Secondary and higher education.

The Education Index which is the education component of the Human Development index has progressed by an average 2,45 per cent per year between 2000 and 2013; its level was estimated at 0.673 in 2014. Another illustration of the progress made by Algeria in the field of Education is that the school life expectancy of a child entering primary school in 2015 is of 15 years of schooling (one year higher than 2011) which one of the three top ranking in the MENA region.

The investment in Education is also illustrated by the existence of several forms of education subsidies available to vulnerable children, such as school feeding and subsidies for school supplies and transportation, for example meals are provided to over four million children and adolescents across the country -particularly in primary education with 3.3 Million- and an equal number of children receive textbooks free of charge while 2.5 million also receive school supplies.

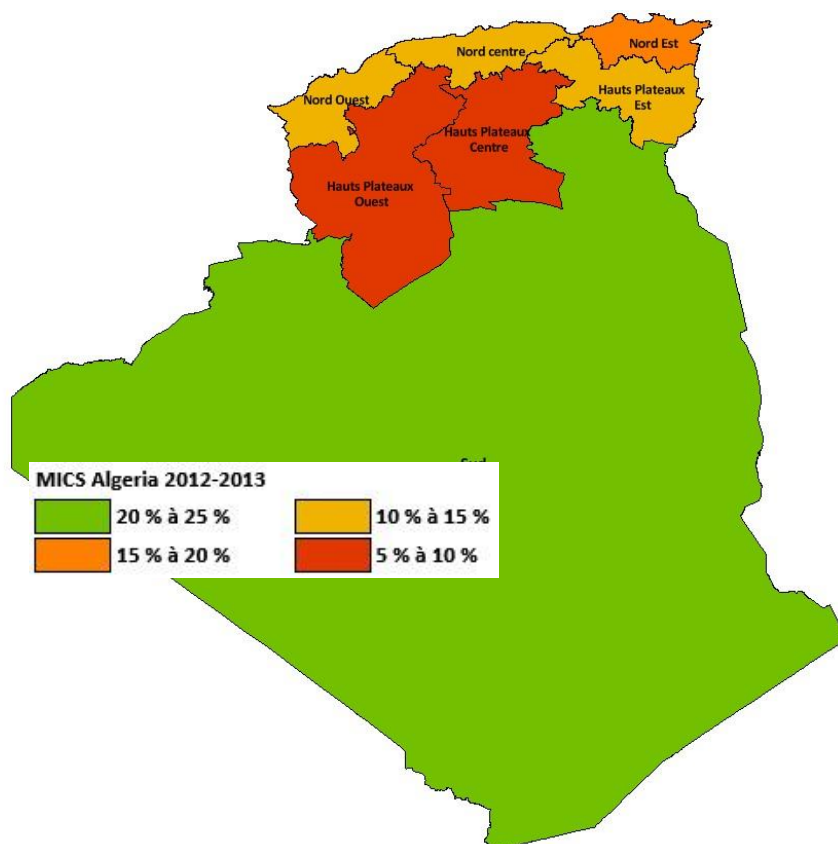
However, quality of education remains a concern and hinders higher educational attainment in terms of children's learning achievements in primary/basic education negatively impacting secondary and higher education. This is evidenced by the poor ranking of Algeria in the last PISA study. Low educational quality also results in quite high proportion of children repeating classes up to three times during their school career with an impact on the proportion of children dropping out of school due to either an inability to progress and learn or frustrations related to loss of faith in the value of education. The Out of School Children Study (OOSC) implemented in Algeria in 2014/2015, estimated that up to a quarter of a million of primary and lower secondary school-age children are currently out of school with another half a million at risk of dropping out representing 8 per cent of the total number of children and adolescents enrolled in either primary or lower secondary.

Developing Access to preschool education is a key strategy to improve quality of education and of learning achievements in primary education and beyond and to raise children's school retention levels. Participation to preschool education and early learning programmes for younger children are key factors for their holistic development and for better preparing them for school.

In Algeria, 76% of five-year-olds have access to a one-year long preprimary programme in the 'preparatory' classes set up over the last decade by the Ministry of Education.

However, at national level, 17% only of younger 3 to 5 years old children have access to preschool education in kindergarten (MICS4) with some geographical disparities as shown in the attached map: 27.8% of children have access to preschool education in the South, 16.8% in the North and only 5.4% in the Central Highlands.

Moreover, only 7% of children coming from the poorest quintile have access to preschool against the 31% in the richest one. The OOSC study estimated that a quarter of a Million 5-year old children are not enrolled in any preschool education programme (KG, Preprimary class or Koranic school); they represent one third of this age group.



In 2015, the Algerian Ministry of Education and UNICEF have agreed to join efforts to ensure the elaboration of a multi-sectoral national Early Childhood Development strategy for Algeria, in cooperation with key line ministries. Political commitment and effective inter-ministerial coordination should contribute to ensuring provision of appropriate early childhood care and opportunities for all 3-6 years old children.

As of today, despite significant efforts and investments, 2% of children are still not enrolled in primary school. This proportion rises to 14% for children of lower secondary-school age. Significant disparities are highlighted across regions. The multiple factors that hinder the government's efforts to improve education of Algerian children as well as the fulfilment of their rights are mainly related to weak inclusive policies that effectively address extremely vulnerable groups (such as children with disabilities, nomads and migrants) and limited provision of quality education. The latter is a major contributing factor to both school dropouts and high grade repetition rates. In addition despite the notable improvement of school based management and performance a number of issues persist showing that there is still room for further improvement in terms of school governance and system management; among these issues one can note violence in school, insufficient integration of children with disabilities in ordinary schools; still highly centralized nature of the system and limited culture of school based management and finally the insufficient capacity of the system to collect reliable and timely data to guide decision-making.

With regards to Sahrawi refugee children living in the 5 camps around Tindouf -1,800 km South West of Algiers-, at present, educational services in the camps are responding to the learning needs of nearly 40,000 children of the 3 to 15 years age group which corresponds to the 2 cycles of basic education (primary and lower secondary) completed by preschool education offered for children aged 3 to 5 years.

In the 5 camps educational facilities consist of:

- 31 preschool education centers or KGs serving 7,817 children
- 26 primary schools in which 22,331 primary school age children (6 to 11 years) are enrolled
- 12 lower secondary education (or intermediate) schools attended by 9,569 adolescents (11 to 15 years).

It is to be noted that the Sahrawi education system has no upper secondary schools which means that children who successfully finish basic education and graduate from intermediate schools have no other option than leaving their families and going to pursue their secondary education in Algerian secondary schools in various areas of the country and for a few Sahrawi children even abroad (in most cases in Spain). The quality of education is not quite satisfactory as evidenced by a repetition rate of 19, 5% in primary education and of 29, 98% in lower secondary; in addition the dropout rate is estimated at an average of 4, 25 % (2, 12 % in Primary and 6, 38% in Intermediate)., the student to class ratio is of 40 and the students to teacher ratio is of 40 in primary schools and 160 students for one teacher in Intermediate schools. One of the reasons for the limited quality of education is the low academic qualification level of some of the 1,765 teachers and the insufficient opportunities for in-service training offered to them.

Planning and Results Outlined by Programme Area

The Algeria new country programme for 2016-2020 is centered around three outcome areas as follows :

i) improved access and quality of early childhood care, and education, ii) improved systems for child protection, iii) enhanced knowledge of equity and improved children social inclusion. In addition, the humanitarian support to Sahrawi refugee children is structured under a cross sectoral outcome area

During the reporting period, important results have been made for children in education as follows:

- Progress made in the process of design and adoption by Algeria of a national Early Childhood Development (ECD) policy.
- The presentation and discussion of the results of the OOSC study at a restitution workshop chaired by the Education Minister with the participation of parliamentarians, education officials and personnel, Civil Society Organizations (CSO), media, children and parents.
- The continuation of the capacity building programme for supervisors and teachers around the basic competency approach to teaching and learning which is considered to be an important lever for improving educational quality.
- The initiation of a process to strengthen the quality of teaching practices in multi-grade classes
- The commitment made by three ministries (Youth, Education, Vocational Training) to develop and implement a comprehensive life skills framework built around the 12 core skills starting with conducting a mapping and situation analysis of life skills education practices in Algeria.
- The return to school of more than 7000 Sahrawi Children to resume lessons in secure, safe and attractive schools and KG made possible by the construction and rehabilitation of school infrastructure undertaken by UNICEF after the October 2015 and August 2016 floods.



1. Design of the first national Early Childhood Development Strategy

In 2015/2016, Algeria engaged a policy formulation process which during the first half of 2017 should lead to the adoption of a national policy and strategy for early childhood development (ECD). This is a key achievement which promises to have a significant impact in terms of increased access of young children to quality social services ensuring their rights to health, education and protection.

This process, led by the Ministry of Education, was initiated in 2015. Its first phase, now nearly finalized, consisted in developing a framework document which consolidates and analyses coverage, effectiveness and efficiency of all social services for young children (0 to 6 years) including (i) preschool education for 3 to 5 years olds managed by the Ministry of Education and offered in preprimary classes or by the Ministry of Religious Affairs offered in Koranic schools ; (ii) Mother and child health care services managed by the Ministry of Health, including prenatal care, delivery under medical supervision, post-natal and infant and child health care ; (iii) child protection services managed by the Ministry of Solidarity including foster care, services for children with disabilities, social protection services for single or vulnerable mothers and their children. This initiative made possible by UNICEF advocacy is supported by a high level ECD expert who has guided the work of the multi-sectoral task team which elaborated the framework document. A simulation model was developed and costed scenarios proposed outlining various development patterns and policy options for scale up/generalization of these services in Algeria

by 2025. These scenarios once reviewed by sectoral ministries will be discussed at an inter-ministerial meeting chaired by the Prime Minister who will decide on the scenario considered optimal for Algeria combining ambition, feasibility and affordability. This scenario will constitute the back bone of the National ECD policy, strategy and operational plan which UNICEF will help formulate and which will give a strong impetus to the development of and access to services by young children over the next decade.

As Algeria is due to hold legislative elections early May 2017, it is presently unclear whether the Ministry of Education will give the last push to the process to ensure that the political decision is made prior to the elections or if the preference will go towards a more cautious approach that will imply postponing the final steps to after the elections.

2. The Out of School Children Initiative – (OOSCI)

Conducted in the framework of the MENA Region OOSC initiative, the Algeria study's results have been presented and discussed at a workshop supported by UNICEF in Adrar (Southern Highlands region); the meeting chaired by the Minister of Education was attended by 200 people including MoE Officials parliamentarians, representatives of other ministries and regional authorities, inspectors, headmasters, teachers, children, Television and the press. With a net enrolment rate exceeding 98% in primary education and nearly 95% in lower secondary, Algeria stands out as one of the top performers in the region and a success story in terms of expanding access and democratization of basic education; yet, there are still concerns about quality of education and of students' learning achievement and about the children and adolescents who drop out prematurely.

The OOSC study looked on the one hand at that proportion of young children under 5 who are not benefiting of preschool education that would make them more 'ready for school' and on the other hand, made a diagnostic on numbers and profiles of children out of school or at risk of dropping out. The study provided the Ministry of Education with critical evidence both in terms of the geographical weight of school drop outs as well as some key highlights specifics to how the issue appears to disproportionately affect adolescent boys. Indeed, even if the regional OOSC initiative focused on children aged 5-14 years, the study in Algeria covered the entire compulsory education age group (6-16). The workshop stressed the social and political concern for those who do not complete compulsory education (many more boys than girls) and who find themselves lacking qualifications or skills for life to facilitate their social integration. It also called for elaboration of a plan to prevent school dropout and for alternative schemes for continued training and social inclusion of drop-outs. The MoE is committed to offer these children alternatives learning opportunities and UNICEF -as a key actor in the debate- is thinking about modeling solutions for preventing drop out and improving the skills and employability of adolescents and young people. In this context, in 2017, ACO will be developing a pilot catch-up curriculum to ensure that over-age children can reintegrate the formal system and/or have access to vocational training opportunities offered by the Ministry of Vocational Training and Education.

In the meantime, UNICEF and education partners are conducting regional qualitative and quantitative surveys in wilayas (provinces) where high dropout rates are registered. The findings will inform policy revision and review measures of remediation by identifying and analyzing causes and bottlenecks, in addition to social and economic constraints.

At times in 2016 and even more so in 2017 which is a year of elections, the question of Out of School Children became a bit too politically sensitive and some planned activities could not progress at the expected pace. The inclusion of 5-year old children in the category of out of school was questioned.

3. Quality Education and capacity development for school inspectors and teachers

a) On the quality of education, the Ministry of education efforts focus on implementing a national training strategy for the benefit of teachers, inspectors and schools headmasters and on renewing educational curricula for primary and lower secondary education cycles. In this context, starting 2014 and continuing into 2016, UNICEF has provided technical and financial support to the MoE around a teacher-focused training programme on the basic competency approach to teaching and learning which is considered to be an important lever for improving educational quality. This year, 150 schools inspectors were trained on the “competency-based approach training package” to upgrade and perfect their mastery of concepts, techniques and tools of this approach. Additional resources have been produced to guide supervisors and teachers in their work; they consist in a sample of lesson plans and exercises covering different grades and subjects and built using the competency based approach.

b) UNICEF and the Ministry of Education have also agreed to work on a specific pedagogic and class organization modality which is that of the multi-grade classes in which two small groups of children belonging to two different grade levels are assembled in the same class and taught to by one teacher. This modality is still prevailing in Algeria particularly in rural schools serving small communities with limited number of children. This situation is always perceived negatively as often leading to low learning achievements by the children of the two levels as they are receiving half of the learning time they should be had they been in separate classes. The MoE requested UNICEF to mobilize technical assistance that is able to propose teaching practices that can optimize not only the use of time but also propose alternative modes of functioning for the class that would stimulate children learning. Two French experts have been identified and conducted a first exploratory visit which allowed them to better analyze the situation of multi-grade classes, discuss with MoE officials and with inspectors, headmasters and teachers used to this modality to understand their perceptions, attitudes and practices and assess their capacity development needs. A Road map has been developed which should ultimately allow: (i) the training of a group of trainers; (ii) the design of a multi-grade class kit including pedagogic tools for teachers, (iii) the training of a first group of teachers and headmasters working in the pilot schools, and (iv) developing a series of videos for use by inspectors in the training they will organize for teachers and in the coaching/guidance sessions they have with them.

c) The Ministries of Education, Youth and Sports and, Vocational Training and Education after participating to the regional consultation on life skills education organized by UNICEF MENA Regional Office in Amman have committed to develop and implement a comprehensive life skills framework built around the 12 core skills; this framework is to be later adapted to the needs of each of the three ministries. The First step of the process will be to conduct over the first half of 2017 a mapping and situation analysis of life skills and citizenship education practices in Algeria. UNICEF ACO is fully involved in this initiative and has already identified the experts who will organize the LSE mapping. The integration of life skills and citizenship education approaches in both formal and non-formal education is a major step forward for improving educational quality in Algeria and for making sure that children, adolescents and youth learn not only the disciplinary content and methods of math, science, languages and humanities... but also acquire values and skills so essential for modern life including

communication, cooperation, problem-solving, analysis, synthesis and relating and dealing with others in society...

4. Emergency Education in Saharawi refugee camps

a. In 2016, UNICEF support to the Education of Sahrawi Children focused essentially on responding to the impact of the October 2015 floods in the 5 camps particularly Dakhla and of the heavy rains and strong storms which, in August 2016, severely affected the camp of Laayoun. In coordination with Education and Construction Authorities and with assistance from implementing partners, UNICEF supported the rehabilitation of 15 Schools and KGs and the re- construction of one school; this made it possible for more than 7000 Children to resume lessons in secure, safe and attractive schools and KGs; ACO ensured that the works are sustainable and resist to other potential disaster in line with the 'Build back better' principle. Despite the constraint of the limited number of construction companies, the summer heat and the remoteness of the Dakhla camp, the works were conducted, supervised and completed by IPs before the start of the new school year. No resources from the Education thematic funding have been used for these infrastructural arrangements.

b. UNICEF also provided learning supplies and material for 32,500 children to facilitate their learning and to reduce the cost of education for their parents. Part of the cost for the procurement of these supplies was paid from the Education thematic funding

c. In order to better understand the issue of access or lack of by children with disabilities to basic social services, Handicap International with support from UNICEF conducted a study on the determinants of or barriers to access by children with disabilities to social services; the study allowed to conduct a survey on nearly 250 children to understand their living context and the caring practices they benefit from within their families or in the specialized centres. UNICEF and DI agreed to include in their partnership agreement a component consisting in ensuring additional training and coaching for the 20 teachers and the 59 other personnel working in the 9 specialized centres in the 5 camps.

d. In 2016, UNICEF assumed the leadership of the education sector and of the coordination group to which participate Sahrawi authorities, UNHCR, WFP and partner NGOs involved in the sector.

Partnerships for results

For achieving results for children in education UNICEF cooperates with a number of partners. The first and most important among them is the Ministry of Education with several different departments involved namely the divisions of cooperation, planning and statistics, basic education, in-service training, examinations, human resources and training, regional education authorities and the National Observatory on Education ; on the specific work relating to Early Childhood Development, the Minister's Chief of Cabinet is directly involved along with the National Institute for Educational Research.

The programme component pertaining to the design of a national ECD policy involves also direct cooperation and partnership with several Ministries (Health, Solidarity, and Religious Affairs) and indirectly with the Ministry of Interior and the Ministry of Vocational Training.

CSO Collaboration: Grass Root Organizations and Civil Society Organizations have partnered with the MoE and UNICEF such as Réseau NADA (Child Rights network of 150 NGOs), Fédération des Associations des Handicaps, Association pour Enfants Autistes,

in addition the Education component of the humanitarian programme for Saharawi refugees involves a strong partnership with the Sahrawi Ministries of Education and of Construction, the Saharawi Red Crescent, CISP, Triangle Generation Humanitaire, Disability International (HI) UNHCR and WFP.

An information sharing group has also met twice during the year involving Bilateral Cooperation Agencies (France, UK, Japan, Germany, Spain) along with Multilateral actors such as the EU Delegation and UNICEF.

Resources

Financial Implementation

Expenditure Listing (Summary Report)



Grant: SC148905
 Recipient Office: Algeria
 Expiry Date: 31.12.2017
 Date (Start - End): 24.03.2016 - 24.03.2017

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Summary

Description	Incurred Expense		Cash Advances and Prepayments	Cumulative Expenditure	Commitments	Total
	2016	2017				
Staff and Other Personnel Costs	10,672.04	19,819.00	0.00	30,491.04	0.00	30,491.04
Supplies and Commodities	95,767.27	0.00	0.00	95,767.27	0.00	95,767.27
Contractual Services	70,758.00	6,044.00	0.00	76,802.00	73,276.00	150,078.00
Travel	21,987.05	3,929.39	0.00	25,916.44	0.00	25,916.44
Transfers and Grants to Counterparts	0.00	62,035.50	0.00	62,035.50	0.00	62,035.50
General Operating + Other Direct Costs	8,532.03	117.62	0.00	8,649.65	0.00	8,649.65
Total	207,716.39	91,945.51	0.00	299,661.90	73,276.00	372,937.90

Future Work Plan

In 2017, UNICEF in Algeria will be in the second year of implementation of its new Country Programme for 2016-2020 with increased focus on the Education sector, and provision of high level technical assistance to the Ministry of Education around quality education, equitable access, and better education governance.

The following are some of the main anticipated interventions:

Integrated Early Childhood Development (IECD)

- Support the continuation of the design process of the IECD National Policy/Strategy and the process that will follow to design and initiate the implementation of an operational plan to operationalize the national policy/strategy
- Support the implementation of a competency assessment at the beginning of the new school year for first grade primary school entrant children; this will assess the level of school readiness of these children depending on whether they have participated or not to structured preschool education programmes of any type.
- Other interventions will depend on the requirements of the operational plan and will include capacity development, knowledge building around good ECD practices both at institutional and community levels including a variety of preschool management models designed to fast track access to pre-schooling for all 4-6 years old, communication targeting professionals and parents on ECD and good parenting practices.

OUT OF SCHOOL and Adolescent and Youths

- Work at developing a strategy for reducing school dropout, pushout and pullout including catch up class modalities
- Initiate the work on modeling “Second Chance Schools” to support reinsertion and promote employability of OOS children, adolescents and youth; this will include the creation of bridges with formal schools and technical and vocational training opportunities
- Coordinate with other partners working on youth employability (ILO, UNDP, EU, Ministry of Labor, Ministry of Vocational Training, Ministry of Education, Ministry of Youth and Sports...)

Quality Education

- Continue supporting the implementation of the capacity development programme around the integration of the Basic Competency approach including the production of audio visual aids
- Support the design of a national learning achievement evaluation system
- Implement the life skills mapping and support the development of a comprehensive Life Skills framework and a national LSCE curriculum
- Pursue support to the initiative on multi-grade classes including training of trainers, design of the MGC kit and audio visual tools.
- Initiate the dialogue around a strategy for inclusive education for children with disabilities.

School Governance

- Support to Ministry of Education at national and local level for improved education governance such as school based management initiatives (INSAP model)
- Support the progressive improvement of the current education management information system to reach real time monitoring in areas affected by high drop outs.
- Support the design of a strategy to address violence in school.

Emergency Education

- Provide individual student kits for 32500 children
- Rehabilitation of 5 schools and 2 KG affected by the August 2016 floods
- Construction or rehabilitation/extension of sanitary blocks and other WASH facilities in 9 intermediate and 4 primary schools to conform to WASH sphere standards. WASH in school is evolving to become a key area of priority for UNICEF in its support to Sahrawi schools
- Capacity building programme for MoE Officials, supervisors, school headmasters, teachers and members of parents teachers associations (PTAs)
- Institutional and human capacity development for the MoE 9th of June training of trainers centre
- Support the upgrading of the Education Management Information System (EMIS).
- Pursue the capacity building programme initiated by Handicap International (Disability International) for the personnel of the 9 special education centres for Disabled refugee children.

Expression of Thanks

The children of Algeria, through UNICEF Algeria, express their deepest gratitude to the United Kingdom National Committee for its continuous engagement and its generous support to UNICEF efforts to enhance educational access and quality particularly the most vulnerable, disabled and refugee children.

Annex

Donor Feedback Form

Title of Report/Project: Thematic Education Report 2016

UNICEF Office: Algeria

Donor Partner: UK National Committee

Date: March 2017

Report Feedback Form

UNICEF is working to improve the quality of our reports and would highly appreciate your feedback.

Kindly answer the questions below for the above-mentioned report. Thank you!

Please return the completed form back to UNICEF by email to:

Name: Moncef Moalla, Deputy Representative

E-mail : mmoalla@unicef.org

SCORING: 5 indicates “highest level of satisfaction” while

0 indicates “complete dissatisfaction”

1. To what extent did the narrative content of the report conform to your reporting expectations? (For example, the overall analysis and identification of challenges and solutions)

5	4	3	2	1	0
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

2. To what extent did the fund utilization part of the report meet your reporting expectations?

5	4	3	2	1	0
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

3. To what extent does the report meet your expectations in regard to the analysis provided, including identification of difficulties and shortcomings as well as remedies to these?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we could do better next time?

4. To what extent does the report meet your expectations with regard to reporting on results?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

5. Please provide us with your suggestions on how this report could be improved to meet your expectations.

6. Are there any other comments that you would like to share with us?

Thank you for filling this form!



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